



**University of Zagreb**  
**Faculty of Croatian Studies**  
Borongajska cesta 83d, HR-10000 Zagreb, Croatia

**ECTS Information Package**  
**Graduate studies**

for Academic Year  
2019/2020

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**PUBLISHED BY**

University of Zagreb  
Faculty of Croatian Studies  
Borongajska cesta 83d, HR-10000 Zagreb  
[www.hrstud.unizg.hr](http://www.hrstud.unizg.hr)

**FOR THE PUBLISHER**

**Pavo Barišić**, PhD  
Dean of the Faculty of Croatian Studies

**EDITOR**

Dario Vučenović, PhD  
Vicedean for Students and Study Programmes

**AUTORS**

Lecturers in Charge

**DESIGN AND PREPRESS**

Vlatka Paunović, dipl. ing.  
mr. sc. Siniša Tomić

ISSN:

UDK: 378.4

## **Study Programs**

## Graduate Study Programme in Croatology










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

### Smjerna Science Stream

1st semester, 1st year					Smjerna Teaching Stream
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
CRO-S	3.0 Croatian Writers of European Reference (201770) Zima, D.	Li	30 (15+15+0)	1	
CRO-S	5.0 Lexicology and Lexicography of the Croatian Language (147174) Vulić Vranković, S.	Li	45 (30+15+0)	1	
CRO-S	5.0 Literature and Culture of Croats in the Diaspora (126030) Vulić Vranković, S.	Li	30 (30+0+0)	1	
CRO-S	5.0 Literature and Culture of the Croats in the Diaspora (57134) Vulić Vranković, S.	Li	30 (15+15+0)	1	
ECTS	Izborni kolegiji 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)	1, 3	
CRO-S	3.0 Croatian Language Teaching in the Diaspora (177713) Vulić Vranković, S.	Li	30 (0+0+30)	1, 3	
CRO-S	3.0 Croatian Linguistic Prescription (201776) Grčević, M.	Li	30 (15+15+0)	1, 3	
CRO-S	3.0 Interpretation of literary text (201794) Piskač, D.	Li	30 (15+15+0)	1, 3	
CRO-S	3.0 Introduction to Comparative Literature (201797) Zima, D.	Li	30 (15+15+0)	1, 3	
CRO-S	3.0 Motivation in Teaching Croatian Language (188689) Brajković, L.	Lo	30 (15+15+0)	1, 3	
CRO-S	4.0 The Speech Culture (188010) Vrban Zrinski, K.	Li	45 (30+15+0)	1, 3	
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) Prosperov Novak, S.	Lo	30 (30+0+0)	2	
CRO-S	5.0 History of Christianity in Croatia (57136) Tadić, S.	Li	30 (30+0+0)	2	
ECTS	Izborni kolegiji 2 => Izborni kolegiji 2 na diplomskom Studiju kroatologije	Eng. Lev.	Study Hours	Sem.	
CRO-S	3.0 Croatian Cultural Narrative (201799) Brozović, D.	Li	30 (15+15+0)	2, 4	
CRO-S	3.0 Croatian Literary Canon (201795) Franić Tomić, V.	Li	30 (15+15+0)	2, 4	
CRO-S	3.0 Croatian Press in the Diaspora (201855) Vulić Vranković, S.	Li	30 (15+15+0)	2, 4	
CRO-S	3.0 Croatian Protected Natural and Cultural Heritage (201793) Jeličić-Radonić, J.	Li	30 (15+15+0)	2, 4	
CRO-S	4.0 Croatian Stage Art (188011) Vrban Zrinski, K.	Li	45 (30+15+0)	2, 4	
CRO-S	3.0 Development of the Croatian language (201520) Holzer, G.	Li	30 (30+0+0)	2, 4	
CRO-S	3.0 Ivana Brlić-Mažuranić (201796) Zima, D.	Li	30 (15+15+0)	2, 4	
CRO-S	3.0 Kajkavian Literary Heritage (201801) Jembrih, A.	Li	30 (15+15+0)	2, 4	
CRO-S	3.0 Miroslav Krleža (201853) Zima, D.	Li	30 (15+15+0)	2, 4	
CRO-S	3.0 Religious Elements of Croatian Culture (201779) Tadić, S.	Lo	30 (30+0+0)	2, 4	
CRO-S	3.0 Theory of Literature (201857) Piskač, D.	Li	30 (15+15+0)	2, 4	
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	



3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO-S	5.0 Introduction to Scientific Research (61243) Vrban Zrinski, K.	Lo	30 (30+0+0)	3
ECTS	Izborni kolegiji 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)	1, 3
CRO-S	3.0 Croatian Language Teaching in the Diaspora (177713) Vulić Vranković, S.	Li	30 (0+0+30)	1, 3
CRO-S	3.0 Croatian Linguistic Prescription (201776) Grčević, M.	Li	30 (15+15+0)	1, 3
CRO-S	3.0 Interpretation of literary text (201794) Piskač, D.	Li	30 (15+15+0)	1, 3
CRO-S	3.0 Introduction to Comparative Literature (201797) Zima, D.	Li	30 (15+15+0)	1, 3
CRO-S	3.0 Motivation in Teaching Croatian Language (188689) Brajković, L.	Lo	30 (15+15+0)	1, 3
CRO-S	4.0 The Speech Culture (188010) Vrban Zrinski, K.	Li	45 (30+15+0)	1, 3
4th semester, 2nd year				
ECTS	Izborni kolegiji 2 => Izborni kolegiji 2 na diplomskom Studiju kroatologije	Eng. Lev.	Study Hours	Sem.
CRO-S	3.0 Croatian Cultural Narrative (201799) Brozović, D.	Li	30 (15+15+0)	2, 4
CRO-S	3.0 Croatian Literary Canon (201795) Franić Tomić, V.	Li	30 (15+15+0)	2, 4
CRO-S	3.0 Croatian Press in the Diaspora (201855) Vulić Vranković, S.	Li	30 (15+15+0)	2, 4
CRO-S	3.0 Croatian Protected Natural and Cultural Heritage (201793) Jeličić-Radonić, J.	Li	30 (15+15+0)	2, 4
CRO-S	4.0 Croatian Stage Art (188011) Vrban Zrinski, K.	Li	45 (30+15+0)	2, 4
CRO-S	3.0 Development of the Croatian language (201520) Holzer, G.	Li	30 (30+0+0)	2, 4
CRO-S	3.0 Ivana Brlić-Mažuranić (201796) Zima, D.	Li	30 (15+15+0)	2, 4
CRO-S	3.0 Kajkavian Literary Heritage (201801) Jembrih, A.	Li	30 (15+15+0)	2, 4
CRO-S	3.0 Miroslav Krleža (201853) Zima, D.	Li	30 (15+15+0)	2, 4
CRO-S	3.0 Religious Elements of Croatian Culture (201779) Tadić, S.	Lo	30 (30+0+0)	2, 4
CRO-S	3.0 Theory of Literature (201857) Piskač, D.	Li	30 (15+15+0)	2, 4
3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO-T	3.0 Croatian Children's Literature (201791) Zima, D.	Li	30 (15+15+0)	3
CRO-T	5.0 Practical Exercises in the Methodology of Teaching [Croatology] (144735) Pranjić, M.	Li	45 (0+15+30)	3
CRO-T	3.0 Word Formation in the Croatian Language (201805) Vulić Vranković, S.	Li	30 (15+15+0)	3
ECTS	Izborni kolegiji => DIPL-NS-smjeri (5035): Izborni kolegiji za nastavničke smjerove	Eng. Lev.	Study Hours	Sem.
CRO-T	3.0 Motivation in Teaching Process (144753) Brajković, L.	Lo	30 (15+15+0)	3
CRO-T	3.0 Pedagogy of childhood (201465) Dadić, K.	Lo	30 (15+15+0)	3
CRO-T	3.0 Psychology in Croatian Literature (172611) Brajković, L.	Lo	30 (15+15+0)	3
CRO-T	3.0 School Pedagogy (172610) Dadić, K.	Li	30 (15+15+0)	3
CRO-T	3.0 Strategies for Active learning (201454) Bušljeta Kardum, R.	Lo	30 (30+0+0)	3
CRO-T	3.0 Teaching Competencies in Modern Curriculum (201448) Ninčević, M.	Li	30 (15+15+0)	3
CRO-T	3.0 Therapeutic Pedagogy I (201466) Dadić, K.	Lo	30 (15+15+0)	3

ECTS	Izborni kolegiji => DIPL-NS-smjer (5035): Izborni kolegiji za nastavničke smjerove	Eng. Lev.	Study Hours	Sem.
ECTS	KRO-dipl (13096): Izborni kolegiji 2 => KRO-dipl (13096): Izborni kolegiji 2 (Nastavnički smjer)	Eng. Lev.	Study Hours	Sem.
 3.0	Croatian Language Teaching in the Diaspora (177713) Vulić Vranković, S.	Li	30 (0+0+30)	3
 3.0	Croatian Linguistic Prescription (201776) Grčević, M.	Li	30 (15+15+0)	3
 3.0	Croatian Writers of European Reference (201770) Zima, D.	Li	30 (15+15+0)	3
 5.0	History of Croatian Cinema (61935) Piskač, D.; Mileta, S.	Li	30 (30+0+0)	3
 3.0	Interpretation of literary text (201794) Piskač, D.	Li	30 (15+15+0)	3
 3.0	Introduction to Comparative Literature (201797) Zima, D.	Li	30 (15+15+0)	3
 5.0	Literature and Culture of the Croats in the Diaspora (57134) Vulić Vranković, S.	Li	30 (15+15+0)	3
 3.0	Motivation in Teaching Croatian Language (188689) Brajković, L.	Lo	30 (15+15+0)	3
 4.0	The Speech Culture (188010) Vrban Zrinski, K.	Li	45 (30+15+0)	3
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
 6.0	Correlation Practicum in the Methodology of Teaching (201262) Bušljeta Kardum, R.; Piskač, D.; Dadić, K.; Ninčević, M.	Lo	45 (0+15+30)	4
ECTS	Izborni kolegiji => DIPL-NS-smjer (5035): Izborni kolegiji za nastavničke smjerove	Eng. Lev.	Study Hours	Sem.
 3.0	Ancient Greek Education (66479) Pranjić, M.	Li	30 (15+15+0)	4
 3.0	Bibliotherapy in the Literature Class (172612) Piskač, D.	Li	30 (15+15+0)	4
 3.0	Educational Psychology (53904) Brajković, L.	Lo	30 (15+15+0)	4
 3.0	Education in the Age of Antiquity (118717) Pranjić, M.	Li	30 (15+15+0)	4
 3.0	Pedagogical Management of Modern School (144759) Ninčević, M.	Lo	30 (15+15+0)	4
 3.0	Philosophy of education (201457) Džinić, I.	Lo	30 (0+30+0)	4
 3.0	Teacher Assessment and Evaluation (201463) Bušljeta Kardum, R.	Lo	30 (30+0+0)	4
 3.0	Textbook as a Teaching Tool (118712) Bušljeta Kardum, R.	Li	30 (30+0+0)	4
 3.0	Therapeutic Pedagogy 2 (201485) Dadić, K.	Lo	30 (15+15+0)	4

## Graduate Study Programme in Psychology

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

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	Clinical Psychodiagnostics (130561) Brajković, L.	Li	60 (30+0+30)	1
4.0	Cognitive Psychology (57110) Žebec, M.	Li	45 (30+15+0)	1
4.0	Personality Psychology (57111) Burušić, J.	Lo	45 (30+15+0)	1
4.0	Psychology of Organisational Behaviour (53867) Tonković Grabovac, M.	Li	45 (30+15+0)	1
4.0	Regression Analysis (53873) Babarović, T.	Li	45 (30+0+15)	1
4.0	Social Cognition and Perception (57109) Maričić, J.	Li	45 (30+0+15)	1
ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju psihologije	Eng. Lev.	Study Hours	Sem.
3.0	Contemporary Psychological Research in Croatia (188039) Maričić, J.	Lo	30 (30+0+0)	1, 3
3.0	Forensic Psychology (53876) Sučić, I.	Li	30 (30+0+0)	1, 3
3.0	Military and Postwar Psychology-Croatian and International Experiences (188053) Komar, Z.	Li	30 (30+0+0)	1, 3
3.0	Psychoimmunoneurology (53816) Karlović, D.	Lo	30 (30+0+0)	1, 3
3.0	Psychology of Mass Media and Mass Communication (200713) Vučenović, D.	Lo	30 (15+15+0)	1, 3
3.0	Working with Students with Special Educational Needs (201210) Dulčić, A.; Pavičić Dokoza, K.	Li	30 (30+0+0)	1, 3
ECTS	Izborni (NASTAVNIČKI MODUL) => Nastavnički modul za diplomski Studij psihologije	Eng. Lev.	Study Hours	Sem.
4.0	Didactics (96487) Pranjić, M.; Ninčević, M.	Li	45 (30+15+0)	1, 3
4.0	Pedagogy (144706) Pranjić, M.	Lo	45 (30+15+0)	1, 3
5.0	Practical Exercises in the Methodology of Teaching [Psychology] (144738) Dadić, K.	Li	45 (0+15+30)	1, 3
3.0	Working with Students with Special Educational Needs (201210) Dulčić, A.; Pavičić Dokoza, K.	Li	30 (30+0+0)	1, 3
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	Development of psychological research (201199) Burušić, J.	Lo	45 (30+15+0)	2
4.0	Educational Psychology (53870) Brajša-Žganec, A.	Li	45 (30+15+0)	2
4.0	Factor Analysis (57113) Babarović, T.	Li	45 (30+0+15)	2
4.0	Group Processes and Impacts (130563) Maričić, J.	Li	45 (30+15+0)	2
4.0	Psychotherapy Modalities (53871) Maričić, J.	Li	45 (30+15+0)	2
4.0	Theory of Psychological Testing (57115) Rajter, M.	Li	45 (30+0+15)	2
ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju psihologije	Eng. Lev.	Study Hours	Sem.
3.0	Forensic Psychiatry (139805) Buzina, N.	Li	30 (15+15+0)	2
3.0	Human Resources Management (173621) Babarović, T.	Li	30 (30+0+0)	2
3.0	Psychology in Educational evaluation.Croatian and International Perspective (181161) Čurković, N.	Lo	30 (30+0+0)	2

ECTS	Izorno (NASTAVNIČKI MODUL) => Nastavnički modul za diplomski Studij psihologije	Eng. Lev.	Study Hours	Sem.
PSY 6.0	Correlation Practicum in the Methodology of Teaching (201262) Bušljeta Kardum, R.; Piskač, D.; Dadić, K.; Ninčević, M.	Lo	45 (0+15+30)	2, 4
PSY 2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	L1	30 (30+0+0)	2, 4
PSY 3.0	Methods of Teaching Psychology (53847) Vučenović, D.	L1	30 (30+0+0)	2, 4
<b>3rd semester, 2nd year</b>				
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.	L1	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.	L1	45 (30+15+0)	3
PSY 3.0	Psychological Testing Skills and Clinical Interview (188782) Brajković, L.	Lo	30 (0+0+30)	3
ECTS	Izborni kolegiji => 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, 3
PSY 3.0	Forensic Psychology (53786) Sučić, I.	L1	30 (30+0+0)	1, 3
PSY 3.0	Military and Postwar Psychology-Croatian and International Experiences (188053) Komar, Z.	L1	30 (30+0+0)	1, 3
PSY 3.0	Psychoimmunoneurology (53816) Karlović, D.	Lo	30 (30+0+0)	1, 3
PSY 3.0	Psychology of Mass Media and Mass Communication (200713) Vučenović, D.	Lo	30 (15+15+0)	1, 3
PSY 3.0	Working with Students with Special Educational Needs (201210) Dulčić, A.; Pavičić Dokoza, K.	L1	30 (30+0+0)	1, 3
ECTS	Izorno (NASTAVNIČKI MODUL) => Nastavnički modul za diplomski Studij psihologije	Eng. Lev.	Study Hours	Sem.
PSY 4.0	Didactics (96487) Pranjić, M.; Ninčević, M.	L1	45 (30+15+0)	1, 3
PSY 4.0	Pedagogy (144706) Pranjić, M.	Lo	45 (30+15+0)	1, 3
PSY 5.0	Practical Exercises in the Methodology of Teaching [Psychology] (144738) Dadić, K.	L1	45 (0+15+30)	1, 3
PSY 3.0	Working with Students with Special Educational Needs (201210) Dulčić, A.; Pavičić Dokoza, K.	L1	30 (30+0+0)	1, 3
ECTS	Izborni metodološki kolegiji => PSI-dipl. (5054): Izborni metodološki kolegiji	Eng. Lev.	Study Hours	Sem.
PSY 3.0	Evaluation and Measurement of Personality (167188) Gračanin, A.	L1	30 (15+0+15)	3
PSY 3.0	Practicum in Experimental Biological Psychology (173658) Darmopil, S.; Radoš, M.	L2	30 (15+0+15)	3
PSY 3.0	Statistical Methods for Multivariate Group Differences (53837) Babarović, T.	L1	30 (15+15+0)	3
ECTS	Specifične i profesionalne vještine => PSI-dipl. (7596): Specifične i profesionalne vještine	Eng. Lev.	Study Hours	Sem.
PSY 3.0	Clinical Psychology Reports/Clinical Report Writing (53846) Brajković, L.	L1	30 (0+0+30)	3
PSY 3.0	Practical Counselling and Helping Skills (173685) Maričić, J.	L1	30 (0+30+0)	3
PSY 3.0	Stress and Psychotrauma (144889) Mužinić, L.; Marinić, I.	L1	30 (0+30+0)	3
<b>4th semester, 2nd year</b>				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PSY 18.0	Production Thesis (126008)	Lo	0 (0+0+0)	4
ECTS	Izorno (NASTAVNIČKI MODUL) => Nastavnički modul za diplomski Studij psihologije	Eng. Lev.	Study Hours	Sem.
PSY 6.0	Correlation Practicum in the Methodology of Teaching (201262) Bušljeta Kardum, R.; Piskač, D.; Dadić, K.; Ninčević, M.	Lo	45 (0+15+30)	2, 4

ECTS	Izorno (NASTAVNIČKI MODUL) => Nastavnički modul za diplomski Studij psihologije	Eng. Lev.	Study Hours	Sem.
PSY 2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	LI	3 <sup>0</sup> (30+0+0)	2, 4
PSY 3.0	Methods of Teaching Psychology (53847) Vučenović, D.	LI	3 <sup>0</sup> (30+0+0)	2, 4
ECTS	Specifične i profesionalne vještine => PSI-dipl. (7596): Specifične i profesionalne vještine	Eng. Lev.	Study Hours	Sem.
PSY 3.0	Creative Techniques in Psychotherapy and Counselling (147470) Bjelajac, A.; Delale, E.	LI	3 <sup>0</sup> (0+0+30)	4
PSY 3.0	Directions in Existential Psychotherapy and Logotherapy (76073) Katinić, K.	Lo	3 <sup>0</sup> (0+30+0)	4
PSY 3.0	Psychology of Advertising (206651) Vučenović, D.	Lo	3 <sup>0</sup> (0+30+0)	4
PSY 3.0	Psychosocial adaptation of Croatian war veterans in war and devastation (188789) Brajković, L.; Maričić, J.	LI	3 <sup>0</sup> (0+30+0)	4
PSY 6.0	Student Placements (200304) Maričić, J.; Vučenović, D.	LI	9 <sup>0</sup> (0+30+60)	4

## Graduate Study Programme in Philosophy

Qualification awarded: MAster in Philosophy  
(mag.phil.)

3rd semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
PHI 5.0	Croatian Philosophical Heritage in the European Context (187906) Metesi Deronjić, Ž.	Lo	3 <sup>0</sup> (30+0+0)	3	
PHI 1.0	Scientific Research Methodology (53897) Skansi, S.	L1	3 <sup>0</sup> (15+15+0)	3	
4th semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
PHI 20.0	Diploma Thesis (53899)	Lo	0 (0+0+0)	4	

## Smjer Science Stream

3rd semester, 2nd year				
ECTS	Izborni izvan struke i/ili Izborni u struci => Izborni kolegiji izvan struke za diplomski Studij filozofije i/ili Izborni u struci	Eng. Lev.	Study Hours	Sem.
PHI-S	3.0 Motivation in Teaching Process (144753) Brajković, L.	Lo	30 (15+15+0)	3
PHI-S	3.0 Philosophy of Game and Sports (187914) Greguric Knežević, I.	Lo	30 (15+15+0)	3
PHI-S	3.0 Philosophy of Myth and Religion (187904) Džinić, I.	Lr	30 (15+15+0)	3
PHI-S	3.0 Philosophy of Globalization (176935) Kukoč, M.	Lo	30 (15+15+0)	3
PHI-S	3.0 Psychology in Croatian Literature (172611) Brajković, L.	Lo	30 (15+15+0)	3
PHI-S	3.0 School Pedagogy (172610) Dadić, K.	Lr	30 (15+15+0)	3
PHI-S	3.0 Strategies for Active learning (201454) Bušljeta Kardum, R.	Lo	30 (30+0+0)	3
ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju filozofije	Eng. Lev.	Study Hours	Sem.
PHI-S	3.0 Bioethics (201425) Greguric Knežević, I.	Lo	30 (15+15+0)	3
PHI-S	3.0 Contemporary philosophy (200550) Skansi, S.	Lo	45 (30+15+0)	3
PHI-S	3.0 Philosophy of Game and Sports (187914) Greguric Knežević, I.	Lo	30 (15+15+0)	3
PHI-S	3.0 Philosophy of Myth and Religion (187904) Džinić, I.	Lr	30 (15+15+0)	3
PHI-S	3.0 Philosophy of Globalization (176935) Kukoč, M.	Lo	30 (15+15+0)	3
4th semester, 2nd year				
ECTS	Izborni izvan struke i/ili Izborni u struci => Izborni kolegiji izvan struke za diplomski Studij filozofije i/ili Izborni u struci	Eng. Lev.	Study Hours	Sem.
PHI-S	3.0 Bibliotherapy in the Literature Class (172612) Piskač, D.	Lr	30 (15+15+0)	4
PHI-S	3.0 Education in the Age of Antiquity (118717) Pranjić, M.	Lr	30 (15+15+0)	4
PHI-S	3.0 Methods of Teaching Philosophy (53908) Džinić, I.	Lr	30 (30+0+0)	4
PHI-S	3.0 Pedagogical Management of Modern School (144759) Ninčević, M.	Lo	30 (15+15+0)	4
PHI-S	3.0 Philosophy of cybernetic culture (187913)	Lo	30 (15+15+0)	4
PHI-S	3.0 Philosophy of education (201457) Džinić, I.	Lo	30 (0+30+0)	4
PHI-S	4.0 Subsidiarity and solidarity in an individualistic society (200599) Tadić, S.	Lr	30 (30+0+0)	4
PHI-S	3.0 Teacher Assessment and Evaluation (201463) Bušljeta Kardum, R.	Lo	30 (30+0+0)	4
PHI-S	3.0 Textbook as a Teaching Tool (118712) Bušljeta Kardum, R.	Lr	30 (30+0+0)	4
PHI-S	3.0 Therapeutic Pedagogy 2 (201485) Dadić, K.	Lo	30 (15+15+0)	4
ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju filozofije	Eng. Lev.	Study Hours	Sem.
PHI-S	3.0 Croatian philosophical heritage in a European context (201515) Metesi Deronjić, Ž.	Lo	30 (30+0+0)	4
PHI-S	3.0 Development of the Croatian language (201520) Holzer, G.	Lr	30 (30+0+0)	4
PHI-S	3.0 Eastern philosophies and cultures (201530) Ježić, M.	Lo	30 (30+0+0)	4
PHI-S	4.0 Heritage of Other Cultures in the Croatian Culture (201518) Prosperov Novak, S.	Lo	30 (30+0+0)	4
PHI-S	3.0 Logic and Artificial Intelligence (201517) Skansi, S.	Lo	30 (15+15+0)	4
PHI-S	3.0 Love and Beauty in the Works of Croatian Renaissance Philosophers (201523) Metesi Deronjić, Ž.	Lo	30 (15+15+0)	4

ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju filozofije	Eng. Lev.	Study Hours	Sem.
PHI- S 3.0	Philosophy of cybernetic culture (187913)	Lo	30 (15+15+0)	4
PHI- S 4.0	Subsidiarity and solidarity in an individualistic society (200599) Tadić, S.	Li	30 (30+0+0)	4



## Smjer Teaching Stream

3rd semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
PHI- T 5.0	Practical Exercises in the Methodology of Teaching [Philosophy] (144734) Ninčević, M.	Li	45 (0+15+30)	3	
ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju filozofije	Eng. Lev.	Study Hours	Sem.	
PHI- T 3.0	Bioethics (201425) Greguric Knežević, I.	Lo	30 (15+15+0)	3	
PHI- T 3.0	Contemporary philosophy (200550) Skansi, S.	Lo	45 (30+15+0)	3	
PHI- T 3.0	Philosophy of Game and Sports (187914) Greguric Knežević, I.	Lo	30 (15+15+0)	3	
PHI- T 3.0	Philosophy of Myth and Religion (187904) Džinić, I.	Li	30 (15+15+0)	3	
PHI- T 3.0	Philosophy of Globalization (176935) Kukoč, M.	Lo	30 (15+15+0)	3	
PHI- T 3.0	Motivation in Teaching Process (144753) Brajković, L.	Lo	30 (15+15+0)	3	
PHI- T 3.0	Pedagogy of childhood (201465) Dadić, K.	Lo	30 (15+15+0)	3	
PHI- T 3.0	Psychology in Croatian Literature (172611) Brajković, L.	Lo	30 (15+15+0)	3	
PHI- T 3.0	School Pedagogy (172610) Dadić, K.	Li	30 (15+15+0)	3	
PHI- T 3.0	Strategies for Active learning (201454) Bušljeta Kardum, R.	Lo	30 (30+0+0)	3	
PHI- T 3.0	Teaching Competencies in Modern Curriculum (201448) Ninčević, M.	Li	30 (15+15+0)	3	
PHI- T 3.0	Therapeutic Pedagogy 1 (201466) Dadić, K.	Lo	30 (15+15+0)	3	
4th semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
PHI- T 6.0	Correlation Practicum in the Methodology of Teaching (201262) Bušljeta Kardum, R.; Piskač, D.; Dadić, K.; Ninčević, M.	Lo	45 (0+15+30)	4	
ECTS	Izborni kolegiji => DIPL-NS-smjer (5035): Izborni kolegiji za nastavničke smjerove	Eng. Lev.	Study Hours	Sem.	
PHI- T 3.0	Ancient Greek Education (66479) Pranjić, M.	Li	30 (15+15+0)	4	
PHI- T 3.0	Bibliotherapy in the Literature Class (172612) Piskač, D.	Li	30 (15+15+0)	4	
PHI- T 3.0	Educational Psychology (53904) Brajković, L.	Lo	30 (15+15+0)	4	
PHI- T 3.0	Education in the Age of Antiquity (118717) Pranjić, M.	Li	30 (15+15+0)	4	
PHI- T 3.0	Pedagogical Management of Modern School (144759) Ninčević, M.	Lo	30 (15+15+0)	4	
PHI- T 3.0	Philosophy of education (201457) Džinić, I.	Lo	30 (0+30+0)	4	
PHI- T 3.0	Teacher Assessment and Evaluation (201463) Bušljeta Kardum, R.	Lo	30 (30+0+0)	4	
PHI- T 3.0	Textbook as a Teaching Tool (118712) Bušljeta Kardum, R.	Li	30 (30+0+0)	4	
PHI- T 3.0	Therapeutic Pedagogy 2 (201485) Dadić, K.	Lo	30 (15+15+0)	4	

## Graduate Study Programme in Sociology

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

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
6.0	Contemporary Sociological Theories (202124) Markešić, I.	Li	60 (15+30+15)	1
4.0	Sociology of Social Changes (78823) Peračković, K.	Lo	30 (30+0+0)	1
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Demography (53914) Šterc, S.	Li	60 (30+30+0)	2
3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Social Impact Analysis (144625) Balabanić, I.	Lo	30 (15+15+0)	3
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
3.0	Geopolitics and Global Security (205153) Šterc, S.	Lo	30 (15+15+0)	4
20.0	Graduate work (64818)	Li	0 (0+0+0)	4

## Smjer Science Stream

1st semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
6.0	Qualitative Methods in Sociology (202128) Balabanić, I.	L2	60 (30+0+30)	1	
5.0	Sociology of Croatian Society 5 (161199) Puškarić, M.	L1	30 (30+0+0)	1	
ECTS	SOC-dipl (4420): Elective courses, 1st semester (science stream) => Izborni kolegiji u zimskom semestru (ZN-smjer)	Eng. Lev.	Study Hours	Sem.	
4.0	Civilization of Violence (202355) Matić, R.	Lo	30 (15+15+0)	1, 3	
4.0	Contemporary Tendencies in Cultural Theory (202375) Džinić, I.	L1	30 (30+0+0)	1, 3	
4.0	Criminology of Bullying (202356) Cajner Mraović, I.	L3	30 (15+15+0)	1, 3	
4.0	European integration (202455) Puškarić, M.	L1	30 (15+15+0)	1, 3	
4.0	Migration and security (201751) Šterc, S.	Lo	30 (15+15+0)	1, 3	
4.0	Sociology of Domestic Violence (202364) Cajner Mraović, I.	L3	30 (15+15+0)	1, 3	
4.0	Sociology of Migration and Ethnicity (188102) Tadić, S.	L1	30 (15+15+0)	1, 3	
4.0	Sociology of Social Control and Police (159978) Cajner Mraović, I.	Lo	30 (15+15+0)	1, 3	
4.0	The Demographic Development of Croatia (57202) Pavić, D.	L1	30 (15+15+0)	1, 3	
4.0	The idea of Europe (202456) Puškarić, M.	L1	30 (15+15+0)	1, 3	
4.0	Youth Subcultures (188098) Perasović, B.	Lo	30 (15+15+0)	1, 3	
2nd semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
6.0	Multivariate Statistical Methods (53913) Balabanić, I.	L1	75 (30+0+45)	2	
ECTS	Izborni kolegiji => Izborni kolegiji u ljetnom semestru (ZN-smjer)	Eng. Lev.	Study Hours	Sem.	
5.0	Applied Statistical Software (53916) Pavić, D.	L1	75 (15+0+60)	2	
5.0	Challenges of Social Stratification in Croatia (188091) Burić, I.	Lo	30 (15+15+0)	2	
4.0	Corporate Social Responsibility (188101) Matić, R.	L1	30 (0+30+0)	2	
5.0	Critical Thinking in Sociology (132300) Matić, R.	Lo	45 (30+15+0)	2	
4.0	Domestic violence (202489) Cajner Mraović, I.	Lo	30 (15+15+0)	2	
4.0	Economic Sociology (188096) Burić, I.	Lo	30 (15+15+0)	2	
4.0	European Union and Croatia (202481) Puškarić, M.	L1	30 (15+15+0)	2	
5.0	European Union Institutions (195344) Nakić, M.	Lo	30 (15+15+0)	2	
4.0	History of Croatian Sociology (172543) Matić, R.	L3	30 (15+15+0)	2	
4.0	International Relations (202512) Puškarić, M.	L1	30 (30+0+0)	2	
4.0	Prejudice and Discrimination Prevention (57198) Matić, R.	L1	45 (15+0+30)	2	
3.0	Religious Elements of Croatian Culture (201779) Tadić, S.	Lo	30 (30+0+0)	2	
4.0	Social Changes in the Republic of Croatia in 20th Century (202475) Čosić, S.	Lo	30 (30+0+0)	2	
4.0	Social phenomenology (202483) Markešić, I.	L1	30 (0+30+0)	2	
4.0	Sociology of Consumption (84508) Peračković, K.	Lo	30 (30+0+0)	2	

ECTS	Izborni kolegiji => Izborni kolegiji u ljetnom semestru (ZN-smjer)	Eng. Lev.	Study Hours	Sem.
SCI	4.0 Sociology of Development (132301) Cajner Mraović, I.	Li	30 (30+0+0)	2
SCI	4.0 Subsidiarity and solidarity in an individualistic society (200599) Tadić, S.	Li	30 (30+0+0)	2
3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
SCI	6.0 Quantitative Research Methods (144629) Pavić, D.	Li	60 (30+0+30)	3
ECTS	SOC-dipl (4420): Elective courses, 1st semester (science stream) => Izborni kolegiji u zimskom semestru (ZN-smjer)	Eng. Lev.	Study Hours	Sem.
SCI	4.0 Civilization of Violence (202355) Matić, R.	Lo	30 (15+15+0)	1, 3
SCI	4.0 Contemporary Tendencies in Cultural Theory (202375) Džinić, I.	Li	30 (30+0+0)	1, 3
SCI	4.0 Criminology of Bullying (202356) Cajner Mraović, I.	L3	30 (15+15+0)	1, 3
SCI	4.0 European integration (202455) Puškarić, M.	Li	30 (15+15+0)	1, 3
SCI	4.0 Migration and security (201751) Šterc, S.	Lo	30 (15+15+0)	1, 3
SCI	4.0 Sociology of Domestic Violence (202364) Cajner Mraović, I.	L3	30 (15+15+0)	1, 3
SCI	4.0 Sociology of Migration and Ethnicity (188102) Tadić, S.	Li	30 (15+15+0)	1, 3
SCI	4.0 Sociology of Social Control and Police (159978) Cajner Mraović, I.	Lo	30 (15+15+0)	1, 3
SCI	4.0 The Demographic Development of Croatia (57202) Pavić, D.	Li	30 (15+15+0)	1, 3
SCI	4.0 The idea of Europe (202456) Puškarić, M.	Li	30 (15+15+0)	1, 3
SCI	4.0 Youth Subcultures (188098) Perasović, B.	Lo	30 (15+15+0)	1, 3
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
SCI	4.0 Sociology of the Croatian Diaspora (205183) Perić Kaselj, M.	Li	30 (15+15+0)	4

## Smjer Teaching Stream

1st semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
4.0	Developmental Psychology (200551) Brajković, L.	Li	55 (30+25+0)	1	
4.0	Didactics (96487) Pranjić, M.; Ninčević, M.	Li	45 (30+15+0)	1	
4.0	Pedagogy (144706) Pranjić, M.	Lo	45 (30+15+0)	1	
ECTS	SOC-dipl (4469): Elective courses (teaching stream) => Izborni kolegiji na diplomskom Studiju sociologije	Eng. Lev.	Study Hours	Sem.	
4.0	Civilization of Violence (202355) Matić, R.	Lo	30 (15+15+0)	1, 3	
4.0	Contemporary Tendencies in Cultural Theory (202375) Džinić, I.	Li	30 (30+0+0)	1, 3	
4.0	Criminology of Bullying (202356) Cajner Mraović, I.	L3	30 (15+15+0)	1, 3	
4.0	European integration (202455) Puškarić, M.	Li	30 (15+15+0)	1, 3	
4.0	Migration and security (201751) Šterc, S.	Lo	30 (15+15+0)	1, 3	
6.0	Qualitative Methods in Sociology (202128) Balabanić, I.	L2	60 (30+0+30)	1, 3	
5.0	Sociology of Croatian Society 5 (161199) Puškarić, M.	Li	30 (30+0+0)	1, 3	
4.0	Sociology of Domestic Violence (202364) Cajner Mraović, I.	L3	30 (15+15+0)	1, 3	
4.0	Sociology of Migration and Ethnicity (188102) Tadić, S.	Li	30 (15+15+0)	1, 3	
4.0	Sociology of Social Control and Police (159978) Cajner Mraović, I.	Lo	30 (15+15+0)	1, 3	
4.0	Sociology of the Croatian Diaspora (205183) Perić Kaselj, M.	Li	30 (15+15+0)	1, 2, 3	
4.0	The Demographic Development of Croatia (57202) Pavić, D.	Li	30 (15+15+0)	1, 3	
4.0	The idea of Europe (202456) Puškarić, M.	Li	30 (15+15+0)	1, 3	
4.0	Youth Subcultures (188098) Perasović, B.	Lo	30 (15+15+0)	1, 2, 3	
ECTS	Izborni kolegiji => DIPL-NS-smjer (5035): Izborni kolegiji za nastavničke smjerove	Eng. Lev.	Study Hours	Sem.	
3.0	Motivation in Teaching Process (144753) Brajković, L.	Lo	30 (15+15+0)	1, 3	
3.0	Pedagogy of childhood (201465) Dadić, K.	Lo	30 (15+15+0)	1, 3	
3.0	Psychology in Croatian Literature (172611) Brajković, L.	Lo	30 (15+15+0)	1, 3	
3.0	School Pedagogy (172610) Dadić, K.	Li	30 (15+15+0)	1, 3	
3.0	Strategies for Active learning (201454) Bušljeta Kardum, R.	Lo	30 (30+0+0)	1, 3	
3.0	Teaching Competencies in Modern Curriculum (201448) Ninčević, M.	Li	30 (15+15+0)	1, 3	
3.0	Therapeutic Pedagogy I (201466) Dadić, K.	Lo	30 (15+15+0)	1, 3	
2nd semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	Li	30 (30+0+0)	2	
3.0	Methods of Teaching Sociology (53909) Dadić, K.	Li	30 (30+0+0)	2	
ECTS	SOC-dipl (4469): Elective courses (teaching stream) => Izborni kolegiji na diplomskom Studiju sociologije	Eng. Lev.	Study Hours	Sem.	
5.0	Applied Statistical Software (53916) Pavić, D.	Li	75 (15+0+60)	2	
5.0	Challenges of Social Stratification in Croatia (188091) Burić, I.	Lo	30 (15+15+0)	2	

ECTS	SOC-dipl (4469): Elective courses (teaching stream) => Izborni kolegiji na diplomskom Studiju sociologije	Eng. Lev.	Study Hours	Sem.
TEA 4.0	Corporate Social Responsibility (188101) Matić, R.	Li	30 (0+30+0)	2
TEA 4.0	Domestic violence (202489) Cajner Mraović, I.	Lo	30 (15+15+0)	2
TEA 4.0	Economic Sociology (188096) Burić, I.	Lo	30 (15+15+0)	2
TEA 4.0	European Union and Croatia (202481) Puškarić, M.	Li	30 (15+15+0)	2
TEA 4.0	History of Croatian Sociology (172543) Matić, R.	L3	30 (15+15+0)	2
TEA 4.0	International Relations (202512) Puškarić, M.	Li	30 (30+0+0)	2
TEA 6.0	Multivariate Statistical Methods (53913) Balabanić, I.	Li	75 (30+0+45)	2
TEA 4.0	Prejudice and Discrimination Prevention (57198) Matić, R.	Li	45 (15+0+30)	2
TEA 3.0	Religious Elements of Croatian Culture (201779) Tadić, S.	Lo	30 (30+0+0)	2
TEA 4.0	Social Changes in the Republic of Croatia in 20th Century (202475) Čosić, S.	Lo	30 (30+0+0)	2
TEA 4.0	Social phenomenology (202483) Markešić, I.	Li	30 (0+30+0)	2
TEA 4.0	Sociology of Development (132301) Cajner Mraović, I.	Li	30 (30+0+0)	2
TEA 4.0	Sociology of the Croatian Diaspora (205183) Perić Kaselj, M.	Li	30 (15+15+0)	1, 2, 3
TEA 4.0	Subsidiarity and solidarity in an individualistic society (200599) Tadić, S.	Li	30 (30+0+0)	2
TEA 4.0	Youth Subcultures (188098) Perasović, B.	Lo	30 (15+15+0)	1, 2, 3
ECTS	Izborni kolegiji => DIPL-NS-smjer (5035): Izborni kolegiji za nastavničke smjerove	Eng. Lev.	Study Hours	Sem.
TEA 3.0	Ancient Greek Education (66479) Pranjić, M.	Li	30 (15+15+0)	2, 4
TEA 3.0	Bibliotherapy in the Literature Class (172612) Piskač, D.	Li	30 (15+15+0)	2, 4
TEA 3.0	Educational Psychology (53904) Brajković, L.	Lo	30 (15+15+0)	2, 4
TEA 3.0	Education in the Age of Antiquity (118717) Pranjić, M.	Li	30 (15+15+0)	2, 4
TEA 3.0	Pedagogical Management of Modern School (144759) Ninčević, M.	Lo	30 (15+15+0)	2, 4
TEA 3.0	Philosophy of education (201457) Džinić, I.	Lo	30 (0+30+0)	2, 4
TEA 3.0	Teacher Assessment and Evaluation (201463) Bušljeta Kardum, R.	Lo	30 (30+0+0)	2, 4
TEA 3.0	Textbook as a Teaching Tool (118712) Bušljeta Kardum, R.	Li	30 (30+0+0)	2, 4
TEA 3.0	Therapeutic Pedagogy 2 (201485) Dadić, K.	Lo	30 (15+15+0)	2, 4
<b>3rd semester, 2nd year</b>				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
TEA 5.0	Practical Exercises in the Methodology of Teaching [Sociology] (144741) Dadić, K.	Li	45 (0+15+30)	3
ECTS	SOC-dipl (4469): Elective courses (teaching stream) => Izborni kolegiji na diplomskom Studiju sociologije	Eng. Lev.	Study Hours	Sem.
TEA 4.0	Civilization of Violence (202355) Matić, R.	Lo	30 (15+15+0)	1, 3
TEA 4.0	Contemporary Tendencies in Cultural Theory (202375) Džinić, I.	Li	30 (30+0+0)	1, 3
TEA 4.0	Criminology of Bullying (202356) Cajner Mraović, I.	L3	30 (15+15+0)	1, 3
TEA 4.0	European integration (202455) Puškarić, M.	Li	30 (15+15+0)	1, 3
TEA 4.0	Migration and security (201751) Šterc, S.	Lo	30 (15+15+0)	1, 3
TEA 6.0	Qualitative Methods in Sociology (202128) Balabanić, I.	L2	60 (30+0+30)	1, 3

ECTS	SOC-dipl (4469): Elective courses (teaching stream) => Izborni kolegiji na diplomskom Studiju sociologije	Eng. Lev.	Study Hours	Sem.
5.0	Sociology of Croatian Society 5 (161199) Puškarić, M.	Li	30 (30+0+0)	1, 3
4.0	Sociology of Domestic Violence (202364) Cajner Mraović, I.	L3	30 (15+15+0)	1, 3
4.0	Sociology of Migration and Ethnicity (188102) Tadić, S.	Li	30 (15+15+0)	1, 3
4.0	Sociology of Social Control and Police (159978) Cajner Mraović, I.	Lo	30 (15+15+0)	1, 3
4.0	Sociology of the Croatian Diaspora (205183) Perić Kaselj, M.	Li	30 (15+15+0)	1, 2, 3
4.0	The Demographic Development of Croatia (57202) Pavić, D.	Li	30 (15+15+0)	1, 3
4.0	The idea of Europe (202456) Puškarić, M.	Li	30 (15+15+0)	1, 3
4.0	Youth Subcultures (188098) Perasović, B.	Lo	30 (15+15+0)	1, 2, 3
ECTS	Izborni kolegiji => DIPL-NS-smjer (5035): Izborni kolegiji za nastavničke smjerove	Eng. Lev.	Study Hours	Sem.
3.0	Motivation in Teaching Process (144753) Brajković, L.	Lo	30 (15+15+0)	1, 3
3.0	Pedagogy of childhood (201465) Dadić, K.	Lo	30 (15+15+0)	1, 3
3.0	Psychology in Croatian Literature (172611) Brajković, L.	Lo	30 (15+15+0)	1, 3
3.0	School Pedagogy (172610) Dadić, K.	Li	30 (15+15+0)	1, 3
3.0	Strategies for Active learning (201454) Bušljeta Kardum, R.	Lo	30 (30+0+0)	1, 3
3.0	Teaching Competencies in Modern Curriculum (201448) Ninčević, M.	Li	30 (15+15+0)	1, 3
3.0	Therapeutic Pedagogy 1 (201466) Dadić, K.	Lo	30 (15+15+0)	1, 3
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
6.0	Correlation Practicum in the Methodology of Teaching (201262) Bušljeta Kardum, R.; Piskač, D.; Dadić, K.; Ninčević, M.	Lo	45 (0+15+30)	4
ECTS	Izborni kolegiji => DIPL-NS-smjer (5035): Izborni kolegiji za nastavničke smjerove	Eng. Lev.	Study Hours	Sem.
3.0	Ancient Greek Education (66479) Pranjić, M.	Li	30 (15+15+0)	2, 4
3.0	Bibliotherapy in the Literature Class (172612) Piskač, D.	Li	30 (15+15+0)	2, 4
3.0	Educational Psychology (53904) Brajković, L.	Lo	30 (15+15+0)	2, 4
3.0	Education in the Age of Antiquity (118717) Pranjić, M.	Li	30 (15+15+0)	2, 4
3.0	Pedagogical Management of Modern School (144759) Ninčević, M.	Lo	30 (15+15+0)	2, 4
3.0	Philosophy of education (201457) Džinić, I.	Lo	30 (0+30+0)	2, 4
3.0	Teacher Assessment and Evaluation (201463) Bušljeta Kardum, R.	Lo	30 (30+0+0)	2, 4
3.0	Textbook as a Teaching Tool (118712) Bušljeta Kardum, R.	Li	30 (30+0+0)	2, 4
3.0	Therapeutic Pedagogy 2 (201485) Dadić, K.	Lo	30 (15+15+0)	2, 4

## Graduate Study Programme in Communication Sciences

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

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
COM 5.0	Mass Communication Research Methodology (57208) Burić, I.	Lo	30 (15+15+0)	1
ECTS	KOM-dipl (4392): Specialist working group 1. [1 st semester] => KOM-dipl (4392): Specijalistička radna grupa 1. [1. sem]	Eng. Lev.	Study Hours	Sem.
COM 5.0	Social media (118530) Jurišić, J.	Lo	30 (0+30+0)	1
COM 5.0	The Media: A Critical Approach (96364) Janović, T.	L2	30 (0+30+0)	1
ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju komunikologije	Eng. Lev.	Study Hours	Sem.
COM 4.0	Corporate Communications (125909) Milas, Z.	L2	30 (15+15+0)	1, 3
COM 5.0	Culture, Identity and Globalization (57218) Rezo, V.	L2	30 (15+15+0)	1, 3
COM 3.0	Electronic Literature (187984) Josić, L.	L2	30 (15+15+0)	1, 3
COM 5.0	History of Croatian Cinema (61935) Piskač, D.; Mileta, S.	L1	30 (30+0+0)	1, 3
COM 5.0	Media and Bioethics (64815) Labaš, D.	L2	30 (15+15+0)	1, 3
COM 3.0	Media Pedagogy (57234) Labaš, D.; Ciboci, L.	L2	30 (30+0+0)	1, 3
COM 4.0	Migration and security (201751) Šterc, S.	Lo	30 (15+15+0)	1, 3
COM 3.0	Political philosophy (201514) Barišić, P.	L1	30 (30+0+0)	1, 3
COM 4.0	Public Promotion of Science (57236) Labaš, D.	L2	30 (15+15+0)	1, 3
ECTS	MEDIJI => KOM-dipl (5041) - Obvezni izborni smjer: Mediji	Eng. Lev.	Study Hours	Sem.
COM 5.0	Mass Communication: Political Aspects (57211) Jurišić, J.	L2	30 (15+15+0)	1, 3
COM 5.0	Production process in the Media (64751) Mihaljević, V.	Lo	30 (0+0+30)	1, 3
COM 5.0	Psychology of Mass Media and Mass Communication (64750) Vučenović, D.	Lo	30 (15+15+0)	1, 3
COM 5.0	Risks of Mass Communication (64749) Vučenović, D.	L2	30 (15+15+0)	1, 3
ECTS	ODNOSI S JAVNOŠĆU => KOM-dipl (5042) - Obvezni izborni smjer: Odnosi s javnošću	Eng. Lev.	Study Hours	Sem.
COM 5.0	Legal and Ethical Public Relations Standards (64756) Labaš, D.	L2	30 (15+15+0)	1, 3
COM 5.0	Opinion Polls and Media Market Research (57214) Burić, I.	L2	30 (15+15+0)	1, 3
COM 5.0	Psychology of Mass Media and Mass Communication (64750) Vučenović, D.	Lo	30 (15+15+0)	1, 3
COM 5.0	Public Relations Practicum (64753) Labaš, D.; Jeleč, I.	L2	30 (0+0+30)	1, 3
ECTS	ZNANSTVENO ISTRAŽIVANJE MASOVNIH KOMUNIKACIJA => KOM-dipl (5043) - Obvezni izborni smjer: Znanstveno istraživanje masovnih komunikacija	Eng. Lev.	Study Hours	Sem.
COM 5.0	Mass Communication: Sociological Aspects (64752) Labaš, D.	L2	30 (15+15+0)	1, 3
COM 5.0	Opinion Polls and Media Market Research (57214) Burić, I.	L2	30 (15+15+0)	1, 3
COM 5.0	Psychology of Mass Media and Mass Communication (64750) Vučenović, D.	Lo	30 (15+15+0)	1, 3
COM 5.0	Quantitative Research Methods in Communication Sciences (118527) Burić, I.	L2	30 (15+15+0)	1, 3
COM 5.0	Risks of Mass Communication (64749) Vučenović, D.	L2	30 (15+15+0)	1, 3



2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
COM COM 5.0	Concepts and Theories of Media Effects (187977) Milas, Z.	L2	30 (15+15+0)	2
COM COM 5.0	Media Management (57209) Grmuša, T.	L2	30 (15+15+0)	2
ECTS	ZIMK: Specijalistička radna grupa 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) Mihaljević, V.	L2	45 (0+15+30)	2
ECTS	MEDIJI: Specijalistička radna grupa 2. => KOM-dipl (4393): smjer-Mediji: Specijalistička radna grupa 2. [2. sem.]	Eng. Lev.	Study Hours	Sem.
COM 4.0	TV Journalism (57245) Mihaljević, V.	L2	30 (0+0+30)	2
ECTS	Specijalistička radna grupa 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) Labaš, D.	L1	30 (0+0+30)	2
COM 4.0	Media Training (188175) Vrban Zrinski, K.	L2	30 (0+15+15)	2
ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju komunikologije	Eng. Lev.	Study Hours	Sem.
COM COM 5.0	An Introduction to Global Communication (141160) Labaš, D.	L2	30 (15+15+0)	2
COM COM 5.0	Croatian Press in the Diaspora (57237) Vulić Vranković, S.	L1	30 (15+15+0)	2
COM COM 3.0	Croatian Press in the Diaspora (201855) Vulić Vranković, S.	L1	30 (15+15+0)	2
COM COM 4.0	Croatian Stage Art (188011) Vrban Zrinski, K.	L1	45 (30+15+0)	2
COM COM 5.0	Demography (53914) Šterc, S.	L1	60 (30+30+0)	2
COM COM 3.0	Development of the Croatian language (201520) Holzer, G.	L1	30 (30+0+0)	2
COM COM 5.0	Great Directors of European Cinema (64816) Labaš, D.	L2	30 (15+15+0)	2
COM COM 4.0	Heritage of Other Cultures in the Croatian Culture (201518) Prosperov Novak, S.	Lo	30 (30+0+0)	2
COM COM 5.0	Media and National Security (57242) Perešin, A.	Lo	30 (15+15+0)	2
COM COM 5.0	New Media and Digital Marketing (130706) Milas, Z.	L2	30 (15+15+0)	2
COM COM 3.0	Philosophy of law (201532) Barišić, P.	Lo	30 (30+0+0)	2
COM COM 3.0	Psychology of Advertising (206651) Vučenović, D.	Lo	30 (0+30+0)	2
COM COM 5.0	Speaking and Presentation Skills in English (66554) Prekrtić, S.	Lo	60 (0+0+60)	2
COM COM 5.0	Speaking and Presentation Skills in German (96366) Miškulin Saletović, L.	L2	60 (0+60+0)	2
COM COM 4.0	Subsidiarity and solidarity in an individualistic society (200599) Tadić, S.	L1	30 (30+0+0)	2
COM COM 5.0	The Media and Children (86357) Ciboci, L.	L2	30 (15+15+0)	2
ECTS	MEDIJI => KOM-dipl (5041) - Obvezni izborni smjer: Mediji	Eng. Lev.	Study Hours	Sem.
COM COM 4.0	Journalism as a Profession: Practicum (57212) Mihaljević, V.	L2	60 (0+0+60)	2
COM COM 5.0	Mass Communication and Journalism in the Contemporary World (57213) Jurišić, J.	L2	30 (15+15+0)	2
ECTS	ODNOSIS JAVNOŠĆU => KOM-dipl (5042) - Obvezni izborni smjer: Odnosi s javnošću	Eng. Lev.	Study Hours	Sem.
COM COM 4.0	Risk Management and Crisis Communication (57217) Labaš, D.	L2	30 (0+15+15)	2
COM COM 5.0	Strategic Thinking in Public Relations (187978) Mateljak, D.	L2	30 (0+0+30)	2

ECTS	ZNANSTVENO ISTRAŽIVANJE MASOVNIH KOMUNIKACIJA => 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)	2
<b>3rd semester, 2nd year</b>				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
COM 5.0	Mass Communication: Cultural Aspects (188171) Josić, L.	L2	30 (15+0+15)	3
COM 5.0	Research Project (63570) Burić, I.; Labaš, D.; Vulić Vranković, S.	L2	30 (15+15+0)	3
ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju komunikologije	Eng. Lev.	Study Hours	Sem.
COM 4.0	Corporate Communications (125909) Milas, Z.	L2	30 (15+15+0)	1, 3
COM 5.0	Culture, Identity and Globalization (57218) Rezo, V.	L2	30 (15+15+0)	1, 3
COM 3.0	Electronic Literature (187984) Josić, L.	L2	30 (15+15+0)	1, 3
COM 5.0	History of Croatian Cinema (61935) Piskač, D.; Mileta, S.	L1	30 (30+0+0)	1, 3
COM 5.0	Media and Bioethics (64815) Labaš, D.	L2	30 (15+15+0)	1, 3
COM 3.0	Media Pedagogy (57234) Labaš, D.; Ciboci, L.	L2	30 (30+0+0)	1, 3
COM 4.0	Migration and security (201751) Šterc, S.	Lo	30 (15+15+0)	1, 3
COM 3.0	Political philosophy (201514) Barišić, P.	L1	30 (30+0+0)	1, 3
COM 4.0	Public Promotion of Science (57236) Labaš, D.	L2	30 (15+15+0)	1, 3
ECTS	MEDIJI => KOM-dipl (5041) - Obvezni izborni smjer: Mediji	Eng. Lev.	Study Hours	Sem.
COM 5.0	Mass Communication: Political Aspects (57211) Jurišić, J.	L2	30 (15+15+0)	1, 3
COM 5.0	Production process in the Media (64751) Mihaljević, V.	Lo	30 (0+0+30)	1, 3
COM 5.0	Psychology of Mass Media and Mass Communication (64750) Vučenović, D.	Lo	30 (15+15+0)	1, 3
COM 5.0	Risks of Mass Communication (64749) Vučenović, D.	L2	30 (15+15+0)	1, 3
ECTS	ODNOSI S JAVNOŠĆU => KOM-dipl (5042) - Obvezni izborni smjer: Odnosi s javnošću	Eng. Lev.	Study Hours	Sem.
COM 5.0	Legal and Ethical Public Relations Standards (64756) Labaš, D.	L2	30 (15+15+0)	1, 3
COM 5.0	Opinion Polls and Media Market Research (57214) Burić, I.	L2	30 (15+15+0)	1, 3
COM 5.0	Psychology of Mass Media and Mass Communication (64750) Vučenović, D.	Lo	30 (15+15+0)	1, 3
COM 5.0	Public Relations Practicum (64753) Labaš, D.; Jeleč, I.	L2	30 (0+0+30)	1, 3
ECTS	ZNANSTVENO ISTRAŽIVANJE MASOVNIH KOMUNIKACIJA => KOM-dipl (5043) - Obvezni izborni smjer: Znanstveno istraživanje masovnih komunikacija	Eng. Lev.	Study Hours	Sem.
COM 5.0	Mass Communication: Sociological Aspects (64752) Labaš, D.	L2	30 (15+15+0)	1, 3
COM 5.0	Opinion Polls and Media Market Research (57214) Burić, I.	L2	30 (15+15+0)	1, 3
COM 5.0	Psychology of Mass Media and Mass Communication (64750) Vučenović, D.	Lo	30 (15+15+0)	1, 3
COM 5.0	Quantitative Research Methods in Communication Sciences (118527) Burić, I.	L2	30 (15+15+0)	1, 3
COM 5.0	Risks of Mass Communication (64749) Vučenović, D.	L2	30 (15+15+0)	1, 3
<b>4th semester, 2nd year</b>				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
COM 30.0	Graduate work (64886)	L2	0 (0+0+0)	4

## **Graduate Study Programme in History**

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

## Smjer Science Stream

1st semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
4.0	Croatian Cultural History (202690) Glazer, E.	L2	3 <sup>0</sup> (30+0+0)	1	
4.0	Economic History of Croatian Modern Society (202692) Vukelić, V.	L1	3 <sup>0</sup> (30+0+0)	1	
5.0	Introduction to Historical Science (57158) Čosić, S.	L1	3 <sup>0</sup> (30+0+0)	1	
ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.	
3.0	Biblical Archaeology (202854) Glazer, E.	L3	3 <sup>0</sup> (0+30+0)	1, 3	
3.0	Chapters and Monasteries: Centres of Medieval Civilisation (202860) Jerковиć, M.	L1	3 <sup>0</sup> (0+30+0)	1, 3	
3.0	Famous women of the Ancient world (202911) Tomorad, M.	Lo	3 <sup>0</sup> (0+30+0)	1, 2, 3	
3.0	Historiography Practicum (202867) Popić, T.	L1	3 <sup>0</sup> (0+30+0)	1, 3	
3.0	History of Egypt, Greece and Rome in Film Art - Facts vs. Fiction (202895) Tomorad, M.	Lo	3 <sup>0</sup> (0+30+0)	1, 3	
3.0	History of Military Border (202897) Milković, K.	Lo	3 <sup>0</sup> (0+30+0)	1, 3	
3.0	Modern and Contemporary History of Bosnia and Herzegovina (79192) Lučić, I.	Lo	3 <sup>0</sup> (0+30+0)	1, 3	
3.0	Oral History of Wars in Croatia (202920) Bušić, K.	L1	3 <sup>0</sup> (15+15+0)	1, 3	
3.0	Relations between Church and State (202887) Popić, T.	L1	3 <sup>0</sup> (0+30+0)	1, 3	
3.0	Social Development and Rise of Eastern Mediterranean Civilisations (202862) Glazer, E.	L2	3 <sup>0</sup> (0+30+0)	1, 3	
3.0	Totalitarian regimes (173144) Bušić, K.	L1	3 <sup>0</sup> (0+30+0)	1, 3	
3.0	War in European History - The Homeland War (202905) Čosić, S.	Lo	3 <sup>0</sup> (0+30+0)	1, 3	
2nd semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
4.0	Croatian Political History (202693) Bušić, K.; Jukić, I.	L1	3 <sup>0</sup> (30+0+0)	2	
4.0	Social Changes in the Republic of Croatia in 20th Century (202475) Čosić, S.	Lo	3 <sup>0</sup> (30+0+0)	2	
ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.	
3.0	Archivistics for historians (202954) Popić, T.	L1	3 <sup>0</sup> (0+30+0)	2	
3.0	Croatian Military History 1990-1995 (202852) Čosić, S.	Lo	3 <sup>0</sup> (0+30+0)	2	
3.0	Development of the Croatian language (201520) Holzer, G.	L1	3 <sup>0</sup> (30+0+0)	2	
3.0	Dictatorships in Central Europe (202953) Bušić, K.	L1	3 <sup>0</sup> (0+30+0)	2	
3.0	Famous women of the Ancient world (202911) Tomorad, M.	Lo	3 <sup>0</sup> (0+30+0)	1, 2, 3	
4.0	Heritage of Other Cultures in the Croatian Culture (201518) Prosperov Novak, S.	Lo	3 <sup>0</sup> (30+0+0)	2	
3.0	History and Archeology (202967) Glazer, E.	L2	3 <sup>0</sup> (0+30+0)	2	
3.0	History of Christianity in Croatia (203989) Tadić, S.	L1	3 <sup>0</sup> (30+0+0)	2	
3.0	History of Palestine (203990) Glazer, E.	L2	3 <sup>0</sup> (0+30+0)	2	
3.0	History of parliamentarism in Croatia (203991) Matković, S.	L2	3 <sup>0</sup> (0+30+0)	2	
3.0	Introduction to German paleography (202917) Buczynski, A.	L1	3 <sup>0</sup> (0+30+0)	2	
3.0	Religious Elements of Croatian Culture (201779) Tadić, S.	Lo	3 <sup>0</sup> (30+0+0)	2	

ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.
3.0	Resistance, Opposition and Dissidency in Croatia 1945 - 1990 (209181) Krašić, W.	Lo	3 <sup>0</sup> (0+30+0)	2
3.0	Roman Military in Croatia (202914) Vukelić, V.	L1	3 <sup>0</sup> (0+30+0)	2
3.0	Rome: City of pilgrims and arts (203993) Jukić, I.	Lo	3 <sup>0</sup> (0+30+0)	2
3.0	Southeastern Europe 1878-1945 (188548) Grgić, S.	L3	3 <sup>0</sup> (0+30+0)	2
3.0	The Ancient Roads and Communications on Croatian Territory (202952) Vukelić, V.	L1	3 <sup>0</sup> (0+30+0)	2
3.0	The Life of a Provincial Family in Ancient Times (79210) Vukelić, V.	L1	3 <sup>0</sup> (0+30+0)	2
3.0	Yugoslav security services from 1944. to 1992. (202915) Jurčević, J.	L1	3 <sup>0</sup> (0+30+0)	2
<b>3rd semester, 2nd year</b>				
ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.
3.0	Biblical Archaeology (202854) Glazer, E.	L3	3 <sup>0</sup> (0+30+0)	1, 3
3.0	Chapters and Monasteries: Centres of Medieval Civilisation (202860) Jerković, M.	L1	3 <sup>0</sup> (0+30+0)	1, 3
3.0	Famous women of the Ancient world (202911) Tomorad, M.	Lo	3 <sup>0</sup> (0+30+0)	1, 2, 3
3.0	Historiography Practicum (202867) Popić, T.	L1	3 <sup>0</sup> (0+30+0)	1, 3
3.0	History of Egypt, Greece and Rome in Film Art - Facts vs. Fiction (202895) Tomorad, M.	Lo	3 <sup>0</sup> (0+30+0)	1, 3
3.0	History of Military Border (202897) Milković, K.	Lo	3 <sup>0</sup> (0+30+0)	1, 3
3.0	Modern and Contemporary History of Bosnia and Herzegovina (79192) Lučić, I.	Lo	3 <sup>0</sup> (0+30+0)	1, 3
3.0	Oral History of Wars in Croatia (202920) Bušić, K.	L1	3 <sup>0</sup> (15+15+0)	1, 3
3.0	Relations between Church and State (202887) Popić, T.	L1	3 <sup>0</sup> (0+30+0)	1, 3
3.0	Social Development and Rise of Eastern Mediterranean Civilisations (202862) Glazer, E.	L2	3 <sup>0</sup> (0+30+0)	1, 3
3.0	Totalitarian regimes (173144) Bušić, K.	L1	3 <sup>0</sup> (0+30+0)	1, 3
3.0	War in European History - The Homeland War (202905) Čosić, S.	Lo	3 <sup>0</sup> (0+30+0)	1, 3
ECTS	POV-dipl(5390): Research groups => POV-dipl(5390): Istraživačke skupine	Eng. Lev.	Study Hours	Sem.
6.0	Research Group - Interpretation of Early Modern Sources (62006) Bušić, K.; Holjevac, Ž.	L1	3 <sup>0</sup> (0+30+0)	3
6.0	Research Group - Interpretation of Medieval Sources (79379) Matijević-Sokol, M.	L1	3 <sup>0</sup> (0+30+0)	3
6.0	Research Group - Interpretation of Sources for Croatian History: the 19th Century (130523) Milković, K.	Lo	3 <sup>0</sup> (0+30+0)	3
6.0	Research Group - Researching and Writing about the 20th Century (96375) Grgić, S.	L1	3 <sup>0</sup> (0+30+0)	3
6.0	Research group - Sources of Egyptian, Greek and Roman History (96373) Tomorad, M.	L1	3 <sup>0</sup> (0+30+0)	3
<b>4th semester, 2nd year</b>				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
30.0	Diploma Thesis (Science Stream) (64811)	Lo	0 (0+0+0)	4

## Smjer Teaching Stream

3rd semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
4.0	Democratic Changes in the Republic of Croatia (202702) Vukelić, V.	L1	30 (30+0+0)	3	
5.0	Practical Exercises in the Methodology of Teaching [History] (144736) Bušljeta Kardum, R.	L1	45 (0+15+30)	3	
ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.	
3.0	Biblical Archaeology (202854) Glazer, E.	L3	30 (0+30+0)	3	
3.0	Chapters and Monasteries: Centres of Medieval Civilisation (202860) Jerković, M.	L1	30 (0+30+0)	3	
3.0	Famous women of the Ancient world (202911) Tomorad, M.	Lo	30 (0+30+0)	3, 4	
3.0	Historiography Practicum (202867) Popić, T.	L1	30 (0+30+0)	3	
3.0	History of Egypt, Greece and Rome in Film Art - Facts vs. Fiction (202895) Tomorad, M.	Lo	30 (0+30+0)	3	
3.0	History of Military Border (202897) Milković, K.	Lo	30 (0+30+0)	3	
3.0	Modern and Contemporary History of Bosnia and Herzegovina (79192) Lučić, I.	Lo	30 (0+30+0)	3	
3.0	Oral History of Wars in Croatia (202920) Bušić, K.	L1	30 (15+15+0)	3	
3.0	Relations between Church and State (202887) Popić, T.	L1	30 (0+30+0)	3	
3.0	Social Development and Rise of Eastern Mediterranean Civilisations (202862) Glazer, E.	L2	30 (0+30+0)	3	
3.0	Totalitarian regimes (173144) Bušić, K.	L1	30 (0+30+0)	3	
3.0	War in European History - The Homeland War (202905) Čosić, S.	Lo	30 (0+30+0)	3	
3.0	Motivation in Teaching Process (144753) Brajković, L.	Lo	30 (15+15+0)	3	
3.0	Pedagogy of childhood (201465) Dadić, K.	Lo	30 (15+15+0)	3	
3.0	Psychology in Croatian Literature (172611) Brajković, L.	Lo	30 (15+15+0)	3	
3.0	School Pedagogy (172610) Dadić, K.	L1	30 (15+15+0)	3	
3.0	Strategies for Active learning (201454) Bušljeta Kardum, R.	Lo	30 (30+0+0)	3	
3.0	Teaching Competencies in Modern Curriculum (201448) Ninčević, M.	L1	30 (15+15+0)	3	
3.0	Therapeutic Pedagogy I (201466) Dadić, K.	Lo	30 (15+15+0)	3	
4th semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
6.0	Correlation Practicum in the Methodology of Teaching (201262) Bušljeta Kardum, R.; Piskač, D.; Dadić, K.; Ninčević, M.	Lo	45 (0+15+30)	4	
20.0	Diploma Thesis (Teaching Stream) (64812)	Lo	0 (0+0+0)	4	
ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.	
3.0	Archivistics for historians (202954) Popić, T.	L1	30 (0+30+0)	4	
3.0	Croatian Military History 1990-1995 (202852) Čosić, S.	Lo	30 (0+30+0)	4	
3.0	Development of the Croatian language (201520) Holzer, G.	L1	30 (30+0+0)	4	
3.0	Dictatorships in Central Europe (202953) Bušić, K.	L1	30 (0+30+0)	4	
3.0	Famous women of the Ancient world (202911) Tomorad, M.	Lo	30 (0+30+0)	3, 4	
4.0	Heritage of Other Cultures in the Croatian Culture (201518) Prosperov Novak, S.	Lo	30 (30+0+0)	4	

	ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.
TEA	3.0	History and Archeology (202967) Glazer, E.	L2	3 <sup>0</sup> (0+3+0+0)	4
TEA	3.0	History of Christianity in Croatia (203989) Tadić, S.	L1	3 <sup>0</sup> (3+0+0+0)	4
TEA	3.0	History of Palestine (203990) Glazer, E.	L2	3 <sup>0</sup> (0+3+0+0)	4
TEA	3.0	History of parliamentarism in Croatia (203991) Matković, S.	L2	3 <sup>0</sup> (0+3+0+0)	4
TEA	3.0	Introduction to German paleography (202917) Buczynski, A.	L1	3 <sup>0</sup> (0+3+0+0)	4
TEA	3.0	Religious Elements of Croatian Culture (201779) Tadić, S.	Lo	3 <sup>0</sup> (3+0+0+0)	4
TEA	3.0	Resistance, Opposition and Dissidenty in Croatia 1945 - 1990 (209181) Krašić, W.	Lo	3 <sup>0</sup> (0+3+0+0)	4
TEA	3.0	Roman Military in Croatia (202914) Vukelić, V.	L1	3 <sup>0</sup> (0+3+0+0)	4
TEA	3.0	Rome: City of pilgrims and arts (203993) Jukić, I.	Lo	3 <sup>0</sup> (0+3+0+0)	4
TEA	3.0	Southeastern Europe 1878-1945 (188548) Grgić, S.	L3	3 <sup>0</sup> (0+3+0+0)	4
TEA	3.0	The Ancient Roads and Communications on Croatian Territory (202952) Vukelić, V.	L1	3 <sup>0</sup> (0+3+0+0)	4
TEA	3.0	The Life of a Provincial Family in Ancient Times (79210) Vukelić, V.	L1	3 <sup>0</sup> (0+3+0+0)	4
TEA	3.0	Yugoslav security services from 1944. to 1992. (202915) Jurčević, J.	L1	3 <sup>0</sup> (0+3+0+0)	4
TEA	3.0	Ancient Greek Education (66479) Pranjić, M.	L1	3 <sup>0</sup> (15+15+0)	4
TEA	3.0	Bibliotherapy in the Literature Class (172612) Piskač, D.	L1	3 <sup>0</sup> (15+15+0)	4
TEA	3.0	Educational Psychology (53904) Brajković, L.	Lo	3 <sup>0</sup> (15+15+0)	4
TEA	3.0	Education in the Age of Antiquity (118717) Pranjić, M.	L1	3 <sup>0</sup> (15+15+0)	4
TEA	3.0	Pedagogical Management of Modern School (144759) Ninčević, M.	Lo	3 <sup>0</sup> (15+15+0)	4
TEA	3.0	Philosophy of education (201457) Džinić, I.	Lo	3 <sup>0</sup> (0+3+0+0)	4
TEA	3.0	Teacher Assessment and Evaluation (201463) Bušljeta Kardum, R.	Lo	3 <sup>0</sup> (3+0+0+0)	4
TEA	3.0	Textbook as a Teaching Tool (118712) Bušljeta Kardum, R.	L1	3 <sup>0</sup> (3+0+0+0)	4
TEA	3.0	Therapeutic Pedagogy 2 (201485) Dadić, K.	Lo	3 <sup>0</sup> (15+15+0)	4

## Graduate Study Programme in Croatian Latinity

Qualification awarded: Master in Education of Croatian Latinity  
(mag. educ. class. et Croat. Lat)

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	
4th semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
CRO 20.0	Master Thesis (118526)	Lo	0 (0+0+0)	4	



## Smjer Teaching stream

3rd semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
5.0	Practical Exercises in the Methodology of Teaching [Latin Language and Literature] (144744) Martinić-Jerčić, Z.	Li	45 (0+15+30)	3	
ECTS	Izborni kolegiji => DIPL-NS-smjer (5035): Izborni kolegiji za nastavničke smjerove	Eng. Lev.	Study Hours	Sem.	
3.0	Motivation in Teaching Process (144753) Brajković, L.	Lo	30 (15+15+0)	3	
3.0	Pedagogy of childhood (201465) Dadić, K.	Lo	30 (15+15+0)	3	
3.0	Psychology in Croatian Literature (172611) Brajković, L.	Lo	30 (15+15+0)	3	
3.0	School Pedagogy (172610) Dadić, K.	Li	30 (15+15+0)	3	
3.0	Strategies for Active learning (201454) Bušljeta Kardum, R.	Lo	30 (30+0+0)	3	
3.0	Teaching Competencies in Modern Curriculum (201448) Ninčević, M.	Li	30 (15+15+0)	3	
3.0	Therapeutic Pedagogy I (201466) Dadić, K.	Lo	30 (15+15+0)	3	
5.0	Chapters and Monasteries: Centres of Medieval Civilisation (144820) Jerković, M.	Li	30 (0+30+0)	3	
5.0	Elementary Greek II (130285) Martinić-Jerčić, Z.	Li	30 (0+15+15)	3	
4th semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
6.0	Correlation Practicum in the Methodology of Teaching (201262) Bušljeta Kardum, R.; Piskač, D.; Dadić, K.; Ninčević, M.	Lo	45 (0+15+30)	4	
ECTS	Izborni kolegiji => DIPL-NS-smjer (5035): Izborni kolegiji za nastavničke smjerove	Eng. Lev.	Study Hours	Sem.	
3.0	Ancient Greek Education (66479) Pranjić, M.	Li	30 (15+15+0)	4	
3.0	Bibliotherapy in the Literature Class (172612) Piskač, D.	Li	30 (15+15+0)	4	
3.0	Educational Psychology (53904) Brajković, L.	Lo	30 (15+15+0)	4	
3.0	Education in the Age of Antiquity (118717) Pranjić, M.	Li	30 (15+15+0)	4	
3.0	Pedagogical Management of Modern School (144759) Ninčević, M.	Lo	30 (15+15+0)	4	
3.0	Philosophy of education (201457) Džinić, I.	Lo	30 (0+30+0)	4	
3.0	Teacher Assessment and Evaluation (201463) Bušljeta Kardum, R.	Lo	30 (30+0+0)	4	
3.0	Textbook as a Teaching Tool (118712) Bušljeta Kardum, R.	Li	30 (30+0+0)	4	
3.0	Therapeutic Pedagogy 2 (201485) Dadić, K.	Lo	30 (15+15+0)	4	
4.0	Book and Library History in Croatian Cultural Territory (144799) Tvrtković, T.	Lo	30 (15+15+0)	4	
4.0	The Croatian Humanist Epic (86902) Matasović, M.	Li	30 (0+30+0)	4	

## **Graduate Study Programme in Dual-major studies**

Qualification awarded: Master of Education  
(univ. bacc. ing. XXXXX)

## Studij Croatian Latinity

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Latin Paleography and Epigraphy (86899) Matijević-Sokol, M.	Lo	60 (30+15+15)	1
5.0	Overview of Latinity in the Age of Humanism and the Renaissance (118518) Tvrčković, T.	Lr	30 (30+0+0)	1
ECTS	Izborni kolegiji => Izborni predmeti na diplomskom studiju Hrvatskog latiniteta	Eng. Lev.	Study Hours	Sem.
5.0	Chapters and Monasteries: Centres of Medieval Civilisation (144820) Jerković, M.	Lr	30 (0+30+0)	1
5.0	Elementary Greek II (130285) Martinić-Jerčić, Z.	Lr	30 (0+15+15)	1
ECTS	EDU(17065) Educational Module => Nastavnički modul - Obvezni kolegiji u 1.semestru	Eng. Lev.	Study Hours	Sem.
4.0	Developmental Psychology (200551) Brajković, L.	Lr	55 (30+25+0)	1
4.0	Didactics (96487) Pranjić, M.; Ninčević, M.	Lr	45 (30+15+0)	1
4.0	Pedagogy (144706) Pranjić, M.	Lo	45 (30+15+0)	1
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Croatian Latinity Genres (200535) Demo, Š.	Lo	60 (30+30+0)	2
3.0	Methods of Teaching Latin (201407) Martinić-Jerčić, Z.	Lr	30 (30+0+0)	2
5.0	Overview of Latinity in the Post-Renaissance Period (118519) Tvrčković, T.	Lr	30 (30+0+0)	2
ECTS	Izborni kolegiji => Izborni predmeti na diplomskom studiju Hrvatskog latiniteta	Eng. Lev.	Study Hours	Sem.
4.0	Book and Library History in Croatian Cultural Territory (144799) Tvrčković, T.	Lo	30 (15+15+0)	2
4.0	The Croatian Humanist Epic (86902) Matasović, M.	Lr	30 (0+30+0)	2
ECTS	EDU (17148): Educational module => Nastavnički modul - Obvezni kolegiji u 2.semestru	Eng. Lev.	Study Hours	Sem.
2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	Lr	30 (30+0+0)	2

## Studij Philosophy

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
3.0	Bioethics (201425) Greguric Knežević, I.	Lo	30 (15+15+0)	1
3.0	Contemporary philosophy (200550) Skansi, S.	Lo	45 (30+15+0)	1
3.0	Political philosophy (201514) Barišić, P.	Lr	30 (30+0+0)	1
ECTS	EDU(17065) Educational Module => Nastavnički modul - Obvezni kolegiji u 1.semestru	Eng. Lev.	Study Hours	Sem.
4.0	Developmental Psychology (200551) Brajković, L.	Lr	55 (30+25+0)	1
4.0	Didactics (96487) Pranjić, M.; Ninčević, M.	Lr	45 (30+15+0)	1
4.0	Pedagogy (144706) Pranjić, M.	Lo	45 (30+15+0)	1
ECTS	FIL-dipl (17272) - Elective courses => Izborni kolegiji na diplomskom Studiju filozofije	Eng. Lev.	Study Hours	Sem.
3.0	Philosophy of Game and Sports (187914) Greguric Knežević, I.	Lo	30 (15+15+0)	1
3.0	Philosophy of Myth and Religion (187904) Džinić, I.	Lr	30 (15+15+0)	1
3.0	Philosophy of Globalization (176935) Kukoč, M.	Lo	30 (15+15+0)	1
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
3.0	Eastern philosophies and cultures (201530) Ježić, M.	Lo	30 (30+0+0)	2
3.0	Methods of Teaching Philosophy (53908) Džinić, I.	Lr	30 (30+0+0)	2
3.0	Philosophy of education (201457) Džinić, I.	Lo	30 (0+30+0)	2
3.0	Philosophy of law (201532) Barišić, P.	Lo	30 (30+0+0)	2
ECTS	EDU (17148): Educational module => Nastavnički modul - Obvezni kolegiji u 2.semestru	Eng. Lev.	Study Hours	Sem.
2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	Lr	30 (30+0+0)	2
ECTS	FIL-dipl (17272) - Elective courses => Izborni kolegiji na diplomskom Studiju filozofije	Eng. Lev.	Study Hours	Sem.
3.0	Croatian philosophical heritage in a European context (201515) Metesi Deronjić, Ž.	Lo	30 (30+0+0)	2
4.0	Heritage of Other Cultures in the Croatian Culture (201518) Prosperov Novak, S.	Lo	30 (30+0+0)	2
3.0	Logic and Artificial Intelligence (201517) Skansi, S.	Lo	30 (15+15+0)	2
3.0	Love and Beauty in the Works of Croatian Renaissance Philosophers (201523) Metesi Deronjić, Ž.	Lo	30 (15+15+0)	2
3.0	Philosophy of cybernetic culture (187913)	Lo	30 (15+15+0)	2
4.0	Subsidiarity and solidarity in an individualistic society (200599) Tadić, S.	Lr	30 (30+0+0)	2

## Studij Croatology

## Studij History

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
3.0	Croatian Linguistic Prescription (201776) Grčević, M.	Li	30 (15+15+0)	1
4.0	The Speech Culture (188010) Vrban Zrinski, K.	Li	45 (30+15+0)	1
ECTS	EDU(17065) Educational Module => Nastavnički modul - Obvezni kolegiji u 1.semestru	Eng. Lev.	Study Hours	Sem.
4.0	Developmental Psychology (200551) Brajković, L.	Li	55 (30+25+0)	1
4.0	Didactics (96487) Pranjić, M.; Ninčević, M.	Li	45 (30+15+0)	1
4.0	Pedagogy (144706) Pranjić, M.	Lo	45 (30+15+0)	1
ECTS	KRO-dipl (17275): Elective courses => KRO-dipl (17275): Izborni kolegiji	Eng. Lev.	Study Hours	Sem.
3.0	Croatian Children's Literature (201791) Zima, D.	Li	30 (15+15+0)	1
3.0	Croatian Language Teaching in the Diaspora (177713) Vulić Vranković, S.	Li	30 (0+0+30)	1
3.0	Croatian Writers of European Reference (201770) Zima, D.	Li	30 (15+15+0)	1
3.0	Motivation in Teaching Croatian Language (188689) Brajković, L.	Lo	30 (15+15+0)	1
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	Culture of Croats in the Diaspora (201778) Vulić Vranković, S.	Li	45 (30+15+0)	2
4.0	Heritage of Other Cultures in the Croatian Culture (201518) Prosperov Novak, S.	Lo	30 (30+0+0)	2
3.0	Methods of Teaching Croatian Language (188546) Piskač, D.	Li	30 (30+0+0)	2
3.0	Religious Elements of Croatian Culture (201779) Tadić, S.	Lo	30 (30+0+0)	2
ECTS	EDU (17148): Educational module => Nastavnički modul - Obvezni kolegiji u 2.semestru	Eng. Lev.	Study Hours	Sem.
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.
3.0	Croatian Cultural Narrative (201799) Brozović, D.	Li	30 (15+15+0)	2
3.0	Croatian lexicography (201792) Vrban Zrinski, K.	Li	30 (15+15+0)	2
3.0	Croatian Literary Canon (201795) Franić Tomić, V.	Li	30 (15+15+0)	2
3.0	Croatian Protected Natural and Cultural Heritage (201793) Jeličić-Radonić, J.	Li	30 (15+15+0)	2
3.0	Development of the Croatian language (201520) Holzer, G.	Li	30 (30+0+0)	2
3.0	Ivana Brlić-Mažuranić (201796) Zima, D.	Li	30 (15+15+0)	2
3.0	Kajkavian Literary Heritage (201801) Jembrih, A.	Li	30 (15+15+0)	2

## **Courses**

# Ancient Greek Education

66479

## Lecturer in Charge



prof. dr. sc.  
Marko Pranjic

## Course Description

The objective of the course is to:

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

Understand how education had functioned before the concept was created

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

## Learning Outcomes

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

1. Interpret the basic pedagogical concepts detected in Homer's epics
2. Analyze ancient Greek educational thought throughout several centuries of Greek history
3. Interpret humanistic and social scientific bases of ancient Greek understanding and practicing of education
4. Compare Homeric and contemporary educational content
5. Explain the continuity and/or discontinuity of educational content
6. Evaluate the bases of educational practice of Antiquity
7. Interpret the main characteristics of Homeric education.

## Study Program Learning Outcomes

Philosophy

Croatian Latinity

Croatology

History

Sociology

## General Competencies

At the level of the programme, Ancient Greek Education makes the students capable of  
 Identifying central educational values found in the oldest European literary work, that of Homer  
 Explaining why certain educational values were strongly insisted upon  
 Detecting the continuity and discontinuity between ancient Greek educational values and the ones insisted upon in pedagogy today.

## Week by Week Schedule

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

ECTS Credits 3,0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

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

14. All faces of ancient evils
15. Settling accounts with the evil

### Literature



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



# An Introduction to Global Communication

141160

## Lecturer in Charge



prof. dr. sc.  
Danijel Labaš

## Course Description

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

## Learning Outcomes

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

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

## Study Program Learning Outcomes

Communication Sciences

## General Competencies

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

## Week by Week Schedule

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

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

## Grading

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

## Literature



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



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



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

# Applied Statistical Software

53916

## Lecturer in Charge



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 Program Learning Outcomes

Sociology

## 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.

## 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

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Exercises 60

Grading

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

**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

# Archivistics for historians

202954

## Lecturer in Charge



doc. dr. sc.  
Tomislav Popić

## 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 Program Learning Outcomes

### History

defend personal historical insights and positions rationally and by providing valid arguments

### Generic competencies

integrate critical models of thinking characteristic for various historical disciplines into a comprehensive ability of historical thinking

identify and interpret common theoretical starting points of various historical disciplines

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

## Screening of student's work

1	ECTS	Pohađanje nastave [EN]
1	ECTS	Pismeni ispit [EN]
1	ECTS	Seminarski rad [EN]
<hr/>		
3	ECTS	

## Week by Week Schedule

1. Introductory Lecture - what this course is about
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. The life of archival records.
4. Formatting and types of documents. Preparation and production of documents.
5. Diplomatika. Internal and external analysis of documents. Transcription.
6. Diplomatika. Internal and external analysis of documents. Transcription - continued.
7. Organization of archival records / documents
8. Fieldwork
9. Keeping archival records

ECTS Credits 3.0

English Level L1

E-learning Level L1 (10%)

Study Hours  
Seminar 30

Teaching Assistant  
Valerija Macan Lukavečki, dr. sc.

### Grading

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

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*

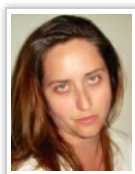


Cesare Paoli (2001). *Diplomatica*

# Biblical Archaeology

202854

## Lecturer in Charge



doc. dr. sc.  
Eva Katarina  
Glazer

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

### Grading

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

## Course Description

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

## Learning Outcomes

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

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

## Study Program Learning Outcomes

### History

defend personal historical insights and positions rationally and by providing valid arguments

### Generic competencies

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

cultural and political nature

critically evaluate diverse descriptive and prescriptive beliefs and points of view on human

nature and place in the world

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

identify and interpret common theoretical starting points of various historical disciplines

### Specific competencies

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 historical sciences and other humanities.

social and natural sciences

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Referat [EN]

1 ECTS Seminarski rad [EN]

0 ECTS Usmeni ispit [EN]

3 ECTS

## Forms of Teaching

» Predavanja

» lecture

## Week by Week Schedule

1. Introduction – plan of the course, students' commitments and assignments
2. History of Biblical archaeology
3. Development of Biblical archaeology and schools of thought
4. Important archaeological sites and their researchers
5. The age of the Patriarchs and the story of Ur
6. Bronze Age Canaan and the city of Hazor
7. Egypt dominance - the case of Aphek and Bet Shean
8. Conquest of the promised land – was there a battle of Jericho?

9. The city of David and Tel Dan Stele
10. „Into the hand of the Philistines“ – the stories of Ashdod, Ashkelon and Gaza
11. Over the Jordan – the case of Numeira
12. The Siege of Lachish and the miracle in Jerusalem
13. Jerusalem – then and now (history, archaeology, museums)
14. Controversial objects and their impact on biblical scholars
15. Final lecture - overview

### Literature



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

### Additional Literature



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



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



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

### Similar Courses

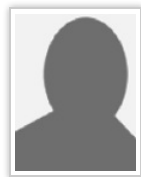
- » Archaeology of the Bible Lands, Oxford



# Bibliotherapy in the Literature Class

172612

## Lecturer in Charge



doc. dr. sc.  
Davor Piskač

ECTS Credits	3.0
English Level	L1
E-learning Level	L1 (5%)
Study Hours	
Lectures	15
Seminar	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 Program Learning Outcomes

### Philosophy

#### 1. Generic competencies

- 1.01. pratiti i adekvatno reproducirati pisana i usmena izlaganja složenih akademskih i neakademskih sadržaja
- 1.02. form and clearly present complex academic and non academic topics in both written and oral
- 1.03. consider and evaluate the validity of diverse theoretical and practical proposals. taking into account specific characteristics of various areas of life and work environments

### 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

### Croatology

analyse the facts within the scope of work  
analyse and weigh the justification for use of varying theoretical approaches

#### Generic competencies

take part in discussions on professional issues assuming constructive approach  
critically and self-critically evaluate opposing arguments and make their own conclusions  
describe and write excerpts of written and oral presentations of academic and non-academic content  
present their knowledge and conclusions both in writing and orally in a clear manner and based on valid arguments  
collect and organize complex bibliographic information relevant to their field of work

#### Specific competencies

#### History

define and describe the disciplines of contemporary historical sciences. the history of their development and the central problems

#### Specific competencies

#### Sociology

analysis and interpretation of social phenomena

#### Complementary skills

communication skills. oral and written interpretation of professional and scientific material.  
negotiation skills

#### Specific and professional skills

problem-solving abilities

### 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.*

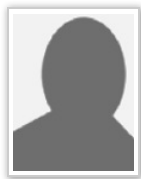
### Similar Courses

- » Bibliotherapy: Therapy through Literature, Oxford

# Bioethics

201425

## Lecturer in Charge



doc. dr. sc.  
Ivana Greguric  
Knežević

ECTS Credits	3,0
English Level	Lo
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15

Teaching Assistant  
Matija Mato Škerbić, dr. sc.

## 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 of man today
6. Analyze integrative opinion, the principle of interdisciplinary and pluriperspectives

## Study Program Learning Outcomes

### Philosophy

1. Generic competencies  
argumentirano i racionalno braniti vlastita filozofska shvaćanja i stavove  
think in an interdisciplinary manner and respect diverse methodologies and views on specific issues and problems

### Specifične kompetencije

tumačiti najvažnija djela pojedinih filozofskih disciplina te kritički analizirati i procijeniti u njima sadržana stajališta i argumente

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

12. Ecological Crisis Philosophy (Vittorio Hösle)
13. Pluriperspectivism
14. Bioethics today and tomorrow.
15. Concluding lecture.

### Literature



M. Aramini (2009). *Uvodu bioetiku,*  
Kršćanska sadašnjost



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

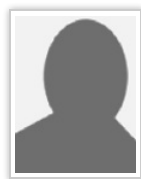
### Similar Courses

- » Bioethics, Oxford

# Book and Library History in Croatian Cultural Territory

144799

## Lecturer in Charge



izv. prof. dr. sc.  
Tamara Tvrtković

ECTS Credits 4.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Lucija Krešić Nacevski, dr. sc.

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 Program 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

## 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

» 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

188091

## Lecturer in Charge



doc. dr. sc.  
Ivan Burić

## 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 Program Learning Outcomes

### Sociology

social processes. relations. values and every form of social action

### Complementary skills

communication skills. oral and written interpretation of professional and scientific material. negotiation skills

### Critical thinking

special analytical and research skills

### Knowledge and understanding

sociological approach to the conceptualization of a research problem. i.e. operationalisation towards an optimal empirical instrumentarium

## Screening of student's work

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

## Literature



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



Ossowski, Stanislaw (1991). *Klasna struktura u društvenojsvijesti*, 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

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

Teaching Assistant  
doc. dr. sc. Dario Pavić

### Grading

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



# Chapters and Monasteries: Centres of Medieval Civilisation

144820

## Lecturer in Charge



doc. dr. sc.  
Marko Jerković

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	
Seminar	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 Program Learning Outcomes

Croatian Latinity

## Screening of student's work

2 ECTS Istraživanje [EN]
2 ECTS Seminarski rad [EN]
1 ECTS Usmeni ispit [EN]
<u>5 ECTS</u>

## 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 katedrale, Zagreb, 2007.*



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



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



Kosztka, 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.), Lisbon, 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 Vaticanis collecta, digesta, edita, sv. 1-4, Münster, 1913.-1935.*

## Similar Courses

» Medieval Church and Culture, Oxford

# Chapters and Monasteries: Centres of Medieval Civilisation

202860

## Lecturer in Charge



doc. dr. sc.  
Marko Jerković

ECTS Credits	3,0
English Level	L1
E-learning Level	L1
Study Hours	
Seminar	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 Program Learning Outcomes

### History

defend personal historical insights and positions rationally and by providing valid arguments

### Generic competencies

apply methods of explaining and interpreting historical processes

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

consider and evaluate the validity of diverse theoretical and practical proposals. taking into account specific characteristics of various areas of life and work environments

### Specific competencies

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

## 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 «vjero do stojna mjesta», Fontes – izvori za hrvatsku povijest, 11 (2005.)*



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



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



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



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



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



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



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

## Similar Courses

» Medieval Church and Culture, Oxford

# Civilization of Violence

202355

## Lecturer in Charge



prof. dr. sc.  
Renato Matic

ECTS Credits	4.0
English Level	Lo
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15
Grading	
20% participation in discussion 30% seminar paper 50% final exam	

## Course Description

The goal is to train the students to recognize and understand the social action and environment which result with violence. The goal is also to develop the capability of autonomous recognition of the process of institutionalization of violence and social frame in which violence becomes acceptable and desirable social action.

## Learning Outcomes

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

1. Describe the phenomena of violence with the help of sociological theoretical perspective
2. Explain the importance of argumentation the importance of the development of critical self consciousness and interdisciplinarity
3. Define and analyze the forms of social action and structures which produce the violence
4. Evaluate the different programs of violence prevention
5. Criticize general institutional practices which encourage violence in the social reality

## Study Program Learning Outcomes

### Sociology

analysis and interpretation of social phenomena  
social processes. relations. values and every form of social action

### Complementary skills

communication skills. oral and written interpretation of professional and scientific material.  
negotiation skills

### Knowledge and understanding

recognising the need and being prepared for continuous professional development

## Screening of student's work

1 ECTS	Pohadanje nastave [EN]
1 ECTS	Kolokviji [EN]
0.5 ECTS	Referat [EN]
0.5 ECTS	Seminarski rad [EN]
1 ECTS	Usmeni ispit [EN]
<hr/>	
4 ECTS	

## Literature



James Silverberg, J. Patrick Gray (1992). *Aggression and Peacefulness in Humans and Other Primates*, Oxford University Press



Hannah Arendt (2002). *Eichmann u Jeruzalemu*



Arendt, Hannah (1996). *Eseji o politici*, Antibarus, Zagreb

## Similar Courses

» -, Oxford

# Clinical Psychodiagnostics

130561

## Lecturer in Charge



doc. 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 Program Learning Outcomes

### Psychology

the biopsychosocial model of health and illness. the field of health psychology. communication between healthcare practitioners and patients. as well as provision of support and counselling for patients and their families

### Critical thinking

upholding ethical principles in psychological research and in practising psychology on a daily basis

### Knowledge and Comprehension

applying psychodiagnostic instruments and interpreting test results

applying skills in conducting clinical interviews and planning further clinical evaluations on the basis of obtained data

the ability to appropriately communicate research results and professional achievements. in both oral and written form. to an interdisciplinary specialist audience as well as a non-specialist audience

### Specific and professional skills

the ability to participate in interdisciplinary teamwork

the foundations of humanistic and psychodynamic perspectives. cognitive-behavioural and integrative psychotherapy. as well as the fields in which these should be applied

## 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]
<hr/>	
4 ECTS	

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Practicum 30

Teaching Assistant

Vanja Kopilaš, 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



## Forms of Teaching

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

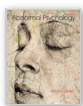
## Week by Week Schedule

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 of psychological report

## Literature



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

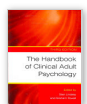


Comer, R.J. (2015). *Abnormal Psychology*, Worth Publishers; 9 edition



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

## Lecturer in Charge



doc. dr. sc.  
Lovorka Brajković

## 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 Program Learning Outcomes

### Psychology

#### Critical thinking

reliability, independence and initiative in work  
upholding ethical principles in psychological research and in practising psychology on a daily basis

#### Knowledge and Comprehension

applying psychodiagnostic instruments and interpreting test results  
the ability to appropriately communicate research results and professional achievements, in both oral and written form, to an interdisciplinary specialist audience as well as a non-specialist audience  
advanced oral communication skills

#### Specific and professional skills

the ability to participate in interdisciplinary teamwork  
a high level of integration and critical evaluation of various theories, paradigms and methodological approaches within the basic and applied fields of 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.

ECTS Credits 3,0

English Level L1

E-learning Level L1

Study Hours

Methodology exercises 30

### Grading

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



## Screening of student's work

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

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- 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
  - » 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

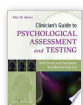


Lichtenberger, E.O., Mather, N., Kaufman, N.L., Kaufman, A.S. (2004). *Essentials of Assessment Report Writing*, Wiley and Sons, Inc.



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

# Cognitive Psychology

57110

## Lecturer in Charge



izv. prof. dr. sc.  
Mislav Stjepan  
Žebec

## Course Description

Introducing students to the basic paradigm of cognitive psychology information processing and related approaches that empirically model human cognition and mind (including possible advantages and limitations). Targeted upgrading of minor number of cognitive topics, attained at the undergraduate psychology study (attention, working and long-term memory, intelligence and cognitive development), and systematically introducing cognitive structures and processes that are not learned at undergraduate level (knowledge structures, mental representations, language, problem solving, decision making, inductive and deductive reasoning, artificial intelligence, expertise and consciousness). Generating at students an adoption of systematic representation of above mentioned cognitive psychology topics, by emphasizing: (1) construct and neural definition; (2) empirical findings for theoretical models construction, (3) optimal theoretical models, (4) arguments for the models validation, (5) possible measurement methods, and (6) the application in non-research situations. Preparing students for cognitive psychology research through the construction, presentation and discussion of seminar works on 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
9. Argue on controversial, but also conventional phenomena of cognitive psychology
10. Evaluate scientific research and proofs in the domain of cognitive phenomena

## Study Program Learning Outcomes

### Psychology

#### Knowledge and Comprehension

analysis and evaluation of research and professional papers in the wider field of social sciences. and particularly in the specific field of psychology. in which advanced statistical methods have been used

advanced oral communication skills

#### Specific and professional skills

theoretical models and empirical data on the specific components of human cognition (attention. memory. language. problem solving. evaluation and decision-making. cognitive development. consciousness)

a high level of integration and critical evaluation of various theories. paradigms and methodological approaches within the basic and applied fields of psychology

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

### Teaching Assistant

Dunja Jurić Vukelić, 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.

## 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

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 in Charge



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

## Study Program Learning Outcomes

### Communication Sciences

defend personal professional insights and positions rationally and by providing valid arguments  
define and describe the disciplines of contemporary communication sciences. the history of their development and the central problems

### Complementary 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. primarily in nature related to communication sciences. but also of social. cultural or political nature  
Impartially make and evaluate arguments for and against opposed positions  
responsibility. ethical approach. autonomy and initiative in their work  
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  
advanced oral and written communication skills  
advanced social skills  
independently conduct scientific research in the area of communication sciences and write scientific papers in a clear and organised manner  
use accepted professional terminology in different areas of communication sciences

### Specific competencies

the ability to engage in the practical application of theoretical knowledge in the field of communication sciences  
the ability to participate in professional and interdisciplinary teamwork  
the ability to engage in the practical application of theoretical knowledge in the fields of journalism and public relations  
expertly and professionally apply the acquired specialist theoretical and practical knowledge in the field of media and journalism. public relations and scientific research in communication sciences  
in written and oral form present complex academic and non-academic topics in a clear and well-argued manner  
point out the common aspects between contemporary communication sciences and other humanities and social sciences

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Igor Vranić, dr. sc.

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

## 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 Pohadanje 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). *Uvodu znanost o medijima i komunikologiju*, str. 156-240., Friedrich Ebert Stiftung



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



Kuhar, M. (2005). *Medijske prezentacije tjelesnog izgleda i samopredodžba mladih*, Medijska istraživanja, god.11, br.1., 97-113.



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

# Contemporary philosophy

200550

## Lecturer in Charge



doc. dr. sc.  
Sandro Skansi

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	
Lectures	30
Seminar	15
Grading	
Oral exam	

## Course Description

The scope of the course is to introduce students to contemporary philosophy, their beginnings and connections with other sciences. The student has to be able to connect multiple disciplines and the cultural context of an argument and be able to define key open problems that will prove to be important in the future.

## Learning Outcomes

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

1. Analyze the contributions of various philosophers and scientists who have made an impact on 20th and 21st century philosophy
2. Analyze the contributions of the abovementioned philosophers
3. Define the key questions of contemporary philosophy
4. Define the key open questions for 21st century philosophy
5. None
6. None
7. None
8. None

## Study Program Learning Outcomes

### Philosophy

#### 1. Generic competencies

- 1.01. pratiti i adekvatno reproducirati pisana i usmena izlaganja složenih akademskih i neakademskih sadržaja
  - 1.02. form and clearly present complex academic and non academic topics in both written and oral
  - 1.06. koordinirati rasprave i pružati objašnjavajuće komentare o nizu pitanja društvene, kulturne ili političke naravi
- integrirati kritičke modele mišljenja svojstvene raznim filozofskim disciplinama u jedinstvenu sposobnost filozofskog mišljenja
- koristiti više metoda filozofskog objašnjenja i tumačenja
- služiti se uvriježenom filozofskom terminologijom

#### Specifične kompetencije

- ukazati na dodirne točke između suvremene filozofije i drugih humanističkih, društvenih i prirodnih znanosti

## Screening of student's work

3 ECTS Usmeni ispit [EN]  
3 ECTS

## Week by Week Schedule

1. Schopenhauer, Nietzsche, Darwin, Marx, Bastiat
2. Mill, Peirce, James, Dewey, Royce
3. Boole, Frege, Russell, Carnap, Hilbert, Godel, Turing, Zadeh
4. Einstein, Bohr, Heisenberg, Popper, Kuhn
5. Freud, Jung, Skinner
6. Heidegger, Gadamer, Wittgenstein
7. Austin, Ryle, Strawson,
8. Quine, Searle, Putnam, Gettier, Kripke
9. Simon, Pitts, McCarthy, Wiener
10. Sartre, Derrida, Foucault

11. Lounget-Higgins, Moravec
12. Warwick, Dennett, Bostrom
13. Contemporary philosophical disciplines
14. Contemporary philosophical topics
15. Final discussion

### Literature



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



Ludwig Wittgenstein (2000). *Filozofska istraživanja*, Globus

### Similar Courses

- » Contemporary Philosophy, Oxford

# Contemporary Psychological Research in Croatia

188039

## Lecturer in Charge



doc. dr. sc.  
Jelena Maričić

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	
Lectures	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 Program Learning Outcomes

### Psychology

#### Knowledge and Comprehension

- recognising the need and being prepared for continuous professional development
- applying the knowledge of the specific features of Croatian culture in the interpretation of research results and when planning interventions and programmes in the community
- the ability to appropriately communicate research results and professional achievements. in both oral and written form. to an interdisciplinary specialist audience as well as a non-specialist audience
- analysis and evaluation of research and professional papers in the wider field of social sciences. and particularly in the specific field of psychology. in which advanced statistical methods have been used
- the outcomes and consequences of professional services
- advanced oral communication skills

#### Specific and professional skills

- the ability to independently plan. organise and conduct psychological research
- the ability to participate in interdisciplinary teamwork

## 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 Sociological Theories

202124

## Lecturer in Charge



Ivan Markešić,  
prof. dr. sc.

## Course Description

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

## 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 Program Learning Outcomes

### Sociology

Knowledge and understanding  
advanced social skills

## 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.

## 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

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

## Teaching Assistant

Erik Brezovec, mag. soc et mag. educ. soc.

## Grading

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

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 modernosti*, 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: AILR



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



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

### Similar Courses

» ---, Oxford

# Contemporary Tendencies in Cultural Theory

202375

## Lecturer in Charge



izv. prof. dr. sc.  
Ivo Džinić

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

-

## Course Description

The purpose of this course is to present and to teach students to understand contemporary tendencies in cultural theory, through the development of competencies in the analysis, interpretation, explanation, comparison and comparison of theorists, concepts and approaches in cultural theory. This seeks to train students in the field of cultural research in a widely sense.

## Learning Outcomes

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

1. Explain the interconnections of politics, economics and culture
2. Use different research methods in the analysis of relevant informations
3. Use knowledge of the relationship between society and culture in the critical general interpretation of social and cultural processes
4. Analyze the relationship of general knowledge of social and cultural processes
5. Explain the key feedbacks and relationships of culture and society
6. Develop a research question related to a topic / phenomenon / process of social interest

## Study Program Learning Outcomes

### Sociology

analysis and interpretation of social phenomena  
further specialization and expansion of knowledge in sociology with an emphasis on skills in research. analysis. critical and interpretative abilities and skills  
social processes. relations. values and every form of social action

### Research and research work presentation

by selecting one of the modules offered one expands and refines previously gained competencies by focusing on different groups of knowledge. such as the sociology of development and safety. cultural anthropology. gender and European studies

### Complementary skills

communication skills. oral and written interpretation of professional and scientific material.  
negotiation skills  
use of computer programmes for advanced statistical analysis and access to databases

### Critical thinking

quality of scientific research  
reliability. independence and initiative  
special analytical and research skills

### Knowledge and understanding

recognising the need and being prepared for continuous professional development  
data collection and ability to understand the temporal and general conditions of the direction forming causes  
the ability to appropriately communicate research results and professional achievements. in both oral and written form. to an interdisciplinary specialist audience as well as a non-specialist audience  
process of development of society and the evolution of its institutions  
analysis and evaluation of research and professional papers in the wider field of social sciences. and particularly in the specific field of sociology. in which advanced statistical methods have been used  
developing capacity for independent work and work in a team

### Specific and professional skills

the ability to participate in interdisciplinary teamwork  
the ability to engage in the practical application of theoretical knowledge in various fields of applied sociology  
further improvement of basic general knowledge of sociology  
impact of social context and social changes on human development

information management skills  
 skills of logical and predominantly rational inference with regard to specific sociological phenomena. as well as their evaluation

### Screening of student's work

0.5 ECTS Pohadanje nastave [EN]  
 0.5 ECTS Referat [EN]  
 0.5 ECTS Seminarski rad [EN]  
 2.5 ECTS Usmeni ispit [EN]  


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 4 ECTS

### Week by Week Schedule

1. Introduction to the course - explanation of the objectives, the way of working and the evaluation. Challenges to the definition of the term "culture"; theoretical approaches to culture from time to time.
2. Culture as a reason for deficiency: understanding culture with Arnold Gehlen, Helmuth Plessner and Ernst Cassirer.  
SEMINAR: reading and interpreting relevant texts.
3. Symbolism - Discourse - Structure: cultural theories of Roland Barthes and Gilles Deleuze.  
SEMINAR: reading and interpreting relevant texts.
4. The dynamisms of culture: the cultural theories of Clifford Geertz and Samuel Huntington.  
SEMINAR: reading and interpreting relevant texts.
5. The phenomenon of the Everyday: cultural theories of Erving Goffman and Thomas Luckmann.  
SEMINAR: reading and interpreting relevant texts.
6. Amor and the psyche: cultural theories of Slavoj Žižek and Judith Butler.  
SEMINAR: reading and interpreting relevant texts.
7. Perspectives on late capitalism: the cultural theories of George Ritzer and Richard Sennett.  
SEMINAR: reading and interpreting relevant texts.
8. Exclusion critics: the cultural theories of Rene Girard, Zygmunt Bauman and Terry Eagleton.  
SEMINAR: reading and interpreting relevant texts.
9. Popular culture and counter culture: cultural theories of Stuart Hall and Paul Willis.  
SEMINAR: reading and interpreting relevant texts.
10. Technique - body - science: cultural theories by Paul Virilia and Bruno Latour.  
SEMINAR: reading and interpreting relevant texts.
11. Media and communication: the cultural theories of William Flusser and Manuel Castells.  
SEMINAR: reading and interpreting relevant texts.
12. Ideology / hegemony and culture: cultural theories of Antonio Gramsci, Ernest Laclau and Louis Althusser.  
SEMINAR: reading and interpreting relevant texts.
13. Postcolonialism and culture: cultural theories of Edward Said, Homia K. Bhabha, and Gayatri C. Spivak.  
SEMINAR: reading and interpreting relevant texts.
14. Challenges of globalization: cultural theories of Ulrich Beck, Ronald Inglehart and Immanuel Wallerstein.  
SEMINAR: reading and interpreting relevant texts.
15. Tragedy, drama or the challenges of culture: the discourse of George Simmel and Ernst Cassirer.  
SEMINAR: reading and interpreting relevant texts.

### Literature



Stephan Moebius i Dirk Quadflieg (ur.) (2006). *Kultur. Theorien der Gegenwart*, VS Verlag für Sozialwissenschaften



Andrew Milner i Jeff Browitt (2002). *Contemporary Cultural Theory*, Allen & Unwin Academic

### Additional Literature



Wolfgang Müller-Funk (2010). *Kulturtheorie. Einführung in Schlüsseltexte der Kulturwissenschaften*, A. Frencke Verlag



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



Stephen Tumino (2011). *Cultural Theory  
After the Contemporary*, Palgrave  
Macmillan

### Similar Courses

- » Uvod u teorije kulture, Oxford
- » Teorije kulturne antropologije, Oxford
- » Suvremene sociološke teorije, Oxford

# Corporate Communications

125909

## Lecturer in Charge



Zdeslav Milas,  
v. pred. mr. sc.

## Course Description

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

## Learning Outcomes

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

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

## Study Program Learning Outcomes

Communication Sciences

Complementary competencies

advanced social skills

use accepted professional terminology in different areas of communication sciences

Specific competencies

the ability to participate in professional and interdisciplinary teamwork

## 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

ECTS Credits 4.0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Vladimir Preselj, pred.

Grading

50% project, 50% colloquium / exam.



11. Communication strategy 3
12. Communication strategy 4
13. Communication strategy 5
14. Evaluation of Communication strategy
15. Colloquium

### Literature



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



Jugo, Damir (2012). *Strategije odnosa 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 Social Responsibility

188101

## Lecturer in Charge



prof. dr. sc.  
Renato Matić

## 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 Program Learning Outcomes

### Sociology

analysis and interpretation of social phenomena

### Complementary skills

communication skills. oral and written interpretation of professional and scientific material.  
negotiation skills

### Critical thinking

quality of scientific research  
special analytical and research skills

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

3 ECTS Projekt [EN]

4 ECTS

## 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

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours  
Seminar 30

Teaching Assistant  
Ivan Perkov, mag. soc.

## Grading

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

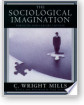
## Literature



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 in Charge



doc. dr. sc.  
Rona Bušljeta  
Kardum



doc. dr. sc.  
Davor Piskač



doc. dr. sc.  
Katarina Dadić



doc. dr. sc.  
Marjan Ninčević

## 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 Program Learning Outcomes

### Philosophy

#### 1. Generic competencies

- 1.01. pratiti i adekvatno reproducirati pisana i usmena izlaganja složenih akademskih i neakademskih sadržaja
- 1.02. form and clearly present complex academic and non academic topics in both written and oral
- 1.04. cooperate with diverse individuals and groups in discussions and in finding answers to various theoretical and practical issues

#### Specifične kompetencije

ukazati na dodirne točke između suvremene filozofije i drugih humanističkih, društvenih i prirodnih znanosti

### 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

#### Specific competencies

### Croatology

analyse and weigh the justification for use of varying theoretical approaches

#### Generic competencies

- take part in discussions on professional issues assuming constructive approach
- critically and self-critically evaluate opposing arguments and make their own conclusions
- describe and write excerpts of written and oral presentations of academic and non-academic content
- present their knowledge and conclusions both in writing and orally in a clear manner and based on valid arguments
- apply the acquired knowledge in new or yet unknown situations
- broaden and deepen their knowledge by independent work

#### Specific competencies

ECTS Credits 6.0

English Level L0

E-learning Level L1

Study Hours

Seminar 15

Methodology exercises 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).

**History**

defend personal historical insights and positions 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  
coordinate discussions and provide explanatory comments on a number of issues of social. cultural and political nature

**Specific competencies**

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

**Psychology****Critical thinking**

the educational application of the theories of learning and motivation. planning and evaluating the educational process. as well as classroom dynamics  
reliability. independence and initiative in work

**Knowledge and Comprehension**

the outcomes and consequences of professional services  
advanced social skills  
advanced oral communication skills  
social insight and group processes and influences

**Sociology****Critical thinking**

application of theories of learning and motivation in the educational process. planning and evaluation of the educational process and classroom dynamics  
reliability. independence and initiative  
special analytical and research skills

**Knowledge and understanding**

developing capacity for independent work and work in a team  
advanced oral communication skills  
advanced social skills

**Specific and professional skills**

problem-solving abilities

**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*

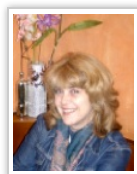
### Similar Courses

» Ne postoji, Oxford

# Creative Techniques in Psychotherapy and Counselling

147470

## Lecturers in Charge



doc. dr. sc.  
Adrijana Bjelajac



doc. dr. sc.  
Eva Anđela Delale

## Course Description

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

## Learning Outcomes

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

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

## Study Program Learning Outcomes

### Psychology

#### Critical thinking

reliability, independence and initiative in work

#### Knowledge and Comprehension

recognising the need and being prepared for continuous professional development

the outcomes and consequences of professional services

conducting psychological counselling

advanced social skills

advanced oral communication skills

#### Specific and professional skills

the foundations of humanistic and psychodynamic perspectives, cognitive-behavioural and integrative psychotherapy, as well as the fields in which these should be applied

the theoretical approaches, strategies and methods of psychological counselling, as well as the prerequisites for and the process of successful counselling

## General Competencies

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

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

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

Value the importance of life-long professional education.

## Screening of student's work

1.2 ECTS Pohađanje nastave [EN]

0.3 ECTS Esej [EN]

0.6 ECTS Usmeni ispit [EN]

0.9 ECTS Praktični rad [EN]

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3 ECTS

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours

Clinical practicals 30

### Grading

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

### Prerequisites

Psychotherapy Modalities



## Forms of Teaching

» Seminar

» twice a month, four classes

## Week by Week Schedule

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

## Literature



Bucay, J (2007). *Ispričat ću ti priču*,  
Fraktura

## Additional Literature



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

## Similar Courses

» Rad s grupama, Oxford

# Criminology of Bullying

202356

## Lecturer in Charge



izv. prof. dr. sc.  
Irena Cajner  
Mraović

ECTS Credits	4.0
English Level	L3
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15

### Grading

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

## 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 Program Learning Outcomes

### Sociology

analysis and interpretation of social phenomena

### Complementary skills

communication skills. oral and written interpretation of professional and scientific material.  
negotiation skills

### Critical thinking

reliability. independence and initiative

### Knowledge and understanding

developing capacity for independent work and work in a team

### Specific and professional skills

the ability to participate in interdisciplinary teamwork  
the ability to engage in the practical application of theoretical knowledge in various fields of applied sociology  
further improvement of basic general knowledge of sociology

## Screening of student's work

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

## Forms of Teaching

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

## Week by Week Schedule

1. Introduction
2. Basic terms and concepts



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

## Literature



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



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



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



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



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

## Additional Literature



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

## Similar Courses

- » Violence - A Multidisciplinary Inquiry, Oxford

# Critical Thinking in Sociology

132300

## Lecturer in Charge



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 Program Learning Outcomes

Sociology

## General Competencies

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

## Screening of student's work

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

## Forms of Teaching

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

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

## Grading

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



## 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 Frankfurtskojškoli, 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 Children's Literature

201791

## Lecturer in Charge



izv. 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 Program Learning Outcomes

### Croatology

analyse and weigh the justification for use of varying theoretical approaches

As Croatian linguistic heritage and Croatian standard and literary language all make for crucial elements of Croatian culture, a significant part of the study programme is devoted to those issues. Students are therefore familiar with the relevant facts regarding the Croatian language and literary history, dialectology and standardology. This includes the linguistic heritage of Croats in diaspora. With respect to course subjects dedicated to the norms of contemporary Croatian standard language the students are capable of articulate expression in accordance with these standards and of identifying deviations. Students taking part in the teaching stream of the study programme in Croatology are able to independently transfer knowledge related to the Croatian language, literature and culture in a manner appropriate to primary, secondary and grammar school levels.

### Generic competencies

take part in discussions on professional issues assuming constructive approach  
present their knowledge and conclusions both in writing and orally in a clear manner and based on valid arguments

## 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. 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)

ECTS Credits 3.0

English Level L1

E-learning Level L2 (15%)

Study Hours

Lectures 15

Seminar 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Seminar: Croatian children's novel until 1945. Ivana Brlić-Mažuranić: Čudnovate 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

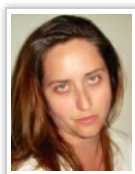
**Similar Courses**

- » Hrvatski književnici europskih i svjetskih referencija, Oxford

# Croatian Cultural History

202690

## Lecturer in Charge



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 hisotrical periods
7. Compare croatian culture with european culture

## Study Program Learning Outcomes

### History

define and describe the disciplines of contemporary historical sciences. the history of their development and the central problems

### Generic competencies

apply methods of explaining and interpreting historical processes  
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  
identify and interpret common theoretical starting points of various historical disciplines  
identify and interpret the intrinsic interdisciplinary nature of historical research by linking the specific segments of the historical research with the corresponding segments of other humanities and social sciences  
use accepted terminology in the historical sciences

## 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 Pohadanje 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

ECTS Credits 4.0

English Level L2

E-learning Level L1

Study Hours

Lectures 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.



## 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 Narrative

201799

## Lecturer in Charge



doc. dr. sc.  
Domagoj Brozović

## Course Description

The basic objective of the course is to introduce students to general theory of narrative through the relationship between story and storytelling and to the theory of cultural narrative, which explains the formation and function of story and storytelling in culture.

The second step is to enable students to develop their own skills in recognizing Croatian cultural narrative in Croatian literature.

General cultural topics such as cultural narratives about tradition, religion and identity will be explored.

Selected texts of Croatian literature will be read and analyzed.

## Learning Outcomes

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

1. Explain what narratology
2. Define a cultural narrative
3. Explain the principles of emergence of cultural narratives
4. Classify types of cultural narrative
5. Select and analyze specific types of cultural narrative

## Study Program Learning Outcomes

Croatology

## Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 1 ECTS Esej [EN]
- 1 ECTS Istraživanje [EN]
- 3 ECTS

## Week by Week Schedule

1. Introduction to the subject. Explain syllabus and student obligations and assignments.
2. Defining the term naratology.
3. Types and functions of narrative.
4. Defining cultural narrative.
5. Theories of cultural narrative.
6. The structure and function of cultural narrative.
7. Literature as a cultural narrative.
8. Identity as a cultural narrative.
9. A cultural narrative about identity.
10. Religion as a cultural narrative.
11. Telling the story of yourself and another (European legends of Čeh, Leh and Meh).
12. Cultural narrative in the first written cultural monuments (Baška Tablet).
13. Narrative of Croatian kings (V. Nazor: To davno bješe – krv i suze tekle).
14. Religious Narrative in the Croatian Cultural Narrative (M. Marulić: Judita; M. Gavran: Judita).
15. A Cultural Narrative of Croatian Identity (A. G. Matoš: Poems).

ECTS Credits	3.0
English Level	L1
E-learning Level	L1 (1%)
Study Hours	
Lectures	15
Seminar	15
Grading	
Attending classes, reading a prescribed proofreading, writing two essays	

**Literature**

Barthes, Roland (1992). *Uvodu strukturalnu analizu pripovjednih tekstova. U: Biti, Vladimir, ur. Suvremena teorija pripovijedanja.*, Zagreb: Globus



Biti, Vladimir (2000). *Pojmovnik suvremene književne i kulturne teorije*, Zagreb: Matica hrvatska



Grdešić, Maša (2015). *Uvodu naratologiju*, Zagreb: Leykam international



Ricœur, Paul (1998). *Osobni i narativni identitet*, Književna revija, 38, 3/6

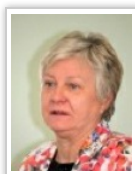


Ricœur, Paul (1981). *Živa metafora*, Zagreb: GZH

# Croatian Language Teaching in the Diaspora

177713

## Lecturer in Charge



prof. dr. sc.  
Sanja Vulić  
Vranković

ECTS Credits 3.0

English Level L1

E-learning Level L1 (1%)

Study Hours

Methodology exercises 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 Program Learning Outcomes

#### Croatology

analyse the facts within the scope of work

As Croatian linguistic heritage and Croatian standard and literary language all make for crucial elements of Croatian culture, a significant part of the study programme is devoted to those issues. Students are therefore familiar with the relevant facts regarding the Croatian language and literary history, dialectology and standardology. This includes the linguistic heritage of Croats in diaspora. With respect to course subjects dedicated to the norms of contemporary Croatian standard language the students are capable of articulate expression in accordance with these standards and of identifying deviations. Students taking part in the teaching stream of the study programme in Croatology are able to independently transfer knowledge related to the Croatian language, literature and culture in a manner appropriate to primary, secondary and grammar school levels.

#### Specific competencies

participate in management activities both when conditions are controlled and partially uncontrolled

### 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 i 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 Latinity Genres

200535

## Lecturer in Charge



izv. 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 Program Learning Outcomes

### Screening of student's work

- 1 ECTS Pohadanje 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*

ECTS Credits	5.0
English Level	Lo
E-learning Level	L1
Study Hours	
Lectures	30
Seminar	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.



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



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



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

### Similar Courses

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

# Croatian lexicography

201792

## Lecturer in Charge



doc. dr. sc.  
Karolina Vrban  
Zrinski

ECTS Credits	3.0
English Level	L1
E-learning Level	L1 (5%)
Study Hours	
Lectures	15
Seminar	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 Program Learning Outcomes

### 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 treasures.
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



Sydney I. Landau (2001). *Dictionaries – The Art and Craft of Lexicography.*, Cambridge: Cambridge University Press



Ljiljana Šarić (2007). *Antonimija u hrvatsko mejeziku*, Zagreb: Hrvatska sveučilišna naklada



Bernardina Petrović (2005). *Sinonimija i sinonimičnost u hrvatskome jeziku*, Zagreb: Hrvatska sveučilišna naklada

### Similar Courses

» Leksikologija i leksikografija hrvatskoga jezika, Oxford



# Croatian Linguistic Prescription

201776

## Lecturer in Charge



prof. dr. sc.  
Mario Grčević

## Course Description

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

## 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 Program Learning Outcomes

### Croatology

analyse the facts within the scope of work

As Croatian linguistic heritage and Croatian standard and literary language all make for crucial elements of Croatian culture, a significant part of the study programme is devoted to those issues. Students are therefore familiar with the relevant facts regarding the Croatian language and literary history, dialectology and standardology. This includes the linguistic heritage of Croats in diaspora. With respect to course subjects dedicated to the norms of contemporary Croatian standard language the students are capable of articulate expression in accordance with these standards and of identifying deviations. Students taking part in the teaching stream of the study programme in Croatia are able to independently transfer knowledge related to the Croatian language, literature and culture in a manner appropriate to primary, secondary and grammar school levels.

### Generic competencies

take part in discussions on professional issues assuming constructive approach  
critically and self-critically evaluate opposing arguments and make their own conclusions  
present their knowledge and conclusions both in writing and orally in a clear manner and based on valid arguments  
broaden and deepen their knowledge by independent work

### Specific competencies

engage in lifelong professional improvement

## General Competencies

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

## Week by Week Schedule

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

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

doc. dr. sc. Ivana Kresnik

Grading

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

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 Hrvatsko mu pravopisu*, Zagreb: Školska knjiga



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



Brozović, Dalibor (2006). *Osvremeno morfološkojnojmi 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 Literary Canon

201795

## Lecturer in Charge



izv. prof. dr. sc.  
Viktorija Franić  
Tomić

ECTS Credits	3.0
English Level	L1
E-learning Level	L1 (1%)
Study Hours	
Lectures	15
Seminar	15

## Grading

Active participation in classes, presentation of seminar work and oral examination.

## Course Description

At the heart of this course is one of the central issues in the methodology of literary studies, which is the process of canonization and consolidation of value systems within national literature. During their studies, students become acquainted with all forms of literary history so far, especially analyzing the processes of their formation, both those in the early centuries (Đurđević, Crijević, Dolce, Appendini) to those in the post-revival literature (Kukuljević, Ljubić, Jagić) and up to modern and scientific approaches to shaping the history of literature from Đuro Šurmin and Branko Vodnik through Mihovil Kombol and Slavko Ježić, to Ivo Frangeš and today active historians. Students are introduced to the views of comparative and world literature.

## Learning Outcomes

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

1. Analyze the texts of Croatian literary historians and their critics
2. Recognize changes in canonical estimates during different epochs and to be able to explain the causes of these changes in ideological and aesthetic systems
3. Develop the ability to analyze individual literary works from the perspective of the canonization processes they were
4. Develop critical thinking skills based on primary and secondary literature in writing seminar papers

## Study Program Learning Outcomes

### Croatology

analyse the facts within the scope of work

### Generic competencies

take part in discussions on professional issues assuming constructive approach

critically and self-critically evaluate opposing arguments and make their own conclusions

## 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 *ἡγεῖ, κἀνοῦσθαι*, canon - meaning and emergence. Dedications and Prefaces in Croatian Early Medieval Literature in which Canonical Values are Presented. The concept of canon as interpreted by recent methodological directions.
2. Methodology of the History of Literature. Branko Vodnik's writings from the 1920s as the first contribution to the topic. Familiarization with the basic methodological issues of the history of literature and familiarization with Croatian literary historiographical works.
3. An analysis of the history of Đur Šurmin according to the problems of diachrony, periodization and characterization. An analysis of the oldest Croatian literary histories. Jagić and Views on Comparative Literature up to the Recent Age.
4. Recent theories on the problems of historiography. An overview of recent views on this issue with insights from several critically-bibliographical Croatian authors. Example Marin Držić, example Antun Gustav Matoš, example Janko Polić Kamov.
5. Croatian writers in the supranational canon / histories of world literatures of our historians: Contributions by Milivoj Solar and the Slamnig inauguration of Croatian literature into the supranational canon of the Western cultural circle. Croatian Literature in the Slavic Context Prohaska, Novak.

6. New Historicism and Cultural Materialism. Methods of New Historicism and Cultural Materialism in Croatian Practice. A look at some interpretations of Shakespeare. On the connection between Gundulić and Mazuranić in the writings of Ivo Frangeš.
7. Literary and extra-literary factors in the emergence of the literary canon. Canonical work or author: Ivan Gundulić. A look at the sequence of its anniversaries from 1838/1888/1939/1989.
8. Biographical texts in the context of literary historiography. Blind spots / ideologues within the biographical genre. On the example of biographical texts on Marin Držić, Ivan Gundulić, A. G. Matoš, Miroslav Krleža.
9. Marin Držić Ivan Gundulić: Extra-literary factors in the canonization / decanonization of authors. Meaning / s classic. Eliot's essay, and its application in Croatian literature. Frangeš's essay on Mažuranić..
10. The reborn Croatian literary canon. Kukuljević, Famous Croats. Programmatic texts on the relationship of the revivalist to tradition. The views of historian Ivo Banac on the issues of ideologies and literary canonization in the 19th century. century.
11. Krleža's decanonization of the Croatian revival literary canon. Croatian literary lie, About our dramatic repertoire. Croatian Literary Canon in the Encyclopedia of Yugoslavia. Ivo Frangeš is a writer on the Croatian Literature cover and author of The History of Croatian Literature. Krleža's place in the Croatian canon and Andrić's place in the Serbian literary canon in the Encyclopedia of Yugoslavia. The issue of belonging to the so-called. of Dubrovnik literature.
12. Mate Ujević, writer of the history of Croatian literature, a synopsis for the Croatian Encyclopedia and a contributor to the Encyclopedia of Yugoslavia. Encyclopedics from Skalić to Ujević.
13. Bloom's concept of the literary canon and its application to Croatian literature as suggested by Croatian contemporary comparators. Justification of the Marulić, Držić, Gundulić Series through Consolidated Democratic Writing (Croatian Romanticism - Vraz, Croatian Literary Realism - Šenoa, and Matoš as Modernist), to Twentieth Century Critics (Kamov, A. B. Šimić, Ujević, Krleža, Marinković).
14. Parodying canonical works in Croatian literature. The Death of Baba Čengić by Ante Kovačić: An Interpretation, by Antun Šoljan on the Fictional Writer, or otherwise by the follower of James Joyce, Simon Freudenreich. Slamnig's and Paljetak's poems on canonized writers.
15. The share of visual arts in the formation of the literary canon. The case of Vlach Bukovac: from the curtain of the CNT in Zagreb to the picture in the NSK reading room. Literary Iconography in the Early Modern Age. Analysis of several portraits of Croatian writers from Herman Dalmatinac to Danijel Dragojević. Workspace iconography.

## Literature



Banac, Ivo (1989). *Gunduliću hrvatskim nacionalnim ideologijama 19. i 20. stoljeća*, Zagreb



Beker, Miroslav (1995). *Uvodu komparativnu književnost*, Zagreb



Bloom, Harold (1996). *The Western Canon*, London



Dukić, Davor (1995). *Promišljanje književne historiografije u hrvatskoj znanosti o književnosti*, Trag i razlika, ur. V. Biti, N. Ivić i J. Užarević

## Similar Courses

» Hrvatski književnici europskih i svjetskih referencija, Oxford

# Croatian Military History 1990-1995

202852

## Lecturer in Charge



prof. dr. sc.  
Stjepan Ćosić

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours Seminar 30

Teaching Assistant  
Mijo Beljo, mag. educ. hist.

Grading  
oral examination

## Course Description

Familiarizing students with the military history of the Homeland War and during the most significant military and police operations in the territory of the Republic of Croatia and Bosnia and Herzegovina.

## Learning Outcomes

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

1. Explain the political circumstances that led to the initiation of an aggression against the Republic of Croatia
2. Analyze the most important military and political events that enabled the recognition of the Republic of Croatia
3. Define key military events that enabled the defense of the Republic of Croatia during 1991 and 1992
4. Describe the process of the creation of the Croatian Army and the Croatian Defense Council
5. Distinguish the activity of Croatian political leadership with the activities of Serbian political leadership on the example of the Republic of Croatia and BiH
6. Analyze the activities of the Croatian Army during the period of the 1993-1995 liberation operations in the territory of the Republic of Croatia and BiH

## Study Program Learning Outcomes

### History

defend personal historical insights and positions rationally and by providing valid arguments

### Generic competencies

integrate critical models of thinking characteristic for various historical disciplines into a comprehensive ability of historical thinking

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

apply methods of explaining and interpreting historical processes

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

interpret and evaluate various historical points of view, including those of Croatian historians, in the context of the science of history

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

## Week by Week Schedule

1. Introduction lecture
2. Situation in Croatia during 1990 and 1991
3. The JNA's aggression and the Croatian Army's military forces to the Republic of Croatia
4. The emergence and operation of the National Guard and Croatian Police
5. Fighting Croatian Forces in Eastern and Western Slavonia: The Battle for Vukovar
6. Battleground on Banovina, Korduna and Lika
7. Dalmatian and South battleground
8. First Liberation Operations of HV during 1991
9. Defense of Bosnia and Herzegovina: the activities of the HV in the territory of Bosnia and Herzegovina and Herzegovina
10. Structure and operation of the Croatian Defense Council
11. Operation Croatian army during 1993
12. Liberation of BiH: HV and HVO operations during 1994-1995
13. Military operation Flash and Storm
14. Latest military operations Croatian forces in BiH
15. Final lecture

## Literature



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



Ante Gotovina (1996). *Napadajni bojevi i operacije HV i HVO (hrvatskih snaga): Zima 94, Skok 1, Skok 2, Ljeto 95, Oluja, Maestral i Južni potez*, Zapovjedništvo Zbornog područja Split

## Similar Courses

» Moderna i suvremena povijest Bosne i Hercegovine, Oxford

# Croatian philosophical heritage in a European context

201515

## Lecturer in Charge



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 Program Learning Outcomes

### Philosophy

#### 1. Generic competencies

- 1.01. pratiti i adekvatno reproducirati pisana i usmena izlaganja složenih akademskih i neakademskih sadržaja  
prepoznati i protumačiti intrinzično interdisciplinarnu narav filozofije, povezujući pojedine segmente povijesti filozofije s odgovarajućim segmentima povijesti prirodnih znanosti  
protumačiti i procijeniti različita filozofska stajališta, uključujući stajališta hrvatskih filozofa, u kontekstu povijesti filozofije

## Screening of student's work

- 1 ECTS Pohadanje nastave [EN]  
0.5 ECTS Esej [EN]  
1 ECTS Pismeni ispit [EN]  
0.5 ECTS Istraživanje [EN]  
3 ECTS

## Week by Week Schedule

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

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 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.

**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 Philosophical Heritage in the European Context

187906

## Lecturer in Charge



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 Program Learning Outcomes

### Philosophy

#### 1. Generic competencies

- 1.01. pratiti i adekvatno reproducirati pisana i usmena izlaganja složenih akademskih i neakademskih sadržaja  
prepoznati i protumačiti intrinzično interdisciplinarnu narav filozofije, povezujući pojedine segmente povijesti filozofije s odgovarajućim segmentima povijesti prirodnih znanosti  
protumačiti i procijeniti različita filozofska stajališta, uključujući stajališta hrvatskih filozofa, u kontekstu povijesti filozofije

## Screening of student's work

- 1 ECTS Pohadanje nastave [EN]  
1 ECTS Esej [EN]  
2 ECTS Pismeni ispit [EN]  
1 ECTS Istraživanje [EN]  
5 ECTS

## Week by Week Schedule

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

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

**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

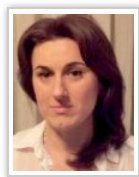
# Croatian Political History

202693

## Lecturers in Charge



doc. dr. sc.  
Krešimir Bušić



doc. dr. sc.  
Ivana Jukić

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

### Grading

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

## 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 19th 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 Program Learning Outcomes

History

## 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. Razvojslovensko-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. - o Od 1918. do danas, 605-615. str.*, Školska knjiga, Zagreb

## Similar Courses

» -, Oxford

# Croatian Press in the Diaspora

57237

## Lecturer in Charge



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 Program Learning Outcomes

### Communication Sciences

defend personal professional insights and positions rationally and by providing valid arguments

### Complementary competencies

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

### Specific competencies

interpret fundamental works of individual scholars in the field of communication sciences. mass communication. journalism and public relations. and critically analyse and evaluate the views and arguments presented within

## General Competencies

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

## Screening of student's work

2 ECTS Pohađanje nastave [EN]

3 ECTS Seminarski rad [EN]

5 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
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

ECTS Credits 5.0

English Level L1

E-learning Level L1

### Study Hours

Lectures 15

Seminar 15

### Grading

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

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 Hrvata v. 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 iseljensktvu

### Similar Courses

- » Kultura Hrvata u dijaspori, Oxford

# Croatian Press in the Diaspora

201855

## Lecturer in Charge



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 Program Learning Outcomes

Communication Sciences

Croatology

analyse the facts within the scope of work

Generic competencies

critically and self-critically evaluate opposing arguments and make their own conclusions

collect and organize complex bibliographic information relevant to their field of work

Specific competencies

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

2 ECTS Seminarski rad [EN]

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
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

ECTS Credits 3,0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

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

## 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 iseljentištvu

## Similar Courses

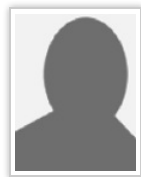
» Kultura Hrvata u dijaspori, Oxford



# Croatian Protected Natural and Cultural Heritage

201793

## Lecturer in Charge



prof. dr. sc.  
Jasna Jeličić-  
Radonić

## Course Description

Familiarize the students of the course with the abundance of tangible and intangible cultural heritage on Croatian soil and to point out the importance of natural resources and relief benefits which the Croatian land is abundant with. Tangible heritage is easy to present, historically and socially determine, as it refers to cultural monuments of general importance. Spiritual heritage consists of intangible cultural goods such as: oral traditions, social customs, rituals, celebrations, and the knowledge and skills of traditional crafts. In addition to acquiring knowledge about cultural heritage, students will also gain basic knowledge of Croatian nature monuments.

## Learning Outcomes

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

1. Name tangible and intangible cultural heritage in Croatia.
2. List protected natural heritage in Croatia.
3. Explain the conditions under which certain contents of general cultural importance become part of the wider world cultural and protected natural heritage.
4. Point out the specificity of Croatia in relation to the categorization and abundance of cultural heritage.

## Study Program Learning Outcomes

### Croatology

analyse the facts within the scope of work

### Generic competencies

present their knowledge and conclusions both in writing and orally in a clear manner and based on valid arguments

broaden and deepen their knowledge by independent work

### Specific competencies

participate in management activities both when conditions are controlled and partially uncontrolled

## 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 (basic terms and literature)
2. Tangible cultural heritage (Split, Trogir, Šibenik)
3. Tangible cultural heritage (Poreč, Dubrovnik)
4. Tangible cultural heritage (Stari grad)
5. Intangible cultural heritage (Procesija Za Križen on the island of Hvar, Festa sv. Vlah)
6. Intangible cultural heritage (Sinjska alka)
7. Intangible cultural heritage (Sinjska alka)
8. Intangible cultural heritage (National singing, Mediterranean diet)
9. Intangible cultural heritage (National singing, Mediterranean diet)
10. Natural cultural heritage (Plitvice Lakes)
11. Natural cultural heritage (Plitvice Lakes)
12. Cultural and natural goods on the UNESCO Access list
13. Cultural and natural goods on the UNESCO Access list
14. Field work

ECTS Credits 3,0

English Level L1

E-learning Level L1 (1%)

### Study Hours

Lectures 15

Seminar 15

### Teaching Assistant

Snježana Vasilj, mr. sc.

### Grading

Written exam. Essay obligatory.

Students activities will be monitored through semester.

## 15. Field work

## Literature



Milan Prelog (1999). *Studije o hrvatskoj umjetnosti*, Institut za povijest umjetnosti, Naklada Prelog,



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



Radovan Ivančević (1993). *Umjetničko blago Hrvatske*



Milan Prelog (1986). *Eufrazijeva bazilika u Poreču*, Grafički zavod Hrvatske



(1987). *Zlatno doba Dubrovnika XV. i XVI. stoljeće: urbanizam, arhitektura, skulptura, slikarstvo, iluminirani rukopisi, zlatarstvo*, Muzejski prostor Jezuitski trg



(2000). *50 godina Nacionalnog parka Plitvička jezera: [1949. - 1999.]*, Društvo za zaštitu Plitvičkih jezera



(2009). *Svjetska baština u Hrvatskoj*

## Additional Literature



Nerina Eckhel – Vesna Zorić (1998). *Paška čipka*, Etnografski muzej

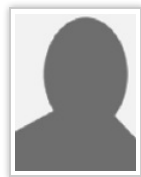
## Similar Courses

» Spomenička baština kao povijesni izvor, Oxford

# Croatian Stage Art

188011

## Lecturer in Charge



doc. dr. sc.  
Karolina Vrban  
Zrinski

ECTS Credits	4.0
English Level	L1
E-learning Level	L1 (10%)
Study Hours	
Lectures	30
Seminar	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 Program Learning Outcomes

### Communication Sciences

#### Complementary competencies

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

### Croatology

analyse the facts within the scope of work

#### Generic competencies

critically and self-critically evaluate opposing arguments and make their own conclusions  
apply the acquired knowledge in new or yet unknown situations

#### Specific competencies

## 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). *Uvodu 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.*

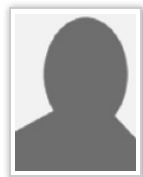
### Similar Courses

» Medijski trening, Oxford

# Croatian Writers of European Reference

201770

## Lecturer in Charge



izv. prof. dr. sc.  
Dubravka Zima

## Course Description

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

## 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 Program Learning Outcomes

### Croatology

- analyse the facts within the scope of work
- analyse and weigh the justification for use of varying theoretical approaches

### Generic competencies

- critically and self-critically evaluate opposing arguments and make their own conclusions

## General Competencies

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

## Screening of student's work

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

## Week by Week Schedule

1. Introduction to the study of literature. Mode of work. Agreement on the seminar assignments and preliminary exams. List of literature and reading.
2. Reading texts: Terry Eagleton: What is literature? Jonathan Culler: Literature, what is it and is it important? A brief written report on the read texts.
3. The historical novel as a European genre. Work on the text: August Šenoa "Zlatarovo zlato" (Goldsmith's Gold).
4. Secession, the avant-garde? Work on the text: A. G. Matoš: "Dojmovi s Pariške izložbe".
5. European Neo-Romanticism, Anti-Modernism? Ivana Brlić Mažuranić: "Čudnovate zgode 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.

ECTS Credits	3,0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15

## Grading

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

13. Work on the text: Miljenko Jergović: "Sarajevski Marlboro".
14. Work on the text: Predrag Matvejević: "Mediterranski brevijar".
15. Course evaluation. Preliminary exam.

### Literature



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



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



Aleksandar Flaker (1988). *No madi  
ljepote*, SNL, Zagreb



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



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

### Similar Courses

- » Hrvatski književni kanon, Oxford

# Culture, Identity and Globalization

57218

## Lecturer in Charge



doc. dr. sc.  
Vladimira Rezo

## 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 Program Learning Outcomes

### Communication Sciences

defend personal professional insights and positions rationally and by providing valid arguments

### Complementary 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

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

advanced oral and written communication skills

### Specific competencies

the ability to participate in professional and interdisciplinary teamwork

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

## 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 Pohadanje 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

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

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

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 in Charge



prof. dr. sc.  
Sanja Vulić  
Vranković

ECTS Credits	4.0
English Level	L1
E-learning Level	L1 (5%)
Study Hours	
Lectures	30
Seminar	15

## Grading

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

## 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 Program Learning Outcomes

### Screening of student's work

1 ECTS	Pohadanje nastave [EN]
2 ECTS	Kolokviji [EN]
1 ECTS	Seminarski rad [EN]
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.
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

# Democratic Changes in the Republic of Croatia

202702

## Lecturer in Charge



doc. dr. sc.  
Vlatka Vukelić

ECTS Credits 4.0

English Level L1

E-learning Level L1 (10%)

Study Hours  
Lectures 30

### Grading

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

## Course Description

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

## Learning Outcomes

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

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

## Study Program Learning Outcomes

### History

defend personal historical insights and positions rationally and by providing valid arguments

### Generic competencies

integrate critical models of thinking characteristic for various historical disciplines into a comprehensive ability of historical thinking

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

use accepted terminology in the historical sciences

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

2 ECTS Pismeni ispit [EN]

1 ECTS Seminarski rad [EN]

4 ECTS

## Week by Week Schedule

1. Socialist Yugoslavia from the death of Joseph Broz Tito to the arrival of Mikhail Gorbachev to power in the Soviet Union
2. Mikhail Gorbachev's Politics and Its Implications for Communist Regimes in Europe - SANU Memorandum
3. Biography of Dr. Franjo Tuđman from the late 60's to the collapse of communism in Europe
4. XIV. SKJ session and first multi-party elections in Yugoslavia
5. Reorganization of the Yugoslav People's Army in the late 80's and its plans
6. The beginning of the Serbian armed rebellion in Croatia
7. The Christmas Constitution and its meaning - what is written and what is misinterpreted
8. Return of the Emigrated Croatia to the Homeland
9. Three unsuccessful coup in Croatia by the Yugoslav People's Army

10. Meeting of dr. Franjo Tuđman and Slobodan Milošević in Karađorđevo and Tikveš
11. Croatian-Slovenian Initiative on Declaration of Independence
12. International community and a three-month moratorium on Croatian independence
13. Significance October 8, 1991 - Context of the proclamation of Croatian state independence
14. Open war of the Yugoslav People's Army against the Republic of Croatia and its citizens
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.*

# Demography

53914

## Lecturer in Charge



doc. dr. sc.  
Stjepan Šterc

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Seminar 30

### Grading

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

## Course Description

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

## 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 Program Learning Outcomes

Communication Sciences

Sociology

analysis and interpretation of social phenomena

Critical thinking

quality of scientific research

special analytical and research skills

Knowledge and understanding

sociological approach to the conceptualization of a research problem. i.e. operationalisation towards an optimal empirical instrumentarium

Specific and professional skills

the ability to engage in the practical application of theoretical knowledge in various fields of applied sociology

impact of social context and social changes on human development

information management skills

## 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 Pohadanje 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 o bitelji, branitelja i međugeneracijske solidarnosti*, Zagreb.

## Similar Courses

- » Fundamentals of Population Science, Oxford

# Developmental Psychology

200551

## Lecturer in Charge



doc. 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 Program Learning Outcomes

### Sociology

#### Critical thinking

application of theories of learning and motivation in the educational process. planning and evaluation of the educational process and classroom dynamics

planning interventions and programmes for improvement of living conditions and development on the level of individuals. families and social groups

#### Knowledge and understanding

recognising the need and being prepared for continuous professional development

#### Specific and professional skills

the ability to engage in the practical application of theoretical knowledge in various fields of applied sociology

impact of social context and social changes on human development

having graduated from the teaching stream of the study. a license for teaching at all levels of education is acquired

## Screening of student's work

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

## Week by Week Schedule

1. Introduction to Psychology and Developmental Psychology
2. Theories of Human development
3. The biological basis of development; Infant age: early learning, motor skills and perceptual abilities
4. Physical Development: brain development, factors that influence on physical development (biology and environment)

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Seminar 25

Teaching Assistant

Jelena Jureta, 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)

5. Cognitive Development: Piaget, Vygotsky
6. Emotional Development; temperament; attachment
7. Developing a self-concept (self-understanding, self-esteem, identity-building)
8. Exam 1
9. Moral Development (Piaget, Kohlberg)
10. Developing sex identity, gender, stereotypes and sex roles
11. Puberty: physical development, cognitive development and brain development
12. Adolescence
13. Family and peers - context for development; Media and schooling
14. Positive Psychology and development
15. Exam 2

### Literature



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



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

### Similar Courses

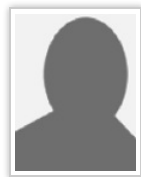
- » Developmental psychology, Oxford



# Development in the Social Context

53863

## Lecturer in Charge



doc. 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
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 Program Learning Outcomes

### Psychology

#### Critical thinking

planning interventions and programmes which will enhance the living conditions and the development of individuals, families and communities

#### Knowledge and Comprehension

recognising the need and being prepared for continuous professional development  
the ability to appropriately communicate research results and professional achievements, in both oral and written form, to an interdisciplinary specialist audience as well as a non-specialist audience

#### Specific and professional skills

the influence of the social context and social changes on human development

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

### 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.

## 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.



Klarin, M. (2006). *Razvojdjeca 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 Pećnik (2003).  
*Međugeneracijski prijenos zlostavljanja  
djece*

# Development of psychological research

201199

## Lecturer in Charge



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 Program 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.

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;

ECTS Credits	4.0
English Level	Lo
E-learning Level	L1
Study Hours	
Lectures	30
Seminar	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 assessment of the students' achievements) - 45 points.

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 in Charge



izv. prof. dr. sc.  
Georg Holzer

## Lecturer



doc. 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 Program Learning Outcomes

Philosophy

Communication Sciences

Croatology

analyse and weigh the justification for use of varying theoretical approaches

As Croatian linguistic heritage and Croatian standard and literary language all make for crucial elements of Croatian culture, a significant part of the study programme is devoted to those issues. Students are therefore familiar with the relevant facts regarding the Croatian language and literary history, dialectology and standardology. This includes the linguistic heritage of Croats in diaspora. With respect to course subjects dedicated to the norms of contemporary Croatian standard language the students are capable of articulate expression in accordance with these standards and of identifying deviations. Students taking part in the teaching stream of the study programme in Croatology are able to independently transfer knowledge related to the Croatian language, literature and culture in a manner appropriate to primary, secondary and grammar school levels.

Generic competencies

the knowledge of basic facts of Croatian political and cultural history in the context of Europe in the period from the Middle Ages to present day

Specific competencies

History

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

2 ECTS Pismeni ispit [EN]

3 ECTS

ECTS Credits 3,0

English Level L1

E-learning Level L1 (5%)

Study Hours

Lectures 30

Grading

Attend classes, study and pass the written exam



## 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

# Dictatorships in Central Europe

202953

## Lecturer in Charge



doc. dr. sc.  
Krešimir Bušić

ECTS Credits 3,0

English Level L1

E-learning Level L1

Study Hours  
Seminar 30

### Grading

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

## Course Description

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

## Learning Outcomes

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

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

## Study Program Learning Outcomes

History

## General Competencies

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

## Week by Week Schedule

1. Central Europe, definition of the term Central Europe and show how it has changed throughout history. Emphasis will be on the analysis of its political function and history of European exploration of the region.
2. Dictatorships: term. Will be defined term of dictatorship. Will be analyzed differences between authoritarian and totalitarian dictatorship.
3. Authoritarian dictatorships in Central Europe. Will be displayed common characteristics of central authoritarian dictatorship between the two world wars.
4. Dictatorship of J. Pilsudski. Will be displayed basic features of a dictatorship in Poland, especially its function in the formation of Polish national identity.
5. Horthy dictatorship in Hungary. Will be displayed its basic features, especially the role of the aristocracy in a dictatorship.
6. Dictatorship J. Tisza in the First Slovak Republic. For example, this dictatorship will be displayed characteristics of fascist puppet regime under the influence of the Third Reich. It will be compared with the dictatorship of the ISC. This will serve a term that is another warning to the difference between the types of dictatorship.
7. Fascist and communist dictatorships. Shall be pointed out on their similarities and differences across the political theory of Hannah Arendt and CJ Friedrich and Z. Brezynskog.
8. The establishment of totalitarian communist regimes in Central Europe. Will be displayed way they are set up, their ideology, and holders and supporters of this type political order in Central Europe.
9. Communist ideology and order in Central Europe. Will be displayed by analysis of the film Man of Marble A. Wajda. or the film The Lives of Others A. Donersbacha.



10. Crisis in the communist dictatorships. Will be displayed causes and outcome of the crisis in Hungary 1956. Czechoslovakia 1968.
11. Solidarity Movement. Will be displayed union movement led by L. Walesa beginning of the end breakdown of the communist dictatorship in Poland and Solidarity actions impact on other states.
12. The causes of the collapse of communist dictatorships in Central Europe. Will be displayed economic and political reasons for the collapse of the dictatorship and they will be comparable to the Communist dictatorships in the world.
13. Dictatorships in Croatia. Will be displayed main feature of both types of dictatorship in Croatia and compare them with similar ones in other countries of Central Europe.
14. Dealing with the past. Will be displayed process of dealing with the past. Lustration laws, policies memories of the past,
15. Modern democracy and the legacy of dictatorship. Will be displayed how to use the different interpretations of the past in contemporary political struggle and to shape today's political culture

## Literature



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



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



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



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



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

# Didactics

96487

## Lecturers in Charge



prof. dr. sc.  
Marko Pranjic



doc. dr. sc.  
Marjan Ninčević

## Course Description

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

## 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, Montessori, 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 Program Learning Outcomes

Psychology

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 Pohađanje 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.

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

Teaching Assistant  
Martina Horvat, mag. paed.

## 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).

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

# Diploma Thesis

53899

## Course Description

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

## 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. None
8. None

## Study Program Learning Outcomes

### Philosophy

1. Generic competencies
  - 1.01. pratiti i adekvatno reproducirati pisana i usmena izlaganja složenih akademskih i neakademskih sadržaja
  - 1.02. form and clearly present complex academic and non academic topics in both written and oral
  - 1.05. resolve conflicts peacefully and rationally. at the same time respecting the opposing sides and their specific points of view  
argumentirano i racionalno braniti vlastita filozofska shvaćanja i stavove  
integrirati kritičke modele mišljenja svojstvene raznim filozofskim disciplinama u jedinstvenu sposobnost filozofskog mišljenja  
koristiti više metoda filozofskog objašnjenja i tumačenja  
prepoznati i protumačiti intrinzično interdisciplinarnu narav filozofije. povezujući pojedine segmente povijesti filozofije s odgovarajućim segmentima povijesti prirodnih znanosti

## 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 Witten MA Thesis
10 ECTS Defense
20 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.

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.

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



Razni *Mentor* je dogovara sa svakim studentom ovisno o temi diplomskog rada., Razno

### Similar Courses

- » MA thesis, Oxford

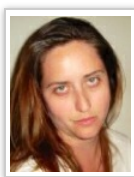
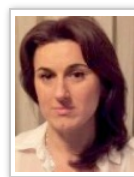
## Diploma Thesis (Science Stream)

64811

### Teaching Assistants



Miroslav Bertoša

doc. dr. sc.  
Eva Katarina  
Glazerdoc. dr. sc.  
Marko Jerkovićdoc. dr. sc.  
Ivana JukićMijo Korade,  
prof. dr. sc.Stjepan Matković,  
prof. dr. sc.Nenad Pokos,  
izv. prof. dr. sc.doc. dr. sc.  
Tomislav Popićdoc. dr. sc.  
Mladen Tomoraddoc. 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 Program Learning Outcomes

#### History

defend personal historical insights and positions rationally and by providing valid arguments

#### Generic competencies

integrate critical models of thinking characteristic for various historical disciplines into a comprehensive ability of historical thinking

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

interpret and evaluate various historical points of view. including those of Croatian historians. in the context of the science of history

independently conduct scientific research in the area of historical sciences and write papers on history in a clear and organised manner

use accepted terminology in the historical sciences

#### Specific competencies

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

$\frac{30 \text{ ECTS Istraživanje [EN]}}{30 \text{ ECTS}}$

## 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

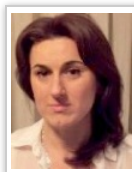


*Mentor je dogovara sa svakim studentom ovisno o temi diplomskog rada.*

## Diploma Thesis (Teaching Stream)

64812

### Teaching Assistants



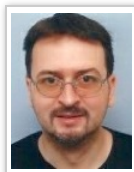
doc. dr. sc.  
Ivana Jukić



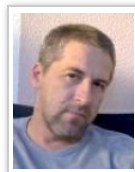
Josip Jurčević,  
prof. dr. sc.



doc. dr. sc.  
Marjan Ninčević



doc. dr. sc.  
Mladen Tomorad



izv. prof. dr. sc.  
Darko Vitek



doc. dr. sc.  
Vlatka Vukelić

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.

### 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 Program Learning Outcomes

#### History

defend personal historical insights and positions rationally and by providing valid arguments

#### Generic competencies

integrate critical models of thinking characteristic for various historical disciplines into a comprehensive ability of historical thinking

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

apply methods of explaining and interpreting historical processes

interpret and evaluate various historical points of view. including those of Croatian historians. in the context of the science of history

use accepted terminology in the historical sciences

#### Specific competencies

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

10 ECTS Pismeni ispit [EN]

10 ECTS Usmeni ispit [EN]

20 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.*

## Similar Courses

» Završni rad, Oxford

# Directions in Existential Psychotherapy and Logotherapy

76073

## Lecturer in Charge



Križo Katinić,  
izv. prof. dr. sc.

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours  
Seminar 30

### Grading

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

## Course Description

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

## Learning Outcomes

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

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

## Study Program Learning Outcomes

Psychology

## Week by Week Schedule

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

## Literature



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



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



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

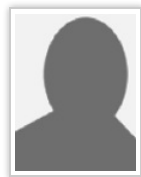


Irwin YALOM (1980). *Existential Psychotherapy*, Simon&Shuster, New York

# Domestic violence

202489

## Lecturer in Charge



izv. prof. dr. sc.  
Irena Cajner  
Mraović

## Course Description

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

## Learning Outcomes

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

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

## Study Program Learning Outcomes

### Sociology

analysis and interpretation of social phenomena

further specialization and expansion of knowledge in sociology with an emphasis on skills in research, analysis, critical and interpretative abilities and skills

### Knowledge and understanding

data collection and ability to understand the temporal and general conditions of the direction forming causes

evaluation of the outcomes and consequences of professional services

developing capacity for independent work and work in a team

## General Competencies

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

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

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

2 ECTS Kolokviji [EN]

1 ECTS Seminarski rad [EN]

4 ECTS

## Forms of Teaching

» Predavanja

» Processing of teaching material

## Week by Week Schedule

1. Introductory lecture, familiarising the students with their obligations during the course (participation in the classes, assignments, continuous assessment exams) overview of the examination literature and other relevant literature
2. What is domestic violence. Participants of domestic violence. Applicable regulations in the

ECTS Credits 4.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

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

Republic of Croatia.

3. Historical and socio- cultural aspects of violence against children. Battered child syndrome. Forms of physical violence against children (transgression of punishments for educational purposes, uncontrolled emotion, intentional abuse). Relationship between the concepts of abuse and violence.
4. Forms of abuse in the family - physical, emotional, sexual abuse. Child neglect. Dynamics of domestic violence.
5. Explanation models of abuse in the family.
6. Impact – of physical, emotional and sexual abuse of children in the family. Intergenerational transmission of domestic violence. Characteristics of perpetrators and victims of partner violence.
7. First continuous assessment exam
8. Indicators of physical child abuse and abuse of women in the family.
9. Indicators of emotional child abuse and abuse of women in the family.
10. Indicators of sexual abuse of children and women in the family.
11. Risk assessment for child abuse and abuse of women in the family.
12. Myths and facts about child abuse and the abuse of women in the family.
13. Second continuous assessment exam
14. Dealing with victims of domestic violence
15. Dealing with perpetrators of domestic violence

### Literature



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



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



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

### Similar Courses

» Family Violence, Oxford

# Eastern philosophies and cultures

201530

## Lecturer in Charge



prof. dr. sc.  
Mislav Ježić

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

### Grading

Regular attendance at lectures, regular self-study assignments, and written and oral examinations.

## Course Description

Eastern Philosophies and Cultures aims at introducing students to non-European traditions of Thought and Philosophy in their cultural, historical and social context.

Students are given basic information on philosophy in Arabic language and its main thinkers. Arabic philosophy is important because it had a great impact on medieval European philosophy.

The course equally introduces students to Indian philosophy as one of the richest and most developed philosophical traditions of mankind. General acquaintance with Indian philosophical systems, the problems discussed and with Indian thinkers is a substantial contribution to the study of philosophy.

The cultural, historical and social context are always taken into account.

## Learning Outcomes

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

1. Analyze Arabic and scholastic philosophical texts and their problems in the context of culture
2. Compare Arabic and scholastic philosophical texts and their problems in the context of their cultures
3. Evaluate the validity of Greek philosophy in the medium of the second, Arabic, language
4. Evaluate the value of the cognitive, ontological and ethical implications of Indian philosophical systems in comparison with Western
5. Write professional work on the basis of acquired knowledge in a comparative philosophical topic that includes Arabic or Indian philosophy
6. Analyze Brahminist, Buddhist and Jinist texts with Western philosophical texts in a cultural context.
7. Compare Brahminist, Buddhist and Jinist texts with Western philosophical texts in a cultural context.

## Study Program Learning Outcomes

### Philosophy

#### 1. Generic competencies

1.01. pratiti i adekvatno reproducirati pisana i usmena izlaganja složenih akademskih i neakademskih sadržaja

1.02. form and clearly present complex academic and non academic topics in both written and oral koristiti više metoda filozofskog objašnjenja i tumačenja

#### Specifične kompetencije

tumačiti najvažnija djela pojedinih filozofskih disciplina te kritički analizirati i procijeniti u njima sadržana stajališta i argumente

## 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. 1. How philosophy started speaking Arabic
2. 2. Relationship between philosophy and religion. First principle. Creation. God and the world.
3. 3. Causality: is the essence of the first principle reason or will?
4. 4. 'Oriental philosophy' – Islamic mysticism

5. Al-Kindī. Al-Fārābī. Avicenna. Al-Gazālī. Averroës. Maimonides.
6. Impact of Arabic philosophy on Europe.
7. The concept of philosophy in India. The sources for the history of Indian philosophy. The periods.
8. The Vedas. Beginnings of speculation in the saṃhitās. The Upaniṣads. The great teachers: Uddālaka Āruṇi, Yājñavalkya Vājasaneyā. The basic notions: prajāpati, ātman, brahman, sat, prāṇa, prajñā, bhūta, karman, etc.
9. Buddhist and Jinist philosophy. Origins. Buddha's four noble truths, cognition, ethics, meditation, the five skandhas, causality: the dependent origination, logic. The basic notions: saṃsāra, nirvāṇa, dharma, saṃskāra, vijñāna, prajñā, śīla, dhyāna, etc. Jinist categories: jīva and ajīva, karman and kaivalya; cosmology, ethics, logic, eschatology.
10. Philosophy of the Sanskrit epics and Purāṇas. The Bhagavadgītā: jñāna, karman, bhakti.
11. Philosophical schools of the Older Buddhism: Theravāda and Sarvāstivāda (Vaibhāṣika and Sautrāntika). Schools of the Mahāyāna: Madhyamaka and Yogācāra. Basic Madhyamaka concepts: Śūnya, dharma, prasaṅga, ucchedavāda and śāśvatavāda, upadāna and nirvāṇa, etc. Basic Yogācāra concepts: the classification of dharmas, saṃskāras, the eight cittas, ālayavijñāna, yoga, cittamātra, tathatā, etc.
12. Brahmanical philosophical schools: Nyāya and Vaiśeṣika, Sāṃkhya and Yoga. Vedic renaissance: Pūrvamīmāṃsā and Uttaramīmāṃsā or Vedānta. Basic notion of each school. Epistemology, ontology, logic, ethics, eschatology of each school. Great thinkers, esp. in Vedānta: Saṃkara, Rāmānuja, Madhva.
13. Tantric philosophy of Śivaism and Śaktism. Neohinduist and modern Indian philosophy.
14. Conclusions: contributions and challenges of Indian philosophy.
15. Final discussion.

### Literature

 Henri Corbin (1987). <i>Historija islamske filozofije</i> , Veselin Masleša, Sarajevo	 Fakhry, M. (2004). <i>A History of Islamic Philosophy</i> , Columbia University Press
 Bučan, D. (2013). <i>Uvođu arapsku filozofiju</i> , Split : Filozofski fakultet	 Tucci, Giuseppe (1982). <i>Istorija indijske filozofije</i> , Nolit, Beograd
 Hiriyama, M. (1980). <i>Osnove indijske filozofije</i> , Naprijed, Zagreb	 Glasenapp, Helmuth von (1949). <i>Die Philosophie der Inder</i> , KrönerStuttgart
 Miguel Cruz Hernandez (2005). <i>Histoire de la pensée en terre d'Islam</i>	

### Additional Literature

 Al-Fārābī (1999). <i>Knjiga o slovima</i> , Demetra, Zagreb	 Al-Fārābī (2011). <i>Uzorita država</i> , Demetra, Zagreb
 Al-Gazālī (1993). <i>Neswislost filozofā</i> , Hrvatska sveučilišna naklada	 Al-Gazālī (1989). <i>Izbavljenje od zablude</i> , El-Kalem, Sarajevo
 Averroës (1988). <i>Neswislost neswislosti</i> , Naprijed, Zagreb	 Averroës (2006). <i>Knjiga prosudbene rasprave</i> , Demetra, Zagreb
 Avicenna (2000). <i>Knjiga naputaka i opasaka</i> , Demetra, Zagreb	 Avicenna (2011). <i>Metafizika I. i II.</i> , Demetra, Zagreb
 Ibn Ṭufayl (1985). <i>Živi sin Budnoga</i> , Veselin Masleša, Sarajevo	 Majmonid, Moses (2008). <i>Vođič za one što dvoje I. i II. - III.</i> , Demetra, Zagreb



Veljačić, Čedomil (1958). *Filozofija istočnih naroda I. Indijska filozofija & selected texts*



Veljačić, Čedomil (1978). *Razmeđa azijskih filozofija I–II*



Iveković, Rada (1981). *Pregled indijske filozofije*



Ježić, Mislav (1999). *Rgvedske upanišadi*



Radhakrishnan, Sarvepalli (1923). *Indian Philosophy I–II, Oxford. Srp. prijev. 1964.: Indijska filozofija I–II, Beograd*



Dasgupta, Surendranath (1922). .), *A History of Indian Philosophy I–V, Cambridge*



Sinha, Jadunath (1987). *Indian Philosophy I–III, Delhi*



Leaman, Oliver (2001). *Encyclopaedia of Asian Philosophy, London - New York*



Majid Fakhry (1983). *A History of Islamic Philosophy, Columbia Univeristy Press, New York*



Henri Corbin (1964). *Histoire de la philosophie islamique, Gallimard, Pariz*

### Similar Courses

» Eastern Philosophy, Oxford



# Economic History of Croatian Modern Society

202692

## Lecturer in Charge



doc. dr. sc.  
Vlatka Vukelić

ECTS Credits 4.0

English Level L1

E-learning Level L1 (10%)

Study Hours

Lectures 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 Program Learning Outcomes

### History

defend personal historical insights and positions rationally and by providing valid arguments

### Generic competencies

integrate critical models of thinking characteristic for various historical disciplines into a comprehensive ability of historical thinking

### 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]
- 2 ECTS Pismeni ispit [EN]
- 1 ECTS Usmeni ispit [EN]
- 4 ECTS

## Week by Week Schedule

1. Introduction to Economic History: Time, Space, Economic Processes
2. Revival of economic activity along the Mediterranean in the Middle Ages: communes, crusades and maritime republics
3. Economic Thought in Croatia in the Middle Ages
4. Modern times and the dynamization of economic activities
5. Taking over the leading economic role of countries along the Atlantic Ocean
6. The Economy of European Countries in the New Age
7. Economic Thought in Croatia in the New Age
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 Sociology

188096

## Lecturer in Charge



doc. dr. sc.  
Ivan Burić

ECTS Credits 4.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 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 Program Learning Outcomes

### Sociology

analysis and interpretation of social phenomena

### Critical thinking

special analytical and research skills

### Knowledge and understanding

analysis and evaluation of research and professional papers in the wider field of social sciences. and particularly in the specific field of sociology. in which advanced statistical methods have been used

### Specific and professional skills

the ability to engage in the practical application of theoretical knowledge in various fields of applied sociology

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

2 ECTS Pismeni ispit [EN]

1 ECTS Seminarski rad [EN]

4 ECTS

## 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 in Charge



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 Program Learning Outcomes

### Psychology

#### Critical thinking

the educational application of the theories of learning and motivation. planning and evaluating the educational process. as well as classroom dynamics  
reliability. independence and initiative in work

#### Knowledge and Comprehension

advanced social skills  
advanced oral communication skills

#### Specific and professional skills

the ability to engage in the practical application of theoretical knowledge in various fields of applied psychology

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

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- 4 ECTS

## Forms of Teaching

- » Predavanja
  - » interactive lectures
- » Seminar

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Seminar 15

Teaching Assistant

Ivana Hanzec Marković, dr. sc.

Grading

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

» 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 o obrazovanja*, IEP



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



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

### Similar Courses

» Educational psychology, Oxford

# Educational Psychology

53904

## Lecturer in Charge



doc. dr. sc.  
Lovorka Brajković

## 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 Program Learning Outcomes

### Philosophy

#### 1. Generic competencies

- 1.01. pratiti i adekvatno reproducirati pisana i usmena izlaganja složenih akademskih i neakademskih sadržaja
  - 1.03. consider and evaluate the validity of diverse theoretical and practical proposals. taking into account specific characteristics of various areas of life and work environments
  - 1.04. cooperate with diverse individuals and groups in discussions and in finding answers to various theoretical and practical issues
  - 1.05. resolve conflicts peacefully and rationally. at the same time respecting the opposing sides and their specific points of view
  - 1.06. koordinirati rasprave i pružati objašnjavajuće komentare o nizu pitanja društvene, kulturne ili političke naravi
- rationaly defend the principles built into the fundaments of modern democratic societies. social justice and respect for human rights
- think in an interdisciplinary manner and respect diverse methodologies and views on specific issues and problems

### 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

ECTS Credits 3,0

English Level Lo

E-learning Level L1

#### Study Hours

Lectures 15

Seminar 15

#### Teaching Assistant

Dunja Jurić Vukelić, mag. psych.

#### 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)



**Specific competencies**

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

**Croatology**

analyse and weigh the justification for use of varying theoretical approaches

**Generic competencies**

critically and self-critically evaluate opposing arguments and make their own conclusions  
describe and write excerpts of written and oral presentations of academic and non-academic content

apply the acquired knowledge in new or yet unknown situations

broaden and deepen their knowledge by independent work

**Specific competencies**

engage in lifelong professional improvement

respect the principles of interdisciplinary approach in evaluation of facts within the scope of their work field

**History**

defend personal historical insights and positions 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

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

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****Sociology****Critical thinking**

application of theories of learning and motivation in the educational process, planning and evaluation of the educational process and classroom dynamics

reliability, independence and initiative

planning interventions and programmes for improvement of living conditions and development on the level of individuals, families and social groups

**Specific and professional skills**

problem-solving abilities

the ability to participate in interdisciplinary teamwork

the ability to independently plan, organise and conduct sociological research

impact of social context and social changes on human development

**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 o obrazovanju*, 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



# Education in the Age of Antiquity

118717

## Lecturer in Charge



prof. dr. sc.  
Marko Pranjić

## Course Description

The objective of the course is to:

Introduce students to the understanding of education in ancient Greece, ancient Rome, and early Christianity, and to how education was practiced in everyday life, in both family and social environment.

## Learning Outcomes

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

1. Interpret the basic pedagogical concepts from the age of Antiquity
2. Interpret the bases of ancient understanding and practicing of education
3. Compare ancient and contemporary educational content
4. Explain the continuity and/or discontinuity of educational content
5. Evaluate the bases of educational practice of Antiquity
6. Interpret the main features of ancient education.

## Study Program Learning Outcomes

### Philosophy

1. Generic competencies
  - 1.01. pratiti i adekvatno reproducirati pisana i usmena izlaganja složenih akademskih i neakademskih sadržaja
  - 1.02. form and clearly present complex academic and non academic topics in both written and oral
  - 1.03. consider and evaluate the validity of diverse theoretical and practical proposals. taking into account specific characteristics of various areas of life and work environments
  - 1.04. cooperate with diverse individuals and groups in discussions and in finding answers to various theoretical and practical issues
  - 1.05. resolve conflicts peacefully and rationally. at the same time respecting the opposing sides and their specific points of view
  - 1.06. koordinirati rasprave i pružati objašnjavajuće komentare o nizu pitanja društvene, kulturne ili političke naravi

### Croatian Latinity

### Croatology

### History

### Sociology

## General Competencies

At the level of the programme, Education in the Age of Antiquity makes students capable of: interpreting the basic concepts of education in the age of Antiquity, analysing the historical development of educational thought, interpreting antique educational content, skills, and virtues, comparing education over three periods and territories: Greek, Roman, and early Christian.

## Screening of student's work

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

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

## Grading

During the three meetings organized in the form of continuous assessment exams, the students' motivation for the course content will be detected. Based on the students' reading of comprehensive teaching materials for this course, the first continuous assessment exam will evaluate the students' understanding of Greek educational values from Homer to Sparta and Athens, and also in the works of the main Greek thinkers with accentuated educational sensibility. The second continuous assessment exam demands of the students to expose the understanding of two levels of ancient Roman education and the work of the main ancient Roman thinkers. The third continuous assessment exam tests the understanding of the oldest forms of early Christian education, the central ideas connected with the time, the early Christian education of adults as well as the ideas of early Christian thinkers on education.

## Forms of Teaching

### » Predavanja

» The instructor has prepared an electronic version of teaching materials including the list of literature used linked to every chapter. The text is also enriched with illustrations to facilitate its comprehension. The course conceptualization foresees no classically held lectures, but the instructor can be contacted by e-mail at all times for all purposes. The instructor can also be found in his office on a daily basis for personal discussions with students regarding the course.

### » Seminar

## Week by Week Schedule

1. The instructor has prepared an electronic version of teaching materials including the list of literature used linked to every chapter. The text is also enriched with illustrations to facilitate its comprehension. The course conceptualization foresees no classically held lectures, but the instructor can be contacted by e-mail at all times for all purposes. The instructor can also be found in his office on a daily basis for personal discussions with students regarding the course.
2. Greek education  
The roots of west-European education
3. Athens and its approach to education  
Greek educators and teachers
4. Paideia and arete as the most eminent content of early Greek education  
Spartan education
5. Homer epoch and educational values  
The period of Roman education
6. Grammar  
Rhetoric
7. Educational system (elementary, secondary,, higher, Atheneum)  
Elementary school
8. Educational factors in ancient Rome  
Types of teachers (litterator, ludus litterarius, grammaticus)
9. Physical education  
Withdrawal of Roman from Greek education
10. The practical as the most relevant (the state, mas maiorum)  
Educational factors in ancient Rome
11. Early Christian education
12. Tension between Christianity and Hellenism
13. Confrontation with the heritage
14. Early Christian schooling of adults
15. Early Christian educators

## Literature

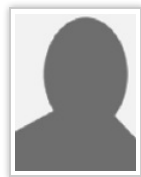


Pranjić, M (2013). *Odgoju vrijeme antike*,  
Digitalna verzija

# Electronic Literature

187984

## Lecturer in Charge



Ljubica Josić,  
doc. dr. sc.

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

## Grading

The final grade is based on a written exam and a seminar in which students analyze and create electronic texts.

## Course Description

The course is dedicated to analyzing the experience of reading and writing electronic texts. It starts from defining the difference between electronic text (hypertext) and so-called traditional text, with an emphasis on the changed roles of readers and authors, and in particular the possibility of multiple authorships (such as open network type encyclopedia). Facing the communication context of electronic texts, the course acquires knowledge and textual identity production on social networks, electronic publishing and copyright, non-profit network media, text function in computer games and the electronic literature. The goal is to develop and perfect skills related not only to recognition but also to the creation of various types of electronic texts.

## Learning Outcomes

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

1. Apply knowledge and understanding of concepts related to electronic texts
2. Recognize and arguably interpret the features of electronic texts of different genetic predisposition
3. Evaluate the specifics of electronic texts and the communication context of the information age
4. Compare different theoretical approaches to electronic texts
5. Distinguish terminology and methodological practice of research
6. Identify various hybrid genres of electronic communication

## Study Program Learning Outcomes

### Communication Sciences

#### Complementary competencies

conceptually clearly present diverse information and positions. and critically evaluate the credibility of claims. assumptions and arguments presented through various media  
follow and adequately reproduce written and oral presentations of complex academic and non-academic topics  
advanced oral and written communication skills

#### Specific competencies

the ability to engage in the practical application of theoretical knowledge in the field of communication sciences  
the ability to engage in the practical application of theoretical knowledge in the fields of journalism and public relations  
expertly and professionally apply the acquired specialist theoretical and practical knowledge in the field of media and journalism. public relations and scientific research in communication sciences  
point out the common aspects between contemporary communication sciences and other humanities and social sciences

## Screening of student's work

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

## Week by Week Schedule

1. Traditional and electronic texts.
2. WWW and its features.
3. Technology and new reading of text.
4. Multimediality of electronic text.

5. Hypertextuality.
6. Nonlinearity.
7. Interactivity of electronic text.
8. Hybrid genres of electronic communication.
9. Blog as a hybrid genre I.
10. Blog as a hybrid genre II.
11. Electronic literature.
12. E-lexicography.
13. Electronic texts and identity production.
14. Digital publishing.
15. Characteristics of language and style of electronic texts.

### Literature



Naomi S. Baron (2015). *Words Onscreen*, Oxford University Press, USA



Jay David Bolter (2001). *Writing Space*, Routledge



Sanin Sorel i Sijetlana Janković-Paus (2012). *Nestanak linearnosti?*, Filozofski fakultet u Rijeci

### Additional Literature



Pierre Lévy (2001). *Cyberculture*, U of Minnesota Press



N. Katherine Hayles (2008). *Electronic Literature*, University of Notre Dame Press

# Elementary Greek II

130285

## Lecturer in Charge



Zdravka Martinić-  
Jerčić,  
lekt.

## 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 Program Learning Outcomes

### Croatian Latinity

define and describe the disciplines of contemporary literature. linguistics and ancillary sciences of history. history of their development and central problems

### 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

use the professional terminology accepted in fields and professions of contemporary linguistics and science of literature

### Specific competencies

point out the common aspects between contemporary literary and linguistic sciences and other humanities. social and natural sciences

## Screening of student's work

- 1 ECTS Pohadanje 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.

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

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*

# European integration

202455

## Lecturer in Charge



izv. prof. dr. sc.  
Mladen Puškarić

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15
Grading	written exam, seminar paper, term exam, topic presentation.

## Course Description

The aim is to make students familiar with basic features of EU integration process, theoretical origins, individuals and political parties that have the crucial impact on development of EU integration process.

## Learning Outcomes

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

1. Analyze EU integration concepts.
2. Recognize EU integration concepts.
3. Apply general knowledge about EU.
4. Explain the role of specific countries in EU integration process.
5. Describe basic effects of integration process on national economy.
6. Name the basic elements of integration process.
7. Match the integration process to the changes in the role of the national state.
8. Compare relationship between processes of globalization and regionalization.
9. Develop interest for the studying the field of EU integration.

## Study Program Learning Outcomes

Sociology

## General Competencies

Upon the successfully passed exam, student will be able to:

Combine the general knowledge of society and of social processes.

Demonstrate the social impacts of the public policies.

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

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

Evaluate published sociological research with suggestions of possible improvements.

## Week by Week Schedule

1. European Integration
2. Early process of European Integration
3. Franco-German Wars
4. Graf Coudenhove and Pan European Movement
5. Federalist Movements
6. European Integration after Second World War
7. Jean Monnet, Robert Schuman, Winston Churchill, Konrad Adenauer, Alcide De Gasperi
8. Role of USA in the process of European Integration
9. Creation of EEC
10. Conceptions of European Integration
11. France, De Gaulle and European Integration
12. Enlargement of the EC
13. Institutional Reforms
14. Creation of the European Union
15. From the Treaty of Paris to Lisbon Treaty

**Literature**

Mladen Puškarić (2010). *Razvoj europske integracije*, str. 287., Studia Vita, Zagreb



Mladen Puškarić (2012). *Kronologija europske integracije*, Studia Vita



# European Union and Croatia

202481

## Lecturer in Charge



izv. prof. dr. sc.  
Mladen Puškarić

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15
Grading	
Written exam, term exam, seminar paper, presentation.	

## Course Description

The Europe of the 2010s has become a major focus of public discourse. Quickening of integration processes within European Union has raised the prospects of economic, monetary and political union. Croatia is on its road to become a full member of EU. It is important to understand a system and work of EU and the whole process of regional integration in Europe.

## Learning Outcomes

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

1. Analyze reasons of EU integration attractiveness.
2. Recognize political factors in process of joining Croatia to EU.
3. Apply knowledge in understanding of global world processes.
4. Explain relation between Eurosceptic and Europhil.
5. Describe roles of EU integration process
6. Name phases of relation between Croatia and EU
7. Match roles of national and international protagonists of EU integration process
8. Compare the process of Croatian joining to EU with other countries
9. Develop interest for studying process of EU enlargement
10. Use different methods of social research in analyzing relevant data

## Study Program Learning Outcomes

Sociology

## General Competencies

Combine the general knowledge of society and of social processes.

Demonstrate the social impacts of the public policies.

Illustrate the key structural factors that are shaping the society.

Point out the importance of the concepts of culture, socialization, stratification, social structure and institutions in the explanations of the social phenomena.

Analyse personal and local social questions in the broader social context, especially in the context of social class, ethnicity, gender, religion, capitalism, individualisation, nationalism, and globalization.

## Week by Week Schedule

1. The Cold War in Europe
2. The role of USA in the process of EU Integration
3. The Schuman Declaration
4. Jean Monnet Plan
5. From ECSC to EU
6. France and West Germany
7. Regional Integration
8. Enlargement in EU
9. De Gaulle and Great Britain
10. Shaping The European Community
11. From European Community to European Union
12. European union and Croatia
13. Process of enlargement of Croatia in to the EU
14. Process of Negotiation
15. Croatia and full membership in EU

**Literature**

Philip Thody (1997). *A Historical Introduction to the European Union*, Routledge, London, str. 116., Routledge, London



Desmond Dinan (2009). *Origins and Evolution of European Union*, Oxford University Press,

# European Union Institutions

195344

## Lecturer in Charge



doc. dr. sc.  
Mladen Nakić

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

Written exam, term exam, seminar, presentation.

## Course Description

The 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 Program Learning Outcomes

### Sociology

further specialization and expansion of knowledge in sociology with an emphasis on skills in research. analysis. critical and interpretative abilities and skills  
social processes. relations. values and every form of social action

### Complementary skills

communication skills. oral and written interpretation of professional and scientific material.  
negotiation skills

### Knowledge and understanding

recognising the need and being prepared for continuous professional development  
developing capacity for independent work and work in a team

### Specific and professional skills

further improvement of basic general knowledge of 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

- o ECTS Pohadanje nastave [EN]
- o ECTS Esej [EN]
- o ECTS Usmeni ispit [EN]
- o ECTS

## Week by Week Schedule

1. Discussions about Future of European Integration
2. Westendorp Report and IGC from 1999.
3. Initiative of Joschke Fischer
4. New Political Initiative
5. Deklaration from Leaken
6. European Convention about Future of Europe
7. Convention from Brusseles
8. Intergovernmental Conference
9. Lisbon Treaty and Institution of EU
10. European Parliament
11. European Council
12. Council
13. European Commission
14. European Court of Justice
15. Court of Auditors, European Central Bank

## Literature



Mladen Puškarić (2012). *Europska unija: od Leakena do Lisabona*, Studia Vita

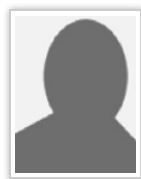


Mladen Puškarić (2012). *Europska integracija*, Stier Graff

# Evaluation and Measurement of Personality

167188

## Lecturer in Charge



doc. dr. sc.  
Asmir Gračanin

## 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 Program Learning Outcomes

### Psychology

#### Critical thinking

advanced statistical methods and the theory of psychological tests  
the field of personality psychology. as well as critical evaluation and the application of new knowledge in different fields of psychology

#### Knowledge and Comprehension

analysis and evaluation of research and professional papers in the wider field of social sciences. and particularly in the specific field of psychology. in which advanced statistical methods have been used

#### Specific and professional skills

the ability to independently validate psychometric characteristics of research instruments

## General Competencies

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

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

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

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Usmeni ispit [EN]
- 1 ECTS Praktični rad [EN]
- 3 ECTS

## Forms of Teaching

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

ECTS Credits 3.0

English Level L1

E-learning Level L1

### Study Hours

Lectures 15

Methodology exercises 15

### 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.



## Week by Week Schedule

1. Methods of personality measurement and assessment
2. Purpose of personality measurement and assessment
3. Introduction to methods and instruments for personality measurement: projective techniques
4. Analysis of results of projective techniques
5. Introduction to methods and instruments for personality measurement: questionnaires 1
6. Analysis of results questionnaires 1
7. Introduction to methods and instruments for personality measurement: questionnaires 2
8. Analysis of results questionnaires 2
9. Defining the construct for instrument construction
10. Choice of measurement construct and assignments
11. Item formulation
12. Pilot version of the instrument
13. Data collection
14. Analysis of the instrument characteristics
15. Test

## Literature



Butcher, J.N. (2009). *Oxford Handbook of Personality Assessment*, Oxford: OUP



Larsen, R. J. i Buss, D. M. (2008). *Psihologija ličnosti*, Jastrebarsko: Naklada Slap

## Similar Courses

- » Personality Assessment, Oxford

# Factor Analysis

57113

## Lecturer in Charge



Toni Babarović,  
izv. prof. dr. sc.

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Practicum 15

### Grading

Class effort (lectures and exercises) - 10%, seminars - 30%, homework 10%, written exam 20%, oral exam 30%.

## 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 Program Learning Outcomes

### Psychology

#### Complementary skills

use of computer software for advanced statistical analysis and access to databases

#### Critical thinking

advanced statistical methods and the theory of psychological tests

#### Specific and professional skills

the ability to apply advanced statistical and methodological knowledge in order to address specific research issues

the ability to independently plan, organise and conduct psychological research

the ability to independently validate psychometric characteristics of research instruments

a high level of integration and critical evaluation of various theories, paradigms and methodological approaches within the basic and applied fields of psychology

assessment of advanced statistical (multivariate) methods taking into account their limitations, as well as the extent to which they meet theoretical assumptions in the specific situations where they have been applied

## 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	Pohadanje nastave [EN]
1 ECTS	Pismeni ispit [EN]
1.5 ECTS	Seminarski rad [EN]
1 ECTS	Usmeni ispit [EN]
<hr/>	
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

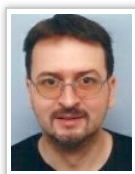
- » Factor Analysis, Oxford



# Famous women of the Ancient world

202911

## Lecturer in Charge



doc. dr. sc.  
Mladen Tomorad

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours Seminar	30
Grading Colloquium/Exam	

## Course Description

Introduction to the students of the most important women of the ancient history through sources, literature and their review in the modern culture.

## Learning Outcomes

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

1. Identify and review the most important women of the ancient history
2. Analyze the ancient goddesses and rulers of the ancient world
3. Analyze and compare sources and literature about the selected women
4. Name the most important women of the ancient history
5. Describe the main events of the ancient history
6. Define the historical processes and the role of the women in the ancient world

## Study Program Learning Outcomes

### History

define and describe the disciplines of contemporary historical sciences. the history of their development and the central problems

### Generic competencies

integrate critical models of thinking characteristic for various historical disciplines into a comprehensive ability of historical thinking

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

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

interpret and evaluate various historical points of view. including those of Croatian historians. in the context of the science of history

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

## Screening of student's work

1 ECTS Pohađanje nastave [EN]

2 ECTS Kolokviji [EN]

3 ECTS

## Week by Week Schedule

1. The life of the women in the Ancient Near East
2. Goddesses of the ancient Mesopotamia
3. Innana/Isthar
4. The life of the women in the ancient Egyptian society
5. Izida/Hathor
6. Ancient Egyptian queens 1st part
7. Staroegipatske kraljice 2nd part
8. Colloquium
9. The life of women in the Greek society
10. Greek goddesses and heroines
11. The life of women in the Roman society

12. Women in the outskirts of the Roman state: Teuta, Zenobia, Hipatia
13. Roman Empress 1st part
14. Roman Empress 2nd part
15. Colloquium

### Literature



Mladen Tomorad (2018). *Slavne žene stare povijesti: životi žena u društvima starog svijeta*, Meridijani/Hrvatski studiji



Tomorad, Mladen (2016). *Staroegipatska civilizacija sv. I: Povijest i kultura starog Egipta*, Hrvatski studiji

### Similar Courses

- » Slavne žene starog svijeta: božice, vladarice, ljubavnice, Oxford

# Forensic Psychiatry

139805

## Lecturer in Charge



Nadica Buzina,  
doc. dr. sc.

ECTS Credits 3.0

English Level L1

E-learning Level L1 (1%)

Study Hours

Lectures 15

Seminar 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 Program Learning Outcomes

### Psychology

the biopsychosocial model of health and illness. the field of health psychology. communication between healthcare practitioners and patients. as well as provision of support and counselling for patients and their families

### Critical thinking

reliability. independence and initiative in work  
 organising and conducting psychological tests and interviews. and interpreting the results in the course of the professional recruitment process  
 planning interventions and programmes which will enhance the living conditions and the development of individuals. families and communities  
 the field of personality psychology. as well as critical evaluation and the application of new knowledge in different fields of psychology  
 upholding ethical principles in psychological research and in practising psychology on a daily basis

### Knowledge and Comprehension

recognising the need and being prepared for continuous professional development  
 applying skills in conducting clinical interviews and planning further clinical evaluations on the basis of obtained data  
 applying psychodiagnostic instruments and interpreting test results  
 applying the knowledge of the specific features of Croatian culture in the interpretation of research results and when planning interventions and programmes in the community  
 the ability to appropriately communicate research results and professional achievements. in both oral and written form. to an interdisciplinary specialist audience as well as a non-specialist audience  
 analysis and evaluation of research and professional papers in the wider field of social sciences. and particularly in the specific field of psychology. in which advanced statistical methods have been used

### Specific and professional skills

the ability to engage in the practical application of theoretical knowledge in various fields of applied psychology  
 the ability to participate in interdisciplinary teamwork  
 the influence of the social context and social changes on human development  
 a high level of integration and critical evaluation of various theories. paradigms and methodological approaches within the basic and applied fields of psychology

## Screening of student's work

- 1 ECTS Pohadanje 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 theory 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

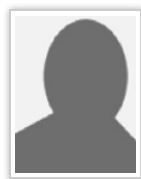


Goreta M, Peko-Čović I, Buzina N. (2004). *Psijatrijska vještačenja, knjiga prva - kazneno pravo*, Naklada Zadro i PB Vrapče

# Forensic Psychology

53786

## Lecturer in Charge



Ines Sučić,  
izv. prof. dr. sc.

## 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 Program Learning Outcomes

### Psychology

#### Critical thinking

selecting the appropriate research methods and strategies for intervention in accordance with the attributes of members of different social groups and cultures. as well as the specific features of their environmental and social contexts

#### Knowledge and Comprehension

recognising the need and being prepared for continuous professional development

#### Specific and professional skills

the ability to participate in interdisciplinary teamwork

the ability to engage in the practical application of theoretical knowledge in various fields of applied 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]
- 3 ECTS

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours  
Lectures 30

### Grading

Class attendance and class participation will make up to 15% of the grade, preparing, writing and presenting report will make 15% of the grade, participation in research elaboration and conduction 30% of the grade, and the written exam will make a final 40% of the grade.

## Week by Week Schedule

1. Introduction to concepts and scope of the field as well as students responsibilities during the course
2. Development of the discipline, and interrelatedness of forensic psychology to other disciplines (e.g. law, psychiatry)
3. Forensic psychology and policing. Roles and responsibilities of police psychologists.
4. Legal system and criminal procedure.
5. Theoretical approaches to psychological profiling of criminals, and geographical profiling of criminal cases.
6. Psychological profiles of certain groups of criminals (e.g. mass and serial killers, serial rapists).
7. Interrogation, investigative interviewing. Techniques and methods of interviewing suspects.
8. Techniques and methods of interviewing witnesses and victims. Cognitive interview. Conducting interviews with especially vulnerable populations (e.g. elderly, children).
9. Indicators and theoretical explanations of deception.
10. Techniques and methods for discovering deceptions and lying.
11. Psychological mechanisms of confessions. Types and determinants of false confessions.
12. Eyewitness credibility. Factors influencing perception and memory of eyewitnesses.
13. Methods and techniques for estimating statements credibility.
14. Psychological aspects of criminal procedures and verdicts.
15. Psychologist as court experts.

## Literature



*Franc, R. i Ivičić, I. (2002). Forenzička psihologija - skripta za studente.*



*Kapardis, A. (2003). Psychology and Law: A Critical Introduction (2nd ed.). Cambridge: Cambridge University Press.*



*Weiner, B. I., & Hess, A. K. (2006). The Handbook of Forensic Psychology (3rd ed.). New Jersey: John Wiley & Sons, Inc.*

## Similar Courses

- » Forenzična psihologija, Oxford
- » Sudska psihologija, Oxford

# Geopolitics and Global Security

205153

## Lecturer in Charge



doc. dr. sc.  
Stjepan Šterc

ECTS Credits	3,0
English Level	Lo
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15

## Course Description

Introduce students with the research subject matter of Geopolitics and Global Security within the frame of geographical theoretical concept.

Insight 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. Analyze the classical sociological theories and research of Croatian sociology
3. Criticize the social processes, relation, values, theories, paradigms
4. Explain the basic dimensions of geopolitical problematic
5. Define geoteritorial logic on the field
6. Use the thinking, graphical, cartographic, computer methods in the consideration of the subject

## Study Program Learning Outcomes

### Sociology

analysis and interpretation of social phenomena

### Critical thinking

advanced statistical methods

special analytical and research skills

### Specific and professional skills

the ability to independently validate sociometric characteristics of research instruments

## 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. 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 Heartland.
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*



Cvrtić, V. (2004). *Politička geografija i geopolitika*, Fakultet političkih znanosti, Zagreb.



Colin Flint (2011). *Introduction to Geopolitics*, Routledge

## Similar Courses

» -, 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 Program Learning Outcomes

### Sociology

analysis and interpretation of social phenomena  
further specialization and expansion of knowledge in sociology with an emphasis on skills in research. analysis. critical and interpretative abilities and skills

### Research and research work presentation

by selecting one of the modules offered one expands and refines previously gained competencies by focusing on different groups of knowledge. such as the sociology of development and safety. cultural anthropology. gender and European studies

### Complementary skills

communication skills. oral and written interpretation of professional and scientific material. negotiation skills

### Critical thinking

quality of scientific research  
design and implementation of sociological projects  
reliability. independence and initiative  
planning interventions and programmes for improvement of living conditions and development on the level of individuals. families and social groups

### Knowledge and understanding

recognising the need and being prepared for continuous professional development  
analysis and evaluation of research and professional papers in the wider field of social sciences. and particularly in the specific field of sociology. in which advanced statistical methods have been used  
developing capacity for independent work and work in a team  
advanced oral communication skills  
sociological approach to the conceptualization of a research problem. i.e. operationalisation towards an optimal empirical instrumentarium

### Specific and professional skills

the ability to participate in interdisciplinary teamwork  
the ability to engage in the practical application of theoretical knowledge in various fields of applied sociology  
the ability to independently plan. organise and conduct sociological research

## General Competencies

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

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

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

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

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

ECTS Credits 20.0

English Level L1

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.*

## 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 Program Learning Outcomes

### Communication Sciences

#### Complementary competencies

apply different scientific and social science research methods which are used in communication sciences

responsibility. ethical approach. autonomy and initiative in their work

advanced oral and written communication skills

independently conduct scientific research in the area of communication sciences and write scientific papers in a clear and organised manner

#### Specific competencies

interpret fundamental works of individual scholars in the field of communication sciences. mass communication. journalism and public relations. and critically analyse and evaluate the views and arguments presented within

in written and oral form present complex academic and non-academic topics in a clear and well-argued 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

$$\frac{30 \text{ ECTS Defence of master thesis}}{30 \text{ ECTS}}$$

## 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.

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.

10. Writing the thesis.
11. Writing the thesis.
12. Writing the thesis.
13. Writing the thesis.
14. Writing the thesis.
15. Writing the thesis.

### Literature



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

# Great Directors of European Cinema

64816

## Lecturer in Charge



prof. dr. sc.  
Danijel Labaš

## 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 Program Learning Outcomes

### Communication Sciences

defend personal professional insights and positions rationally and by providing valid arguments

### Complementary competencies

advanced oral and written communication skills

advanced social skills

### Specific competencies

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

proficiency in professional English

## 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);
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;

ECTS Credits 5.0

English Level L2

E-learning Level L1

### Study Hours

Lectures 15

Seminar 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).

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 in Charge



doc. dr. sc.  
Jelena Maričić

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	30
Seminar	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 Program Learning Outcomes

### Psychology

#### Critical thinking

selecting the appropriate research methods and strategies for intervention in accordance with the attributes of members of different social groups and cultures. as well as the specific features of their environmental and social contexts

reliability. independence and initiative in work

planning interventions and programmes which will enhance the living conditions and the development of individuals. families and communities

upholding ethical principles in psychological research and in practising psychology on a daily basis

#### Knowledge and Comprehension

social insight and group processes and influences

#### Specific and professional skills

the ability to engage in the practical application of theoretical knowledge in various fields of applied psychology

the influence of the social context and social changes on human 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.

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]

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- 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 in Charge



doc. 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 Program Learning Outcomes

### Psychology

the biopsychosocial model of health and illness. the field of health psychology. communication between healthcare practitioners and patients. as well as provision of support and counselling for patients and their families

### Critical thinking

selecting the appropriate research methods and strategies for intervention in accordance with the attributes of members of different social groups and cultures. as well as the specific features of their environmental and social contexts

planning interventions and programmes which will enhance the living conditions and the development of individuals. families and communities

### Knowledge and Comprehension

applying the knowledge of the specific features of Croatian culture in the interpretation of research results and when planning interventions and programmes in the community  
the outcomes and consequences of professional services

### Specific and professional skills

the ability to participate in interdisciplinary teamwork

a high level of integration and critical evaluation of various theories. paradigms and methodological approaches within the basic and applied fields of 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.

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

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

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

ECTS Credits 4.0

English Level L1

E-learning Level L2

### Study Hours

Lectures 30

Seminar 15

### Grading

Students achievement is continually evaluated through certain activities. A student can achieve a maximum of 50 points according to following arrangement: 5 points for regular class attendance, 5 points for group task presentation, and 40 points (two times 20) for mid and end term tests OR written exam. Points are turned into final grade as follows: 30-34 points = pass (2); 35-40 points = good (3); 41-46 points = very good (4); 47-50 points = excellent (5).

## Screening of student's work

- 1 ECTS Pohadanje 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 in Charge



prof. dr. sc.  
Slobodan  
Prosperov Novak

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

## Grading

Attending classes, mastering literature, participating in class discussions.

## Course Description

The aim of the course is to show in numerous examples, through a series of analytical insights and synthetic views, how Croatian culture is shaped by a series of very intense contacts with the nearest neighboring cultures, but also with those more important geographically very distant cultures. This relationship will be studied here synchronically as well as diachronically, showing the long-lasting cultural patterns that came to Croatian culture from the ancient and even earlier periods. The purpose of this study is to examine the key features of Croatian identity that are permeated with foreign elements and on which these foreign elements are assimilated and taken over or directed by other environments to become cultural layers in them.

## Learning Outcomes

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

1. Analyze insights into the complexity of Croatian cultural identity
2. Analyze and identify related issues and interpret them from the standpoint of intertextuality and the comparative methodology that are going to be adopted
3. Define knowledge about the development of Croatian culture and about its interpreters and their misconceptions
4. Analyze complex questions about Croatian identity
5. Describe historical stages in the development of Croatian culture and the dominant foreign influences in their realization

## Study Program Learning Outcomes

Philosophy

Communication Sciences

Croatology

analyse the facts within the scope of work

As Croatian linguistic heritage and Croatian standard and literary language all make for crucial elements of Croatian culture, a significant part of the study programme is devoted to those issues. Students are therefore familiar with the relevant facts regarding the Croatian language and literary history, dialectology and standardology. This includes the linguistic heritage of Croats in diaspora. With respect to course subjects dedicated to the norms of contemporary Croatian standard language the students are capable of articulate expression in accordance with these standards and of identifying deviations. Students taking part in the teaching stream of the study programme in Croatology are able to independently transfer knowledge related to the Croatian language, literature and culture in a manner appropriate to primary, secondary and grammar school levels.

Generic competencies

the knowledge of basic facts of Croatian political and cultural history in the context of Europe in the period from the Middle Ages to present day

recognising the role and place that philosophy and exact sciences had in the Croatian culture

Specific competencies

History

## Screening of student's work

2 ECTS Pohadanje 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 tisuđjeća 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

## Lecturer in Charge



doc. dr. sc.  
Tomislav Popić

ECTS Credits 3.0

English Level L1

E-learning Level L2 (10%)

Study Hours  
Seminar 30

Grading  
Assessment consists of regular attendance and writing of essays and papers

## 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 Program Learning Outcomes

### History

defend personal historical insights and positions rationally and by providing valid arguments

### Generic competencies

integrate critical models of thinking characteristic for various historical disciplines into a comprehensive ability of historical thinking

apply methods of explaining and interpreting historical processes

### 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 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
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

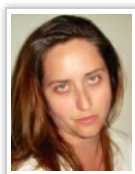


W. K. Storey (1999). *Writing History: A Guide for Students*, Oxford University Press

# History and Archeology

202967

## Lecturer in Charge



doc. dr. sc.  
Eva Katarina  
Glazer

## Course Description

Course objectives are to introduce students with archaeology as a discipline and its methods and its contribution to history, with emphasis on classical archaeology.

## Learning Outcomes

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

1. List and explain the related disciplines.
2. Define the development of archaeology as a scientific discipline.
3. Explain the archaeological methods.
4. Explain the methods of the conservation of the excavated material.
5. List contemporary guidelines of museology.
6. Identify the most important archaeological sites in Croatia and several European and Near Eastern sites.

## Study Program Learning Outcomes

### History

define and describe the disciplines of contemporary historical sciences. the history of their development and the 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

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 the historical research with the corresponding segments of other humanities and social sciences

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

### Specific competencies

point out the common aspects between contemporary historical sciences and other humanities. social and natural sciences

## General Competencies

After finishing the programme student will be able to: define the methods of archaeology; identify the most important archaeological sites; explain the connection between archaeology and history and the importance of the interdisciplinary research; interpret several finds.

## Screening of student's work

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

## Forms of Teaching

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

ECTS Credits 3.0

English Level L2

E-learning Level L1

Study Hours  
Seminar 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.



## Week by Week Schedule

1. Introduction to course;
2. The history of archaeology; The development of archaeology as a scientific discipline
3. Review of related disciplines (anthropology, geology, paleontology, etc) and the introduction to subdiscipline (such as underwater archaeology); Discussion
4. Archaeological methods (through the history of the research of selected site students get acquainted with the excavation methods)
5. Archaeological methods (through the history of the research of selected site students learn about the analysis of the finds); Discussion
6. Methods of conservation and museology
7. Students prepare lectures about chosen archaeological sites in Croatia; Discussion
8. Students prepare lectures about chosen archaeological sites in Croatia; Discussion;
9. Field class - Archaeological Museum in Zagreb
10. Students prepare lectures about chosen archaeological sites in Europe; Discussion;
11. Students prepare lectures about chosen archaeological sites in Europe; Discussion;
12. Field class - Museum of Zagreb
13. Students prepare lectures about chosen archaeological Near eastern sites; Discussion;
14. Field class - visit of archaeological park near Zagreb (ancient site of Andautonia)
15. Final lecture/ guest lecture

## Literature



Bahn P. (2006). *Arheologija. Tragovima velikih civilizacija*, Uliks



Durman A. (ur) (2006). *Stotine hrvatskih arheoloških nalazišta*, Leksikografski zavod Miroslava Krlež, Zagreb

## Similar Courses

- » Archaeology 101, Oxford



# History of Christianity in Croatia

57136

## Lecturer in Charge



prof. dr. sc.  
Stipan Tadić

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 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 Croatiaology 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 Program Learning Outcomes

### Croatology

analyse the facts within the scope of work

### Generic competencies

take part in discussions on professional issues assuming constructive approach

critically and self-critically evaluate opposing arguments and make their own conclusions

the knowledge of basic facts of Croatian political and cultural history in the context of Europe in the period from the Middle Ages to present day

assume ethical and social responsibility in the respective work area

broaden and deepen their knowledge by independent work

### Specific competencies

respect the principles of interdisciplinary approach in evaluation of facts within the scope of their work field

## 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 Pohadanje nastave [EN]

0.25 ECTS Esej [EN]

4.5 ECTS Pismeni ispit [EN]

0 ECTS Usmeni ispit [EN]

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5 ECTS

## Forms of Teaching

- » Predavanja
  - » Student will be presented with the topic through lectures.

## Week by Week Schedule

1. Introductory questions: demarcation of the concepts presented in the course title; Christianity before the arrival of Croats
2. Benedictine monasticism on Croatian soil and its implications
3. The role of the Church in the science and education of Croats in the Middle Ages
4. Franciscans among Croats
5. The Bosnian-Hum Church
6. Protestantism on Croatian soil
7. The Council of Trent and the era of Catholic renewal; the Society of Jesus
8. Pontifical Croatian College of St. Jerome in Rome
9. Unionist movement and controversialist theology
10. The Church at the time of the Enlightenment and National Revival
11. Prominent Croatian missionaries; the role of the Croatian Catholic missions in the shaping of identity
12. The Church in the atmosphere of two world wars
13. The Second Vatican Council
14. Prominent Croatian theologians
15. The Christian communities in Croatia and the ecumenical activity

## Literature



Juraj Kolaric (2006). *Povijest kršćanstva u Hrvata, I: Katolička crkva u Hrvata*, Hrvatski studiji, Zagreb



Juraj Kolaric (2006). *Povijest kršćanstva u Hrvata, II: Kršćani na drugi način*, Hrvatski studiji, Zagreb



Juraj Kolaric (2006). *Povijest kršćanstva u Hrvata, III: Quaestiones selectae*, Hrvatski studiji, Zagreb

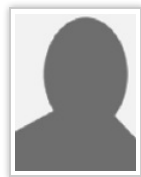
## Similar Courses

- » Filozofski fakultet u Zagrebu, Odsjek povijesti, kolegij: Kršćanstvo II, Oxford

# History of Christianity in Croatia

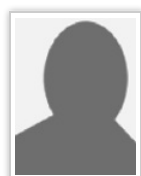
203989

## Lecturer in Charge



prof. dr. sc.  
Stipan Tadić

## Lecturer



Petar Bilobrk,  
mag. relig.

ECTS Credits 3.0

English Level L1

E-learning Level L2 (5%)

Study Hours

Lectures 30

### Grading

Final grade is consisted of 2 quizzes or a test and lecture attendance and activity.

## Course Description

In this course students will be introduced to the history of christianity in Croatia and it's role in croatian identity.

## Learning Outcomes

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

1. Identify history of christianity in Croatia.
2. Define effects of christianity on historical events in Croatia.
3. Identify role of christianity during islamistic attacks.
4. Identify role of christianity during Yugoslavia.
5. Identify role of christianity ifor independent Croatia.
6. Identify role of christianity for croatian culture and science.

## Study Program Learning Outcomes

### History

defend personal historical insights and positions rationally and by providing valid arguments  
define and describe the disciplines of contemporary historical sciences. the history of their development and the central problems

### Generic competencies

integrate critical models of thinking characteristic for various historical disciplines into a comprehensive ability of historical thinking  
apply methods of explaining and interpreting historical processes  
think in an interdisciplinary manner and respect diverse scientific methodologies and views on specific issues

### Specific competencies

point out the common aspects between contemporary historical sciences and other humanities.  
social and natural sciences

## Screening of student's work

0.5 ECTS Pohadanje nastave [EN]

2.5 ECTS Kolokviji [EN]

3 ECTS

## Week by Week Schedule

1. Introductory lecture
2. Croatians accepting christianity
3. Christianity in Croatia in the early middle ages
4. Christianity in Croatia in the middle ages

5. Christianity in Croatia in the new age
6. Christianity in Croatia in the first half of the 20th century
7. Christianity in Croatia in the second half of the 20th century
8. Quiz 1
9. Role of christianity in forming of the croatian national identity
10. Role of christianity during islamic conquests
11. Role of christianity during comunism
12. Role of Christianity in development of education and science in Croatia
13. Role of christianity in development of culture and arts in Croatia
14. Quiz 2
15. Summary

### Literature



Juraj Kolarić *Povijest kršćanstva u Hrvata*



Jose Orlandis *Povijest kršćanstva*



Velimir Blažević *Katolička crkva u Hrvata u službi mira i stvaranja samostalne Hrvatske*

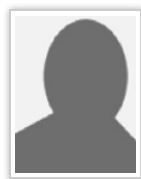
### Similar Courses

- » Kršćanstvo I i Kršćanstvo II, Oxford

# History of Croatian Cinema

61935

## Lecturers in Charge



doc. dr. sc.  
Davor Piskač



Silvestar Mileta,  
pred.

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	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 Program Learning Outcomes

### Communication Sciences

#### Complementary 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. primarily in nature related to communication sciences. but also of social. cultural or political nature
- think in an interdisciplinary manner and respect diverse scientific methodologies and views on specific issues
- use accepted professional terminology in different areas of communication sciences

#### Specific competencies

- the ability to engage in the practical application of theoretical knowledge in the field of communication sciences
- expertly and professionally apply the acquired specialist theoretical and practical knowledge in the field of media and journalism. public relations and scientific research in communication sciences
- point out the common aspects between contemporary communication sciences and other humanities and social sciences

### Croatology

- analyse and weigh the justification for use of varying theoretical approaches

#### Generic competencies

- present their knowledge and conclusions both in writing and orally in a clear manner and based on valid arguments
- apply the acquired knowledge in new or yet unknown situations
- broaden and deepen their knowledge by independent work

#### Specific competencies

- respect the principles of interdisciplinary approach in evaluation of facts within the scope of their work field

## 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)

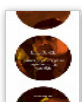
## Week by Week Schedule

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 ideološko i populističkom okruženju", *Hrvatski filmski ljetopis, god. 15, br. 59, str. 92-106.*, Hrvatski filmski savez

# History of Croatian Sociology

172543

## Lecturer in Charge



prof. dr. sc.  
Renato Matic

## 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 Program Learning Outcomes

Sociology

### Screening of student's work

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

## 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.

ECTS Credits	4.0
English Level	L3
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15

Teaching Assistant  
Goran Batina, prof.

### 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.

## 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 Anderlić); 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 Turk 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 grada o narodnom životu, Dom i svijet*

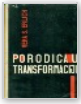
### Additional Literature



Rade Kalanj (2007). *Suvremenost klasične teorije / poglavlje: Današnje značenje klasičnih socioloških teorija*, Politička kultura



Milan Benc (1971). *Metoda V. Bogišića na prikupljanju grada o društvenim pojavama. U: "Zbornik za narodni život i običaje južnih slavena"*, <http://dizbi.hazu.hr/object/view/vLb9czKbaP> ; JAZU



Vera St. Erlich (1964). *Porodica u transformaciji: studija u tri stotine jugoslavenskih sela*, Naprijed

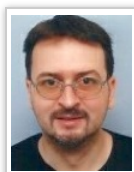


Ruža First (1981). *In memoriam Veri St. Erlich / "Sociologija sela"*, Hrvatsko sociološko društvo

# History of Egypt, Greece and Rome in Film Art – Facts vs. Fiction

202895

## Lecturer in Charge



doc. dr. sc.  
Mladen Tomorad

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	
Seminar	30
Grading	
Colloquium/Exam	

## 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 Program Learning Outcomes

### History

#### Generic competencies

integrate critical models of thinking characteristic for various historical disciplines into a comprehensive ability of historical thinking  
conceptually clearly present diverse information and positions. and critically evaluate the credibility of claims. assumptions and arguments presented through various media  
apply methods of explaining and interpreting historical processes  
identify and interpret the intrinsic interdisciplinary nature of historical research by linking the specific segments of the historical research with the corresponding segments of other humanities and social sciences  
interpret and evaluate various historical points of view. including those of Croatian historians. in the context of the science of history

#### Specific competencies

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 historical sciences and other humanities. social and natural sciences

## Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 2 ECTS Kolokviji [EN]
- 3 ECTS

## Week by Week Schedule

1. Introduction
2. History of Ancient Egypt in the Motion Pictures

3. Land of the pharaohs (1955)1st part
4. Land of the pharaohs (1955)2nd part
5. Cleopatra (1934) 2nd part
6. Cleopatra (1934) 2nd part
7. Greek history in the motion pictures
8. Alexander (2004) 1st part
9. Alexander (2004) 2nd part
10. The 300 Spartans (1952) 1st part
11. The 300 Spartans (1962) 2nd part
12. Roman history in the motion pictures
13. Romulus and Remus: The first king (2019) 1st part
14. Romulus and Remus: The first king (2019) 2nd part
15. Cologium

### 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

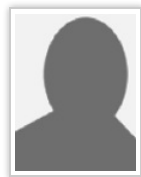
### Similar Courses

- » The history and culture of Ancient Greece and Rome in Motion Pictures, Oxford

# History of Military Border

202897

## Lecturer in Charge



doc. dr. sc.  
Kristina Milković

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours  
Seminar 30

Grading  
Lectures are obligatory to attend.  
Exam is oral.

## Course Description

The goal of the subject is to interpret the history of the Military Border in military, social, economical and legal aspects from 16 Century until 1881. Students will be get acquainted with historical process in Military Border which became the main cause of her historical speciality in Croatia and in Habsburg Monarchy as well.

## Learning Outcomes

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

1. Get acquainted with main facts and processes which made impact on military border
2. Get acquainted with military system and military history in generally
3. Get acquainted with military societies and changes within those societies
4. Get acquainted with process of modernization from "above"
5. Compare military system in different periodes
6. Analyse differences between military and civil areas of Croatia in the past

## Study Program Learning Outcomes

### History

defend personal historical insights and positions rationally and by providing valid arguments

### Generic competencies

apply methods of explaining and interpreting historical processes

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

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

interpret and evaluate various historical points of view. including those of Croatian historians. in the context of the science of history

use accepted terminology in the historical sciences

## 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 affaires outside of the Military Border: reality and myths
6. The Dissapearance of the Different Autonomys in Military Border: common law and state law-making
7. "High classes": Officers, officials, citizens
8. Society in Military Border as Society of Violence
9. Economy in Military Border: monetary and non-monetary system
10. Everyday Life and Family in Military Border
11. Cities in Peasant Society: Headquarters Places and "Militaer-Communitaeten"
12. Comparison of Three Border Systems:Habsburg, Venetian and Ottoman
13. Year 1848 in Military Border: Konservative Modernization
14. Abolition of Military Border: Social, Economic and Ideological Legacy

## 15. The Final Discussion

## Literature



Holjevac, Željko – Moačanin, Nenad. (2007). *Hrvatsko-slavonska Vojna krajina i Hrvati pod vlašću Osmanskoga Carstva u rano me 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 vojnici. Povojačenje agrarnog društva u Hrvatsko-slavonskoj Vojnoj krajini (1535-1881). Sv. I.-II.*



Pavličević, Dragutin (ur.). (1984). *Vojna krajina. Povijesni pregled – historio grafija – 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*

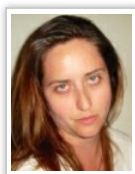


Valentić, Mirko. (1981). *Vojna krajina i pitanje njezina sjedinjenja s Hrvatskom 1848-1881.*

# History of Palestine

203990

## Lecturer in Charge



doc. dr. sc.  
Eva Katarina  
Glazer

## 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 Program Learning Outcomes

### History

#### 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
- apply methods of explaining and interpreting historical processes
- critically evaluate diverse descriptive and prescriptive beliefs and points of view on human nature and place in the world
- promote and defend fundamental ideas and principles on which contemporary democratic societies are based

## 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;

ECTS Credits 3,0

English Level L2

E-learning Level L1

Study Hours Seminar 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.



5. Hellenistic period; The Revolt of the Maccabees; Hasmonean dynasty
6. Herod the Great
7. Jewish-Roman Wars; Emperor Hadrian and the architecture and urbanism in Palestine (Aelia Capitolina)
8. Byzantine period
9. Arabic conquests; Abassid caliphates and the age of science
10. Kingdom of Jerusalem and the Crusaders
11. Ayyubids and Mamluks;
12. Ottoman period in Palestine
13. Congress in Basel 1896.; Balfour declaration 1917.;
14. 1948 Arab-Israeli War, Six Day War, Yom Kippur War
15. First and –second Intifada, Operation Pillar of Defence

### Literature



Josephus Flavius (1997). *The Jewish War*, Harvard University Press, Cambridge



Josephus Flavius (1995). *Jewish antiquities*, Harvard University Press, Cambridge



Ibn Khaldun (1967). *The Muqaddimah*, Princeton University Press, Princeton



Chapman, C. (2002). *Čija je obećana zemlja? Izraelsko - palestinski sukob*, Stepress, Zagreb

### Similar Courses

- » History of Ancient Israel, Oxford

# History of parliamentarism in Croatia

203991

## Lecturer in Charge



Stjepan Matković,  
prof. dr. sc.

ECTS Credits 3.0

English Level L2

E-learning Level L1

Study Hours  
Seminar 30

### Grading

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

## 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 Program Learning Outcomes

### History

defend personal historical insights and positions rationally and by providing valid arguments

### Generic competencies

integrate critical models of thinking characteristic for various historical disciplines into a comprehensive ability of historical thinking

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

impartially make and evaluate arguments for and against opposed positions

interpret and evaluate various historical points of view, including those of Croatian historians, in the context of the science of history

independently conduct scientific research in the area of historical sciences and write papers on history in a clear and organized manner

use accepted terminology in the historical sciences

## 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
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 Širotković (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

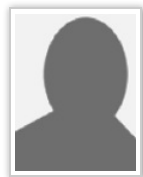
### Similar Courses

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

# Human Resources Management

173621

## Lecturer in Charge



Toni Babarović,  
izv. prof. dr. sc.

ECTS Credits	3,0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	30
Grading	
Activity at classes - 20%; Project tasks - 30%; Written exam - 50%.	

## Course Description

Improving specific students' competencies in effective management of human resources through an understanding of the basic theoretical concepts and current trends in practice. Students will analyse the basic theoretical models of human resource management and be able to apply those models in a real working environment. Students will be encouraged to evaluate strategies of human resource management and apprise modern trends in this area from the perspective of a organizational psychologist.

## Learning Outcomes

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

1. Apply psychological theories in the field of human resources management and practice
2. Combine the appropriate method of job (position) analysis in practice
3. Justify the use of different methods of advertising in the process of recruiting staff
4. Evaluate the use of psychological tests in the selection process
5. Develop a system and assessments for monitoring the efficiency of employee performance
6. Develop a reward system in firm.
7. Name the types and forms of training and professional development for employees in accordance with personal and organizational needs.
8. Modify, guide and apply changes in organizations.
9. Develop techniques for strengthening the organizational culture

## Study Program Learning Outcomes

### Psychology

a comprehensive range of activities carried out by psychologists employed in the field of human resources

### Critical thinking

devising and conducting psychology-related projects and interventions in the workplace

### Knowledge and Comprehension

recognising the need and being prepared for continuous professional development

### Specific and professional skills

the ability to engage in the practical application of theoretical knowledge in various fields of applied psychology

a high level of integration and critical evaluation of various theories, paradigms and methodological approaches within the basic and applied fields of psychology

## General Competencies

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

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

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

## Screening of student's work

0.5 ECTS	Pohadanje nastave [EN]
2 ECTS	Pismeni ispit [EN]
0.5 ECTS	Seminarski rad [EN]
<hr/>	
3 ECTS	

## Forms of Teaching

- » Predavanja
  - » Ex-cathedra lectures
- » Seminar
  - » seminar work includes small scale research in the HRM area

## Week by Week Schedule

1. The role of human resources in the modern organization
2. Jobs Analysis
3. Ways of advertising and recruiting employees
4. Methods of selection of personnel
5. Tests in the selection - the validity of the selection process
6. Monitoring and evaluation of employee performance
7. Reward systems
8. Motivation for work
9. Professional training and professional development
10. Communication and interpersonal relations in the organization
11. Manage changes in organization
12. Organizational Culture
13. Specific problems in human resources
14. Evaluating the interventions in HRM
15. Ethical and legal framework of human resources management

## Literature



Noe, R. A., Hollenbeck, J. R., Gerhart, B., Wright, P. M., Steen, S. (2006). *Fundamentals of Human Resource Management. Canadian Edition.* Toronto, ON: McGraw-Hill



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

## Similar Courses

- » Selection and development, Oxford

# Image, Reputation Management and Lobbying

57248

## Lecturer in Charge



prof. dr. sc.  
Danijel Labaš

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Practicum 30

Teaching Assistant  
Dijana Kobas Dešković, prof.

Grading  
30% practical work, 20% seminar  
paper, 20% presentation, 30% exam.

## 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 Program Learning Outcomes

Communication Sciences

## 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.

## 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

# International Relations

202512

## Lecturer in Charge



izv. prof. dr. sc.  
Mladen Puškarić

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	30
Grading	
Written exam, term exam, seminar, presentation.	

## Course Description

This course is carried out in order to provide a student with a basic understanding of international relations and social processes taking place in the modern world.

The world is in a process of constant change with uncertain outcomes. Many processes take place independently to knowledge and will of the people. Therefore, the participants of this course are to become familiar with the subjects of international relations, their mutual relations, and the effects of their actions.

A national state, which used to be a classic fundamental subject of international relations, loses its importance and the role it had in the second half of the nineteenth and in the twentieth century.

Currently a regional integration as a phenomenon connected to process of globalization is taking place, in which new actors in international relations emerge.

It is especially important to note that role and significance of certain countries are changing. While some lose their role and significance, the others are embarking on path of stronger engagement in global processes. The role and significance of international organizations is also changing, including the regional integrations such as the European Union, which are increasingly acting on behalf of their member states and replacing their global presence.

## 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 Program Learning Outcomes

Sociology

## 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 Internsational Relations
12. International Relatios 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 in Charge



doc. dr. sc.  
Davor Piskač

## Course Description

The interpretation of a literary text is part of the teaching of literature in primary and secondary schools. In terms of teaching it presents extremely important tools for the analysis and interpretation of literary texts. It enables awareness of the relationships within a literary work and what impact these relationships have on the reader, the society and the development of literature and culture in general. After completing the course "Interpretation of literary texts" the students will be able to: observe the content and the differences in meaning in the field of literature and culture. This will contribute to the development of cognitive skills and aesthetic sensitivity in the students. As a result, the students will be able to better and more fully understand literature across a diachronic and synchronic overview.

## 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 narative text.
8. Explain interpretation of drama

## Study Program Learning Outcomes

### Croatology

- analyse and weigh the justification for use of varying theoretical approaches
- analyse the facts within the scope of work

### Generic competencies

- take part in discussions on professional issues assuming constructive approach
- critically and self-critically evaluate opposing arguments and make their own conclusions
- describe and write excerpts of written and oral presentations of academic and non-academic content
- present their knowledge and conclusions both in writing and orally in a clear manner and based on valid arguments
- apply the acquired knowledge in new or yet unknown situations

## General Competencies

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

## Forms of Teaching

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

## Week by Week Schedule

1. Course details worked out according to the schedule of teaching
2. Calendar:
3. Basic interpretation
4. Interpretation of lyric poetry

ECTS Credits 3.0

English Level L1

E-learning Level L1

### Study Hours

Lectures 15

Seminar 15

### Grading

STUDENT OBLIGATIONS Class attendance is obligatory (minimum of 70%); Students are obliged to actively participate in classes; Students are obliged to write two essays; ECTS credits: Class attendance 1 credit, class activity 1 credit, first essay 1 credit, second essay 1 credit; Student participation in class and exam essays are graded – For ten points from activity the students shall receive a higher grade by one. Students are obliged to write two essays out of four possible choices: 1. Interpretation of a lyric poem: Pablo Neruda: "Noćas bih mogao napisati" 2. Interpretation of a novel: Alessandro Baricco: "Svila" 3. Interpretation of a drama: Miro Gavran: "Paralalni svjetovi" 4. Interpretation of a travelogue: Antun Gustav Matoš: "Ferije". Each essay should have between 1200 and 1500 words (3-4 pages). Each essay shall receive between 1 and 10 points. An essay may not receive more than the maximum number of points from the presented areas: 1. Knowledge of the theoretical literature 2 points 2. Good understanding of the content of the interpreted text 1 point 3. Good knowledge of the context surrounding the interpreted text 1 point 4. Good use of meta-language 1 point 5. Systematically supported facts and meaning 2 points 6. Originality of ideas and their presentation and support 3 points. Essays are graded in the following manner: 6 points - sufficient (2), 7 and 8 points - good (3), 9 points - very good (4), 10 points - excellent (5). Essays are sent to e-mail: kroatologija@gmail.com. First essay deadline is 14/11/2013. Second essay must be submitted by 12/12/2013. For every day beyond the deadline the total score of points will be reduced by 10%. Calendar 3/10/2013; Basic interpretation 10/10/2013; Interpretation of lyric poetry 17/10/2013; Interpretation of a lyric poem (Slavko Mihalčić: "Metamorfoza") 24/10/2013; Prose interpretation 31/10/2013; Interpretation of a novella (Zoran Ferić: "Potrči doktora") 7/11/2013; Interpretation of a novel (Patrick Suskind: "Parfem") 14/11/2013; Interpretation of drama 21/11/2013; Interpretation of a tragedy (Shakespeare: "Hamlet") 28/11/2013; Interpretation of a comedy (Moliere: "Škrtac") 5/12/2013; Interpretation of a modern drama (Patrick Marber: "Closer") 12/12/2013; Interpretation of discursive genres (Petar Šegedin:



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

"Staromodni zapisi iz Bruges")  
19/12/2013; Final knowledge  
assessment and grading

## Literature



Biti, V. (2000). *Pojmovnik suvremene književne i kulturne teorije, (pojmovi: analiza, empirijska znanost o književnosti, funkcija, hermeneutika, interpretacija, norma, tekst, vrijednost)*, Matica hrvatska Zagreb



Škreb, Z., Stamać, A. (1998). *Uvodu književnost (poglavlja: Mikrostrukture stila i književne forme, Stih, Umjetnička proza, Interpretacija, Drama, dramaturgija, kazalište)*, Nakladni zavod Globus, Zagreb



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

## Similar Courses

- » Interpretacija književnog teksta, Oxford

# Introduction to Comparative Literature

201797

## Lecturer in Charge



izv. prof. dr. sc.  
Dubravka Zima

## Course Description

### Learning Outcomes

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

1. Select and pose a literary or cultural-theoretical problem
2. Define the task of addressing a selected problem in an immediate literary example or cultural practice / practices
3. Write academic seminar paper

### Study Program Learning Outcomes

#### Croatology

analyse and weigh the justification for use of varying theoretical approaches

As Croatian linguistic heritage and Croatian standard and literary language all make for crucial elements of Croatian culture, a significant part of the study programme is devoted to those issues. Students are therefore familiar with the relevant facts regarding the Croatian language and literary history, dialectology and standardology. This includes the linguistic heritage of Croats in diaspora. With respect to course subjects dedicated to the norms of contemporary Croatian standard language the students are capable of articulate expression in accordance with these standards and of identifying deviations. Students taking part in the teaching stream of the study programme in Croatology are able to independently transfer knowledge related to the Croatian language, literature and culture in a manner appropriate to primary, secondary and grammar school levels.

#### Generic competencies

critically and self-critically evaluate opposing arguments and make their own conclusions  
collect and organize complex bibliographic information relevant to their field of work

### 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 agreement with the students about the course content and the way they work.
2. An introduction to comparative literature. Croatian comparative studies.
3. An introduction to comparative literature. History, theory. Zagreb School. Imanentizam.
4. Zagreb School both high and popular. The term "trivial" literature.
5. Zagreb School. Literature Science and Literary Theory. Intertextuality, intermediality, quotation.
6. Zagreb School and Literary Periodization. Stylish formations.
7. Introduction to Cultural Studies.
8. Cultural Studies.
9. Cultural Studies.
10. Feminist literary theories.
11. Women's Studies.

ECTS Credits 3.0

English Level L1

E-learning Level L1 (5%)

#### Study Hours

Lectures 15

Seminar 15

#### Grading

Participation in teaching. Participation in teaching assignments, individual or collaborative. Independent choice of problems, articulation of topic and creation of two seminars. Independent reading of literature for individual classes.

12. Cultural stereotypes.
13. Cultural stereotypes.
14. A Review of Literary Theories.
15. Course evaluation.

### Literature



Jonathan Culler *Književna teorija. Vrlo kratak uvod*, Zagreb: AGM



Miroslav Beker *Uvod u komparativnu književnost*, Zagreb: Školska knjiga



Dubravka Oraić Tolić *Teorija citatnosti*, Zagreb: SNL

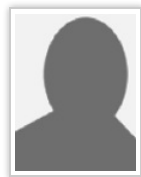
### Similar Courses

- » Teorija književnosti, Oxford

# Introduction to German paleography

202917

## Lecturer in Charge



izv. prof. dr. sc.  
Alexander  
Buczynski

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours  
Seminar 30

### Grading

Written exam that consists of transcribing a couple of sources during three hours. Grade depends on the accuracy of the transcriptions

## Course Description

Students will learn the basics of German paleography on the basis of military records from the first half of the 19th century that are relevant and indispensable to reconstructing every day life in the Military Frontier. They will transcribe and analyze these sources from the most simple to the most complicated ones. At the same time they will comment on and learn about the Grenzer context. The students will also learn ways to unveil geographic and personal names, diseases, ranks etc. Only very elementary knowledge of German is required.

## Learning Outcomes

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

1. Demonstrate knowledge and understanding of military provenance sources
2. Demonstrate knowledge and understanding of historical problems and questions raised by different types of sources relevant to the Military Frontier
3. Develop skills of analysis in approaching military provenance sources
4. Develop the skill to decipher and transcribe basic documents written in old German script
5. Define ideas and formulate questions raised by different types of sources
6. Demonstrate knowledge and understanding of the interplay between historical sources and interpretations of them

## Study Program Learning Outcomes

### History

#### Generic competencies

- apply methods of explaining and interpreting historical processes
- 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 the historical research with the corresponding segments of other humanities and social sciences
- 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
- independently conduct scientific research in the area of historical sciences and write papers on history in a clear and organised manner

## Forms of Teaching

### » Vježbe u praktikumu

- » After introducing each source, students have to transcribe them individually or in groups

## Week by Week Schedule

1. Introduction, basics of German paleography, writing individual script letters and words
2. Presentation, analysis and transcription of Muster-Listen, on-line data bases for historical demography
3. Presentation, analysis and transcription of Todten-Schein, relevant websites for help
4. Presentation, analysis and transcription of Assent-Listen
5. Presentation, analysis and transcription of Enroulirungs-Listen
6. Presentation, analysis and transcription of Ausroulirungs-Listen, Militar-Schematismen
7. Presentation, analysis and transcription of Transferirungs-Listen
8. Presentation, analysis and transcription of Presentirungs-Listen, Hublers Handbuch
9. Presentation, analysis and transcription of Superarbitrirungs-Listen
10. Presentation, analysis and transcription of Deserteurs-Consignationen, Beschreibungen

11. Presentation, analysis and transcription of other Consignationen
12. Presentation, analysis and transcription of complicated Assent-Listen
13. Presentation, analysis and transcription of complicated Transferirungs-Listen
14. Repetition, evaluation and comparison of different sources
15. Visit to the Croatian State Archives, original sources

### Literature



Roger P. Minert (2001). *Deciphering Handwriting in German Documents*, Provo, Utah



Sanja Lazanin (2004). *Priručnik iz njemačke paleografije*, Tipex, Zagreb

### Similar Courses

- » HIST6114 The Medieval World: sources and approaches in pre-modern history, Oxford

# Introduction to Historical Science

57158

## Lecturer in Charge



prof. dr. sc.  
Stjepan Ćosić

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

### Grading

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

## 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 Program Learning Outcomes

History

## General Competencies

After finishing the programme student will be able to: compile a list of literature for each historical period, design his/her own conclusion on different historical events and processes, demonstrate the importance of interdisciplinary interpretations of historical events compare historical processes of different periods, appraise the value of historiographic interpretations, differentiate specificities of historical periods, distinguish difference between important and non-important facts within historiographic interpretation

## Week by Week Schedule

1. Introduction differences between activities of playback historical knowledge through the education system and the history of scientific research.
2. Professionalization of academic historiography and its consequences.
3. The current state of the scientific field of history.
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 protoosmanskoga obrambenog sustava Hrvatske*, Zbornik Odsjeka za povijesne znanosti HAZU 25



Kornelija Jurin Stanković (2005). *Krajiške elite i izvori prihoda: primjer jadranskog zaleđa u 16. i 17. stoljeću*, Prilozi za orijentalnu filologiju 55



Marianna Birnbaum (2006). *Dugo putovanje Gracije Mendes*, Izdanja antibarbarus Zagreb



Marshall Sahlins (1985). *Structure and History, u: Islands of History*, University of Chicago Press



Charles Tilly (2002). *Historical Analysis of Political Processes*, u: J. H. Turner (ur.), *Handbook of Sociological Theory*, Oxford Handbooks Online

# Introduction to Scientific Research

61243

## Lecturer in Charge



doc. dr. sc.  
Karolina Vrban  
Zrinski

## 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 Program Learning Outcomes

### Croatology

analyse the facts within the scope of work

### Generic competencies

take part in discussions on professional issues assuming constructive approach

critically and self-critically evaluate opposing arguments and make their own conclusions

describe and write excerpts of written and oral presentations of academic and non-academic content

present their knowledge and conclusions both in writing and orally in a clear manner and based on valid arguments

assume ethical and social responsibility in the respective work area

collect and organize complex bibliographic information relevant to their field of work

## 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.

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 30

### Grading

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





## Week by Week Schedule

1. Scientific research - an introduction to the course
2. Styles of the Croatian standard language - scientific style
3. Scientific style - what is acceptable in the scientific style
4. Clear and concise expression - recognizing a good and bad style
5. Scientific research - procedures
6. Scientific research plan
7. Bibliographical sources - search
8. Bibliographical sources - analysis
9. Bibliographical sources - use in one's own work
10. Types of scientific methods - description
11. Types of scientific methods - application
12. Scientific text structure - analysis
13. Types of scientific texts - analysis
14. Scientific text draft
15. Devising the thesis draft

## Literature



Fowler, R. H., J. E. Aaron (2007). *The Little, Brown Handbook*, New York



Gačić, Milica (2012). *Pisanje znanstvenih i stručnih radova*, Školska knjiga, Zagreb



Oraić Tolić, Dubravka (2011). *Akademsko pismo*, Naklada Ljevak

## Similar Courses

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

**Ivana Brlić-Mažuranić****201796****Lecturer in Charge**

izv. prof. dr. sc.  
Dubravka Zima

ECTS Credits	3.0
English Level	L1
E-learning Level	L1 (5%)
Study Hours	
Lectures	15
Seminar	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 Program Learning Outcomes****Croatology**

analyse the facts within the scope of work

As Croatian linguistic heritage and Croatian standard and literary language all make for crucial elements of Croatian culture, a significant part of the study programme is devoted to those issues. Students are therefore familiar with the relevant facts regarding the Croatian language and literary history, dialectology and standardology. This includes the linguistic heritage of Croats in diaspora. With respect to course subjects dedicated to the norms of contemporary Croatian standard language the students are capable of articulate expression in accordance with these standards and of identifying deviations. Students taking part in the teaching stream of the study programme in Croatology are able to independently transfer knowledge related to the Croatian language, literature and culture in a manner appropriate to primary, secondary and grammar school levels.

**Generic competencies**

critically and self-critically evaluate opposing arguments and make their own conclusions

**Screening of student's work**

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

**Week by Week Schedule**

1. Introductory lecture, way the course works, student obligations and assignments, manner of student work monitoring, assessment, exam.
2. Ivana Brlić-Mažuranić - the state of research in Croatian humanities. Reception of the literary work of Ivana Brlić-Mažuranić in Croatian literature, from her time to the present.
3. Biography of Ivana Brlić-Mažuranić.
4. Youth diary writings Good morning, world (1888-1891) - A representative indicator of patriotic education in the Mažuranić 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 Zima (2001). *Ivana Brlić Mažuranić*, Zagreb: ZZOK



Joža Skok (2007). *Književno djelo Ivane Brlić Mažuranić*, Varaždinske Toplice: Tonimir



Berislav Majhut (2008). *Recepcija romana Čudno vate zgo de šegrta Hlapića Ivane Brlić Mažuranić*, Croatica nova, 2, 2

### Similar Courses

» Hrvatska dječja književnost, Oxford

# Journalism as a Profession: Practicum

57212

## Lecturer in Charge



Vine Mihaljević,  
izv. prof. dr. sc.

## 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 Program Learning Outcomes

Communication Sciences

## 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



*Bo bić, D. (1987), Što s događajem: o umijeću novinskog obavještavanja, Zagreb: Informator odabrane stranice*



*Malovič, S. (2005), Osnove novinarstva, Zagreb: Golden marketing - Tehnička knjiga, odabrane stranice*

ECTS Credits	4.0
English Level	L2
E-learning Level	L1
Study Hours Practicum	60
Teaching Assistants Andreja Bratić, dipl.nov. Dajana Šošić, dipl.nov.	
Grading	100% practical work



*Sheridan Burns, L. (2009), Razumjeti novinarstvo, Zagreb: Medijska istraživanja, odabrane stranice*



*Mihovilović, Maroje (2007) Profesionalni novinar. Zagreb: Profil international, Visoka novinarska škola, odabrane stranice*



*ŠKARIĆ, Ivo, Argumentacija, Nakladni zavod Globus, Zagreb 2011., odabrane stranice*

# Kajkavian Literary Heritage

201801

## Lecturer in Charge



Alojz Jembrih,  
prof. dr. sc.

ECTS Credits	3,0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15
Grading	
Class activity 20%, seminar assignment 30%, exam 50%.	

## Course Description

Introduce the students to: the beginnings and the development of the Kajkavian language from the earliest beginnings to the 19th century, with written texts in Kajkavian from the 16th century, printed Kajkavian works of the 16th - 19th century, with the commitment of individual members of the Jesuit, Pauline and Franciscan order to the creation of Kajkavian literary works, with the printing activity in Nedelišće, Varaždin and Zagreb, and other printing houses outside Croatia which produced Kajkavian printed books, with the Kajkavian epic poetry of the 18th and 19th century and Kajkavian literature for children of the 18th century.

## Learning Outcomes

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

1. Recognize the socio-political context of the development of the Kajkavian language and literature over the centuries (16th - 19th),
2. Explain the value of the Kajkavian dialect as the primary literary and communicative medium in the time of regional fragmentation of the Croatian lands,
3. Present the general contribution of the Kajkavian literature and linguistics to the entire Croatian corpus from the 16th to the 19th century,
4. Indicate the characteristics of the Baroque and Enlightenment Kajkavian literature,
5. Analyze and critically formulate the attitude towards the contribution of the Croatian nobility of the time to the Kajkavian literature,
6. Compare the literary achievements with other regional literatures in Croatia in the period from the 16th until the 19th century

## Study Program Learning Outcomes

Croatology

## General Competencies

Students will gain knowledge about: shaping kajkavian language in the context of South Slavic languages, get familiar with Kajkavian literature from 16th - 19th century, get familiar with Latin script, which was written aforementioned literature, get familiar with kajkavian literary works in the context of classification on content and purpose, introduce handwritten kajkavian songbooks from 16 - 19 century, familiar Kajkavian literature of the Baroque and Enlightenment, with religious and secular content, familiar works kajkavian lexicography, familiar kajkavian grammar and spelling, familiar dialect kajkavian contemporary literary production of the 20th and 21st century. By writing seminar work students will learn about the original kajkavian works and acquire the ability to read and interpret it.

## Week by Week Schedule

1. The foundation of the Zagreb Diocese
2. Geographical territory and the development of the Kajkavian tradition compared to other South Slavic languages
3. The traces of Kajkavian linguistic features in the Latin charters of the Hungarian kings in the 13th century
4. Kajkavian-linguistic interferences in the Glagolitic manuscript codices of the 15th century
5. Manuscript Kajkavian monuments of the first half of the 16th century.
6. First printed Kajkavian books in Nedelišće i Varaždin
7. Kajkavian literary works of Ivan Pergošić and Antuna Vramec
8. Kajkavian literary-linguistic activity of the Jesuits and Paulines in the 17th and 16th century
9. The Baroque and Enlightenment Kajkavian Literature
10. Manuscript Kajkavian songbooks of the 17th and 18th century
11. Kajkavian lexicography and its authors of the 17th and 18th century
12. Kajkavian literature for children in the 18th and 19th century

13. Homiletic Kaikavian literature in the period from the 16th until 19th century
14. Kaikavian epic poems of the 18th and 19th century
15. Contemporary literary Kaikavian dialectal literature of the 20th and 21st century

### Literature



Olga Šojat (prir.) (1977). *Hrvatski kajkavski pisci, Pet stoljeća hrvatske književnosti, 15./I. II.*, Zagreb: Matica hrvatska



Zvonimir Bartolić (2003). *Hrvatska tiskara u Nedelišću u doba Zrinskih, pogovor pretisku Pergovićeva Dekretuma (1574.)*, Čakovec: Matica hrvatska



Alojz Jembrih (1981). *Život i djelo Antuna Vramca, Čakovec 1981.*, MH, Čakovec



Alojz Jembrih (1992). *O Vramčevoj Kronici, pogovor pretisku Vramčeve Kronike (1578.)*, HAZU i KS, Zagreb-Varaždin



Joža Skok (1985). *Moderno hrvatsko kajkavsko pjesništvo*, Zrinski, Čakovec

# Latin Paleography and Epigraphy

86899

## Lecturer in Charge



prof. dr. sc.  
Mirjana Matijević-  
Sokol

## 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 Program Learning Outcomes

### 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 alphabeth,ligature, the development and period of its use) and medieval scripts: Merovingian scripts (France) Pre-Caroline (France, Germany,Switzerland), Insular script (Great Britain, Ireland),Visigothic script (Spain)
5. The system of abbreviation: nomina sacra, notae iuris and variant abbreviation signs. Benevetan script: Monte Cassino, South Italian and Dalmatian types of the Beneventan script, abbreviations and ligatures as an element for dating
6. Exercise: The most important codices written in Beneventan script of Croatian cultural heritage 1 (Book of Hours of the Abbess 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)

ECTS Credits	5.0
English Level	Lo
E-learning Level	L1
Study Hours	
Lectures	30
Seminar	15
Proofreading exercises	15

### Grading

Attending lectures and participate in class. Practice of reading and transcribing medieval codices and documents primarily of Croatian cultural heritage. Visit and work in Metropolitan Library in Zagreb and the 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%



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 rano srednjovjekovnoj Hrvatskoj*, Muzej hrvatskih arheoloških spomenika, Split



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

# Legal and Ethical Public Relations Standards

64756

## Lecturer in Charge



prof. dr. sc.  
Danijel Labaš

## 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 Program Learning Outcomes

Communication Sciences

## 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

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Dražen Maleš, mag. comm.

Grading

Lecture attendance, literature reading and participation in discussions with the professor and the colleagues (25% of the final grade), seminar paper with presentation (25% of the final grade) and final exam (50% of the final grade).



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, HUCOJ, 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 in Charge



doc. dr. sc.  
Rona Bušljeta  
Kardum

ECTS Credits	2.0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	30
Grading	
Active participation, written exam (or two colloquiums).	

## Course Description

The objectives of the course Legal Bases and Pedagogical Documentation are: to introduce legal regulations in the field of education in elementary and secondary schools, to explain the origins and purpose of these regulations, to critically assess legislation in the field of education in elementary and secondary schools, to introduce e-Matica and e-Dnevnik.

## Learning Outcomes

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

1. Name the basic laws, regulations and other documents in the field of education in elementary and high school
2. Distinguish laws and regulations
3. Evaluate the origin and purpose of regulations in the field of education
4. Predict the way of applying regulations in the area of education and training
5. Evaluate existing documents in the field of education in primary and secondary schools
6. Use pedagogical documentation and records; use e-Matica and e-Dnevnik
7. Describe the school management system and the rights of students and parents
8. Explain the supervision of a school institution.

## Study Program Learning Outcomes

### Psychology

#### Critical thinking

reliability. independence and initiative in work

#### Knowledge and Comprehension

recognising the need and being prepared for continuous professional development  
the outcomes and consequences of professional services

#### Specific and professional skills

the influence of the social context and social changes on human development

### Sociology

#### Critical thinking

reliability. independence and initiative

#### Knowledge and understanding

recognising the need and being prepared for continuous professional development

#### Specific and professional skills

information management skills

## 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]
<u>2 ECTS</u>

## 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 i odgoji o 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 in Charge



prof. dr. sc.  
Sanja Vulić  
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 Program Learning Outcomes

### Croatology

- analyse the facts within the scope of work
- analyse and weigh the justification for use of varying theoretical approaches

### Generic competencies

- take part in discussions on professional issues assuming constructive approach
- critically and self-critically evaluate opposing arguments and make their own conclusions
- apply the acquired knowledge in new or yet unknown situations
- broaden and deepen their knowledge by independent work

## General Competencies

Master the lexical level and integrate the conversance of all language levels.

## Screening of student's work

- 1 ECTS Pohadanje 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

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

Teaching 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.



## 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

# Literature and Culture of Croats in the Diaspora

126030

## Lecturer in Charge



prof. dr. sc.  
Sanja Vulić  
Vranković

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	30
Grading	
Final exam - 100 %.	

## Course Description

Introduction to the Croatian language groups outside Croatia. Students will learn about Croatian idioms in Austria, Slovakia, Hungary, Rumania, Italia, Serbia, Montenegro and a sociolect of the Janjevci Croats in Bulgaria. After acquiring theoretical and analytical framework, students will locate these idioms in the frameworks of Croatian dialectology. Based on the example of certain idioms which have been disappearing, the phenomenon of the language death is being introduced.

## 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 Program Learning Outcomes

Croatology

## General Competencies

After the course is finished, students will be able to independently analyze dialect samples in the Diaspora, which contributes to their cognitive ability of better understanding of language situation in the Diaspora and the sociolinguistic aspect of language groups in the Diaspora.

## Week by Week Schedule

1. Basic concepts: the Diaspora, autochthonous communities (migration, autonomous, emigration), basic groups
2. Idioms of Croats in Italia
3. Idioms and language in literary works of Croats in Austria
4. Idioms and language in literary works of Croats in Slovakia and Moravia.
5. Idioms of Croats in western Hungary
6. Language in literary works of Croats in western Hungary
7. Idioms of Pomurje-Croats and Podravina-Croats in Hungary
8. Language in literary works of Pomurje-Croats and Podravina-Croats in Hungary
9. Idiom of Hajmaš in Hungary
10. Idioms of the Slavonian dialect in Hungary and Vojvodina
11. Neo-Shtokavian idioms of Croats in Hungary and Vojvodina
12. Idioms of Croats in the Bay of Kotor
13. Idioms of the Janjevci Croats in Kosovo and Bulgaria
14. Idioms of Croats in Rumania
15. Croatian language on other continents

## Literature



Neweklowsky, G. (2010) *Jezik Gradišćanskih Hrvatov. Trajštof: Znanstveni institut Gradišćanskih Hrvatov.*



Piccoli, A (1996) *Govor moliških Hrvata. Tjedan moliških Hrvata. Zagreb: Hrvatska matica iseljenika (str. 29-32)*





Vulić, S (2006) *Ogovorima Hrvata u Mađarskoj, Klasje naših ravni, XI/9-10, Subotica (str. 63-67)*



Vulić, S (2009) *Vitezovi hrvatskoga jezika u Bačkoj. Subotica: NIU Hrvatska riječ - Matica hrvatska Ogranak Subotica*



Vulić, S (2011) *Hrvata iz Gornje Lastve, Spomenica 600. obljetnice crkve Male Gospe u Gornjoj Lastvi (1410.-2010.). Split: Naklada Bošković (str. 113-138)*

# Literature and Culture of the Croats in the Diaspora

57134

## Lecturer in Charge



prof. dr. sc.  
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: 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 Program Learning Outcomes

Croatology

## General Competencies

Introduce the students to the history of Croatian diaspora in Europe or the overseas countries. Introduce them to the reasons of Croatian emigration in the 15th, 16th and the 17th century. Show the cultural and national identity of Croatian minorities in the European border countries: Austria, Slovakia, Hungary, Italia, Rumania, Serbia, Montenegro. Introduce them to the reasons of the emigration to the overseas countries. Introduce them to the main factors which influenced the conservation of the Croatian culture and the Croatian language of Croats in the Diaspora.

## Week by Week Schedule

1. The socio political context in Europe and the Croatian countries in the 15th and the 17th century.
2. The reasons of Croatian emigration from the Croatian countries in the 15th, 16th and the 17th century.
3. Southern and northern emigration direction of Croats in Europe
4. The Molise Croats: origins, culture and language
5. The Croatian nobility as an important factor in the Croatian emigration to: the western Kingdom of Hungary and Moravia
6. The life of Croats in the new environment of the Habsburg region in the 16th and the 17th century.
7. The attitude of the domicile population towards Croatian immigrants in the western Kingdom of Hungary
8. Croatian literary and language monument of Croats in the western Kingdom of Hungary in the 16th century.
9. The first book printed in Latin alphabet and intended for Croats in the western Kingdom of Hungary.
10. The literature of Croats in the western Kingdom in the 17th and the 18th century.
11. The guardians of the Croatian language and caretakers of literature of Croats in the western Kingdom of Hungary from the 17th to the 19th century.
12. Destiny of Croats in the western Kingdom of Hungary after the First World War.
13. Croats in other European border countries after that war.
14. Croats and their culture in the overseas countries.

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

## Grading

At the beginning of the semester the incoming students' competencies will be tested and they will receive the instructions about the possible lack of knowledge on the subject being thought. The examination of the subject and writing the seminar paper. At the end of the semester, the subject and the professor who teaches it will be evaluated. Professors will use the information for self-evaluation and possible reconstruction of teaching, work methods and student evaluation. The examination and writing the seminar paper.

## 15. Publicist and literary activity of Croats in the so called emigrational epoch.

**Literature**

Mate Ujević (1934). *Gradišćanski Hrvati*, Zagreb, Hrvatsko književno društvo sv. Jeronima



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



Nikola Benčić (1998). *Književnost gradišćanskih Hrvata od 16. stoljeća do 1921.; i od 1921. do danas*, Sekcija DHK i Hrvatskoga Centra P.E.N-a za Proučavanje Književnosti u Hrvatskom Iseljeništvu



Dragutin Pavličević (1994). *Moravski Hrvati*, Hrvatska sveučilišna naklada, Zagreb



Alojz Jembrih (1997). *Na izvori gradišćansko-hrvatskoga jezika i književnosti*, Znanstveni Inst. Gradišćanskih Hrvatov

# Logic and Artificial Intelligence

201517

## Lecturer in Charge



doc. dr. sc.  
Sandro Skansi

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

## Course Description

### Learning Outcomes

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

1. Evaluate complexity issues
2. Prove a theorem
3. Examine the relevance of the three major problems in logic
4. Understand artificial neural networks as a logical framework
5. None
6. None
7. None
8. None

### Study Program Learning Outcomes

#### Philosophy

##### 1. Generic competencies

- 1.01. pratiti i adekvatno reproducirati pisana i usmena izlaganja složenih akademskih i neakademskih sadržaja konstruktivno poticati daljnji razvoj filozofske struke temeljen na načelima znanstvene racionalnosti, međunarodne prepoznatljivosti, znanstvene izvrsnosti i čestitosti think in an interdisciplinary manner and respect diverse methodologies and views on specific issues and problems samostalno provoditi znanstvena istraživanja iz područja filozofije i pisati filozofske radove na jasan i organiziran način služiti se uvriježenom filozofskom terminologijom

##### Specifične kompetencije

- ukazati na dodirne točke između suvremene filozofije i drugih humanističkih, društvenih i prirodnih znanosti

### Screening of student's work

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

### Week by Week Schedule

1. Logical proofs and proof techniques
2. Definability and representability of arithmetic
3. Incompleteness theorems and Hilbert program
4. Gentzen proof of cut elimination
5. Consistency of arithmetic
6. Continuum hypothesis
7. Generalized continuum hypothesis
8. Finite automata and pushdown automata. Determinism and non-determinism
9. Turing machines and the P vs NP question
10. Satisfiability, NP-completeness and Savitch theorem. Connections with metaphysics
11. Logic in AI and history of AI
12. Machine learning, logistic regression and multilayer perceptron
13. Convolutional neural networks, recurrent neural networks and LSTM

14. History of logic and AI in Croatia: Albert Bazala, Đuro Kurepa, Gajo Petrović, Vladimir Devidé, Bulcsú László
15. Final discussion

### Literature



S. Skansi (2018). *Introduction to Deep Learning*, Springer



S. Skansi (2019). *Logika i dokazi*, Element

### Similar Courses

», Oxford

# Love and Beauty in the Works of Croatian Renaissance Philosophers

201523

## Lecturer in Charge



doc. dr. sc.  
Željka Metesi  
Deronjić

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

### Philosophy

#### 1. Generic competencies

definirati i opisati discipline suvremene filozofije, povijest njihova razvoja i središnje probleme prepoznati i protumačiti zajednička teoretska polazišta različitih filozofskih disciplina služiti se uvriježenom filozofskom terminologijom

#### Specifične kompetencije

tumačiti najvažnija djela pojedinih filozofskih disciplina te kritički analizirati i procijeniti u njima sadržana stajališta i argumente

## 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
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. Conclusion

### 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 o dobreni 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 Nejšchleba, 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, Rasprava o ljepoti«, *Prilozi za istraživanje hrvatske filozofske baštine* 51–52 (2000), Institut za filozofiju

# Mass Communication and Journalism in the Contemporary World

57213

## Lecturer in Charge



doc. dr. sc.  
Jelena Jurišić

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15
Grading	
100% exam.	

## Course Description

To introduce students to the development of a theoretical study of mass communication and journalism from modernism to the present, with movements, schools and theories that have been aroused and become the foundation of contemporary media theory as well as those to be used, according to experts, to establish mass communication and media activity in 21st century.

## 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 Program Learning Outcomes

Communication Sciences

## General Competencies

Define, describe and explain the basic theory of mass communication and journalism incurred in the period under review. Apply, classify and distinguish professional terminology. Identify and provide reasoned interpretation of interdisciplinary nature of the study of mass communication and journalism, connecting the individual segments of their characteristics with the corresponding segments of the history and characteristics of the social sciences and humanities as well as various aspects of social development. In written and oral arguments clearly show and analyse complex academic and non-academic contents.

## Week by Week Schedule

1. Introduction to the subject, modernism
2. Doctrine of Marshall McLuhan
3. Structuralism
4. Deconstructionism
5. Normative theory of the media
6. Theories of responsibility and integrity, the economic theory of media
7. Media monopoly and concentration of ownership
8. Concepts of public and commercial broadcasting
9. Futuristic media theory: post-industrial society
10. Emotional art - mosaic of culture
11. Technotronic society
12. Theory of the third wave
13. Information society
14. "Networked society"
15. Practical application of theoretical knowledge



**Literature**

McQuail, Denis (2010). *McQuails Mass Communication Theory, 6th ed.* (odabrane stranice), SAGE Publications, London



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



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



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



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



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



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

# Mass Communication: Cultural Aspects

188171

## Lecturer in Charge



Ljubica Josić,  
doc. 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 Program Learning Outcomes

### Communication Sciences

defend personal professional insights and positions rationally and by providing valid arguments

### Complementary competencies

conceptually clearly present diverse information and positions. and critically evaluate the credibility of claims. assumptions and arguments presented through various media  
apply different scientific and social science research methods which are used in communication sciences

Impartially make and evaluate arguments for and against opposed positions

responsibility. ethical approach. autonomy and initiative in their work

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

identify and interpret in an argued manner the interdisciplinary nature of communication sciences by linking the specific segments of the history of communication sciences with the corresponding segments of the history of humanities and social sciences

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

use accepted professional terminology in different areas of communication sciences

### Specific competencies

the ability to participate in professional and interdisciplinary teamwork

the ability to engage in the practical application of theoretical knowledge in the field of communication sciences

expertly and professionally apply the acquired specialist theoretical and practical knowledge in the field of media and journalism. public relations and scientific research in communication sciences

interpret fundamental works of individual scholars in the field of communication sciences. mass communication, journalism and public relations. and critically analyse and evaluate the views and arguments presented within

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

point out the common aspects between contemporary communication sciences and other humanities and social sciences

ECTS Credits 5.0

English Level L2

E-learning Level L1

### Study Hours

Lectures 15

Proofreading exercises 15

### Teaching Assistant

Nina Ožegović, dr. sc.

### 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.

## 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.

## 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 Publication



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

## Similar Courses

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

# Mass Communication: Political Aspects

57211

## Lecturer in Charge



doc. dr. sc.  
Jelena Jurišić

## Course Description

Mass communication has given character to human society since its beginning, and its forms have evolved in parallel with social and technological development and had impact on the character of political relations. The information society is characterized by a pronounced influence of the media on social life, and the emergence of new media is again changing the forms of communication and strongly influences the methods of politics.

The aim of the course is to enable students to gain insight into the latest developments in the political aspects of mass communication, and the role of communication in the political process. The course will contain an introduction to the structure of the political process, the history of political ideas and public phenomenon as a framework for communication and legitimacy based on political decisions. The course should enable students to acquire knowledge and adoption of appropriate methods of research.

## 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 Program Learning Outcomes

Communication Sciences

## General Competencies

Define, describe and evaluate the political aspects of mass communication, the history of their development and the central problems;  
Apply, classify and differentiate professional terminology;  
Coordinate discussions and provide explanatory comments on a number of issues, primarily of communicational nature, but also of a political nature;  
Conceptually clearly present information and different political views and critically assess the credibility of statements, assumptions and arguments mediated through a variety of media;  
Identify and use arguments to interpret interdisciplinary nature of communications, linking parts of the history and characteristics of mass communication with the corresponding segments of the history and characteristics of the social sciences, particularly political science, and political aspects of social development.

## Week by Week Schedule

1. The fundamental issues of politics: Plato, Aristotle, Cicero
2. Christianity and Politics: St. Augustine, Thomas Aquinas, Thomas Morus
3. Machiavelli and politics as the art of the possible
4. Early modern political concepts: Hobbes, Locke, Rousseau, Mill
5. Cognitive processes and policies: F. Hegel and Kant
6. Marxism and the fate of social visions
7. The structure of the political process
8. Politics as a vocation: M. Weber
9. Colloquium
10. Language and politics
11. New media, social networks and politics

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

## Grading

A prerequisite for the successful completion of the course is regular and active participation. During the semester, students should submit a paper on a given topic, write an essay on the same topic, participate in two colloquia and show initiative during the discussion.



12. Globalization and integration processes in the world
13. Journalists as political actors
14. Journalists as political actors
15. Colloquium

### Literature



McNair, Brian (2003). *Uvod u političku komunikaciju*, Zagreb, Fakultet političkih znanosti



Axford, B. / Rosamond, B. / Turner, J. / Huggins, R. / Browning, Gary K. (2002). *Uvod u politologiju*, Zagreb, Politička kultura



Labaš, Danijel (2009). *Međuljudska komunikacija, novi mediji i etika*, u: Labaš, D., *Novi mediji - nove tehnologije - novi moral*, Zagreb, Hrvatski studiji



Lovrić, Ivo (2009). *Javnost i politička komunikacija u uvjetima novih medija*, u: Labaš, D., *Novi mediji - nove tehnologije - novi moral*, Zagreb, Hrvatski studiji



Šišak, Marinko (2009). *Javnost i novi mediji*, u: Labaš, D., *Novi mediji - nove tehnologije - novi moral*, Zagreb, Hrvatski studiji

# Mass Communication Research Methodology

57208

## Lecturer in Charge



doc. dr. sc.  
Ivan Burić

## Course Description

At the beginning of graduate studies, the task of this course is to show the different possibilities and methods of scientific research of media to facilitate the students to decide what subject to choose for their research as well as subject of the MA thesis. As preparation for independent and responsible scientific research in the field of media research, the course will introduce students (both in theoretical and practical terms) to methodological approaches to mass communication research in the fields of 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 Program Learning Outcomes

Communication Sciences

Complementary competencies

apply different scientific and social science research methods which are used in communication sciences

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

identify and interpret in an argued manner the interdisciplinary nature of communication sciences by linking the specific segments of the history of communication sciences with the corresponding segments of the history of humanities and social sciences

## 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.

## 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

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

Three-fifths of grade is based on participation in discussions and work at seminars, and two-fifths on proceedings of a written and oral exam.



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 in Charge



prof. dr. sc.  
Danijel Labaš

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

## Grading

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

## 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 Program Learning Outcomes

Communication Sciences

## General Competencies

Define, describe and evaluate disciplines of sociological aspects of mass communication;  
Apply, classify and distinguish the professional terminology;  
Identify and interpret interdisciplinary nature of communicology, linking individual segments of the history and characteristics of the communications with the corresponding segments of the history and characteristics of the social sciences and humanities and different aspects of social development;  
Analyze clearly and supported with relevant argument the complex academic and non-academic contents in written and oral form.

## Week by Week Schedule

1. Introductory course: introduction to the subject course, review of the literature and explanation of student's obligations.
2. Subject and methods of sociology of mass communications.
3. Stages of empirical research and theoretical regard of social communication.
4. Researches in communicology.
5. Models of social communications, typology and development of the model.
6. Relationships between the communicators and recipients.
7. Media organizations.
8. New media in mass culture.
9. Origins of sociology of mass communications.
10. Society and mass culture in American sociology.
11. Dialectic sociology of Frankfurt School.
12. Media content.
13. Sociology of mass media and public.
14. Effects of mass media on media users.



15. Structures, functions and styles of mass culture. Conclusions.

### Literature



McQUAIL, D., *Mass Communication Theory: An Introduction*, SAGE, London



McQUAIL, D. WINDAHL, S., *Communication models for the study of mass communication*, Longman, Singapore



LITTLEJOHN, S. W. FOSS, K. A., *Theories of Human Communication*, Toronto



TROWLER, P., *Komunikacija i mediji*, u: HARALAMBOS, M.; HOLBORN, M., *Sociologija. Teme i perspektive*, Zagreb, 2002, str. 935-965.

# Master Thesis

118526

## Course Description

Master thesis is integral, thorough and highly independent requirement by which student finishes his studies. Student has to demonstrate his ability in analyzing required research topic or problem in theoretical and practical sense and as researcher in the field or branch in which the scholarly programme is constituted. The aims of this course are: to learn students how to demonstrate his knowledge in researched topic, to show his ability to conduct an independent research, to apply his knowledge learned from secondary literature in scholarly and academic research, and to apply adequate methodology in his research.

## 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 Program 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 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 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

point out the common aspects between contemporary literary and linguistic sciences and other

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

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 in Charge



prof. dr. sc.  
Danijel Labaš

## Course Description

The aim of this course is to offer the students an overview of the entire historical development and content of bioethical science, with an emphasis on the role of mediation of mass media in the conveying and shaping of public opinion regarding the most important bioethical issues.

## 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 view point, 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 Program Learning Outcomes

### Communication Sciences

defend personal professional insights and positions rationally and by providing valid arguments

### Complementary 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 communication sciences 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. primarily in nature related to communication sciences. but also of social. cultural or political nature  
apply different scientific and social science research methods which are used in communication sciences

responsibility. ethical approach. autonomy and initiative in their work

identify and interpret in an argued manner the interdisciplinary nature of communication sciences by linking the specific segments of the history of communication sciences with the corresponding segments of the history of humanities and social sciences

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

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

independently conduct scientific research in the area of communication sciences and write scientific papers in a clear and organised manner

use accepted professional terminology in different areas of communication sciences

### Specific competencies

the ability to engage in the practical application of theoretical knowledge in the fields of journalism and public relations

the ability to engage in the practical application of theoretical knowledge in the field of communication sciences

expertly and professionally apply the acquired specialist theoretical and practical knowledge in the field of media and journalism. public relations and scientific research in communication sciences

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

ECTS Credits 5.0

English Level L2

E-learning Level L1

### Study Hours

Lectures 15

Seminar 15

### Teaching Assistant

Ana Volarić-Mršić, dr. sc.

### Grading

Lecture attendance, literature reading and participating in discussions with the professor and colleagues (25% of the final grade), seminar paper (25% of the final grade) and exam (50% of the final grade).

## 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.

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

2 ECTS Pismeni ispit [EN]

2 ECTS Seminarski rad [EN]

5 ECTS

## Forms of Teaching

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

## Week by Week Schedule

1. Prior learning initial test
2. Introduction: the introduction of the term "bioethics" and the basic contemporary bioethical directions
3. Personalistic bioethics, utilitarian bioethics, principle method, critical review
4. Principles of personalistic bioethics
5. The relationship of man with technoscience
6. The main concepts and euphemisms used in bioethical debate
7. Case Studies - Analysis of current articles published in the Croatian media
8. Preliminary exam
9. Bioethical issues: health and disease, physical pain
10. Bioethical Issues: experimentation on humans and human embryo
11. An analysis of a relevant current article published in the media - critical discussion
12. Bioethical issues: the rights of patients, informed consent
13. Bioethical issues: abortion, euthanasia, palliative care, ecology - biodiversity
14. Analysis of a current scientific article and critical discussion involving pointing out major bioethical issues. Example of a PR communication based on a scientific news release. Critical analysis of a published PR communication from the media.
15. Concluding discussion on selected topics. Overview of the latest research related to the bioethical profile of the Croatian media. The role of media in the promotion of bioethical principles and bioethics as science.

## Literature



Aramini M. (2009). *Uvodu bioetiku*, Kršćanska sadašnjost



Volarić-Mršić A. (2002). *Kultura života, o dabrana poglavlja*, Centar za bioetiku, Zagreb



Volarić-Mršić A., (2000). *Status ljudskog embrija, o dabrana poglavlja*, Centar za bioetiku, Zagreb



Lucas Lucas R. (2007). *Bioetika za svakoga, o dabrana poglavlja*, Verbum

## Similar Courses

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

# Media and National Security

57242

## Lecturer in Charge



Anita Perešin,  
izv. prof. dr. sc.

## 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 Program Learning Outcomes

Communication Sciences

## 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

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

Class activity, participation in class discussions, analysis of current events, seminar paper quality and success in the preliminary exams and the final exam are taken into account during grading.

**Literature**

*S. Tatalović, A. Grizold, V. Cvrtila: Suvremene sigurnosne politike, Golden marketing – Tehnička knjiga, Zagreb, 2008.*



*S. Tatalović: Nacionalna i međunarodna sigurnost, Politička kultura, Zagreb, 2006.*



*A. A. Collins: Suvremene sigurnosne studije, Politička kultura, Zagreb, 2010.*

# Media Management

57209

## Lecturer in Charge



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 Program Learning Outcomes

### Communication Sciences

defend personal professional insights and positions rationally and by providing valid arguments

### Complementary competencies

coordinate discussions and provide explanatory comments on a number of issues. primarily in nature related to communication sciences. but also of social. cultural or political nature

apply different scientific and social science research methods which are used in communication sciences

recognising the need and being prepared for continuous professional development

### Specific competencies

the ability to engage in the practical application of theoretical knowledge in the field of communication sciences

expertly and professionally apply the acquired specialist theoretical and practical knowledge in the field of media and journalism. public relations and scientific research in communication sciences

point out the common aspects between contemporary communication sciences and other humanities and social sciences

## 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]
- 2 ECTS Seminarski rad [EN]
- 2 ECTS Usmeni ispit [EN]
- 5 ECTS

ECTS Credits 5.0

English Level L2

E-learning Level L1

### Study Hours

Lectures 15

Seminar 15

### Grading

Attendance at lectures and seminars (5%) Participation in discussions with the subject teacher (5%) Seminar work (30%) Oral Exam (60%)





## Forms of Teaching

### » Predavanja

» Students will be introduced to basic managerial skills, both theoretically and practically, necessary as well as 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 management in the media
3. The structure of the media organizations
4. Information flow in the media organization
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 print media
12. Management in electronic media
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). *Uvodu znanost o medijima i komunikologiju*, Friedrich Ebert Stiftung, Zagreb



Buble, M. (2013). *Osnove menadžmenta, Sinergija nakladništvo d.o.o*



Kesić, T. (2003). *Integrirana marketinška komunikacija*, Opinio d.o.o., Kratis, Zagreb



Jeff Kaye, Stephen Quinn (2010). *Founding Journalism in the Digital Age: Business Models, Strategies, Issues and Trends*, Peter Lang, New York

## Similar Courses

» Media Management MSc, Oxford

# Media Pedagogy

57234

## Lecturers in Charge



prof. dr. sc.  
Danijel Labaš



Lana Ciboci,  
doc. dr. sc.

## 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 Program Learning Outcomes

Communication Sciences

## 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.

## 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.

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

## 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 odgovajati za medije? Mediji kao odgovitelji u doba odgojne krize*, u: *Labaš, Danijel (ur.), Komunikacija i mediji u krizi*, 173-192., Hrvatski studiji, Zagreb



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

# Media Training

188175

## Lecturer in Charge



doc. dr. sc.  
Karolina Vrban  
Zrinski

ECTS Credits	4.0
English Level	L2
E-learning Level	L1
Study Hours	
Seminar	15
Practicum	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 Program Learning Outcomes

Communication Sciences

## 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 - o svojite govornicu koristeći se glumačkim vještinama*, Zagreb: Algoritam



Pease, Allan (2002). *Govor tijela*, Zagreb: Alinea



Škarić, Ivo (2000). *Temelji suvremenoga govorništvā*, Zagreb: Školska knjiga



Škarić, Ivo (1988). *Upotrazi za izgubljenim govorom*, Zagreb: Školska knjiga

### Additional Literature



Zgrabljīć, 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 Zgrabljīć, N. *Akcenti na Hrvatskome javnom radiju: Škarićeve teze na provjēri (Accents on Croatian Public Radio: Verification of Škarićs Theses")*, str.133-147., Govor/Speech, Zagreb



Quilliam, S. (1995). *Body Language*, Carlton Books

# Methods of Teaching Croatian Language

188546

## Lecturer in Charge



doc. dr. sc.  
Davor Piskač

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

### Grading

Students are monitored for their active participation in the course, critical thinking, and making enquiries about some topics. Students show the level of comprehension of theoretical bases by carrying out a teaching unit and critically analysing the teaching of their colleagues. The adoption of necessary knowledge and skills is evaluated also through compiling written lesson plans and a part of the operational teaching plan. The knowledge acquired during this course is additionally evaluated and improved during the Practical Training in Subject Specific Teaching Methodology courses and the Correlation Practicum in the Methodology of Teaching.

## 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 Program Learning Outcomes

### 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



*Profesoro va 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 Latin

201407

## Lecturer in Charge



Zdravka Martinić-  
Jerčić,  
lekt.

## 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 Program Learning Outcomes

### 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.

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

### Grading

Students are monitored for their active participation in the course, critical thinking, and making enquiries about some topics. Students show the level of comprehension of theoretical bases by carrying out a teaching unit and critically analysing the teaching of their colleagues. The adoption of necessary knowledge and skills is evaluated also through compiling written lesson plans and a part of the operational teaching plan. The knowledge acquired during this course is additionally evaluated and improved during the Practical Training in Subject Specific Teaching Methodology courses and the Correlation Practicum in the Methodology of Teaching.



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 cilji 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*

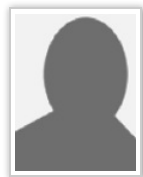


Šešelj, Zlatko (1987). *Ciljučenja, korist o dučenja i po treba za učenjem klasičnih jezika, Latina et Graeca XV/87*

# Methods of Teaching Philosophy

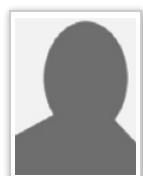
53908

## Lecturer in Charge



izv. prof. dr. sc.  
Ivo Džinić

## Lecturer



Matija Mato  
Škerbić,  
dr. sc.

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

### Grading

Students are monitored for their active participation in the course, critical thinking, and making enquiries about some topics. Students show the level of comprehension of theoretical bases by carrying out a teaching unit and critically analysing the teaching of their colleagues. The adoption of necessary knowledge and skills is evaluated also through compiling written lesson plans and a part of the operational teaching plan. The knowledge acquired during this course is additionally evaluated and improved during the Practical Training in Subject Specific Teaching Methodology courses and the Correlation Practicum in the Methodology of Teaching.

## 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 particular determinants of teaching theory;
2. Describe the essential elements of lesson planning;
4. Classify teaching forms, teaching methods, teaching aids;
5. Demonstrate direct teaching preparation;
6. Analyze the values, principles, goals, outcomes of the National Curriculum
7. Choose teaching methods, forms, tools, aids, goals, taking into account learning outcomes.
8. Define a positive classroom atmosphere, good classroom management and ways of establishing discipline in the classroom;
9. Differentiate between exercise and repetition;
10. Identify the ways of evaluating and marking students.

## Study Program Learning Outcomes

### Philosophy

#### 1. Generic competencies

1.02. form and clearly present complex academic and non academic topics in both written and oral argumentation and rationally defend their own philosophical views and positions  
use more methods of philosophical explanation and interpretation  
recognize and interpret the theoretical positions of different philosophical disciplines  
use the terminology of philosophical terminology

#### Specific competencies

interpret the most important works of individual philosophical disciplines and critically analyze and evaluate them in their own right and in relation to the positions and arguments

## 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]
- 0.5 ECTS Seminarski rad [EN]
- 0.5 ECTS Prepare one lesson using specific method of teaching.
- 3 ECTS

## Forms of Teaching

» Predavanja

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

## Week by Week Schedule

1. The course will be taught with the help of power point presentations and discussions, individual work, critical thinking, analysing and reasoning will be encouraged.
2. Defining the three levels of teaching methodology (general teaching, field specific and subject specific) i.e. the associated objectives, tasks, and content. Determining the importance of Teaching Methodology in the educational process.
3. Critical review of the proposed National curriculum framework for pre-school education and general compulsory and secondary education. Defining the notions of national and school curriculum, analysing the values, objectives, and principles set forth in the national curriculum framework. Special emphasis is put on the teaching topics on the borderline between subjects and on new subjects foreseen by the National curriculum, as well as on analysing the outcomes/achievements in the fields of social sciences and humanities.
4. Overview of basic school documentation that students will as future teachers deal with in schools. Special attention is paid to the operational teaching plan (school curriculum) as the basic document concerning teaching methodology. Analysing written preparation for teaching one unit.
5. Defining teaching methods, teaching forms, and teaching tools. Discussing various teaching methods classification criteria and overviewing basic teaching forms (frontal teaching, individual work, group work, pair work), as well as contemporary teaching tools. Analysing advantages and disadvantages of the discussed teaching methods, forms, and tools.
6. An overview of the lesson structure and methodological rules of structuring and carrying out lessons. Stressing the importance of planning. Indicating the basic steps of planning and the ways to compile written lesson plans.
7. Defining the notion of class management: what it represents, why it is important, and what the styles of class organization and management are. Pointing to the necessity of establishing positive classroom atmosphere to serve as the motivation for better performance of students. Analysing student disobedience and the lack of interest in school or a subject. Pedagogical means of establishing class discipline.
8. Point out the importance of practicing and repetition in teaching, and indicate the styles and ways of practicing with special emphasis on homework. Warn about standard and non-standard ways of evaluating students' achievements, with a review of the Secondary-School Final Exam (cro. Državna matura) and of how students are prepared for it.
9. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
10. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
11. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
12. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
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 lesson, using the selected teaching method, teaching form and Power Point presentation.

## Literature



Pranjić, Marko (2013). *Nastavna metodika u riječi i slici*, Hrvatski studiji

## Additional Literature



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



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

## Similar Courses

» Metodika nastave filozofije, Oxford

# Methods of Teaching Psychology

53847

## Lecturer in Charge



doc. dr. sc.  
Dario Vučenović

## Lecturer



Ivana Hanzec  
Marković,  
dr. sc.

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

## Grading

Students are monitored for their active participation in the course, critical thinking, and making enquiries about some topics. Students show the level of comprehension of theoretical bases by carrying out a teaching unit and critically analysing the teaching of their colleagues. The adoption of necessary knowledge and skills is evaluated also through compiling written lesson plans and a part of the operational teaching plan. The knowledge acquired during this course is additionally evaluated and improved during the Practical Training in Subject Specific Teaching Methodology courses and the Correlation Practicum in the Methodology of Teaching.

## 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 Program Learning Outcomes

### Psychology

#### Critical thinking

the educational application of the theories of learning and motivation. planning and evaluating the educational process. as well as classroom dynamics  
reliability. independence and initiative in work

#### Knowledge and Comprehension

advanced social skills  
advanced oral communication skills

#### Specific and professional skills

the ability to engage in the practical application of theoretical knowledge in various fields of applied 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.

## Screening of student's work

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

## Forms of Teaching

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

## Week by Week Schedule

1. Introduction; The course will be taught with the help of power point presentations; and discussions, individual work, critical thinking, analysing and reasoning will be encouraged.
2. Defining the three levels of teaching methodology (general teaching, field specific and subject specific) i.e. the associated objectives, tasks, and content. Determining the importance of Teaching Methodology in the educational process. The purpose and objectives of teaching psychology.
3. Organization of the school. An analysis of the form and mode of the work of psychologists in primary and secondary schools. Rights and obligations of the trainee teacher. Overview of basic school documentation. Taking the professional exam.
4. Defining the notion of curriculum, analysing the curriculum of the subject, teaching plans and examination catalogs.
5. Planning and programming of classroom work (elements, purpose and function). Operational teaching plan.
6. An overview of the basic steps of planning (lesson structure and methodological rules of structuring and carrying out lessons), and the ways to compile written lesson plans.
7. Defining, overviewing and discussing basic teaching methods and teaching forms, analysing their advantages and disadvantages.
8. Defining, overviewing and discussing basic teaching tools, analysing their advantages and disadvantages
9. Managing the teaching process. Classroom organization and management styles.
10. Classroom atmosphere (establishing positive classroom atmosphere). Analysing student disobedience and the lack of interest in school or a subject: causes and prevention. Pedagogical means of establishing class discipline.
11. The importance of practicing and repetition, presentation of styles and methods of practicing and repetition. Evaluating student work and progress.
12. Monitoring and evaluating your own work (what makes a good teacher?)
13. Students will be required to teach one lessons, using the selected teaching method and teaching form.
14. Students will be required to teach one lessons, using the selected teaching method and teaching form.
15. Students will be required to teach one lessons, using the selected teaching method and teaching form.

## Literature



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

## Additional Literature



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



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

### **Similar Courses**

- » Teaching Methods, Oxford

# Methods of Teaching Sociology

53909

## Lecturer in Charge



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 Program Learning Outcomes

### Sociology

#### Critical thinking

application of theories of learning and motivation in the educational process. planning and evaluation of the educational process and classroom dynamics  
reliability. independence and initiative

#### Knowledge and understanding

recognising the need and being prepared for continuous professional development  
advanced oral communication skills  
advanced social skills

#### Specific and professional skills

problem-solving abilities  
having graduated from the teaching stream of the study. a license for teaching at all levels of education is acquired

## 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

Lectures 30

### Grading

Students are monitored for their active participation in the course, critical thinking, and making enquiries about some topics. Students show the level of comprehension of theoretical bases by carrying out a teaching unit and critically analysing the teaching of their colleagues. The adoption of necessary knowledge and skills is evaluated also through compiling written lesson plans and a part of the operational teaching plan. The knowledge acquired during this course is additionally evaluated and improved during the Practical Training in Subject Specific Teaching Methodology courses and the Correlation Practicum in the Methodology of Teaching.



## 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.

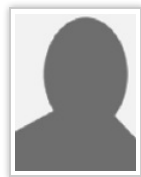
**Similar Courses**

- » MCs in Teacher education social sciences, Oxford

# Migration and security

201751

## Lecturer in Charge



doc. dr. sc.  
Stjepan Šterc

ECTS Credits	4.0
English Level	Lo
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15
Grading	
Class attendance, discussion, midterm, exam and seminar paper	

## Course Description

- To develop the consciousness and relation of migration and security in the theoretical form of knowledge.

## Learning Outcomes

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

1. Describe the functional and sustainable organizations of migration space
2. Define the principles of migrations
3. Explain the space logic in the fieldwork with the usage of the scientific technology
4. Use the GIS in methodological and technical meaning in problem solving
5. Describe the natural basis as the primal condition to migration
6. Define the space processes, connections, relations and models

## Study Program Learning Outcomes

### Communication Sciences

defend personal professional insights and positions rationally and by providing valid arguments

### Sociology

analysis and interpretation of social phenomena

### Complementary skills

use of computer programmes for advanced statistical analysis and access to databases

### Critical thinking

reliability. independence and initiative

### Specific and professional skills

the ability to apply advanced statistical and methodological knowledge in order to address specific research issues

## Screening of student's work

0.5 ECTS Pohadanje nastave [EN]
1 ECTS Kolokviji [EN]
2 ECTS Pismeni ispit [EN]
0.5 ECTS Seminarski rad [EN]
<hr/> 4 ECTS

## Literature



Stjepan Šterc (2015). *Geoграфски i demo geoграфски identitet*, Sveučilišna tiskara, Zagreb



Cvrtila, V (2004). *Politička geografija i geopolitika*, Fakultet političkih znanosti, FPN, Zagreb



Elsbeth Guild (2013). *Security and Migration in the 21st Century*, John Wiley & Sons

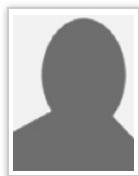
## Similar Courses

» -, Oxford

# Military and Postwar Psychology-Croatian and International Experiences

188053

## Lecturer in Charge



Zoran Komar,  
pred. mr. sc.

ECTS Credits 3.0

English Level L1

E-learning Level L1 (10%)

Study Hours  
Lectures 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 Program Learning Outcomes

### Psychology

a comprehensive range of activities carried out by psychologists employed in the field of human resources

### Critical thinking

the field of personality psychology, as well as critical evaluation and the application of new knowledge in different fields of psychology

upholding ethical principles in psychological research and in practising psychology on a daily basis

### Knowledge and Comprehension

the outcomes and consequences of professional services

social insight and group processes and influences

### Specific and professional skills

the influence of the social context and social changes on human development

a high level of integration and critical evaluation of various theories, paradigms and methodological approaches within the basic and applied fields of 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.
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

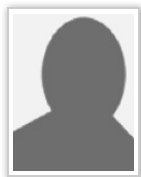
### Similar Courses

- » Vojna psihologija, Oxford

# Miroslav Krleža

201853

## Lecturer in Charge



izv. prof. dr. sc.  
Dubravka Zima

ECTS Credits 3.0

English Level L1

E-learning Level L1 (5%)

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Suzana Marjanić, doc. dr. sc.

## 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 Program Learning Outcomes

#### Croatology

analyse the facts within the scope of work

As Croatian linguistic heritage and Croatian standard and literary language all make for crucial elements of Croatian culture, a significant part of the study programme is devoted to those issues. Students are therefore familiar with the relevant facts regarding the Croatian language and literary history, dialectology and standardology. This includes the linguistic heritage of Croats in diaspora. With respect to course subjects dedicated to the norms of contemporary Croatian standard language the students are capable of articulate expression in accordance with these standards and of identifying deviations. Students taking part in the teaching stream of the study programme in Croatology are able to independently transfer knowledge related to the Croatian language, literature and culture in a manner appropriate to primary, secondary and grammar school levels.

#### Generic competencies

critically and self-critically evaluate opposing arguments and make their own conclusions

### Screening of student's work

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

### Week by Week Schedule

1. Introduction to the course.
2. Saloma/e
3. Kristofor Kolumbo/ Cristoval Colon (1918.)
4. Vučjak
5. Tri kavaljera frajle Melanije (Tri kavalira gospođice Melanije)
6. U agoniji (1928.)
7. Povratak Filipa Latinovicza (1932.)
8. Na rubu pameti (1938.)
9. Conflict on the Literary Left
10. Put u raj
11. Davni dani
12. Zastave I. and II.
13. Zastave III.
14. "Mnogopoštovanoj gospodi mravima"
15. Course evaluation

## Literature



Visković, Velimir (2000). *Životopis Miroslava Krležea. 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: Darni 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

791 92

## Lecturer in Charge



Ivica Lučić,  
izv. prof. dr. sc.

ECTS Credits	3,0
English Level	Lo
E-learning Level	L1
Study Hours	
Seminar	30

### Grading

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

## Course Description

The course objective is to explain and describe the most important segments of modern and contemporary history of BiH and to introduce them the latest historiographic works on course subject.

## Learning Outcomes

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

1. Define historical processes typical for modernization processes of BiH
2. List literature on BiH topic during Ottoman times, Austro-Hungarian Monarchy and Kingdom of Yugoslavia
3. Describe the most important processes and happenings in BiH
4. Explain cause and effect relations between processes and happenings in BiH
5. Analyze processes and happenings in BiH based on acquired knowledge
6. Identify basic problems of socio-political relations within BiH

## Study Program Learning Outcomes

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. WW I, Kingdom of SHS/Yugoslavia and B&H
7. WW 2 in B&H and the making of modern statehood on 'ZAVNOBiH' meeting
8. B&H as Republic in afterwar period
9. Political developments in B&H and acknowledgement of Muslims as nation
10. 'Croatian Spring' and its reflection on B&H
11. 1974 Constitution and building of state in B&H
12. The crisis and the fall of socialism in B&H
13. The democratic elections and toward independence
14. War in B&H
15. Peace of Dayton and afterwar B&H

## Literature



Ivo Lučić (2013). *Ivo Lučić, Uzroci rata, Bosna i Hercegovina od 1980. do 1992., Despot infinitus*, Hrvatski institut za povijest, Zagreb



Srećko Džaja (2004). *Politička realnost jugoslavenstva (1918. - 1991.) s posebnim osvrtom na Bosnu i Hercegovinu*, Svjetlo riječi, Sarajevo - Zagreb





Ivo Lučić (2010). „Što je (bila) Bosna i Hercegovina, tko smo (bili) mi“, Status broj 14., Mostar



Mirjana Kasapović (2005). *Bosna i Hercegovina podijeljeno društvo i nestabilna država*, Politička kultura, Zagreb



Enver Redžić (2000). *Sto godina muslimanske politike*, Institut za istoriju, Sarajevo

# Motivation in Teaching Croatian Language

188689

## Lecturer in Charge



doc. 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 Program Learning Outcomes

### Croatology

analyse and weigh the justification for use of varying theoretical approaches

### Generic competencies

describe and write excerpts of written and oral presentations of academic and non-academic content

present their knowledge and conclusions both in writing and orally in a clear manner and based on valid arguments

collect and organize complex bibliographic information relevant to their field of work

### Specific competencies

participate in management activities both when conditions are controlled and partially uncontrolled

engage in lifelong professional improvement

respect the principles of interdisciplinary approach in evaluation of facts within the scope of their work field

## Screening of student's work

1 ECTS Pohađanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Seminarski rad [EN]

3 ECTS

## Week by Week Schedule

1. Definition of motivation in the context of education
2. Types of motivation: intrinsic, extrinsic, and achievement-oriented motivation
3. Early socio-emotional development and the development of childhood motivation
4. Development of reading motivation
5. Stage of motivation in Croatian language teaching
6. Motivation in Croatian language textbooks
7. Motivation and creativity: application of creative techniques in Croatian language teaching
8. Encouraging creativity in teaching literary education
9. Teaching creative literacy
10. Dramatic motivational procedures in Croatian language teaching

ECTS Credits 3,0

English Level Lo

E-learning Level L1

### Study Hours

Lectures 15

Seminar 15

### Teaching Assistant

Dunja Jurić Vukelić, mag. psych.

### Grading

Regular and active participation in class. Individual presentation preparation based on one Croatian language teaching unit. Written exam or colloquium.

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

# Motivation in Teaching Process

144753

## Lecturer in Charge



doc. dr. sc.  
Lovorka Brajković

## Course Description

The course objective is to provide students with an insight into basic theoretical assumptions and contemporary scientific findings in the area of psychology of learning and motivation, focusing on the role of the motivation in learning and academic achievement. Additionally, the course objective is to teach students how to apply acquired knowledge in educational practice, in the context of increasing internal motivation of students and motivation for achievement.

## Learning Outcomes

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

1. Interpret and to compare the basic theoretical approaches in the study of motivation
2. Evaluate the findings of recent research on motivation
3. Explain developmental, individual and external factors affecting motivation
4. Apply the acquired knowledge on the determinants of motivation on organizing conditions in the class and involvement of children in teaching activities that encourage intrinsic motivation and the motivation for achievement
5. Show the material from their professional field using methods that stimulate interest and creativity of students
6. Apply the acquired knowledge to their own motivation to work

## Study Program Learning Outcomes

### Philosophy

1. Generic competencies
  - 1.02. form and clearly present complex academic and non academic topics in both written and oral
  - 1.03. consider and evaluate the validity of diverse theoretical and practical proposals. taking into account specific characteristics of various areas of life and work environments
  - 1.07. critically and impartially evaluate diverse descriptive and prescriptive beliefs and attitudes on human nature and humans place in the world

### Croatian Latinity

#### Generic competencies

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

#### Specific competencies

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

### Croatology

#### Generic competencies

describe and write excerpts of written and oral presentations of academic and non-academic content

present their knowledge and conclusions both in writing and orally in a clear manner and based on valid arguments

#### Specific competencies

participate in management activities both when conditions are controlled and partially uncontrolled

engage in lifelong professional improvement

respect the principles of interdisciplinary approach in evaluation of facts within the scope of their work field

### History

#### Generic competencies

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

consider and evaluate the validity of diverse theoretical and practical proposals. taking into account specific characteristics of various areas of life and work environments

ECTS Credits 3.0

English Level Lo

E-learning Level L1

#### Study Hours

Lectures 15

Seminar 15

#### Teaching Assistant

Dunja Jurić Vukelić, mag. psych.

#### Grading

Knowledge will be evaluated by passing two colloquia each of which brings up to 35 points. Students who will not pass the colloquium or students who will not be satisfied with the success will take a written exam, by volume, content and related ECTS credits identical to the requirements colloquia conducted during the semester. Attending at least 70% of lectures is obligatory. Regular attendance contributes 10 points to the final grade. Seminar paper is 20 points maximum.

**Specific competencies**

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

**Sociology****Complementary skills**

communication skills. oral and written interpretation of professional and scientific material.  
negotiation skills

**Critical thinking**

reliability. independence and initiative

**Knowledge and understanding**

recognising the need and being prepared for continuous professional development  
evaluation of the outcomes and consequences of professional services

**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 weekly.

## » Seminar

» Seminars will be held weekly.

**Week by Week Schedule**

1. Definition of motivation in the context of education
2. Four approaches to motivation: behavioral, humanistic, cognitive approach and social learning approach
3. Theoretical Review: theories of reinforcement, self-determination and the theory of need
4. Evolutionary and neuroscientific theory
5. Motivation and Learning
6. Relationship and the importance of cognitive and motivational factors in determining school success
7. Continuous assessment exam
8. Types of motivation: intrinsic, extrinsic motivation and achievement oriented motivation
9. Early socio-emotional development and the development of motivation in childhood
  
10. External factors affecting the development of motivation
11. Motivation and creativity
12. Motivation of teachers
  
13. Practical application: increasing the intrinsic motivation and motivation for achievement
14. The use of modern teaching aids
15. Continuous assessment exam

**Literature**

Rheinberg, F. (2004). *Motivacija*, Jastrebarsko: Naklada Slap



Beck, R. (2003). *Motivacija: teorija i načela*, Jastrebarsko: Naklada Slap



Čorkalo Biruški, D. (ur.), Pavlin-Bernardić, N., Rovanić, D. (2009). *Primijenjena psihologija: Pitanja i odgovori*, Zagreb: Školska knjiga

**Additional Literature**

Čudina-Obradović, M., Obradović, J. (2006). *Psihologija braka i obitelji*, Zagreb: Golden Marketing-Tehničkaknjiga

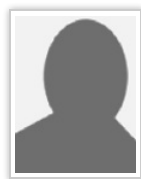
**Similar Courses**

» Learning and Teaching, Oxford

# Multivariate Statistical Methods

53913

## Lecturer in Charge



doc. 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 Program Learning Outcomes

### Sociology

#### Complementary skills

use of computer programmes for advanced statistical analysis and access to databases

#### Knowledge and understanding

analysis and evaluation of research and professional papers in the wider field of social sciences. and particularly in the specific field of sociology. in which advanced statistical methods have been used

#### Specific and professional skills

the ability to apply advanced statistical and methodological knowledge in order to address specific research issues

total sociological theoretical and methodological knowledge cumulated up to date

a high level of integration and critical evaluation of various theories. paradigms and methodological approaches within the basic and applied fields of sociology

assessment of advanced statistical (multivariate) methods taking into account their limitations. as well as the extent to which they meet theoretical assumptions in the specific situations where they have been applied

having graduated from the scientific stream a student shall acquire specialist knowledge required for future scientific research in a research institute. admission to a postgraduate study and taking a PhD

ECTS Credits 6.0

English Level L1

E-learning Level L2 (20%)

### Study Hours

Lectures 30

Practicum 45

### Teaching Assistant

Luka Šikić, dr. sc.

### Grading

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



## General Competencies

Apply the advanced statistical terms and information.  
 Design a research project.  
 Organize the implementation of a research project.  
 Use the computer software for the analyses of qualitative and quantitative data.  
 Organize the teamwork with co-workers from various disciplines, of different attitudes or value orientations.  
 Develop the research question on the subject/process/phenomena of social interest.  
 Choose the adequate methodological approach or the combination of approaches in investigation of the social phenomena.  
 Combine the different social research methods in the analyses of the relevant data.  
 Evaluate published sociological research with suggestions of possible improvements.  
 Write a comprehensive research report.

## Screening of student's work

1 ECTS Pohadanje nastave [EN]  
 2 ECTS Pismeni ispit [EN]  
 2 ECTS Usmeni ispit [EN]  
 1 ECTS Praktični rad [EN]  
 6 ECTS

## 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 in Charge



Zdeslav Milas,  
v. pred. mr. sc.

## 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 Program Learning Outcomes

Communication Sciences

## 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;

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15
Teaching Assistant	
Davor Trbušić, mag. comm.	
Grading	
50% seminar assignment, 50% exam	



**Literature**

Chris Anderson (2008). *Dugi rep*,  
Zagreb: Naklada Jesenski i Turk



W. Chan Kim Renée Mauborgne  
(2007). *Strategija plavog oceana*, Zagreb:  
Masmedia, Poslovni dnevnik



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

# Opinion Polls and Media Market Research

57214

## Lecturer in Charge



doc. dr. sc.  
Ivan Burić

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15
Grading	
20% class attendance, 20% seminar paper, 60% exam.	

## Course Description

The main objective of this course is to familiarize the students with the basics of the methodology of the public opinion and media market research, as well as the basic goals of using this type of research in business practice. In this way, we want to educate the students in how to properly devise, use and evaluate public opinion and media market polls. Accordingly, the course strives to ensure that the students are upon completion of their studies capable to use the market, media and public opinion research in concrete business practice, as important business tools in the context of reflexive business practices.

## Learning Outcomes

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

1. Name research methods and techniques that are applied in business organization operations.
2. Reproduce the most important methodological characteristics of individual methods of the public opinion and media market research.
3. Identify the most important benefits of certain methods of the public opinion and media market research.
4. Distinguish the most important specifics of particular methods of the public opinion and media market research.
5. Demonstrate the ability to communicate with research agencies in order to define research questions, define the optimal research design, as well as define the optimal research methods needed to solve specific business problems
6. Apply public opinion and media market polls in professional activities.

## Study Program Learning Outcomes

Communication Sciences

## 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 communication. Identify, evaluate and use scientific-research methods used in the study of public opinion. Individually or in teams conduct scientific research.

## Week by Week Schedule

1. The notion of public opinion
2. The development of public opinion research,
3. Social determinants of the development of public opinion research,
4. Epistemological grounds of public opinion research,
5. Basics of qualitative and quantitative methodology of public opinion research,
6. Overview of the main types and methods of public opinion research,
7. Use of public opinion research in the sphere of politics and public affairs,
8. Public opinion research and public relations,
9. Use of public opinion research in the activities of business entities,
10. Basics of media consumption research as a special type of public opinion research,
11. Purposes of media consumption research,
12. Types of media consumption research,
13. Basic methodological specificities of media research,
14. The way media research is used in the activities of business entities.
15. Presenting seminar papers

**Literature**

Lamza-Posavec, Vesna (1995). *Javno mnijenje*



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 History of Wars in Croatia

202920

## Lecturer in Charge



doc. dr. sc.  
Krešimir Bušić

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

## Course Description

### Study Program Learning Outcomes

#### History

defend personal historical insights and positions rationally and by providing valid arguments

#### Generic competencies

apply methods of explaining and interpreting historical processes

identify and interpret common theoretical starting points of various historical disciplines

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

#### Specific competencies

point out the common aspects between contemporary historical sciences and other humanities, social and natural sciences

## Forms of Teaching

- » Predavanja
- » Seminar
- » Metodičke vježbe

## Literature



Portelli, Alessandro (2007). *Što usmenu povijest čini drugačijom, Zbornik radova Društva studenata povijesti „Ivan Lučić–Lucius*, Hrvatski studiji



Portelli, Alessandro (1997). *The battle of Valle Giulia, Oral history and the art of dialogue*, University of Wisconsin Press



Radoš, Ivan, Šulj, Tomislav (2016). *Prikupljanje i vrednovanje memoarskog gradiva iz Domovinskog rata metodom Usmene povijesti*



Sitzia, Lorraine (2003). *A shared authority: an impossible goal?*, The Oral history review

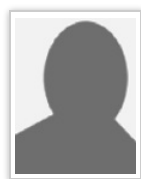


Šulj, Tomislav, Brnardić, Vladimir (2014). *Operacija „Maslenica“ - sjećanja sudionika*, HMDCDR

# Overview of Latinity in the Age of Humanism and the Renaissance

118518

## Lecturer in Charge



izv. prof. dr. sc.  
Tamara Tvrtković

## 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 Program Learning Outcomes

### 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 Pohadanje 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.

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

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 Šizgorić (1966). *Elegije i pjesme*, (Hrvatski latinisti, knj. 6.), Zagreb



Ivan Česmički (1951). *Pjesme i epigrami*, (Hrvatski latinisti, knj. 2), Zagreb

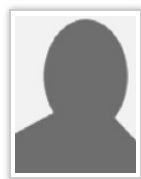


Jakov Bunić (1978). *De raptu Cerberi*, (Hrvatski latinisti, knj. 9), Zagreb

# Overview of Latinity in the Post-Renaissance Period

118519

## Lecturer in Charge



izv. prof. dr. sc.  
Tamara Tvrtković

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	30
Grading	
Written and oral exam	

## 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 Program Learning Outcomes

### 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]
<hr/>	
5 ECTS	

## Forms of Teaching

- » Predavanja
- » lectures

## Week by Week Schedule

1. Historical Overview of 17th-19th century, placing literature of Croatian Latinity of this period in the context of historical events, the main characteristics of literary periods, European representatives.
2. Prose 17th century I: Historiography (definition and representatives of Croatian Baroque Slavism and Illyrian theory: Mrnavić, Orbini, Rattkay, Vitezović) "father of Croatian historiography": Ivan Lučić
3. Prose 17th Century II: biography and hagiography, banology (main representatives and their works: Mrnavić, Gradić, Levakovic, Vitezović, Rattkay)
4. Prose 17th Century III: specialization Latin by sciences (theology, philosophy, law and natural sciences - de Dominis, Faust Vrančić), rhetorical activity, the first grammars and dictionaries (Kašić, Mikalja)
5. Poetry 17th century (the religious and spiritual); topics lyric poems, epics and epigrams (characteristics and main representatives: K. Vičić B. Rogačić S. Mladinić);
6. Poetry 18th century I: poetry and epigrams (Kunić, Ferić, Hidža, Rastić, Đurđević)
7. Poetry 18th Century II: didactic epics (philosophical and historiographical) Translation (theory and 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 in Charge



doc. dr. sc.  
Marko Jerković

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	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 Program 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 Arhidakon i njegovo djelo, u: Toma Arhidakon, Historia Salonitana, Split, 2003.*



*Pavao Knezović, Rano srednjovjekovni latinitet", u: Hrvatska u doba kneza Branimira, Zadar, 2002., 173-193.*



*Matijević Sokol, Mirjana, Latinska epigrafička baština, Hrvatska i Europa: kultura, znanost i umjetnost. Srednji vijek i renesansa (XIII.-XVI. stoljeće), Zagreb, 2000., str. 105.-125.*

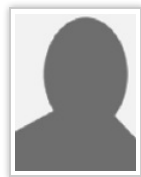
## Similar Courses

- » Medieval Latin, Oxford

# Pedagogical Management of Modern School

144759

## Lecturer in Charge



doc. dr. sc.  
Marjan Ninčević

## 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 Program Learning Outcomes

### Philosophy

#### 1. Generic competencies

- 1.01. pratiti i adekvatno reproducirati pisana i usmena izlaganja složenih akademskih i neakademskih sadržaja
- 1.03. consider and evaluate the validity of diverse theoretical and practical proposals. taking into account specific characteristics of various areas of life and work environments
- 1.05. resolve conflicts peacefully and rationally. at the same time respecting the opposing sides and their specific points of view

### 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

### Croatology

analyse and weigh the justification for use of varying theoretical approaches

#### Specific competencies

- participate in management activities both when conditions are controlled and partially uncontrolled
- engage in lifelong professional improvement
- respect the principles of interdisciplinary approach in evaluation of facts within the scope of their work field

### History

ECTS Credits 3.0

English Level L0

E-learning Level L2

#### Study Hours

Lectures 15

Seminar 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).



defend personal historical insights and positions 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  
constructively encourage further development of the science of history as an occupation based on the principles of scientific rationality, international recognisability, scientific excellence and integrity  
cooperate successfully with diverse individuals and groups in discussions and in finding answers to various theoretical and practical issues

#### Specific competencies

#### Sociology

analysis and interpretation of social phenomena

#### Complementary skills

communication skills, oral and written interpretation of professional and scientific material, negotiation skills

#### Knowledge and understanding

evaluation of the outcomes and consequences of professional services  
developing capacity for independent work and work in a team  
advanced social skills  
advanced oral communication skills

#### Specific and professional skills

problem-solving abilities

### Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Pismeni ispit [EN]

1 ECTS Seminarski rad [EN]

3 ECTS

### 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 be 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 in Charge



prof. dr. sc.  
Marko Pranjić

## Course Description

The course objective is to prepare a future teacher for performing the educator's job as a master of arts by providing pedagogic knowledge and skills qualification.

## 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 Program Learning Outcomes

### Psychology

#### Knowledge and Comprehension

recognising the need and being prepared for continuous professional development  
the outcomes and consequences of professional services  
advanced oral communication skills

### Sociology

analysis and interpretation of social phenomena

#### Knowledge and understanding

recognising the need and being prepared for continuous professional development  
evaluation of the outcomes and consequences of professional services  
developing capacity for independent work and work in a team  
advanced oral communication skills

#### Specific and professional skills

problem-solving abilities

## 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

» 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

ECTS Credits	4.0
English Level	L0
E-learning Level	L2
Study Hours	
Lectures	30
Seminar	15

### Teaching Assistants

doc. dr. sc. Katarina Dadić  
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).

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

# Pedagogy of childhood

201465

## Lecturer in Charge



doc. dr. sc.  
Katarina Dadić

## Course Description

This course critically discusses childhood as it relates to the concepts of culture and globalization from a domestic, international and comparative perspective, taking into account the perspective of the child himself. The course focuses on introducing female students to contemporary phenomena characterized by childhood (globalization, consumer environment, local culture, technology, media, migration, etc.) and focuses on the concept of childhood, which is approached from different perspectives (childhood history, sociology of childhood, among which pedagogical discourse is certainly emphasized) intending to develop a critical attitude towards different theoretical and social perspectives.

## Learning Outcomes

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

1. Define basic concepts (childhood, pedagogy, culture) within the educational sciences.
2. Describe and interpret the most important ideas, directions and periods in childhood development.
3. Explain the place and role of childhood within the educational sciences.
4. Analyze theoretical discourses concerning childhood and identify similarities and differences between them.
5. Show the results of recent theoretical research in the field of childhood sociology, childhood history and childhood pedagogy.
6. Relate the acquired theoretical knowledge to the examples from the life of children, bearing in mind the perspective of the child.
7. Explain the functioning of the interdisciplinary concept of childhood, as well as strategies for its quality development within different social events and cultures.

## Study Program Learning Outcomes

Philosophy

Croatian Latinity

Croatology

History

Sociology

## 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]
<hr/>
3 ECTS

## Week by Week Schedule

1. Introduction to the course (introduction to the concept and content of the course; presentation of the intended mode of work and examination literature and assessment details).
2. Who's the child? What is childhood?
3. History of childhood.
4. The idea, practice and culture of childhood.
5. Childhood within social theory.
6. Pedagogy of childhood.
7. Childhood research perspectives.
8. Local and global in relation to childhood.
9. Globalization and childhood.

ECTS Credits	3.0
English Level	L0
E-learning Level	L2
Study Hours	
Lectures	15
Seminar	15

Teaching Assistant  
Martina Horvat, mag. paed.

## Grading

The students are obliged to regularly attend the class, actively participate in it and perform the assigned tasks on time following the instructions given to them. They are obligated to prepare themselves for teaching by reading the intended texts independently. In writing (critical reviews), in addition to the requirements prescribed for a particular task, they must demonstrate elementary academic literacy and integrity. Students are welcome to give proposals to continuously contribute toward improving the quality of teaching. Commitments: 1. Write a critical review as directed 2. Colloquium - according to lectures and intended literature 3. Essay - according to selected scientific papers 4. Written exam - according to the lectures and intended exam literature



10. Transition, post-transition and childhood.
11. Childhood, culture and cultural stereotypes.
12. Childhood and homeland.
13. Childhood in a consumer environment.
14. Migration and childhood.
15. Concluding reflections.

## Literature



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



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



Corsaro, William A. *The sociology of childhood*, Pine Forge Press

## Additional Literature



Aitken, Stuart (2001). *Global crises of childhood: rights, justice and the unchildlike child*, Area



Bašić, Slavica (2012). *Kriza djetinjstva, Dijete, vrtić, obitelj*: Časopis za odgoj i naobrazbu predškolske djece namijenjen stručnjacima i roditeljima



Corsaro, William A. (2003). *We're friends, right?: Inside kids' culture*, Joseph Henry Press



Dadić, Katarina (2015). *Pedagoški aspekti suvremenog djetinjstva u potrošačkom okruženju*, Filozofski fakultet Sveučilišta u Zagrebu



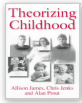
Fabić, Monika (2016). *Odrastanje u suvremenom društvu*, Učiteljski fakultet Sveučilišta u Zagrebu



Huijsmans, Roy (2006). *Children, childhood and migration*, ISS Working Paper Series/General Series



Knörr, J. (2012). *Childhood and migration*, John Wiley & Sons, Ltd



James, A., Jenks, C., & Prout, A. (1998). *Theorizing childhood*, Teachers College Press



Šagud, M. (2016). *Suvremeno djetinjstvo i institucijski kontekst*, Croatian Journal of Education: Hrvatski časopis za odgoj i obrazovanje

# Personality Psychology

57111

## Lecturer in Charge



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 Program 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.

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

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

## Grading

The final student's grade is determined by the final exam. Provisional grade with which a student comes to the examination term is formed over the course of the subject in a way that a score is kept individual student activities. The maximum number of points that a student can achieve in certain activities is: Participation (arrivals + activities) 15 points (10 +5)  
Exam / colloquium 50 points  
Independent analysis of the activity in the form of research papers: 35 points  
The collected points are converted into a temporary assessment as follows: 51-60 points --- sufficient (2) 61-75 points --- good (3) 76-90 points --- very good (4) 91-100points --- excellent (5)



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

# Philosophy of cybernetic culture

187913

## Course Description

ECTS Credits 3.0

English Level Lo

E-learning Level L1

## Study Program Learning Outcomes

### Philosophy

#### 1. Generic competencies

- 1.01. pratiti i adekvatno reproducirati pisana i usmena izlaganja složenih akademskih i neakademske sadržaja argumentirano i racionalno braniti vlastita filozofska shvaćanja i stavove samostalno provoditi znanstvena istraživanja iz područja filozofije i pisati filozofske radove na jasan i organiziran način

#### Specifične kompetencije

- ukazati na dodirne točke između suvremene filozofije i drugih humanističkih, društvenih i prirodnih znanosti

### Study Hours

Lectures 15

Seminar 15

## Literature



Greguric Ivana (2018). *Kibernetička bića u doba znanstvenog humanizma: Prolegomena o kiborgotici.*, Zagreb: Hrvatsko filozofsko društvo, Pergamena, Znanstveni centar izvrsnosti za integrativnu bioetiku



Featherstone, Mike i Burrows, Roger (2001). *Kiberprostor, kibertijela, Cyberpunk. Kulture tehnološke tjelesnosti.*, Naklada Jesenski i Turk, Zagreb



Spengler, O. (1944). *Čovjek i tehnika. U: Čovjek i tehnika. Kulturno-filozofski eseji.*, Zagreb: Matica hrvatska.

## Additional Literature



Fukuyama, F. (2003). *Naša posthumana budućnost: posljedice biotehnološke revolucije.*, Podgorica CID: Biblioteka Oikonomos.



Rifkin, J. (1999). *Bio tehnološko stoljeće.*, Zagreb: Naklada Jesenski i Turk, Hrvatsko sociološko društvo



Turkle, S. (2012). *Sami zajedno: zašto očekujemo više od tehnologije a manje jedni od drugih, prevela s engl. Gloria Blaž anović.*, Biblioteka Incus. Zagreb: TIM press.



Wiener, N. (1964). *Kibernetika ili kontrola i komunikacije u živim bićima i stroju.*, Biblioteka Sazvežđa, Beograd



Moravec, H. (1988). *Mind Children: The Future of Robot and Human Intelligence.*, USA: Harvard University Press. Cambridge

# Philosophy of education

201457

## Lecturer in Charge



izv. prof. dr. sc.  
Ivo Džinić

## Course Description

- Introducing students to philosophical considerations about the problem of education.
- Separating the philosophy of education from other philosophical disciplines and pedagogy.
- Portraying educational endeavour as an inseparable part of the human being.
- Introducing students to the most significant works of philosophers who have dealt with this issue.

## Learning Outcomes

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

1. Identify and interpret relevant educational problems
2. Apply theoretical knowledge for practical purposes
3. Explain the basic concepts of philosophy of education
4. Assess and make decisions about the moral and ethical dilemmas they will face in teaching
5. Compare the main currents of thought in the philosophy of education
6. Compare and confront the main representatives of the philosophy of education (Plato, Rousseau, Dewey, Herbart)
7. Apply the principles of teaching ethics in actual teaching
8. Describe the rights of the child

## Study Program Learning Outcomes

### Philosophy

#### 1. Generic competencies

- 1.01. pratiti i adekvatno reproducirati pisana i usmena izlaganja složenih akademskih i neakademskih sadržaja
- 1.04. cooperate with diverse individuals and groups in discussions and in finding answers to various theoretical and practical issues
- 1.05. resolve conflicts peacefully and rationally. at the same time respecting the opposing sides and their specific points of view  
argumentirano i racionalno braniti vlastita filozofska shvaćanja i stavove  
integrirati kritičke modele mišljenja svojstvene raznim filozofskim disciplinama u jedinstvenu sposobnost filozofskog mišljenja  
koristiti više metoda filozofskog objašnjenja i tumačenja  
think in an interdisciplinary manner and respect diverse methodologies and views on specific issues and problems  
resolve conflicts peacefully and rationally. at the same time respecting the opposing sides and their specific points of view  
služiti se uvriježenom filozofskom terminologijom

### Croatian Latinity

### Croatology

### History

### Sociology

## Screening of student's work

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

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3 ECTS

ECTS Credits 3.0

English Level Lo

E-learning Level L1 (10%)

Study Hours Seminar 30

Teaching Assistant  
Matija Mato Škerbić, dr. sc.

### Grading

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

## Week by Week Schedule

1. Introductory lecture
2. The concept and purposes of education
3. Philosophy of Education and Pedagogy
4. An analytical, normative and descriptive approach to the philosophy of education
5. Philosophy of education and other philosophical disciplines
6. Socrates' Maieutics and Sophists
7. Plato's philosophy of education
8. The role of education in Aristotle's philosophy
9. Cartesian reform of knowledge and education
10. John Locke - Epistemology and Philosophy of Education
11. J. J. Rousseau - Transforming humans through Education
12. Reception of the philosophy of education in Croatia - Pava Vuk Pavlović
13. Philosophy of education and other philosophical disciplines
14. J. Dewey and Educational Progressivism
15. Postmodern Understanding of the Philosophy of Education

## Literature



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

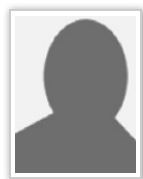
## Similar Courses

- » Philosophy of Education, Oxford

# Philosophy of Game and Sports

187914

## Lecturer in Charge



doc. dr. sc.  
Ivana Greguric  
Knežević

## 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 Program Learning Outcomes

### Philosophy

#### 1. Generic competencies

- 1.02. form and clearly present complex academic and non academic topics in both written and oral
- 1.04. cooperate with diverse individuals and groups in discussions and in finding answers to various theoretical and practical issues

1.05. resolve conflicts peacefully and rationally. at the same time respecting the opposing sides and their specific points of view

argumentirano i racionalno braniti vlastita filozofska shvaćanja i stavove  
integrirati kritičke modele mišljenja svojstvene raznim filozofskim disciplinama u jedinstvenu sposobnost filozofskog mišljenja

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

resolve conflicts peacefully and rationally. at the same time respecting the opposing sides and their specific points of view

samostalno provoditi znanstvena istraživanja iz područja filozofije i pisati filozofske radove na jasan i organiziran način

služiti se uvriježenom filozofskom terminologijom

#### Specifične kompetencije

tumačiti najvažnija djela pojedinih filozofskih disciplina te kritički analizirati i procijeniti u njima sadržana stajališta i argumente

## Screening of student's work

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

ECTS Credits 3.0

English Level Lo

E-learning Level L1 (15%)

### Study Hours

Lectures 15

Seminar 15

### Teaching Assistant

Matija Mato Škerbić, dr. sc.

### Grading

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

## 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



M. McNamee; W. J. Morgan (2015).  
*Routledge Handbook of the Philosophy of Sport.*, Routledge, London and New York



W. J. Morgan. (2017). *Ethics in Sport. Human Kinetics.*, Champaign, IL

## Similar Courses

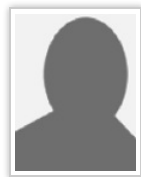
- » Philosophy of Sport, Oxford



# Philosophy of law

201532

## Lecturer in Charge



prof. dr. sc.  
Pavo Barišić

## Course Description

Studying the basic concepts, directions and representatives of the philosophy of law.

Training students to interpret and critically evaluate the problems of philosophy of law.

Developing analytical and synthetic skills in defining and solving philosophical and legal issues.

## Learning Outcomes

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

1. Define essential philosophical and legal concepts
2. Explain essential philosophical and legal concepts
3. Compare individual positions and arguments
4. Evaluate the theses and views offered
5. Argue for and against certain philosophical and legal views
6. Conclude on the arguments for and against certain philosophical and legal views

## Study Program Learning Outcomes

Communication Sciences

## Screening of student's work

0.5 ECTS	Pohađanje nastave [EN]
0.5 ECTS	Esej [EN]
0.5 ECTS	Istraživanje [EN]
0.5 ECTS	Referat [EN]
0.5 ECTS	Seminarski rad [EN]
0.5 ECTS	Usmeni ispit [EN]
<hr/>	
3 ECTS	

## Week by Week Schedule

1. An introduction to philosophy of law, a list of literature, and student obligations.
2. Basic concepts, topics and directions of the philosophy of law and justice.
3. The beginnings and development of natural law in antiquity.
4. Plato's Laws.
5. Stoic natural law, Cicero, classical Roman law and scholasticism.
6. Rationalist natural law in the new century - from Grotius to Rousseau.
7. The Mind Philosophy of law and the foundation of human rights and freedoms in Kant.
8. Contractual theory of society and the rule of law, private and public law in the Metaphysics of morality
9. The right to resist, the idea of eternal peace and the right of world citizenship.
- 10.
11. Objective spirit, abstract law and morality in Hegel's draft philosophy of law.
12. The Nature of Things and the Integrative Theory of Law by Ronald Dworkin.
13. Legal positivism, general theory of law, historical school of law and interest jurisprudence.
14. Topics, new rhetoric and renewal of natural law theories.
15. Law, order, freedom and justice.

ECTS Credits 3,0

English Level Lo


E-learning Level L1

Study Hours  
Lectures 30

## Grading

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

## Literature

	Platon (1957). <i>Zakoni</i> , Naprijed, Zagreb		Marko Tulije Ciceron (1996). <i>Libri politici. Zakoni - De legibus</i> , Demetra, Zagreb
	Charles Montesquieu (2003). <i>Oduhu zakona</i> , Demetra, Zagreb		Immanuel Kant (1999). <i>Metafizika čudo ređa. Metafizička počela pravnog nauka</i> , Matica Hrvatska, Zagreb
	Georg Wilhelm Friedrich Hegel (1989). <i>Osnovne crte filozofije prava. Apstraktno pravo §§ 1-104</i> , Veselin Masleša / Svjetlost, Sarajevo		Ante Starčević (1894). <i>Predstavke. Djela knj. 2</i> , Tiskara Antuna Scholza, Zagreb (Inačica, Vinkovci)
	Hans Kelsen (2012). <i>Čista teorija prava</i> , Breza, Zagreb		Ronald Dworkin (2003). <i>Shvaćanje prava ozbiljno</i> , Kruzak, Zagreb

## Additional Literature

	Leo Strauss (1971). <i>Prirodno pravo i historija</i> , Veselin Masleša, Sarajevo		Ljubomir Tadić (1983). <i>Filozofija prava</i> , Naprijed, Zagreb
	Pavo Barišić (1988). <i>Utemeljenje filozofije prava u Hegela</i> , Filozofska istraživanja, Zagreb		Branimir Lukšić (1995). <i>Pravo i etika</i> , Filozofska istraživanja, Zagreb
	Miomir Matulović (1996). <i>Ljudska prava. Uvod u teoriju ljudskih prava</i> , Hrvatsko filozofsko društvo, Zagreb		Pavo Barišić (1996). <i>Filozofija prava Ante Starčevića</i> , Hrvatsko filozofsko društvo, Zagreb
	Nikola Visković (2001). <i>Teorija države i prava</i> , Birotehnika, Zagreb		Duško Vrban (2003). <i>Država i pravo</i> , Golden marketing, Zagreb
	Toma Akvinski (2005). <i>Izabrano djelo</i> , Globus, Zagreb		Berislav Perić (2009). <i>Država i pravni sustav</i> , Informator, Zagreb
	Berislav Perić (2009). <i>Struktura prava</i> , Informator, Zagreb		Mile Babić (2010). <i>Hegelova filozofija prava</i> , IKD University press / Hrvatsko filozofsko društvo, Magistrat ; Sarajevo / Zagreb
	Neil MacCormick (2014). <i>Institucije prava. Očel iz teorije prava</i> , Breza, Zagreb		John Rawls (2015). <i>Teorija pravde</i> , Feniks knjiga, Zagreb
	Riccardo Guastini (2018). <i>Sintaksa prava</i> , Breza, Zagreb		Luka Burazin / Mario Krešić / Ivana Tucak (2018). <i>Priručnik za teoriju prava - praktični dio</i> , Breza, Zagreb
	Gustav Radbruch (2019). <i>Filozofija prava</i> , Breza, Zagreb		

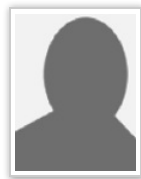
## Similar Courses

- » Philosophy of Law, Oxford

# Philosophy of Myth and Religion

187904

## Lecturer in Charge



izv. prof. dr. sc.  
Ivo Džinić

ECTS Credits	3,0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	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 Program Learning Outcomes

### Philosophy

#### 1. Generic competencies

- 1.03. consider and evaluate the validity of diverse theoretical and practical proposals. taking into account specific characteristics of various areas of life and work environments
- 1.04. cooperate with diverse individuals and groups in discussions and in finding answers to various theoretical and practical issues
- 1.05. resolve conflicts peacefully and rationally. at the same time respecting the opposing sides and their specific points of view
- 1.06. koordinirati rasprave i pružati objašnjavajuće komentare o nizu pitanja društvene, kulturne ili političke naravi
- 1.07. critically and impartially evaluate diverse descriptive and prescriptive beliefs and attitudes on human nature and humans place in the world  
argumentirano i racionalno braniti vlastita filozofska shvaćanja i stavove  
integrirati kritičke modele mišljenja svojstvene raznim filozofskim disciplinama u jedinstvenu sposobnost filozofskog mišljenja  
koristiti više metoda filozofskog objašnjenja i tumačenja  
think in an interdisciplinary manner and respect diverse methodologies and views on specific issues and problems  
resolve conflicts peacefully and rationally. at the same time respecting the opposing sides and their specific points of view  
služiti se uvriježenom filozofskom terminologijom

#### Specifične kompetencije

- tumačiti najvažnija djela pojedinih filozofskih disciplina te kritički analizirati i procijeniti u njima sadržana stajališta i argumente  
ukazati na dodirne točke između suvremene filozofije i drugih humanističkih, društvenih i prirodnih znanosti

## 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

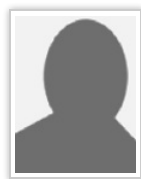
**Similar Courses**

- » Filozofija religije, Oxford
- » Filozofija o Bogu (Teodiceja), Oxford

# Philosophy of Globalization

176935

## Lecturer in Charge



prof. dr. sc.  
Mislav Kukoč

ECTS Credits	3.0
English Level	L0
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15
Grading	
Regularity of attendance, participation in discussion, oral exam	

## Course Description

Reflecting about globalization, its genesis and historical development in the context of Western European philosophical tradition. Conceptual analysis of globalization, and critical consideration of different definitions and approaches to globalization and its various dimensions. Exam subjects should save lectures, mandatory literature (1 title) and 2 titles of electoral literature.

## Learning Outcomes

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

1. Identify the phenomenon, the problem and the process of globalization
2. Explain and differentiate the different dimensions of intricate and complex globalization processes and problems
3. Recognize different approaches to globalization
4. Explain the normative aspects of globalization
5. Argue about the main problems of globalization
6. Apply knowledge of theoretical aspects of globalization to the solution of various practical problems of globalization influences in contemporary social, political, cultural and economic life
7. Recognize and present the social traps arising from the ideology of current neo-liberal globalism promoted by corporations and the dictates of unlimited markets

## Study Program Learning Outcomes

### Philosophy

#### 1. Generic competencies

- 1.04. cooperate with diverse individuals and groups in discussions and in finding answers to various theoretical and practical issues
- 1.05. resolve conflicts peacefully and rationally. at the same time respecting the opposing sides and their specific points of view
- argumentirano i racionalno braniti vlastita filozofska shvaćanja i stavove
- think in an interdisciplinary manner and respect diverse methodologies and views on specific issues and problems
- resolve conflicts peacefully and rationally. at the same time respecting the opposing sides and their specific points of view
- samostalno provoditi znanstvena istraživanja iz područja filozofije i pisati filozofske radove na jasan i organiziran način
- služiti se uvriježenom filozofskom terminologijom

## Screening of student's work

1 ECTS	Pohađanje nastave [EN]
1 ECTS	Seminarski rad [EN]
1 ECTS	Usmeni ispit [EN]
<hr/>	
3 ECTS	

## Forms of Teaching

- » Predavanja
  - » One hour of lecture per week
- » Seminar
  - » One hour of seminar per week

## Week by Week Schedule

1. Plan and program; literature

2. Gnoseological-Methodological Aspects and Dimensions of Globalization: Multidimensionality, Interdisciplinarity, Transdisciplinarity and Multiple Perspectivism of Globalization. Definitions of globalization
3. Conceptual analysis of globalization: globalization, worldization, globalism, universalism, cosmopolitanism, internationalism, globalization
4. The concept of the world in philosophy
5. The History of 'Globalization' - Globalization in the Philosophy of History
6. Globalization and new theoretical paradigms
7. The structure of globalization
8. Economic globalization / globalization of economy
9. Political globalization / globalization of politics: Globalization, the national state and the problem of sovereignty
10. Democracy and Globalization
11. Social aspects of globalization
12. Globalization of Culture: Religion and Globalization
13. Antiglobalist movements and tendencies
14. Neoliberal globalization crisis
15. Globalization in 21st Century: Opportunities of Humanization

### Literature

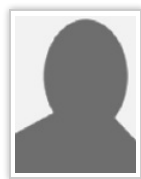


Mislav Kukoč (ur. / Ed.) (2011).  
*Filozofija i globalizacija / Philosophy and  
Globalization*, Hrvatsko filozofsko  
društvo / Croatian Philosophical  
Society, Zagreb

# Political philosophy

201514

## Lecturer in Charge



prof. dr. sc.  
Pavo Barišić

## Course Description

Studying the basic concepts, directions and representatives of the philosophy of politics.

Training students to interpret and critically evaluate the problems of political philosophy.

Developing analytical and synthetic skills in defining and solving policy issues.

## Learning Outcomes

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

1. Define important philosophical and political concepts.
2. Compare points of view and arguments.
3. Analyze theses and points of view.
4. Evaluate theses and views offered
5. Conclude on the settings for and against certain political views.
6. Explain preferences for and against particular political views.

## Study Program Learning Outcomes

Communication Sciences

## Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 1 ECTS Istraživanje [EN]
- 1 ECTS Usmeni ispit [EN]
- 3 ECTS

## Week by Week Schedule

1. An introduction to philosophy of politics, a list of literature, and student obligations.
2. Basic concepts, topics and questions of philosophy of politics.
3. The political community and the determination of the state.
4. Plato's founding of philosophy of politics.
5. Aristotle's Practical Philosophy and the Connection between Ethics and Politics
6. The division and cyclical theories of state constitutions, changes and causes of upheaval, the right to resist
7. Appearance and Being in Politics, Machiavellianism and Anti-Machiavellianism
8. Ruler traits, political success, Republicanism, and civic virtues.
9. From Leviathan to the Theories of Eternal Peace
10. Draft Country Science and Philosophy of World History.
11. Liberal Political Theories from Locke to Rawls
12. Theories of deliberative and cosmopolitan democracy
13. The crisis and directions of contemporary political philosophy
14. Normative philosophy of politics and the rehabilitation of practical philosophy.
15. Politics as a science and as a calling

## Literature



Aristotel (1992). *Politika*, Hrvatska sveučilišna naklada, Zagreb



Niccolò Machiavelli (1985). *Vladar*, Globus, Zagreb

ECTS Credits 3.0

English Level L1

E-learning Level L1 (20%)

Study Hours

Lectures 30

## Grading

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







Thomas Hobbes (2004). *Levijatan*, Naklada Jesenski i Turk, Zagreb



Immanuel Kant (2000). *K vječnom miru. Pravno-politički spisi*, Politička kultura, Zagreb



Georg Wilhelm Friedrich Hegel (1989). *Osnovne crte filozofije prava. Običajnost §§ 142-360*, Veselin Masleša / Svjetlost, Sarajevo



Max Weber (1999). *Vlast i politika*, Jesenski i Turk, Hrvatsko sociološko društvo, Zagreb



John Rawls (2000). *Politički liberalizam*, Kruzak, Zagreb



Hannah Arendt (1991). *Vita activa*, August Cesarec, Zagreb

### Additional Literature



Platon (1977). *Državnik, Sedmo pismo*, Fakultet političkih nauka, Zagreb



Marko Tulije Ciceron (1995). *Libri politici. Država*, Demetra, Zagreb



Aurelije Augustin (1982). *Održavi Božjoj-3*, Kršćanska sadašnjost, Zagreb



Toma Akvinski (1990). *Država (Što je politika, Ovladavini)*, Globus, Zagreb



Toma Akvinski (2005). *Izabrano djelo*, Globus, Zagreb



Niccolo Machiavelli (1985). *Rasprave o prvojdekadi Tita Livija. Izabrano djelo*, Globus, Zagreb



Thomas More (2003). *Utopija*, Globus, Zagreb



John Locke (2013). *Dvije rasprave o vladi*, Naklada Jurčić, Zagreb



Baruch Spinoza (2006). *Politički traktat*, Latina et Graeca, Zagreb



Jean-Jacques Rousseau (2012). *Društveni ugovor*, Feniks knjiga, Zagreb



Johann Gottlieb Fichte (1979). *Zatvorena trgovačka država*, Nolit, Beograd



Alexis de Tocqueville (1995). *O demokraciji u Americi*, Informator, Zagreb



Jacques Maritain (1992). *Čovjek i država*, Globus / Školska knjiga, Zagreb



John Stuart Mill (1989). *Razmatranja o predstavničkojvladavini*, Informator, Zagreb



John Dewey (2004). *Liberalizam i društvena akcija*, Kruzak, Zagreb



Carl Schmitt (2007). *Politički spisi*, Politička kultura, Zagreb



Joachim Ritter (1987). *Metafizika i politika*, Informator, Zagreb

### Similar Courses

» Philosophy and Politics, Oxford

# Post-Renaissance Latinity Genres

144810

## Lecturer in Charge



izv. prof. dr. sc.  
Šime Demo

## Course Description

Student will get familiar with literary genres of European and Croatian Neo-Latin post-Renaissance literature, together with their representatives.

## 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 Program 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 Pohadanje 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.

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

## Grading

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

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/>

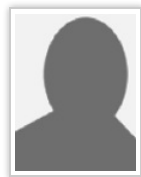
### Similar Courses

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

# Practical Counselling and Helping Skills

173685

## Lecturer in Charge



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 Program Learning Outcomes

### Psychology

#### Critical thinking

reliability, independence and initiative in work  
upholding ethical principles in psychological research and in practising psychology on a daily basis

#### Knowledge and Comprehension

recognising the need and being prepared for continuous professional development  
the outcomes and consequences of professional services  
conducting psychological counselling  
advanced oral communication skills

#### Specific and professional skills

the theoretical approaches, strategies and methods of psychological counselling, as well as the prerequisites for and the process of successful counselling

## 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

Seminar 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 izvođiteljica kolegija*

## Additional Literature



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



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



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



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

## Similar Courses

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

# Practical Exercises in the Methodology of Teaching [Croatology]

144735

## Lecturer in Charge



prof. dr. sc.  
Marko Pranjic

## 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 Program Learning Outcomes

### Croatology

As Croatian linguistic heritage and Croatian standard and literary language all make for crucial elements of Croatian culture, a significant part of the study programme is devoted to those issues. Students are therefore familiar with the relevant facts regarding the Croatian language and literary history, dialectology and standardology. This includes the linguistic heritage of Croats in diaspora. With respect to course subjects dedicated to the norms of contemporary Croatian standard language the students are capable of articulate expression in accordance with these standards and of identifying deviations. Students taking part in the teaching stream of the study programme in Croatology are able to independently transfer knowledge related to the Croatian language, literature and culture in a manner appropriate to primary, secondary and grammar school levels.

### Generic competencies

take part in discussions on professional issues assuming constructive approach  
critically and self-critically evaluate opposing arguments and make their own conclusions  
describe and write excerpts of written and oral presentations of academic and non-academic content  
collect and organize complex bibliographic information relevant to their field of work

### Specific competencies

engage in lifelong professional improvement  
respect the principles of interdisciplinary approach in evaluation of facts within the scope of their work field

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

Teaching Assistant  
Marko Kardum, dr. sc.

## Grading

the final grade is based on the grades of four written papers and the two teaching units' performances, with the follow-up of the teaching activities



## 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]
- 2 ECTS Pismeni ispit [EN]
- 2 ECTS Seminarski rad [EN]
- 5 ECTS

## Forms of Teaching

- » Seminar
  - » students will write four writtenworks on topics of methodology
- » Metodičke vježbe
  - » students will hold two lessons within the course, with the required written preparation

## 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.
8. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
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12. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
13. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
14. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
15. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.

### Literature



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



NCVVO 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



MZO Katalog odobrenih udžbenika za određenu školsku godinu

### Similar Courses

- » Metodika nastave književnosti, Oxford



# Practical Exercises in the Methodology of Teaching [History]

144736

## Lecturer in Charge



doc. 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 Program Learning Outcomes

### History

#### Generic competencies

- conceptually clearly present diverse information and positions. and critically evaluate the credibility of claims. assumptions and arguments presented through various media
- apply methods of explaining and interpreting historical processes
- 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
- interpret and evaluate various historical points of view. including those of Croatian historians. in the context of the science of history
- think in an interdisciplinary manner and respect diverse scientific methodologies and views on specific issues
- use accepted terminology in the historical sciences

## 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]
- 2 ECTS Seminarski rad [EN]
- 2 ECTS Praktični rad [EN]
- 5 ECTS

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	
Seminar	15
Methodology exercises	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.

## 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.
11. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media.
12. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media.
13. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media.
14. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media.
15. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media.

## Literature



(2011). *Nacionalni okvirni kurikulum za predškolski odgoji 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 in Charge



Zdravka Martinić-  
Jerčić,  
lekt.

## 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 Program 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

ECTS Credits 5.0

English Level L1

E-learning Level L2

### Study Hours

Seminar 15

Methodology exercises 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).

## 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]
- 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.
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.
8. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
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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 latinskog jezika*



*Ispitni katalog iz latinskog jezika*



*Katalog odobrenih udžbenika za određenu školsku godinu*

# Practical Exercises in the Methodology of Teaching [Philosophy]

144734

## Lecturer in Charge



doc. dr. sc.  
Marjan Ninčević

## Course Description

The main objective of the course is to prepare students for working in secondary schools. The students are expected to practically apply the knowledge obtained in the fields of Pedagogy, Didactics, and Teaching Methodology of 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 Program Learning Outcomes

### Philosophy

1. Generic competencies
  - 1.02. form and clearly present complex academic and non academic topics in both written and oral
  - 1.05. resolve conflicts peacefully and rationally. at the same time respecting the opposing sides and their specific points of view
  - 1.06. koordinirati rasprave i pružati objašnjavajuće komentare o nizu pitanja društvene. kulturne ili političke naravi

## 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]
- 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,

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	
Seminar	15
Methodology exercises	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.

and written tasks.

Practical application of theoretical bases learned in the Subject Specific Teaching Methodology course to the design of the operational teaching plan. Drawing up the plan according to the calendar for the coming school year, based on the National Curriculum Framework, Teaching plans for philosophy, ethics and logic, and individual Exam catalogues for philosophy, ethics and logic for secondary schools.

» Vježbe u praktikumu

» Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.

## Week by Week Schedule

1. Because this is practical training, lectures boil down to a minimum and refer only to shorter theoretical explanations. The biggest emphasis is put on shorter instructions regarding the writing of seminar papers and on the comments and/or suggestions concerning taught lessons, workshops, and written tasks.  
Practical application of theoretical bases learned in the Subject Specific Teaching Methodology course to the design of the operational teaching plan. Drawing up the plan according to the calendar for the coming school year, based on the National Curriculum Framework, Teaching plans for philosophy, ethics and logic, and individual Exam catalogues for philosophy, ethics and logic for secondary schools.  
Pointing out the importance of permanent professional development of teachers through designing a Professional Development Plan and referring the students to the web sites of the Education and Teacher Training Agency, Ministry of science, education, and sports, and domestic and foreign pedagogical literature.

In accordance with the requirements of contemporary didactics and teaching methodology, where the importance of individual work is pointed out, the students will be required to design and organize a creative workshop on a selected topic. The learning outcomes determined by the National Curriculum Framework have to thereby be accomplished (the fields of social sciences and humanities).

The students' attention will be drawn to the importance of class teaching lessons as the form of work aimed at getting to know the students, their needs and problems, coming together with one's students, and a more complete educational work. The students are expected to draw up and present The Class-Teaching Plan.

The cooperation between families and school will be pointed out through one of its forms – the parent meeting. The stress will thereby be put on the need to put parents in the role of active participants, and not passive listeners. The students are required to design and plan one parent meeting.

Taking into consideration the importance of practicing in teaching and the State Graduation Exam, this course will demand of the students to compile several forms of written exams. The students will thereby be directed to consult the National curriculum framework, Teaching plans and textbooks for philosophy, ethics and logic, and Exam questions catalogues.

The students will in this course be taught how to draw up a simple questionnaire for getting feedback on their teaching or testing the expectations, opinions, or attitudes of the students and/or parents.

2. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
3. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
4. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
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.
8. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
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11. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.

12. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
13. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
14. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
15. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.

### Literature



*Nastavni plan i program iz filozofije*



*Ispitni katalog iz filozofije i Ispitni katalog iz etike*



*Katalog odobrenih udžbenika za određenu školsku godinu*

### Similar Courses

- » Seminar iz metodike nastave filozofije I, Oxford



# Practical Exercises in the Methodology of Teaching [Psychology]

144738

## Lecturer in Charge



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 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 Program Learning Outcomes

### Psychology

#### Critical thinking

the educational application of the theories of learning and motivation. planning and evaluating the educational process. as well as classroom dynamics  
reliability. independence and initiative in work

#### Specific and professional skills

theoretical models and empirical data on the specific components of human cognition (attention. memory. language. problem solving. evaluation and decision-making. cognitive development. consciousness)

## 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<sup>1</sup> Pohadanje nastave [EN]

ECTS<sup>4</sup> 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<sup>5</sup>

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

## Teaching Assistant

Ivana Hanzec Marković, dr. sc.

## Grading

Students will be evaluated during the semester.



## 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.
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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 in Charge



doc. dr. sc.  
Katarina Dadić

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

## Grading

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

## Course Description

The main objective of the course is to prepare students for working in secondary schools. The students are expected to practically apply the knowledge obtained in the fields of Pedagogy, Didactics, and Teaching Methodology of sociology by actually teaching classes. The objective is that the students master basic teaching methods and forms, using thereby contemporary media, and be able to encourage (their future) students as much as possible to be cooperative by designing and implementing various creative workshops

## Learning Outcomes

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

1. Write the operational teaching plan for a school year, sticking thereby to established didactic and methodological rules as well as to legal regulations.
2. Write a professional development plan.
3. Design written lesson plans
4. Plan in writing at least two lessons selected from an approved textbook
5. Design and teach at least two lessons selected from an approved textbook.
6. Design and hold a creative workshop on a selected topic.
7. Design a questionnaire for self-evaluation and evaluation of teachers.
8. Plan several forms of written exams

## Study Program Learning Outcomes

### Sociology

#### Research and research work presentation

by selecting one of the modules offered one expands and refines previously gained competencies by focusing on different groups of knowledge. such as the sociology of development and safety. cultural anthropology. gender and European studies

#### Critical thinking

reliability. independence and initiative

#### Knowledge and understanding

recognising the need and being prepared for continuous professional development  
evaluation of the outcomes and consequences of professional services

#### Specific and professional skills

having graduated from the teaching stream of the study. a license for teaching at all levels of education is acquired

## 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.
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### 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 in Charge



Vine Mihaljević,  
izv. prof. dr. sc.

## Course Description

The aim of the course is to apply the acquired basic theoretical knowledge of research methods of mass communication through the implementation of independent research. Practicum educates and prepares students for the proper use of scientific methods to study mass communication.

## Learning Outcomes

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

1. Describe and define quantitative research methods
2. Demonstrate ability to independently design topic and subject of a research and write its plan
3. Create an analytical matrix and questionnaire and conduct content analysis and survey
4. Describe the research results and write research reports
5. Demonstrate ability to independently conduct an empirical quantitative research
6. Describe and process the results of quantitative research and data analysis and processing
7. Demonstrate ability practical application of theoretical and methodological knowledge

## Study Program Learning Outcomes

### Communication Sciences

#### Complementary competencies

apply different scientific and social science research methods which are used in communication sciences

identify and interpret in an argued manner the interdisciplinary nature of communication sciences by linking the specific segments of the history of communication sciences with the corresponding segments of the history of humanities and social sciences

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

independently conduct scientific research in the area of communication sciences and write scientific papers in a clear and organised manner

#### Specific competencies

the ability to engage in the practical application of theoretical knowledge in the field of communication sciences

the ability to participate in professional and interdisciplinary teamwork

expertly and professionally apply the acquired specialist theoretical and practical knowledge in the field of media and journalism, public relations and scientific research in communication sciences

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

## Forms of Teaching

ECTS Credits 3,0

English Level L2

E-learning Level L1

Study Hours

Seminar 15

Practicum 30

Teaching Assistant

Sabrina Đaković, mag. nov.

Grading

40% written exam, 40% research (research report), 20% attendance

## » 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

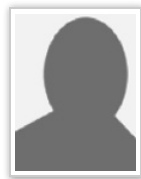
- » Metode istraživanja medijskog teksta, Oxford
- » Metode istraživanja masovih publika, Oxford



# Practicum in Experimental Biological Psychology

173658

## Lecturers in Charge



doc. dr. sc.  
Sanja Darmopil



doc. dr. sc.  
Milan Radoš

ECTS Credits	3.0
English Level	L2
E-learning Level	L1
Study Hours	
Lectures	15
Practicum	15
Grading	
Refer to: Practicum in Biological Psychology	

## Course Description

The overall objective of the course is acquisition of theoretical knowledge and practical skills to work in neuroscience laboratories in the field of experimental psychology.

## Learning Outcomes

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

1. Apply the main techniques of neuroscience research,
2. Explain functioning of the basic research laboratories
3. Explain indications for use of one or another technique and their limitations
4. Explain functions of basic and clinical laboratories
5. Explain principles of imaging techniques and learn their performance

## Study Program Learning Outcomes

Psychology

Critical thinking

reliability, independence and initiative in work

Knowledge and Comprehension

recognising the need and being prepared for continuous professional development

advanced oral communication skills

Specific and professional skills

the ability to participate in interdisciplinary teamwork

## General Competencies

Students will receive an overview of the main methods of research in neuroscience and receive an insight into how the collected basic information about the structure and function of the nervous system. Also, students who are interested in scientific work can get a more detailed insight into the areas of research that they find interesting and become familiar with the operation of the laboratory.

Critically assess theoretical knowledge of basic psychology and its relationship with various branches of applied psychology.

## Screening of student's work

0.3 ECTS	Pohadanje nastave [EN]
0.2 ECTS	Ekperimentalni rad [EN]
2.5 ECTS	Seminarski rad [EN]
<hr/>	
3 ECTS	

## Forms of Teaching

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

## Week by Week Schedule

1. P1 (1h) Experimental research methods in neuroscience
2. P2 (1h) - Clinical research methods in neuroscience
3. P3 (2h) - Methods of molecular biology and genetics in neuroscience
4. P4 (2h)- Methods of analysis of materials that are process with basic methods of neuroscience
5. P5 (2h) - Ethical principles in clinical research in neuroscience
6. P6 (2h) - Cognitive testing and longitudinal tracking of psychological development in the laboratory for cognitive research

7. P7 (2h) - Brain imaging methods
  8. P8 (1h) - Methods of functional brain imaging: EEG, PET, fMRI, MEG
  9. P9 (2h) - A multidisciplinary approach to the monitoring of children with developmental disorders and assessment of cognitive outcomes: review of the implementation of scientific research in the routine diagnosis
  10. S1 (2h) - work in a neurohistology laboratory
  11. S2 (2h) - Working in the laboratory for immunohistochemistry and in situ hybridization
  12. S3 (2h) - Working in a virtual immunology laboratory
  13. S4 (2h) - Virtual and practical demonstration of neurophysiological laboratory functioning
  14. S5 (2h) - Demonstration of work with children in a neuropsychology laboratory
  15. Demonstration of live magnetic resonance imaging
- S7 (2h) - - Demonstration of quantitative analysis of postmortem brain processed histologically or recorded by magnetic resonance imaging
- S8 (1h) - - Demonstration of work in a EEG lab

## Literature



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

# Prejudice and Discrimination Prevention

57198

## Lecturer in Charge



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 Program Learning Outcomes

Sociology

## 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

## Screening of student's work

1 ECTS	Pohađanje nastave [EN]
1 ECTS	Esej [EN]
1 ECTS	Kolokviji [EN]
0.5 ECTS	Referat [EN]
0.5 ECTS	Seminarski rad [EN]
<u>4 ECTS</u>	

## Forms of Teaching

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

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	15
Practicum	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).



## 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

# Production process in the Media

64751

## Lecturer in Charge



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 Program Learning Outcomes

Communication Sciences

## 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, Berkeley and Los Angeles



Malović, S. (2005) *Osnove novinarstva, Zagreb: Golden marketing - Tehnička knjiga, odabrane stranice*



Kipphan, Helmut (2001) *Handbook of print media technologies and production methods*, Berlin: Springer, odabrane stranice



Anderson M. Bonnie (2010) *News Flash: Journalism, Infotainment and the Bottom-Line Business of Broadcast News*

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours  
Practicum 30

Teaching Assistants  
Andreja Bratić, dipl.nov.  
Dajana Šošić, dipl.nov.

Grading  
Exercise participation 30%; Task fulfillment 70%.





# Production Thesis

126008

## Teaching Assistants



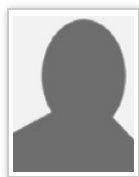
Petrana Brečić,  
doc. dr. sc.



Gordana Buljan-  
Flander,  
prof. dr. sc.



Renata Franc,  
prof. dr. sc.



doc. dr. sc.  
Zrinka Greblo  
Jurakić



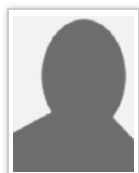
doc. dr. sc.  
Jelena Maričić



prof. dr. sc.  
Zdravko Petanjek



Miroslav Rajter,  
doc. dr. sc.



Iva Šverko,  
izv. 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 Program Learning Outcomes

### Psychology

the biopsychosocial model of health and illness. the field of health psychology. communication between healthcare practitioners and patients. as well as provision of support and counselling for patients and their families

a comprehensive range of activities carried out by psychologists employed in the field of human resources

### Critical thinking

the educational application of the theories of learning and motivation. planning and evaluating the educational process. as well as classroom dynamics

reliability. independence and initiative in work

upholding ethical principles in psychological research and in practising psychology on a daily basis

## General Competencies

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

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

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

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

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

## Screening of student's work

5 ECTS Pohađanje nastave [EN]

5 ECTS Kolokviji [EN]

3 ECTS Referat [EN]

5 ECTS Usmeni ispit [EN]

18 ECTS

## Week by Week Schedule

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

## Literature



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



# Production Thesis

193872

## 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 Program Learning Outcomes

Psychology

## General Competencies

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

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

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

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

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

## Week by Week Schedule

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

## Literature



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

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	
Seminar	30
Grading	
50% the written thesis, 50% the oral presentation before a three-member committee.	

# Psychoimmunoneurology

53816

## Lecturer in Charge



prof. dr. sc.  
Dalibor Karlovic

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

### Grading

Students are graded based on their seminar papers and the written exam (two preliminary exams or one written exam).

## Course Description

The students will acquire knowledge in the field of psychoneuroimmunology, and will be enabled to take part in interdisciplinary work with other experts in the field of biomedical sciences. They will be provided insight into the definition of psychoneuroimmunology and its development to date, the basic functioning of the immune system, the interaction of the nervous, endocrine and immune systems. They will gain understanding of the influence of psychological processes on the immune system (the impact and effects of stress, depression, humor) and gain insight into the processes for enhancement of the immune system. The students will be taught to recognize all the advantages and limitations of particular research methods in the field of psychoneuroimmunology, and become capable of critical analysis of new knowledge.

## Learning Outcomes

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

1. Apply the basic knowledge in the field of psychoneuroimmunology.
2. Analyze the findings obtained through research methods, evaluating the limitations of the used methodology.
3. Explain, discuss and draw conclusions about the possible impact of psychological factors on the immune and endocrine system and consequently on the health of the individual.
4. Explain and discuss the development of psychological methods for enhancement of immune system.

## Study Program Learning Outcomes

Psychology

## General Competencies

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

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

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

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

## Week by Week Schedule

1. Definition of psychoneuroimmunology.
2. Overview of the development of psychoneuroimmunology.
3. The basic functioning of the immune system.
4. The interaction of the nervous, endocrine and immune system.
5. Theory of "mind-body" connection.
6. Preliminary exam.
7. The impact of psychological processes on the work of immune system (the impact and effects of stress, depression, humor).
8. The impact of psychological processes on the work of immune system (the impact and effects of stress, depression, humor).
9. The impact of psychological processes on the work of immune system (the impact and effects of stress, depression, humor).
10. The impact of psychological processes on the work of immune system (the impact and effects of stress, depression, humor).
11. The impact of psychological processes on the work of immune system (the impact and effects of stress, depression, humor).
12. Presentation of student reviews.
13. Processes for enhancement of the immune system.

14. Processes for enhancement of the immune system.
15. Overview, preliminary exam.

### Literature

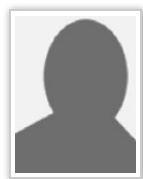


J. Daruna *Introduction to psychoneuroimmunology*, Academic press Elsevier. London.

# Psychological Counselling

173598

## Lecturer in Charge



Gordana Buljan-Flander,  
prof. dr. sc.

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

## Grading

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

## Course Description

Through this course the students will learn the basics of psychological counseling which includes: definition of counseling, recognizing the difference between counseling and psychotherapy, the historical development of psychological counseling, adopting and applying the skills of active listening, the skills of showing understanding, clarifying difficulties and relaxation, the evaluation of thoughts and behavior, the assessment of feelings and physical reactions and they will learn of the opportunities for counseling work in Croatia.

## Learning Outcomes

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

1. Define the theory of psychological counseling.
2. Compare and critically evaluate the advantages and disadvantages of different theories of counseling and psychotherapy.
3. Describe and analyze the historical facts and early development of psychological counseling.
4. Evaluate the basic principles and methods of psychological counseling.
5. Compare counseling and psychotherapy.
6. Describe, analyze and recognize when to apply which techniques and skills of psychological counseling.

## Study Program Learning Outcomes

### Psychology

#### Critical thinking

planning interventions and programmes which will enhance the living conditions and the development of individuals, families and communities  
upholding ethical principles in psychological research and in practising psychology on a daily basis

#### Knowledge and Comprehension

recognising the need and being prepared for continuous professional development  
applying skills in conducting clinical interviews and planning further clinical evaluations on the basis of obtained data  
the outcomes and consequences of professional services  
conducting psychological counselling  
advanced oral communication skills

#### Specific and professional skills

the ability to engage in the practical application of theoretical knowledge in various fields of applied psychology  
the theoretical approaches, strategies and methods of psychological counselling, as well as the prerequisites for and the process of successful counselling

## 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 Pohadanje nastave [EN]
- 1 ECTS Kolokviji [EN]
- 1 ECTS Pismeni ispit [EN]
- 1 ECTS Usmeni ispit [EN]

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- 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 po maganju*, Jastrebarsko: Naklada Slap



Kozarić Kovačić, D., Frančšković, T. (ur.) (2014). *Crnković, M., Buljan Flander, G. Savjetovanje (poglavlje) u Psihoterapijski pravci*, Medicinska naklada

# Psychological Testing Skills and Clinical Interview

188782

## Lecturer in Charge



doc. 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 Program Learning Outcomes

### Psychology

#### Critical thinking

selecting the appropriate research methods and strategies for intervention in accordance with the attributes of members of different social groups and cultures. as well as the specific features of their environmental and social contexts

upholding ethical principles in psychological research and in practising psychology on a daily basis

#### Knowledge and Comprehension

applying skills in conducting clinical interviews and planning further clinical evaluations on the basis of obtained data

#### Specific and professional skills

the ability to participate in interdisciplinary teamwork

the ability to engage in the practical application of theoretical knowledge in various fields of applied psychology

## Screening of student's work

0.5 ECTS	Pohađanje nastave [EN]
1 ECTS	Pismeni ispit [EN]
0.5 ECTS	Seminarski rad [EN]
1 ECTS	Praktični rad [EN]
<hr/>	
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)

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours  
Practicum 30Teaching Assistant  
Danijela Žakić-Milas, dr. sc.

### 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)

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 intervju*, Naklada Slap



Gary Groth-Marnat (2009). *Handbook of Psychological Assessment*, John Wiley & Sons

### Similar Courses

» clinical psychology, Oxford

# Psychology in Croatian Literature

172611

## Lecturer in Charge



doc. dr. sc.  
Lovorka Brajković

## 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 Program Learning Outcomes

### Philosophy

#### 1. Generic competencies

- 1.01. pratiti i adekvatno reproducirati pisana i usmena izlaganja složenih akademskih i neakademskih sadržaja
- 1.02. form and clearly present complex academic and non academic topics in both written and oral
- 1.03. consider and evaluate the validity of diverse theoretical and practical proposals. taking into account specific characteristics of various areas of life and work environments
- 1.04. cooperate with diverse individuals and groups in discussions and in finding answers to various theoretical and practical issues
- 1.05. resolve conflicts peacefully and rationally. at the same time respecting the opposing sides and their specific points of view
- 1.06. koordinirati rasprave i pružati objašnjavajuće komentare o nizu pitanja društvene. kulturne ili političke naravi
- 1.07. critically and impartially evaluate diverse descriptive and prescriptive beliefs and attitudes on human nature and humans place in the world

### 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

### Specific competencies

### Croatology

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Dunja Jurić Vukelić, mag. psych.

Grading

Evaluation of students' work is fully carried out through the fulfillment of obligations during the semester. Writing preparation and presentation are evaluated individually.



analyse the facts within the scope of work  
analyse and weigh the justification for use of varying theoretical approaches

#### Generic competencies

take part in discussions on professional issues assuming constructive approach  
critically and self-critically evaluate opposing arguments and make their own conclusions  
describe and write excerpts of written and oral presentations of academic and non-academic content  
present their knowledge and conclusions both in writing and orally in a clear manner and based on valid arguments

#### Specific competencies

#### History

##### Generic competencies

integrate critical models of thinking characteristic for various historical disciplines into a comprehensive ability of historical thinking  
coordinate discussions and provide explanatory comments on a number of issues of social, cultural and political nature  
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

##### Specific competencies

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

#### Sociology

##### Specific and professional skills

problem-solving abilities  
the ability to participate in interdisciplinary teamwork  
the ability to independently plan, organise and conduct sociological research

### 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 folklor*, 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 in Educational evaluation.Croatian and International Perspective

181161

## Lecturer in Charge



Natalija Ćurković,  
pred. dr. sc.

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

## Course Description

### Study Program Learning Outcomes

#### Psychology

##### Critical thinking

- advanced statistical methods and the theory of psychological tests
- the educational application of the theories of learning and motivation. planning and evaluating the educational process. as well as classroom dynamics

##### Knowledge and Comprehension

- applying psychodiagnostic instruments and interpreting test results
- the ability to appropriately communicate research results and professional achievements. in both oral and written form. to an interdisciplinary specialist audience as well as a non-specialist audience
- analysis and evaluation of research and professional papers in the wider field of social sciences. and particularly in the specific field of psychology. in which advanced statistical methods have been used

##### Specific and professional skills

- the ability to apply advanced statistical and methodological knowledge in order to address specific research issues
- the ability to independently plan. organise and conduct psychological research
- the ability to participate in interdisciplinary teamwork
- the ability to independently validate psychometric characteristics of research instruments

### Screening of student's work

0.5 ECTS Pohadanje nastave [EN]
2.5 ECTS Kolokviji [EN]
<hr/> 3 ECTS

### Literature



AERA, APA, NCME (2006). *Standardi za pedagoško i psihološko testiranje*, Naklada Slap, Jastrebarsko



Vizek-Vidović, V., Rijavec, M., Vlahović-Štetić, V. i Miljković, D. (2014). *Psihologija obrazovanja*, VERN, Zagreb

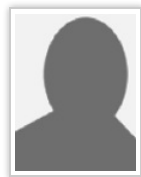


The Association of Educational Assessment – Europe (2012). *European framework of standards for educational assessment 1.0*, Edizioni Nuova Cultura, Rim

# Psychology of Advertising

206651

## Lecturer in Charge



doc. 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 Program Learning Outcomes

### Communication Sciences

#### Complementary competencies

responsibility. ethical approach. autonomy and initiative in their work  
advanced social skills  
advanced oral and written communication skills

#### Specific competencies

the ability to engage in the practical application of theoretical knowledge in the field of communication sciences  
the ability to participate in professional and interdisciplinary teamwork

### Psychology

#### Critical thinking

reliability. independence and initiative in work

#### Knowledge and Comprehension

advanced oral communication skills  
advanced social skills

#### Specific and professional skills

the ability to engage in the practical application of theoretical knowledge in various fields of applied psychology  
the ability to participate in interdisciplinary teamwork

## 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

ECTS Credits 3,0

English Level Lo

E-learning Level L1

Study Hours  
Seminar 30Teaching Assistant  
Lea Andreis, mag. psych.Grading  
30% Individual task of creating ads,  
70% group tasks of creating a  
campaign

4. Psychological basics underlying print, radio and TV advertising
5. Psychological basics underlying Facebook advertising
6. Psychological basics underlying Google advertising (Google AdWords) and analytics (Google Analytics)
7. Digital marketing agency simulation
8. Podcasts, Twitter, Youtube and Instagram
9. Psychological determinants of UX, web, and mobile apps
10. Newsletters and guerilla e-mail marketing
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. Planning, Optimizing and Integrating Online Marketing.*, New York: Routledge.



Powers, R. i Chaffey, D. (2012). *Briliant B2B Digital Marketing.*, Smart Insights Marketing Intelligence.



Palmatier, R. i Crecelius, A (2019). *The „first principles“ of marketing strategy.*, AMS Reviews, (9 )



*Zakon o zaštiti potrošača (Narodne novine, broj 41/14, 110/15, 14/19)*



*Zakon o provedbi Opće uredbe o zaštiti podataka (Narodne novine, broj 42/18)*

### Similar Courses

- » Psychology of Advertising, Oxford

# Psychology of Mass Media and Mass Communication

64750

## Lecturer in Charge



doc. dr. sc.  
Dario Vučenović

## Course Description

The aim of this course is to introduce students to the psychological effects and findings of media and mass communication research, with their significance for the development of communication science and emerging social phenomena.

## Learning Outcomes

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

1. Define, describe and explain the relationship between psychology and the media and the central problems of this relationship.
2. Apply, classify and distinguish professional terminology.
3. Identify, differentiate, evaluate and critically evaluate media effects on the media audience and society in general.
4. Prepare and conduct scientific research in the field of communication 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 Program Learning Outcomes

### Communication Sciences

#### Complementary competencies

conceptually clearly present diverse information and positions. and critically evaluate the credibility of claims. assumptions and arguments presented through various media responsibility. ethical approach. autonomy and initiative in their work think in an interdisciplinary manner and respect diverse scientific methodologies and views on specific issues advanced oral and written communication skills advanced social skills

#### Specific competencies

in written and oral form present complex academic and non-academic topics in a clear and well-argued manner point out the common aspects between contemporary communication sciences and other humanities and social sciences

## 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

2.5 ECTS Pismeni ispit [EN]

2.5 ECTS Seminarski rad [EN]

5 ECTS

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Lea Andreis, mag. psych.

Grading

50% seminar paper; 50% written exam

## 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 Vučenocić, D. (2011). *Komunikacija odgaja-odgojkomunicira: 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). *Mediji 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 in Charge



doc. dr. sc.  
Dario Vučenović

## Course Description

The aim of this course is to introduce students to the psychological effects and findings of media and mass communication research, with their significance for the development of communication science and emerging social phenomena.

## Learning Outcomes

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

1. Define, describe and explain the relationship between psychology and the media and the central problems of this relationship.
2. Apply, classify and distinguish professional terminology.
3. Identify, differentiate, evaluate and critically evaluate media effects on the media audience and society in general.
4. Prepare and conduct scientific research in the field of communication science using modern scientific research methods and write scientific papers in a clear and organized manner.
5. Apply the oral and written communication and presentation skills in Croatian (with a summary of the main conclusions in English).
6. Explain and understand interdisciplinary nature of psychological research

## Study Program Learning Outcomes

### Psychology

#### Critical thinking

reliability, independence and initiative in work

#### Knowledge and Comprehension

the ability to appropriately communicate research results and professional achievements, in both oral and written form, to an interdisciplinary specialist audience as well as a non-specialist audience

advanced social skills

advanced oral communication skills

#### Specific and professional skills

the ability to participate in interdisciplinary teamwork

the ability to engage in the practical application of theoretical knowledge in various fields of applied psychology

skills of logical and predominantly rational inference with regard to specific psychological phenomena, as well as their evaluation

## Screening of student's work

1.5 ECTS Pismeni ispit [EN]

1.5 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
7. Media supervision: law regulations and ethical principles
8. Media in the educational context

ECTS Credits 3,0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Lea Andreis, mag. psych.

Grading

50% seminar paper; 50% written exam



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-odgojko municira: 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). *Mediji mladi: prevencija ovisnosti o medijskoj manipulaciji*, Zagreb: Sveučilišna knjižara

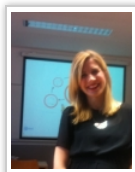
## Similar Courses

- » Uvod u medijske sustave, Oxford

# Psychology of Organisational Behaviour

53867

## Lecturer in Charge



doc. dr. sc.  
Maša Tonković  
Grabovac

## 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 Program Learning Outcomes

### Psychology

a comprehensive range of activities carried out by psychologists employed in the field of human resources

### Critical thinking

devising and conducting psychology-related projects and interventions in the workplace

reliability. independence and initiative in work

organising and conducting psychological tests and interviews. and interpreting the results in the course of the professional recruitment process

the field of personality psychology. as well as critical evaluation and the application of new knowledge in different fields of psychology

upholding ethical principles in psychological research and in practising psychology on a daily basis

### Knowledge and Comprehension

recognising the need and being prepared for continuous professional development

applying psychodiagnostic instruments and interpreting test results

the ability to appropriately communicate research results and professional achievements. in both oral and written form. to an interdisciplinary specialist audience as well as a non-specialist audience

analysis and evaluation of research and professional papers in the wider field of social sciences. and particularly in the specific field of psychology. in which advanced statistical methods have been used

advanced oral communication skills

advanced social skills

social insight and group processes and influences

Specific and professional skills

ECTS Credits 4.0

English Level L1

E-learning Level L1 (7%)

Study Hours

Lectures 30

Seminar 15

Teaching Assistant

Marija Tičić, mag. psych.

Grading

Attendance 10%, paper 20%, two colloquia or final exam 70%.



the ability to engage in the practical application of theoretical knowledge in various fields of applied psychology  
 the ability to participate in interdisciplinary teamwork  
 the foundations of humanistic and psychodynamic perspectives, cognitive-behavioural and integrative psychotherapy, as well as the fields in which these should be applied  
 a high level of integration and critical evaluation of various theories, paradigms and methodological approaches within the basic and applied fields of psychology  
 skills of logical and predominantly rational inference with regard to specific psychological phenomena, as well as their evaluation

### 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]
<hr/>	
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.*

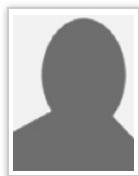
### Similar Courses

- » Psychology in Organisations: Engagement, Culture and Leadership, Oxford

# Psychosocial adaptation of Croatian war veterans in war and devastation

188789

## Lecturers in Charge



doc. dr. sc.  
Lovorka Brajković



doc. dr. sc.  
Jelena Maričić

## 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 Program Learning Outcomes

### Psychology

#### Critical thinking

selecting the appropriate research methods and strategies for intervention in accordance with the attributes of members of different social groups and cultures. as well as the specific features of their environmental and social contexts

planning interventions and programmes which will enhance the living conditions and the development of individuals. families and communities

upholding ethical principles in psychological research and in practising psychology on a daily basis

#### Knowledge and Comprehension

recognising the need and being prepared for continuous professional development

applying the knowledge of the specific features of Croatian culture in the interpretation of research results and when planning interventions and programmes in the community

the outcomes and consequences of professional services

conducting psychological counselling

#### Specific and professional skills

the ability to participate in interdisciplinary teamwork

the ability to engage in the practical application of theoretical knowledge in various fields of applied psychology

the theoretical approaches. strategies and methods of psychological counselling. as well as the prerequisites for and the process of successful counselling

theoretical models and empirical data on the specific components of human cognition (attention. memory. language. problem solving. evaluation and decision-making. cognitive development.

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	
Seminar	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).

consciousness)  
the influence of the social context and social changes on human development

### Screening of student's work

- 1 ECTS Pohadanje 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



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 in Charge



prof. dr. sc.  
Danijel Labaš

## 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 Program Learning Outcomes

Communication Sciences

## 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

ECTS Credits 4.0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Dražen Maleš, mag. comm.

Grading

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



**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

## Lecturers in Charge



prof. dr. sc.  
Danijel Labaš



Ivana Jeleč,  
pred.

## Course Description

Public Relations Practicum was conceived as a course which through interactive work, individual and in groups, links previously mastered theoretical and practical knowledge with the requirement of performing professional tasks in the future working environment. The practicum covers various writing skills, strategic planning, organization, practical approach to the issues of PR and simulations of real situations from the environment. The course expects active participation because it includes an introduction in which the students will be given advice on the subject and a practical part in which the students will be required to carry out exercises and simulations. The course includes a final assignment on the topic chosen by individual students. The assignment can be of any form and content which fall under the practical application of public relations. The final assignment serves as the basis of the final grade and periodical tasks are also taken into consideration for this purpose.

## 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 Program Learning Outcomes

### Communication Sciences

#### Complementary competencies

conceptually clearly present diverse information and positions, and critically evaluate the credibility of claims, assumptions and arguments presented through various media  
apply different scientific and social science research methods which are used in communication sciences

responsibility, ethical approach, autonomy and initiative in their work

consider and evaluate the validity of diverse theoretical and practical proposals, taking into account specific characteristics of various areas of life and work environments

advanced oral and written communication skills

advanced social skills

use accepted professional terminology in different areas of communication sciences

#### Specific competencies

the ability to engage in the practical application of theoretical knowledge in the field of communication sciences

the ability to participate in professional and interdisciplinary teamwork

the ability to engage in the practical application of theoretical knowledge in the fields of journalism and public relations

expertly and professionally apply the acquired specialist theoretical and practical knowledge in the field of media and journalism, public relations and scientific research in communication sciences

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

## General Competencies

Apply, classify and distinguish professional terminology used in the public relations practice; Expertly and professionally apply the acquired specialist and practical knowledge to working in public relations; Demonstrate accountability, professional ethics, autonomy and initiative in work; Apply skills of verbal and written communication and presentation skills in the Croatian language ;

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours  
Practicum 30

Teaching Assistant  
Davor Trbušić, mag. comm.

### 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.



## Screening of student's work

- 1 ECTS Pohadanje 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. 1. RESEARCH 2) Analysis of the organization: A) INTERNAL ENVIRONMENTAL ANALYSIS  
Answer the following key questions:  
What is the quality of services / products the organization offers?  
What is the particularity of the organization in relation to the others in the same sector?  
What is the mission/purpose of the organization?  
How does the problem/opportunity fit into an organization's mission?  
What are the communication and financial resources available?  
What kind of obstacles in the internal environment are encountered PR professionals?
4. 1. RESEARCH 2) Organization Analysis: B) ANALYSIS OF PUBLIC PERCEPTION  
Answer the following key questions:  
What is organization's visibility: how many people know the organization, what do they know about how accurate this information is?  
What is organization's reputation: how do people value what they see/hear about the organization? How do you intend to influence on the reputation?
5. 1. RESEARCH 2) Organization Analysis: C) ANALYSIS OF EXTERNAL ENVIRONMENT  
Answer the following key questions:  
Who supports the organization? What is known about supporters?  
Who is the main competitor to the organization? What is known about the competition?  
Are there (significant) opponents of the organization? What is known about the opponents?  
Is there anything in the environment that could limit the success of a communication plan?
6. 1. RESEARCH 3) Public analysis: a) identify publics by key categories; b) determine key publics for a strategic communication plan.
7. 1. RESEARCH 3) Analysis of publics: c) analysis of key public with regard to:  
1) project; 2) organization; 3) communication behavior; 4) psychological and character performances; 5) demographic characteristics.
8. 2. PLANNING 1) Define goals with regards to reputation, to relationship and/or to management task.  
Define objectives with regard to awareness, acceptance and action.
9. 2. PLANNING: 2) create a strategy for achieving the goals and objectives of a strategic communication plan.
10. 2. PLANNING/STRATEGY: 3) Develop strategic message for a communication plan:  
I. Suggest the source of information: who are suitable people to present the message?  
II. Determine the appeal of messages: which appeals will the message use?  
III. Develop verbal and nonverbal communication: design arguments/evidence and their order; create message content; create nonverbal communication.  
IV. Design a slogan.
11. 3. ACTION/TACTICS: 1) Select communication tactics in accordance with the designed strategy and set goals and objectives of the strategic communication plan.  
Choose:  
a) tactics of interpersonal communication,  
b) tactics for owned media,  
c) tactics for earned media,  
d) advertising and promotional tactics.  
  
For each selected tactic, determine:  
Periodicity: how many times to repeat a certain tactic?  
Tasks: determine the tasks needed to realize for each tactic.  
Time: determine the time needed for realizing the selected tactics; match the time limit set by goals.  
Responsibilities: determine persons needed to accomplish the selected tactics.

12. 3. ACTION/TACTICS: 2) Implementation: A) Provide a schedule for each campaign tactics  
In the TABLE format, show the timeline of tactics. Match the time limit set by goals.
13. 3. ACTION/TACTICS: 3) Implementation: B) CAMPAIGN BUDGET:  
Make a budget according to tactics.  
Make budget according to: staff, materials, costs of media, equipment and space, administration.  
Make the total budget: what is the total cost of the project?
14. 4. EVALUATION: 1) Evaluation of strategic plan:  
Design the measurement of output message goals: message production, message distribution, message costs;  
Design the measurement of objectives regarding the knowledge: exposure of a message, content analysis of the message, distinctiveness of the message;  
Design the measurement of objectives regarding the acceptance: feedback from the key publics, comparison of the results obtained with the goals and objectives;  
Design the measurement of objectives regarding the action: audience participation, direct observation of results.
15. Instructions for final written strategic communication plan, instructions for final presentation and defense of the strategic communication plan.

## Literature



Smith, R. D. (2017). *Strategic planning for public relations*, Routledge



Broom, G.M. (2010). *Cutlips&Centers Učinkoviti odnosi s javnošću*, Mate



van Ruler, B.; Tkalac Verčič, A.; Verčič, D. (ur.) (2010). *Mjerenje i evaluacija u odnosima s javnošću*, Taylor & Francis / HUOJ

# Qualitative Methods in Sociology

202128

## Lecturer in Charge



doc. dr. sc.  
Ivan Balabanić

## Course Description

The aim of the course is to provide for the students an insight into the nature and logic of qualitative research methods in sociology, and, by providing the constant mentorship, to teach them how to design and carry out a qualitative research project and write a complete research report. One of the important goals is to develop students' ability to act as reflexive researchers.

## Learning Outcomes

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

1. Develop a research design
2. Create the qualitative research instruments
3. Apply a sample logic in qualitative research
4. Apply scientific observation, individual interview and focus-group approaches
5. Explain the results of qualitative research
6. Write a research report
7. Develop a "researchers' mind"
8. Use reflexive research approach

## Study Program Learning Outcomes

### Sociology

analysis and interpretation of social phenomena

### Critical thinking

quality of scientific research  
design and implementation of sociological projects  
reliability, independence and initiative  
special analytical and research skills

### Knowledge and understanding

the ability to appropriately communicate research results and professional achievements, in both oral and written form, to an interdisciplinary specialist audience as well as a non-specialist audience

### Specific and professional skills

the ability to independently plan, organise and conduct sociological research

## General Competencies

Upon the successfully passed exam, students will be able to:

Design a research project.

Organize the implementation of a research project.

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

Develop the research question on the subject/process/phenomena of social interest.

Choose the adequate methodological approach or the combination of approaches in investigation of the social phenomena.

Combine the different social research methods in the analyses of the relevant data.

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

Evaluate published sociological research with suggestions of possible improvements.

Write a comprehensive research report in the appropriate disciplinary style and discourse.

Publicly support sociology and the social research methods as being relevant in addressing of the actual social problems and issues.

## Forms of Teaching

- » Predavanja
  - » Lectures with examples and exercise.
- » Metodičke vježbe
  - » Working in teams on team projects.

ECTS Credits 6.0

English Level L2

E-learning Level L2

Study Hours

Lectures 30

Practicum 30

Teaching Assistant

Marica Marinović Golubić, dr. sc.

Grading

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

## Week by Week Schedule

1. Lectures: Introduction to the course. Knowledge assessment. Orientation. Reflexivity.  
Excercises: How to write reflexive research diary. Excercise in writing a first part of the diary.
2. Lectures: What is Qualitative Research? Meanings, Interpretation and Social Construction of Knowledge. The role of theory in qualitative research.  
Excercises: Selection of research topic, introduction to the topic
3. Lectures: Designing Qualitative Research  
Excercises: Goals, purpose and research questions; teamwork selection
4. Lectures: Fieldwork – introduction, ethical, safety and political issues.  
Excercises: Selection of the research method based on research questions
5. Lectures: Reflexivity and self in qualitative research  
Excercises: Creating protocol for qualitative research
6. Lectures: Field notes and recording  
Excercises: Testing the instruments, research techniques
7. Lectures: Sampling in different qualitative methods  
Excercises: Sampling
8. Lectures: Interview method  
Excercises: Informed consent, reporting on research to the ethical committee
9. Lectures: Individual (in-depth) interview  
Excercises: Fieldwork report, introduction to data analyses, data saturation
10. Lectures: Opažanje  
Excercises: Data analyses
11. Lectures: Analyses and presentation of the individual research results; reliability and validity and most common sources of errors and biases  
Excercises: Interpreting research results, defending of reliability and validity of the data
12. Lectures: Presentation of qualitative research results  
Excercises: Making report of research results for the purpose of written and oral presentation
13. Lectures: Using qualitative research data as the basis for quantitative research and for advocating changes in public policies  
Excercises: Oral presentation of research results, code liste presentation
14. Lectures: Visual methods- photography and mapping  
Excercises: Writing a research report
15. Lectures: Qualitative approach in social network research  
Excercises: Presentation of research results for the purpose of advocating of public policy changes

## Literature



Creswell, J.W. (2006). *Qualitative Inquiry & Research Design*, Sage Publications

## Additional Literature



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

# Qualitative Research Methods in Communication Sciences

118528

## Lecturer in Charge



doc. dr. sc.  
Ivan Burić

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15
Grading	
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 Program Learning Outcomes

Communication Sciences

Complementary competencies

- apply different scientific and social science research methods which are used in communication sciences
- follow and adequately reproduce written and oral presentations of complex academic and non-academic topics
- identify and interpret in an argued manner the interdisciplinary nature of communication sciences by linking the specific segments of the history of communication sciences with the corresponding segments of the history of humanities and social sciences

## General Competencies

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

## Week by Week Schedule

1. Purpose and aims of course. Basic concepts of qualitative methods in social sciences, differences between quantitative and qualitative research methods.
2. Theoretical foundations of qualitative research methods: Hermeneutics, phenomenology, ethnomethodology, symbolic interactionism, Chicago sociological school
3. Grounded Theory: Basic principles of grounded theory, grounded theory as a theoretical source of legitimacy of qualitative research methods, theoretical sampling, coding, construction of theoretical concepts on the basis of data
4. Basic principles of sampling and the concept of validity in qualitative research: Sampling in qualitative researches, types of samples in qualitative researches, the concept of validity in qualitative research methods
5. Observations and visual methods: Basic features of observation as research methods, types of observations, conducting of research by observation, visual methods.
6. Interview: Typical purposes of interview, preparing research, design research - regularity in conducting research by interview, data interpretation.
7. Focus groups: What are focus groups? The main benefits of the method, methodological and theoretical reasons of using focus groups, a guide in the focus groups, the role of moderator and the basic principles of moderation, projective techniques - the role and purpose.

8. Ethnographic Research:  
Ethnography: definition, the characteristics of the method, process of the method, examples of ethnography.
9. Qualitative content analysis:  
Definition, the characteristics of the method, process of the method, examples of qualitative content analysis.
10. Case Study:  
A case study: definition, characteristics of the method, advantages and disadvantages of the method;
11. Seminar:  
Observations and visual methods
12. Seminar:  
Interview
13. Seminar:  
Focus groups
14. Seminar  
Case study
15. Mixed Methods Research:  
What are mixed research methods, basic benefits, examples

## Literature



Halmi, Aleksandar (1996). *Kvalitativna metodologija u društvenim znanostima*, Pravni fakultet, Sveučilište u Zagrebu



Milas, Goran (2009). *Istraživačke metode u psihologiji i drugim društvenim znanostima*, Naklada Slap



Halmi, Aleksandar, Crnoja, Josip (2003). *valitativna istraživanja u društvenim znanostima i humanoj ekologiji*, Socijalna ekologija. Vol 12, br. 3.-4.



Tomić Koludrović, Inga, Leborić, Anči (2003). *Sociologija životnog stila*, Jesenski i Turk



Jeđud, Ivana (2007). *Alisa u zemlji čuda – kvalitativna metodologija i metoda utemeljene teorije*, Hrvatska revija za rehabilitacijska istraživanja. Vol 24., br. 2.



Skoko, Božo, Benković, Vanesa (2009). *Znanstvena metoda fokus grupa – mogućnosti, i načini primjene*, Politička misao, Vol 46, br. 3.



# Quantitative Research Methods

144629

## Lecturer in Charge



doc. dr. sc.  
Dario Pavić

## Course Description

Course description

e-learning level 1

english level 1

### Competency

Upon successfully passed exam students will be able to

Apply the advanced statistical terms and information.

Design a research project.

Organize the implementation of a research project.

Use the computer software for the analyses of quantitative data.

Outline causal relationships between the social phenomena.

Develop the research question on the subject process phenomena of social interest.

Choose the adequate methodological approach or the combination of approaches in investigation of the social phenomena.

Evaluate published sociological research with suggestions of possible improvements.

Write a comprehensive research report in the appropriate disciplinary style and discourse.

### Learning Outcomes

1. Explain the logic and phases of quantitative social research
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

ECTS Credits 6.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Practicum 30

### Grading

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



## 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 Measurement characteristics of survey, errors and biases

Excercise Making report on survey results

## 12. Lecture Content analysis

Excercise Selection of content analysis topic; making of research design, preliminary analyses

## 13. Lecture Analytical matrix

Excercise Designing analytical matrix

## 14. Lecture Sample in content analysis

Excercise Sampling, analyzing

## 15. Lecture Analysis of redundancy, making report

Excercise Data analyses, reporting on results

## Grading

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

**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 Program Learning Outcomes**

Sociology

Complementary skills

communication skills. oral and written interpretation of professional and scientific material.  
 negotiation skills  
 use of computer programmes for advanced statistical analysis and access to databases  
 Critical thinking  
 advanced statistical methods  
 design and implementation of sociological projects  
 Specific and professional skills  
 information management skills  
 assessment of advanced statistical (multivariate) methods taking into account their limitations, as well as the extent to which they meet theoretical assumptions in the specific situations where they have been applied  
 having graduated from the scientific stream a student shall acquire specialist knowledge required for future scientific research in a research institute. admission to a postgraduate study and taking a PhD

## 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 Pohadanje 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  
Exercise: Data analyses, reporting on results

### Literature



Lamza-Posavec, V. (2010), *Kvantitativne metode istraživanja (skripta)*, Zagreb: Hrvatski studiji, str. 1-115.



Lamza-Posavec, V. (2004), *Metode društvenih istraživanja (Skripta)*, Zagreb: Hrvatski studiji, str. 71-172.



Fowler, F. J. (1993), *Survey Research Methods*, Newbury Park: Sage Publications, str. 1-148.



Babbie, E. (2002), *The practice of social research*, Belmont: Wadsworth Publishing Company, str. 159-199, 233-262, 267-289.



Schutt, R. K. (1996), *Investigating the Social World, The Proces and Practice of Research*, Thousand Oaks: Pine Forge Press, Sage Publications Company, str. 3-305.

### Similar Courses

- » QUANTITATIVE SOCIOLOGICAL METHODS, Oxford

# Quantitative Research Methods in Communication Sciences

118527

## Lecturer in Charge



doc. dr. sc.  
Ivan Burić

ECTS Credits 5.0

English Level L2

E-learning Level L1

### Study Hours

Lectures 15

Seminar 15

### Grading

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 Program Learning Outcomes

### Communication Sciences

#### Complementary competencies

apply different scientific and social science research methods which are used in communication sciences

Impartially make and evaluate arguments for and against opposed positions

identify and interpret in an argued manner the interdisciplinary nature of communication sciences by linking the specific segments of the history of communication sciences with the corresponding segments of the history of humanities and social sciences

## General Competencies

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

## Week by Week Schedule

1. 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

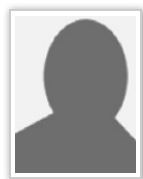


Mejovšek, Mirko (2003). *Uvod u metode znanstvenog istraživanja*, Naklada Slap

# Regression Analysis

53873

## Lecturer in Charge



Toni Babarović,  
izv. prof. dr. sc.

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

### Grading

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

## 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 Program Learning Outcomes

### Psychology

#### Critical thinking

advanced statistical methods and the theory of psychological tests

#### Knowledge and Comprehension

analysis and evaluation of research and professional papers in the wider field of social sciences. and particularly in the specific field of psychology. in which advanced statistical methods have been used

#### Specific and professional skills

the ability to apply advanced statistical and methodological knowledge in order to address specific research issues

assessment of advanced statistical (multivariate) methods taking into account their limitations. as well as the extent to which they meet theoretical assumptions in the specific situations where they have been applied

## General Competencies

Application of theoretical knowledge of the regression analysis in various fields of applied psychology and research in psychology

Obtained skills of data analysis using regression analysis in SPSS software package.

Analysis and evaluation of scientific papers in the various fields of psychology in which regression analysis was applied as a method of analysing and data processing.

Designing and conducting own research from the platform of the regression analysis as adequate data processing method.

Learning outcomes on the level of the programme:

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

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

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

## Screening of student's work

- 0.5 ECTS Pohadanje nastave [EN]
- 1 ECTS Pismeni ispit [EN]
- 1 ECTS Seminarski rad [EN]
- 1.5 ECTS Usmeni ispit [EN]
- 4 ECTS

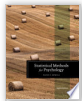
## Forms of Teaching

- » Predavanja
  - » Ex-chatedra lectures
- » Metodičke vježbe
  - » Exercises in computer lab

## Week by Week Schedule

1. Bivariate correlation and statistical prediction
2. The logic of multiple regression and basic concepts
3. The basic model of the regression equation
4. Requirements for the use of regression analysis
5. The relation between sample and population - testing the significance of regression parameters
6. Partial and semipartial correlations
7. The role of suppressor variables
8. Stepwise regression analysis
9. Hierarchical regression analysis
10. Validation of regression results
11. Logistic regression
12. Moderator and mediator variables in the regression model
13. The logic of the General Linear Models
14. ANOVA as GLM
15. Validation of regression parameters

## Literature



David C. Howell (2012). *Statistical Methods for Psychology*, Cengage Learning



Richard J. Harris (2014). *A Primer of Multivariate Statistics*, Psychology Press



Cohen, J., Cohen, P., West, S. G., Aiken, L. S. (2003). *Applied multiple regression\_correlation analysis for the behavioral sciences (3rd ed.)* Mahwah, NJ Erlbaum.

## Similar Courses

- » Advanced Multivariate Statistics, Oxford



# Relations between Church and State

202887

## Lecturer in Charge



doc. dr. sc.  
Tomislav Popić

## Course Description

The goal of the course is to present to the students complexity of historical relationships between the Church and different States which were present from the whole beginning in a different positive and negative orientation. One point of the view will be to define political history of these states, her interests and reasons for which they entered in contact and collaboration with the Church, different reasons of their closer or distant position in negotiations, adjustments there have made to collaborate better for their own interests. On the other side there will be presented examples of direct conflict, disagreements and the ways there have been resolved.

## Learning Outcomes

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

1. Define basic research problems in the relations between church and state,
2. Describe the main stages in the development of relations between church and state,
3. Explain position of the church against the state throughout history,
4. Analyze the attitudes of European historiography in matters of church and state relations throughout history,
5. Compare the results of the European historiography with knowledge of Croatian historiography,
6. Apply the acquired knowledge in their own research.

## Study Program Learning Outcomes

History

## General Competencies

After finishing the programme student will be able to:  
construct a historical context,  
write an essay on different historical period,  
compare historical processes of different periods,  
interpret a historical sources,  
demonstrate the importance of interdisciplinary interpretations of historical events,  
appraise the value of historiographic interpretations.

## Forms of Teaching

- » Predavanja
  - » Lectures with PowerPoint presentation.
- » Seminar
  - » Student is due to present one seminar in front of the class during semestar (15 minutes).

## Week by Week Schedule

1. Introductory lecture: methodology, objective and elaborate themes
2. Roman emperors and the persecution of Christians until 313
3. Gregory reform and German emperors
4. The Crusades: Pope refers to the Western monarchs
5. Pope Boniface VIII., Avignon captivity and the Great Western Schism
6. Renaissance and Reformation Pope - the role of the ruler and the state in religious turmoil
7. France Church and the Pope: Gallicanism and jansenizm
8. The Enlightenment and the Church, Josephinism in the Habsburg Monarchy
9. The French Revolution and Napoleon toward popes and the Church
10. Kulturkampf in Germany
11. The relationship of Church and state in medieval Croatia
12. Vatican Concordat and the Kingdom of Yugoslavia

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours  
Seminar 30

Teaching Assistant  
Valerija Macan Lukavečki, dr. sc.

## Grading

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

13. Church and Nazism, Fascism: concordats, agreements, conflicts and dilemmas
14. Communism and Christianity in Eastern Europe and Yugoslavia
15. The Republic of Croatia and the Vatican

### Literature



August Franzen (1970). *Pregled povijesti Crkve, Zagreb*, Kršćanska sadašnjost, Zagreb



Božo Goluža (1998). *Povijest Crkve*, TIM, Mostar



Antun Dabinović (1940). *Hrvatska državna i pravna povijest*, Nakladni zavod Matice hrvatske



J. Buturac-A. Ivandija (1973). *Povijest Katoličke crkve među Hrvatima*, Zagreb: Hrvatsko književno društvo sv. Ćirila i Metoda



Mile Vidović (1996). *Povijest Crkve u Hrvata*, Crkva u Svijetu, Split

### Similar Courses

- » Tra "ragion di stato" e liberta cristiana: Chiesa cristiana e Stato Romano fin all'editto di Galerio (311 d.c.), Oxford

# Religious Elements of Croatian Culture

201779

## Lecturer in Charge



prof. dr. sc.  
Stipan Tadić

## Lecturer



Petar Bilobrk,  
mag. relig.

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 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 Program Learning Outcomes

### Croatology

analyse and weigh the justification for use of varying theoretical approaches  
analyse the facts within the scope of work

### Generic competencies

take part in discussions on professional issues assuming constructive approach  
critically and self-critically evaluate opposing arguments and make their own conclusions  
describe and write excerpts of written and oral presentations of academic and non-academic content

present their knowledge and conclusions both in writing and orally in a clear manner and based on valid arguments

### Specific competencies

respect the principles of interdisciplinary approach in evaluation of facts within the scope of their work field

### History

define and describe the disciplines of contemporary historical sciences. the history of their development and the central problems

### Generic competencies

integrate critical models of thinking characteristic for various historical disciplines into a comprehensive ability of historical thinking

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

apply methods of explaining and interpreting historical processes

consider and evaluate the validity of diverse theoretical and practical proposals. taking into account specific characteristics of various areas of life and work environments

### Specific competencies

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

innovative manner

#### Sociology

analysis and interpretation of social phenomena

Research and research work presentation

by selecting one of the modules offered one expands and refines previously gained competencies by focusing on different groups of knowledge, such as the sociology of development and safety, cultural anthropology, gender and European studies

Complementary skills

communication skills, oral and written interpretation of professional and scientific material, negotiation skills

Critical thinking

reliability, independence and initiative

Knowledge and understanding

recognising the need and being prepared for continuous professional development

Specific and professional skills

the ability to participate in interdisciplinary teamwork  
information management skills

#### Screening of student's work

0.5 ECTS Pohađanje nastave [EN]

2.5 ECTS Pismeni ispit [EN]

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*

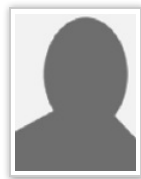
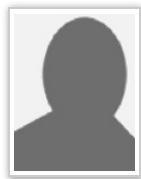
#### Similar Courses

» Kršćanstvo 1 i Kršćanstvo 2, Oxford

# Research Group – Interpretation of Early Modern Sources

62006

## Lecturers in Charge

doc. dr. sc.  
Krešimir Bušićprof. dr. sc.  
Željko Holjevac

ECTS Credits 6.0

English Level L1

E-learning Level L1

Study Hours  
Seminar 30

### Grading

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

## Course Description

The aim of the course is to familiarize students with the basic information and historical processes that took place on Croatian territory in the Modern ages, introduce them to the basic problems of the study of modern Croatian history, and prepare them for independent work on the interpretation of Early Modern sources.

## 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 Program 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

## 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 - Visitatio nes canonicæ - Kano nske 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). *Izvještajo Dalmaciji Antuna Giustiniana go dine 1575. - Vicko Solitro, Povijesni dokumenti o Istri i Dalmaciji*, Split



Katica Miholović (2000). *Statut grada Karlo vca 1778*, Karlovac

# Research Group – Interpretation of Medieval Sources

79379

## Lecturer in Charge



prof. dr. sc.  
Mirjana Matijević-  
Sokol

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

### Grading

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

## Course Description

The aim of the course is to familiarize students with types of sources, tools and methods of researching medieval history and working on sources to develop skills and competencies necessary for independent research. Attention will primarily be on different types of written sources (public and private documents, notary, city and chapter registers and protocols, legal normative documents, narrative sources), but the importance of the material culture (objects of everyday use, architecture, art works) will also be pointed out. Analysis of certain documents will be carried out in order to deepen the practical application of knowledge in traditional auxiliary historical sciences and to develop practical skills required in working with sources. Special attention will be paid to the content analysis of selected sources in order to indicate a wide range of possible research topics.

## 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 Program 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 Pohadanje 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). *Uvodu 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 in Charge



doc. dr. sc.  
Kristina Milković

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

## Grading

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

## Course Description

Subject has 2 goals: 1. to introduce to theories 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 theories and methods in Croatian historiography which deals with 19. century
2. Analyse methods and theories 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 Program Learning Outcomes

### History

#### 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

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

interpret and evaluate various historical points of view, including those of Croatian historians, in the context of the science of history

consider and evaluate the validity of diverse theoretical and practical proposals, taking into account specific characteristics of various areas of life and work environments

independently conduct scientific research in the area of historical sciences and write papers on history in a clear and organised manner

## Screening of student's work

- 2 ECTS Pohadanje 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, Methods and Theories 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). *Očivid. 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 kulturalna historija.*



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



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



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

# Research Group – Researching and Writing about the 20th Century

96375

## Lecturer in Charge



doc. dr. sc.  
Stipica Grgić

## 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 Program Learning Outcomes

### History

defend personal historical insights and positions rationally and by providing valid arguments

### Generic competencies

integrate critical models of thinking characteristic for various historical disciplines into a comprehensive ability of historical thinking

constructively encourage further development of the science of history as an occupation based on the principles of scientific rationality. international recognisability. scientific excellence and integrity

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

identify and interpret common theoretical starting points of various historical disciplines

independently conduct scientific research in the area of historical sciences and write papers on history in a clear and organised manner

### Specific competencies

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

## General Competencies

After successfully graduating student will be able to:

Identify the most important person and institutions in the Croatian and the World history,

Compile a list of literature for each historical period,

Tell what is the interpretation of history,

Distinguish difference between important and non-important facts within historiographic interpretation,

Interpret a historical sources,

Appraise the value of historiographic interpretations.

ECTS Credits 6.0

English Level L1

E-learning Level L1

Study Hours  
Seminar 30

### 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.

## Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 2 ECTS Esej [EN]
- 1 ECTS Istraživanje [EN]
- 1 ECTS Projekt [EN]
- 1 ECTS Praktični rad [EN]
- 6 ECTS

## Forms of Teaching

### » Seminar

» Classes will be held in terms of schedule, two hours of lectures every week.

## Week by Week Schedule

1. An introductory lecture. Introducing the students to the objectives and contents of items and their obligations.
2. Problems conception of scientific and other professional papers. What elements they should contain? Structure of a paper. Selection of appropriate research topics.
3. Classification and distribution of resources. Primary, secondary and tertiary sources. Why and how to share and use them. Primary sources and archives. Explanation regarding the joint work on materials in the Croatian State Archives.
4. Writing a bibliographical and scientific notes. Other forms of work: historiographic Reviews. Croatian historiography today: Professional journals dealing with the publication of the works of historians in the Republic of Croatia and their classification.
5. Visiting Croatian State Archives in Zagreb. Meeting with tasks of this institution and with material that students will process within the agreed project.
6. Work in progress workshop. Brief presentation of independent research topics (objectives, hypotheses, used sources/literature, what is new in the paper?). The deadline to submit reviews.
7. Field work in one of Zagreb's museums or memorial houses (according to the interests of the group and the possibilities available at that time).
8. Newspapers as a source. Advantages and disadvantages of different sources. Press in Croatian 19th Century - a brief overview.
9. Croatian newspapers in the 20th Century: Overview of the most important newspapers for certain periods and the possibility of their use for scientific purposes.
10. Archives and museums as custodians of historical sources. Using MS Word, Excel, PowerPoint, Adobe Reader, Photoshop and other software for the design and processing of data.
11. Sources Online. How do we use them? Display of the most important sites in Croatia and neighboring countries that offer digitized material.
12. Independent presentations of student Group I.
13. Independent presentations of student Group II.
14. Independent presentations of student Group III.
15. Repetition. Reflexion about the usefulness of the course and suggestions for his improvement. Talk about final oral exam. Deadline for submission of archival work (processed data from CSA).

## Literature



Nikolić-Jakus, Zrinka (2008). *Uvodu studijpovijesti: Historiografski praktikum*, Leykam international, Zagreb



Gross, Mirjana (2001). *Suvremena historiografija: ko rijeni, 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

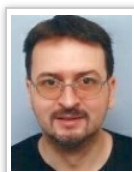
## Similar Courses

» -, Oxford

# Research group – Sources of Egyptian, Greek and Roman History

96373

## Lecturer in Charge



doc. dr. sc.  
Mladen Tomorad

## Course Description

Introduction to the working methods of the historical sources, ancient history, Problems of processing, analysis and interpretation of these types of sources. During the introductory lectures students will be familiarized with the most important sources of the history of Egypt, Greece and Rome. In practical work to teach students how to interpret the available historical sources and how to use them in various forms of historical research and writings. Introduce students to the Museum's holdings of institutions in Croatia and databases of museum institutions in the world. Introduce students to the world's largest databases of written historical sources.

## 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 Program Learning Outcomes

### History

defend personal historical insights and positions rationally and by providing valid arguments

### Generic competencies

integrate critical models of thinking characteristic for various historical disciplines into a comprehensive ability of historical thinking

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

interpret and evaluate various historical points of view. including those of Croatian historians. in the context of the science of history

independently conduct scientific research in the area of historical sciences and write papers on history in a clear and organised manner

### Specific competencies

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 historical sciences and other humanities. social and natural sciences

## General Competencies

After successfully graduating student will be able to:

identify the most important person and institutions in the Croatian and the World history,  
compile a list of literature for each historical period,  
tell what is the interpretation of history,  
distinguish difference between important and non-important facts within historiographic interpretation,  
interpret a historical sources,  
appraise the value of historiographic interpretations.

ECTS Credits 6.0

English Level L1

E-learning Level L1

Study Hours Seminar 30

### 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 Pohadanje nastave [EN]
- 2 ECTS Istraživanje [EN]
- 2 ECTS Seminarski rad [EN]
- 6 ECTS

### Forms of Teaching

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

### Week by Week Schedule

1. The most important sources of Ancient Egyptian history.
2. Material remains.
3. Stone from Palermo. Royal lists in the New Kingdom temples.
4. The Turin Canon. Autobiographical texts from the tombs of the elite. Demotic chronicle. Tiles from Amarna.
5. Herodotus. Diodorus Siculus.
6. Maneto.
7. The most important sources of Greek and Roman history.
8. Material remains.
9. Sources for Greek and Roman mythology: Homer, Hesiodus, Aeschylus, Sophocles, Euripides, Apollonius of Rhodes, Virgil.
10. Herodotus.
11. Thucydides. Xenophon.
12. Polybius.
13. Gaius Julius Caesar. Appyan.
14. Livius, Tacitus.
15. Plutarch. Suetonius.

### Literature



Pritchard, B. (ur.) (1969). *Ancient Near Eastern Texts relating to the Old Testament*, Princeton



*Corpus Inscriptio num Latinarum*, Berlin



*Corpus Inscriptio num Greacarum*, Berlin

### Similar Courses

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

## Research Project

63570

### Lecturers



doc. dr. sc.  
Ivan Burić



prof. dr. sc.  
Danijel Labaš



prof. dr. sc.  
Sanja Vulić  
Vranković

### Teaching Assistants



doc. dr. sc.  
Tomislav Janović



doc. dr. sc.  
Jelena Jurišić



Vine Mihaljević,  
izv. prof. dr. sc.



Anita Perešin,  
izv. prof. dr. sc.

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistants

doc. dr. sc. Tomislav Janović

doc. dr. sc. Jelena Jurišić

Vine Mihaljević, izv. prof. dr. sc.

Anita Perešin, izv. prof. dr. sc.

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 Program Learning Outcomes

Communication Sciences

### 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  
 Čorić, 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



# Resistance, Opposition and Dissidency in Croatia 1945 – 1990

209181

## Lecturer in Charge



doc. dr. sc.  
Wollyf Krašić

ECTS Credits 3,0

English Level Lo

E-learning Level L1

Study Hours Seminar 30

### Grading

Attendance of at least 12 lectures, active participation, writing / presenting seminar paper, oral examination

## Course Description

Introduce students to the main features of the establishment of the Yugoslav communist regime in the context of its relationship with real and fictional opponents. Analyze activity of the three resistance and opposition pillars of the Yugoslav communist regime in Croatia in after WWII - the crusaders guerrilla, the remains of the Croatian Peasant Party and the Catholic Church. Point out to the students until recently in historiographical literature mostly unknown forms of resistance and opposition in Croatia after WWII. Provide an overview of the numerous and diverse Croatian state-building illegal organizations and groups during the 1950s and the first half of the 1960s in Croatia. Provide students with further opportunities to explore these issues. Explain the importance of the program documents of the Croatian Resistance Movement and its connection with the idea of Croatian reconciliation. Provide an overview of the characteristics of opponents of the Yugoslav Communist regime in terms of their age, origin, educational background, homeland and the like. To analyze the various events and processes that enabled the emergence of the Croatian Reform Movement, popularly called the Croatian Spring. Describe the activities of the three main components of the Croatian reform movement and their interrelationships - the reform part of the League of Communists of Croatia, the Matica hrvatska (Matrix Croatia) and the student movement. Explain the far-reaching effects of the breakdown of the Croatian reform movement and the repression of some of its ensuing participants. Provide insight into the work of the most prominent Croatian dissidents in the second half of the 1970s and early 1980s, such as Vlado Gotovac, Franjo Tuđman and Marko Veselica, and instruct students to explore these poorly known issues. Critically address the difference between the desire for co-operation between opposition forces in Croatia and Croatia's political emigration and the implementation of such intentions into reality. Describe the main trends in the work of the Croatian opposition forces during the collapse of communism in Yugoslavia.

## Learning Outcomes

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

1. Explain the goals, methods and motivation of the Yugoslav communist regime in the context of repression against all types of opponents in Croatia.
2. Explain the main characteristics of the leaders of resistance and opposition in Croatia, the ways they operate and the characteristics of their ideological and political programs.
3. Recognize the importance of the existence and operation of Croatian state-forming illegal organizations and groups for the preservation of Croatian state-forming thought.
4. Explain the assumptions for the emergence of the Croatian reform movement, its importance for the entire Croatian history in the second half of the 20th century and the consequences of its collapse.
5. Recognize the most important Croatian dissidents in the second half of the seventies to the end of the eighties of the 20th century.
6. Explain the nature of the relationship between part of Croatian political emigration and the resistance and opposition forces in Croatia.

## Study Program Learning Outcomes

History

### 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. Repression of the Yugoslav Communist regime after WWII
2. Emergence, activity and downfall of crusade guerrilla resistance
3. Activities of the remains of the Croatian Peasant Party

4. Relations between the Yugoslav Communist regime and the Catholic Church in Croatia after WWII.
5. Action of Croatian state-forming illegal groups after WWII.
6. Croatian state-forming illegal organizations and groups from the 1950s to the mid-1960s
7. Most prominent Croatian state-building illegal organizations and groups from the late 1950s to the mid-1960s
8. Jakša Kušan's Croatian resistance movement
9. Beginnings of the Croatian Spring - the fall of Aleksandar Rankovic, the appearance of the Declaration on the Name and Position of the Croatian Literary Language and the Croatian Literary Journal
10. Reform part of the League of Communists of Croatia and the Croatian Spring
11. Matica hrvatska (Matrix Croatica) and student movement
12. Student strike, session in Karadordevo and repression
13. The work of the most prominent Croatian dissidents at the time of the illness and death of Josip Broz Tito
14. Examples of attempts of cooperation between resistance and opposition forces in Croatia with Croatian political emigration
15. Croatian opposition forces at the time of the collapse of the communist system

### Literature



Krašić, Wollfy (2018). *Hrvatski pokret otpora. Hrvatske državotvorne organizacije i skupine 1945.-1966.*, AGM



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

# Risk Management and Crisis Communication

57217

## Lecturer in Charge



prof. dr. sc.  
Danijel Labaš

## Course Description

The aim of the course is to provide the students with insight into the scientific knowledge about the importance of risk management and communication during the crisis, and on the examples of global and local practices to explore the basic rules in communication during crisis situations.

## 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 Program Learning Outcomes

Communication Sciences

## 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 Pohadanje nastave [EN]
- 1 ECTS Kolokviji [EN]
- 1 ECTS Pismeni ispit [EN]
- 1 ECTS Seminarski rad [EN]
- 4 ECTS

## Week by Week Schedule

1. Crisis and issues management - definition and the necessary knowledge;
2. The consequences of ignoring problems in the company and/or business operations; compliance with the standards of crisis communication and the preparation of the procedures for effective crisis communication
3. The value of reputation
4. Risk management - perception, types of crisis, who will be struck by a crisis, etc.
5. Managing the issues of public importance, planning and implementing the programs - the life cycle of an issue of public importance, the importance of early action
6. Crisis management and communication during a crisis situation
7. The media in a crisis - how to get the support of the media, media monitoring;
8. Preparing media policies and reports
9. Legal perspectives - legal omissions in communication during a crisis, the role of lawyers, compensation, ex-gratia payments, etc.
10. Planning the unexpected - desirable behaviors, the power of action, planning how to manage a crisis if it happens, setting up teams, crisis prevention,

ECTS Credits 4.0

English Level L2

E-learning Level L1

Study Hours

Seminar 15

Practicum 15

Teaching Assistant

Davor Trbušić, mag. comm.

Grading

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

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, Bionozapress, Zagreb, 2001: 2., 6. i 7. poglavlje*



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

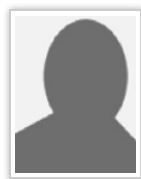


*Jugo, Damir: Menadžment kriznog komuniciranja, Školska knjiga, Zagreb, 2017.*

# Risks of Mass Communication

64749

## Lecturer in Charge



doc. dr. sc.  
Dario Vučenović

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15
Grading	100% exam.

## Course Description

Course objectives are to familiarize students with the negative aspects of the mass media as a generator of risk in contemporary society. In the context of sociological studies of society of risk and communication research of potential risk factors of the media, the course will offer students various aspects of theoretical and empirical research into media content.

## 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 Program Learning Outcomes

Communication Sciences

## General Competencies

Define, describe and evaluate the risks of mass communication, the history of their development and the central issues;

Apply, classify and distinguish the professional terminology;

Identify and provide a reasoned interpretation of interdisciplinary nature of communications, linking specific aspects of risk of mass communication with the characteristics of humanities and social sciences and various aspects of social development;

Identify, distinguish, evaluate and critically assess the risks of mass communication, media and their influence on the attitudes, behaviour and decisions of individuals, the public and society as a whole;

Professionally and skilfully apply the acquired theoretical and practical knowledge in the field of media and journalism, relationships public and scientific research in communication studies.

## Week by Week Schedule

1. Presenting an overview of terms and the subject area
2. Perception of risk
3. Urban sociology and risk society
4. Manipulation of public opinion as a risk of public communication
5. Information when taken as "goods" - a risk of public communications.
6. Mimetism in media
7. Media "hyperemotion" as a risk of objective communication.
8. Risks of american cultural imperialism
9. Media as "fast food" - risks of communication.
10. Overinformation as a risk of successful communication
11. Celebrity culture and information on worthless individuals as a risk of mass communication.
12. Content of mass communication as threat of risk of loss of self-respect and dignity.
13. Danger of loss of privacy as a risk of mass communication.
14. Terrorism as risk of mass communication.
15. Failure of democratic processes in society - a risk of faulty mass communication in society.

**Literature**

Zgrablje Rotar, Nada (2007) *Radio - mit i informacija, dijalog i demokracija*. Zagreb: Golden Marketing. (33-71. i 117-138.)



Zgrablje Rotar, N. (ur.) (2005) *Medijska pismenost i civilno društvo*. Sarajevo: (integralni tekst dostupan na <http://www.oneworldsee.org/node/11597>)



McLuhan, M. (2008) *Razumijevanje medija - Mediji čovjekovi produžeci*. Zagreb: Golden Marketing



McNair, Brien (2004) *Striptiz kultura - Seks, mediji i demokratizacija žudnje*. Zagreb: Jesenski i Turk.



Bourdieu, Pierre (2000) *Narcisovo ogledalo*. Beograd: Clio



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

# Roman Military in Croatia

202914

## Lecturer in Charge



doc. dr. sc.  
Vlatka Vukelić

ECTS Credits 3.0

English Level L1

E-learning Level L1 (10%)

Study Hours  
Seminar 30

### Grading

Seminar, participation in classes and proficiency in written and oral examination are evaluated

## 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 Program Learning Outcomes

### History

defend personal historical insights and positions rationally and by providing valid arguments

### Generic competencies

integrate critical models of thinking characteristic for various historical disciplines into a comprehensive ability of historical thinking

interpret and evaluate various historical points of view. including those of Croatian historians. in the context of the science of history

use accepted terminology in the historical sciences

## 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



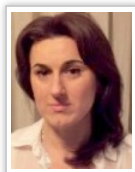
Campbell, Duncan B. (1986). *Auxiliary artillery revisited*



## Rome: City of pilgrims and arts

203993

### Lecturer in Charge



doc. dr. sc.  
Ivana Jukić

### Course Description

The course objective is to define architecture and art of some of the most significant roman ecclesiastical buildings. The course starts from presenting roman catacombs as locations with some of the oldest examples of christian painted art. With changes inside christianity there have been repercussions to the christian art which presents himself in evolution of christian basilica and different types of middle age churches. Pilgrimage is one of the interesting middle age phenomenon which had one of its centers in Rome so this course will present itineraries of pilgrims during history, objects of their pilgrimage, relics they honored and prayed to. Object of discussion will be also the customs of the ordinary religious people, their beliefs and iconographical presentation of the middle age philosophical and religious concepts.

It will be analysed the croatian nationality as present in Rome through national churches, works of art of croatian artists and others religious and artistic buildings or history sources that demonstrate croatian presents in the eternal city during centuries.

### Learning Outcomes

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

1. Analyze and compare the sacral building and its individual parts
2. Define the basic and most significant iconographic elements of church buildings
3. Define the terms relics, pilgrimage, catacombs, basilicas, baptistery, cathedrals, acheropites.
4. Describe with understanding the sacred work
5. Define the term pilgrimage in the Middle Ages
6. Analyze medieval religious folk customs
7. List the prominent sacral objects in Rome, especially those significant to Croats
8. Analyze the diversity of the church life of this city which manifests itself in the wealth of artistic treasure

### Study Program Learning Outcomes

#### History

defend personal historical insights and positions rationally and by providing valid arguments

#### Generic competencies

constructively encourage further development of the science of history as an occupation based on the principles of scientific rationality. international recognisability. scientific excellence and integrity

apply methods of explaining and interpreting historical processes

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

independently conduct scientific research in the area of historical sciences and write papers on history in a clear and organised manner

use accepted terminology in the historical sciences

### Screening of student's work

2 ECTS Pohadanje nastave [EN]

1 ECTS Pismeni ispit [EN]

3 ECTS

### Week by Week Schedule

1. 1. Introduction - history and art in the service of historical truth; Rome - the center of Christianity, art and empire.

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours  
Seminar 30

Teaching Assistant  
Valerija Macan Lukavečki, dr. sc.

#### Grading

The rating will be based on: Active participation in lectures Execution of additional obligations (essays, seminars) Success in the written exam

2. 2. The Church in the Roman Pagan Empire. The oldest Christian iconography.
3. 3. Birth of a Christian Basilica
4. 4. A medieval pilgrim and his ways
5. 5. Pilgrimage of the seven Jubilee Basilica of Rome
6. 6. Pilgrimage of the seven Jubilee Basilica of Rome - second part
7. 7. Basilica of Sts. Peter: from the oldest relics to the 16th century basilica
8. 8. Marian icons in Roman churches.
9. 9. Pontifical Chapels in Rome. Iconography of Christ the Lord.
10. 10. Pontifical Chapels in Rome - continued
11. 11. Churches of different national importance: Baroque in Rome
12. 12. Churches of Croatian National Importance
13. 13. Monks and their churches in Rome
14. 14. Monks and their churches in Rome: second part
15. 15. Final considerations

### Literature



Marcel Bačić (2003). *Katedrala*



Emilio Marin (2007). *Mozaik u oratoriju sv. Venecija u Lateranskoj krstionici*, Prilozi instituta za arheologiju u Zagrebu



Herbert L. Kessler, Professor Herbert L. Kessler, Johanna Zacharias, Professor Johanna Zacharias (2000). *Rome 1300*, Yale University Press

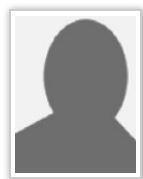
### Similar Courses

- » Odnos forme i funkcije u srednjovjekovnoj sakralnoj arhitekturi, Oxford

# School Pedagogy

172610

## Lecturer in Charge



doc. dr. sc.  
Katarina Dadić

## 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 Program Learning Outcomes

Philosophy

Croatian Latinity

Croatology

History

Sociology

## 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]
<hr/>	
3 ECTS	

## Forms of Teaching

- » Predavanja
  - » Direct teaching
- » Seminar
  - » Students represent their selected topics through Power point presentation.
- » Terenske vježbe

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 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.

» 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-functional 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

# Scientific Research Methodology

53897

## Lecturer in Charge



doc. dr. sc.  
Sandro Skansi

ECTS Credits	1.0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15

## Grading

On the basis of (a) regular and active attendance, (b) grade of the assignment and (c) grade of the written exam.

## Course Description

The objective of the course is to familiarize students with essential elements of scientific research in general, with specific features of research methodology of humanities and philosophy in particular, with methods of searching and analyzing bibliographical databases, and with the skills of oral and written presentation of one's research results. The course will consist of lectures and seminars involving practical work with selected texts.

## Learning Outcomes

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

1. Use the basic research vocabulary specific of the field of philosophy
2. Apply the acquired methods and concepts when conducting their own philosophical research
3. Analyze, search through and refer to various sorts of bibliographic sources (e.g. evaluative and non-evaluative databases)
4. Define (in both oral and written form) philosophical arguments, views and theories in accordance with standard principles of research methodology and academic writing
5. Recognize typical violations of research integrity and rules of academic publishing.

## Study Program Learning Outcomes

### Philosophy

1. Generic competencies
  - 1.01. pratiti i adekvatno reproducirati pisana i usmena izlaganja složenih akademskih i neakademskih sadržaja
  - 1.02. form and clearly present complex academic and non academic topics in both written and oral konstruktivno poticati daljnji razvoj filozofske struke temeljen na načelima znanstvene racionalnosti, međunarodne prepoznatljivosti, znanstvene izvrsnosti i čestitosti koristiti više metoda filozofskog objašnjenja i tumačenja think in an interdisciplinary manner and respect diverse methodologies and views on specific issues and problems samostalno provoditi znanstvena istraživanja iz područja filozofije i pisati filozofske radove na jasan i organiziran način

## General Competencies

After completing the course, students will be able to: (1) recognize essential features of both philosophical and non-philosophical scientific writing; (2) compare and assess various research traditions and approaches to philosophy; (3) present their own views and arguments in both oral and written form; (4) prepare and complete smaller research projects.

## Screening of student's work

- o ECTS Praktični rad [EN]
- o ECTS

## Forms of Teaching

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

## Week by Week Schedule

1. Scientific research in humanities and philosophy (2+0)
2. Scientific research in humanities and philosophy (2+0)
3. Aims and procedures of scientific research (1+1)
4. Aims and procedures of scientific research (1+1)

5. Basic concepts of scientific research (1+1)
6. Aims, types and the structure of scientific explanations (1+1)
7. Aims, types and structure of scientific explanations (1+1)
8. Categories of scientific and professional texts (1+1)
9. Categories of scientific and professional texts (1+1)
10. Bibliographic databases (evaluative and non-evaluative databases for philosophy) (1+1)
11. Citations, paraphrases and references (1+1)
12. Citations, paraphrases and references (1+1)
13. The structure of scientific paper (macrostructure and microstructure) (1+1)
14. The structure of scientific paper (macrostructure and microstructure) (1+1)
15. Ethics of science and research integrity (1+1)

### Literature



Patrick Dunleavy (2005). *Kako napisati disertaciju: Kako planirati, skicirati, pisati i dovršiti doktorsku disertaciju*, Fakultet političkih znanosti, Zagreb



Tomislav Janović (2013). *Citiranje, parafraziranje i upućivanje na izvore u akademskim tekstovima: skripta*, Hrvatski studiji, Zagreb

### Similar Courses

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

# Social Changes in the Republic of Croatia in 20th Century

202475

## Lecturer in Charge



prof. dr. sc.  
Stjepan Ćosić

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

## Course Description

The objectives of the course are: to introduce first year students to social change in Croatia during the complex 20th century, which significantly characterized and determined the developmental trajectory of Croatian society in the modern, postmodern epoch; other literary productions on Croatian 20th century

## Learning Outcomes

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

1. Explain and gain essential knowledge about social change in Croatia during the 20th century
2. Describe and explain and acquire the skill of scientific interpretation of modern and contemporary Croatian history, which is based on interdisciplinarity and knowledge of related social and human sciences. In this way, students are trained to make objective conclusions about sensitive issues, which go beyond daily political and publicistic frameworks.
3. Describe, explain and gain basic knowledge of global trends and global changes - both in society and historiography. Accordingly, students will acquire knowledge of major historiographic "schools" and relevant theoretical and methodological approaches in the humanities and social sciences during the second half of the 20th century.
4. Analyze the Croatian past
5. Use the knowledge of the Croatian history in the interpretation of the contemporary social phenomenon
6. Relate the historical etiology of the Croatian social processes with the contemporary reality.

## Study Program Learning Outcomes

### History

#### Generic competencies

- integrate critical models of thinking characteristic for various historical disciplines into a comprehensive ability of historical thinking
- apply methods of explaining and interpreting historical processes
- independently conduct scientific research in the area of historical sciences and write papers on history in a clear and organised manner

### Sociology

- analysis and interpretation of social phenomena
- social processes. relations. values and every form of social action

#### Critical thinking

- reliability. independence and initiative

#### Knowledge and understanding

- process of development of society and the evolution of its institutions

#### Specific and professional skills

- the ability to participate in interdisciplinary teamwork

## Screening of student's work

1 ECTS	Pohadanje nastave [EN]
2 ECTS	Pismeni ispit [EN]
1 ECTS	Usmeni ispit [EN]
4 ECTS	

## Week by Week Schedule

1. Introduction lecture
2. Croatia and the start of the process of modernization
3. World War I. and Kingdom of Yugoslavia: between the old order and liberal democracy (1914.-1939.)

4. 4. World War II.: Croatian society between two totalitarian regimes (1939.-1945.)
5. 5. Communist governorship as a new social and cultural paradigm
6. 7. Socialistic construction of reality: political constitution, social transformation and self regulated imaginarium
7. 7. International political and social influences during the 20. century
8. 8. Croatian emigration
9. 9. Homeland war: social, economic and demographic consequences
10. 10. Social challenges of the democratic changes
11. 11. Croatia in the globalization and postmodern society
12. 12. Social history, comparative history and the school of annals.
13. 13. Cultural history and historical anthropology
14. 14. Post modernity and post structuralism
15. 15. Social history of the 20. century in Croatia, research topics

### Literature



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



Dinko Tomašić (1997). *Društveni razvitak Hrvata*, Hrvatsko Sociolosko Drustvo



(2007). *Povijest Hrvata knjiga 3. (20. stoljeće)*, Školska knjiga

### Similar Courses

» -, Oxford



# Social Cognition and Perception

57109

## Lecturer in Charge



doc. dr. sc.  
Jelena Maričić

## 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 Program Learning Outcomes

### Psychology

#### Critical thinking

selecting the appropriate research methods and strategies for intervention in accordance with the attributes of members of different social groups and cultures. as well as the specific features of their environmental and social contexts

planning interventions and programmes which will enhance the living conditions and the development of individuals. families and communities

upholding ethical principles in psychological research and in practising psychology on a daily basis

#### Knowledge and Comprehension

applying the knowledge of the specific features of Croatian culture in the interpretation of research results and when planning interventions and programmes in the community analysis and evaluation of research and professional papers in the wider field of social sciences. and particularly in the specific field of psychology. in which advanced statistical methods have been used

social insight and group processes and influences

#### Specific and professional skills

the ability to engage in the practical application of theoretical knowledge in various fields of applied psychology

skills of logical and predominantly rational inference with regard to specific psychological phenomena. as well as their evaluation

## General Competencies

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

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

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

ECTS Credits 4.0

English Level L1

E-learning Level L1

### Study Hours

Lectures 30

Practicum 15

### Teaching Assistant

Lea Andreis, mag. psych.

### Grading

Class attendance 10%; Group project - 20%; Colloquia - 2 x 35% or 70%  
Written exam.



## Screening of student's work

- 0.5 ECTS Pohadanje nastave [EN]
- 2 ECTS Pismeni ispit [EN]
- 0.5 ECTS Istraživanje [EN]
- 1 ECTS Projekt [EN]

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- 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.

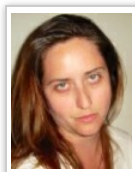
## Similar Courses

- » Grupni procesi i utjecaji, Oxford
- » Uvod u socijalnu psihologiju, Oxford

# Social Development and Rise of Eastern Mediterranean Civilisations

202862

## Lecturer in Charge



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 Program Learning Outcomes

### History

#### Generic competencies

- apply methods of explaining and interpreting historical processes
- identify and interpret the intrinsic interdisciplinary nature of historical research by linking the specific segments of the historical research with the corresponding segments of other humanities and social sciences
- 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
- independently conduct scientific research in the area of historical sciences and write papers on history in a clear and organised manner
- use accepted terminology in the historical sciences

#### Specific competencies

- point out the common aspects between contemporary historical sciences and other humanities. social and natural sciences

## 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

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



## 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

144625

## Lecturer in Charge



doc. dr. sc.  
Ivan Balabanić

## 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 Program Learning Outcomes

### Sociology

further specialization and expansion of knowledge in sociology with an emphasis on skills in research. analysis. critical and interpretative abilities and skills

### Critical thinking

quality of scientific research  
design and implementation of sociological projects  
special analytical and research skills

### Knowledge and understanding

the ability to appropriately communicate research results and professional achievements. in both oral and written form. to an interdisciplinary specialist audience as well as a non-specialist audience

developing capacity for independent work and work in a team

### Specific and professional skills

skills of logical and predominantly rational inference with regard to specific sociological phenomena. as well as their evaluation

## Screening of student's work

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

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5 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.

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

### Grading

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

## Week by Week Schedule

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

## Literature



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

## Additional Literature



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

## Social media

118530

### Lecturer in Charge



doc. dr. sc.  
Jelena Jurišić

### Course Description

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

### 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 Program Learning Outcomes

Communication Sciences

### 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.  
You Tube: Development and Business. User generated content, user impact, copyright protection, YouTube and television.

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours Seminar 30

Teaching Assistant  
Vanesa Varga, mag. comm.

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



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 phenomenology

202483

## Lecturer in Charge



Ivan Markešić,  
prof. dr. sc.

## 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 Program Learning Outcomes

### Sociology

analysis and interpretation of social phenomena  
social processes. relations. values and every form of social action

### Complementary skills

communication skills. oral and written interpretation of professional and scientific material.  
negotiation skills

### Critical thinking

special analytical and research skills

### Knowledge and understanding

sociological approach to the conceptualization of a research problem. i.e. operationalisation  
towards an optimal empirical instrumentarium

### Specific and professional skills

the ability to engage in the practical application of theoretical knowledge in various fields of  
applied sociology

## Screening of student's work

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

## 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

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours  
Seminar 30

### Teaching Assistant

Erik Brezovec, mag. soc et mag. educ. soc.

### Grading

1. Exam/midterm : 60% 2. Seminar  
discussion and research participation  
25%

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



Berger P. L., Luckmann T. (1992). *Socijalna konstrukcija zbilje*, Naprijed, Zagreb



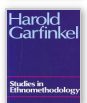
Hisashi, N. i Waksler, F. C. ed. (2012). *Interaction and Everyday Life: phenomenological and ethnomethodological honor of Georg Psathas*, New York : Lexington Books.



Spasić I. (2004). *Sociologije svakodnevnog života*, Beograd: Radunić



Pavić, Ž. (1994). *Fenomenologija i sociologija. Uvodu 'refleksivnu sociologiju'*, Društvena istraživanja, 3(2-3) (10-11)



Harold Garfinkel (1991). *Studies in Ethnomethodology*, Polity

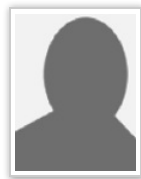
## Similar Courses

» -, Oxford

# Sociology of Consumption

84508

## Lecturer in Charge



Krešimir  
Peračković,  
izv. prof. dr. sc.

## Course Description

To introduce students with the sociological approach of consumption as a social process, consumers as a social group and the market as a social relation;

Gaining knowledge of basic concepts in the sociology of consumption and theories of consumer society and their operationalization in empirical research on the structure of consumption and consumer segmentation process.

## Learning Outcomes

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

1. Resume theoretical concepts and empirical models in the sociology of consumption as a new specialist sub-discipline of sociology;
2. Defend theoretical conceptualization and operationalization of key concepts.
3. Use knowledge from other sciences about consumption (economy, psychology, demography).
4. Prepare the draft research about consumer culture and society.
5. Use knowledge for basic analysis of consumption structure.
6. Explain socio-demographic and psychological aspects of consumption.
7. Analyze social roles in process of consumption.

## Study Program Learning Outcomes

Sociology

## 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.

## Forms of Teaching

» Predavanja

## Week by Week Schedule

1. Keynote lecture: What is consumption and subject discipline
2. The concept of the market in classical sociology
3. Socio -demographic aspects of consumption
4. Psychological approaches to consumption
5. Market, market society and the process of marketisation
6. Commodification process
7. The basic characteristics of the consumer society and culture
8. Theorists of the sociology of consumption
9. Consumption, purchase, trade: social roles in the process of consumption
10. Brands and experience as a commodity
11. Selected Topics in Sociology of consumption
12. Empirical analysis: changes in the structure of consumption
13. Consumerism -ideology of consumption
14. Shopping center - a combination of rational and irrational
15. Final lecture and discussion

ECTS Credits 4.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 30

### Grading

Class attendance, participation in discussions, final written exam.



**Literature**

Lipovetsky, G. (2009) *Paradoksalna sreća: Ogljed o hiperpotrošačkom društvu*, Zagreb, Antibarbarus.



Čolić, S. ur. (2013) *Potrošačka kultura i konzumerizam*, Zagreb, Institut društvenih znanosti Ivo Pilar.



Peračković, K. (2008) *Društvo i (ili) tržište Sociološka konceptualizacija procesa marketizacije društva*, *Društvena istraživanja*, 17/6; 975-998.



Čolić, S. (2008) *Sociokulturni aspekti potrošnje, potrošačke kulture i društva*, *Društvena istraživanja*, 17/6; 953-973.

# Sociology of Croatian Society 5

161199

## Lecturer in Charge



izv. prof. dr. sc.  
Mladen Puškarić

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	30
Grading	
Written exam, term exam, seminar, presentation.	

## Course Description

Introducing the students to the content of the course, the scientific principles and results concerning the origin, development and functioning of the legal and political institutions in the Croatian territory. This process will be analyzed in the overall European context of the functioning of institutions and legal systems of Western Europe. In this process of comparative analysis of the legal and political systems of Croatia and Western Europe, the students will become familiar with the evolution of the legal-political system in accordance with the legal-political changes that have occurred. In the study and interpretation of the course content there is a necessary overlap between different levels (theoretical and positive-legal) and scientific disciplines that deal with these issues so they could be brought closer to the needs of the study and the Croatian society.

## Learning Outcomes

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

1. Analyze the development of the legal and political system in Croatia
2. Recognize the basic features of the Croatian legal and political system
3. Apply the acquired knowledge to the understanding of the evolution of Croatian legal institutions
4. Explain the historical development of Croatian statehood
5. List the main features of the Croatian political system
6. Compare the stages in the relationship between Croatia and EU
7. Relate all the protagonists in the development of Croatian statehood
8. Compare the development of the Croatian state and its neighbors
9. Develop awareness of the importance of Croatian independence
10. Use all relevant sources for deconstruction of imposed historical values

## Study Program Learning Outcomes

### Sociology

analysis and interpretation of social phenomena

### Knowledge and understanding

process of development of society and the evolution of its institutions

advanced social skills

### Specific and professional skills

the ability to participate in interdisciplinary teamwork

further improvement of basic general knowledge of sociology

information management skills

## General Competencies

Apply general knowledge about the society and social processes;

Prepare the information about the society;

Explain social change through classical and contemporary sociological approaches;

Analyze the personal and local social issues;

Present the origin of social problems;

Choose an adequate methodological approach to the research of social phenomena;

Devise a research question about the subject.

## Forms of Teaching

### » Predavanja

» oral presentation

### » Seminar

» written seminar paper

## Week by Week Schedule

1. Law and Justice
2. Historic Development of Roma and Feudal Europe
3. Citizen Revolution
4. Sovereignty
5. Development of Croatian State
6. Croatia in Feudalism
7. Freedom and Basic Rights of Citizen
8. Institutions of State
9. Forms of Governement
10. History of Croatian State
11. Croatia and SFRY
12. Modern Croatian State
13. Caracetristics of Constitution from 1990.
14. Institutions of Croatian State
15. Croatia and EU

## Literature



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

## Additional Literature



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

## Similar Courses

- » Europska integracija, Oxford

# Sociology of Development

132301

## Lecturer in Charge



izv. prof. dr. sc.  
Irena Cajner  
Mraović

## Course Description

Subject Sociology of Development is one of fundamental problems subject within the framework of the study in the stream Sociology of Development and Security. The title of the subject itself implies so. Planned learning outcome at this broader level is that individuals: Comprehend (acquire proficiency in) theoretical and empirical knowledge (accomplishments) on the concept of social development, especially the concept of sustainability and sustainable development with orientation to consider the survival in modern world of degrading natural life basis.

## 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 Program Learning Outcomes

- Sociology  
analysis and interpretation of social phenomena
- Critical thinking  
reliability, independence and initiative
- Knowledge and understanding  
process of development of society and the evolution of its institutions  
developing capacity for independent work and work in a team
- Specific and professional skills  
the ability to participate in interdisciplinary teamwork  
further improvement of basic general knowledge of sociology  
impact of social context and social changes on human development

## 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	4.0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	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 Pohadanje nastave [EN]
- 1 ECTS Esej [EN]
- 2 ECTS Kolokviji [EN]
- 4 ECTS

## Forms of Teaching

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

## Week by Week Schedule

1. What does social development mean? Development of what? Conceptual definitions, definition of dimensions: quality of living, human rights and liberties, human relations;
2. Development for whom? – Protagonists and beneficiaries of development;
3. Development and protection of life; forms of attack on life / development and sustainability; sustainable development;
4. Development and growth – conceptual classification; growth limits, de-growth (decreasing growth), end of growth;
5. Development and progress; forms of false progress – progress and regression (survival of progress);
6. Theories of development: conventional theories (classical and neoclassical economy, from Keynesian economy to neoliberalism);
7. Theories of development - development as modernisation;
8. Theories of development - nonconventional and critical theories (Marxism and socialism, post-structuralism, post-colonialism, feminist theories of development);
9. Theories of development – critical modernism and democratic development;
10. On development from the discourse of social ecology: Natural basis of life and modern development / emerging limits , new problems and challenges;
11. Systems and methods of measuring modern social development / human development index (HDI) and the like;
12. Fundamental characteristics and problems of social development of Croatia, from 1990 to 2014, empirical data analysis;
13. National interests of development of Croatia through the prism of the concept of sustainable development;
14. Quo Vadis Croatia? – diagnosis of former development + projective ideas for Croatia in 2020 or 2030;
15. Plea for the development of new approach in considering and analysing modern development – proposal for the foundation of sociology of survival.

## Literature



Peet, Richard; Hartwick, Elaine: *Theories of Development*, Guilford Press, London-New York, 2009.



Wolfgang Sachs *The Development Dictionary*, Zed Books, New York, 1992.



*Razvojsposoban za budućnost: prilozi promišljanju održivog razvoja Hrvatske / Lay, Vladimir (ur.). Zagreb: Institut društvenih znanosti, 2007 (monografija).*



Lay, Vladimir; Šimleša, Dražen. *Nacionalni interesi razvoja Hrvatske kroz prizmu koncepta održivog razvoja. Zagreb: Institut društvenih znanosti "Ivo Pilar", 2012.*



Lay, Vladimir. *Integralna održivost i učenje // Obrazovanje u kontekstu tranzicije / Pilić, Šime (ur.). Split: Hrvatski pedagoško-književni zbor, 2008. str. 233-258.*

## Similar Courses

- » Sociology of development, Oxford



# Sociology of Domestic Violence

202364

## Lecturer in Charge



izv. prof. dr. sc.  
Irena Cajner  
Mraović

ECTS Credits	4.0
English Level	L3
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15
Grading	
1. colloquium 25% 2. colloquium 25%	
Written seminar 25% Active participation in seminars 25%	

## 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 Program Learning Outcomes

### Sociology

analysis and interpretation of social phenomena

### Critical thinking

reliability, independence and initiative

planning interventions and programmes for improvement of living conditions and development on the level of individuals, families and social groups

### Knowledge and understanding

developing capacity for independent work and work in a team

### Specific and professional skills

further improvement of basic general knowledge of sociology

## Screening of student's work

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

## Forms of Teaching

### » Predavanja

» Processing of teaching material

### » Seminar

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

## Week by Week Schedule

1. Introduction. 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 Migration and Ethnicity

188102

## Lecturer in Charge



prof. dr. sc.  
Stipan Tadić

## 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 Program Learning Outcomes

Sociology

## Screening of student's work

1 ECTS Pohadanje nastave [EN]  
3 ECTS Pismeni ispit [EN]  
4 ECTS

## Week by Week Schedule

1. Introduction
2. Basic concepts
3. Basic concepts
4. Theories
5. Theories
6. History of migrations
7. History of migrations
8. Croats as national and ethnical community
9. Croats as national and ethnical community
10. Croats as national and ethnical community
11. Croats in other countries
12. Croats in other countries
13. Croats in other countries
14. Ethnical minorities in Croatia
15. Ethnical minorities in Croatia

## Literature



Mesić, M. *Međunarodne migracije, tokovi i teorije*



Živković, Šorer, Sekulić *Asimilacija i identitet, Studija o hrvatskom iseljeništvu u SAD i Kanadi*

## Similar Courses

» Migracije i održivi razvoj, Oxford

ECTS Credits 4.0

English Level L1

E-learning Level L1 (1%)

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Katica Jurčević, dr. sc.

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.



# Sociology of Social Changes

78823

## Lecturer in Charge



Krešimir  
Peračković,  
izv. prof. dr. sc.

ECTS Credits 4.0

English Level Lo

E-learning Level L1

Study Hours  
Lectures 30

### Grading

Obligatory class attendance and discussion, final written exam.

## 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 Program Learning Outcomes

### Sociology

analysis and interpretation of social phenomena  
further specialization and expansion of knowledge in sociology with an emphasis on skills in research. analysis. critical and interpretative abilities and skills  
social processes. relations. values and every form of social action

### Research and research work presentation

by selecting one of the modules offered one expands and refines previously gained competencies  
by focusing on different groups of knowledge. such as the sociology of development and safety.  
cultural anthropology. gender and European studies

### Complementary skills

communication skills. oral and written interpretation of professional and scientific material.  
negotiation skills

### Critical thinking

reliability. independence and initiative

### Knowledge and understanding

process of development of society and the evolution of its institutions  
sociological approach to the conceptualization of a research problem. i.e. operationalisation  
towards an optimal empirical instrumentarium

### Specific and professional skills

the ability to engage in the practical application of theoretical knowledge in various fields of applied sociology  
total sociological theoretical and methodological knowledge cumulated up to date  
further improvement of basic general knowledge of 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

2 ECTS Pohadanje nastave [EN]  
 2 ECTS Pismeni ispit [EN]  
 4 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

159978

## Lecturer in Charge



izv. prof. dr. sc.  
Irena Cajner  
Mraović

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

### Sociology

analysis and interpretation of social phenomena

### Critical thinking

design and implementation of sociological projects

planning interventions and programmes for improvement of living conditions and development on the level of individuals, families and social groups

### Knowledge and understanding

the ability to appropriately communicate research results and professional achievements, in both oral and written form, to an interdisciplinary specialist audience as well as a non-specialist audience

### Specific and professional skills

the ability to engage in the practical application of theoretical knowledge in various fields of applied sociology

the ability to participate in interdisciplinary teamwork

## Screening of student's work

1 ECTS	Pohadanje nastave [EN]
0.3 ECTS	Esej [EN]
1 ECTS	Kolokviji [EN]
0.7 ECTS	Istraživanje [EN]
0.5 ECTS	Seminarski rad [EN]
0.5 ECTS	Praktični rad [EN]
4 ECTS	

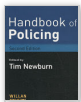
## Forms of Teaching

- » Predavanja
  - » Lectures based on the literature.
- » Seminar
  - » 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 & Karen 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 in Charge



Marina Perić  
Kaselj,  
doc. dr. sc.

ECTS Credits	4.0
English Level	L1
E-learning Level	L1 (10%)
Study Hours	
Lectures	15
Seminar	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. 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 Program Learning Outcomes

### Sociology

analysis and interpretation of social phenomena  
further specialization and expansion of knowledge in sociology with an emphasis on skills in research. analysis. critical and interpretative abilities and skills  
social processes. relations. values and every form of social action

### Critical thinking

reliability. independence and initiative

## Screening of student's work

1 ECTS Pohadanje nastave [EN]
0.5 ECTS Esej [EN]
1 ECTS Kolokviji [EN]
0.5 ECTS Referat [EN]
1 ECTS Usmeni ispit [EN]
<hr/> 4 ECTS



## Week by Week Schedule

1. Introduction: Introduction to the course, program and mode
2. Conceptual explanation: migration terms and concepts
3. Theoretical methodological reviews of migration theories and migration research.
4. Croatian migrations: emigration of Croats within different socio-political systems (from Austria-Hungary to the Republic of Croatia).
5. Croatian diaspora (conceptual definition of diaspora, indigenous minorities, national minorities, emigration / European and overseas emigration).
6. Socio-psychological aspects of migration
7. The breakup of the SFRY, the international recognition of the Republic of Croatia, the Homeland War: the role of the Croatian diaspora.
8. Incorporation processes of Croatian migrants (post-migration social processes: adaptation, integration, assimilation).
9. Return to the Homeland: social, psychological and economic aspects.
10. Women in migration processes.
11. Institutionalisation of the Croatian diaspora: forms of migrant association
12. Croatian diaspora identities: regional, native, ethnic, national, hybrid, multiple identities.
13. Croatian diaspora and transnational spaces: economic, political and social transnationalism.
14. Croatian virtual diaspora: Croatian migrant virtual communities and Croatian migrant cyber culture
15. Final lecture

## Literature



Božić Saša - urednik (2012).  
*Institucionalizacija hrvatske dijaspora*,  
Jesenski i Turk, Hrvatsko sociološko  
društvo



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

# Southeastern Europe 1878-1945

188548

## Lecturer in Charge



doc. dr. sc.  
Stipica Grgić

## Course Description

The main object of this course is to acquire the knowledge and skills necessary for understanding the Southeastern Europe in the period between the Berlin Congress, which has changed the image of this region, and the end of the Second World War. Emphasis will be placed on the countries that are formed and dismembered at this time in the mentioned "changeable area", from the collapse of the Austro-Hungarian Empire and the Ottoman Empire, the formation of independent monarchies in Romania, Bulgaria, Montenegro, Albania, Greece, Serbia and Yugoslavia. This gives an insight into the complexity of the period so students can understand the basic issues related to the most important historical processes that were taking place here. By taking this course students are encouraged to independently articulate their (scientific) attitudes, improve critical thinking and evaluate appropriately given issues.

## Learning Outcomes

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

1. Interpret and classify various events from that time
2. Argue the attitudes towards key actors
3. Arrange chronologically more important events
4. Distinguish important sources that speak of this era
5. Examine the validity of some scientific hypotheses
6. Choose appropriate terms related to the topic
7. Define basic problems of the given period
8. Compare the various national perspectives related to the development of South East Europe 1878-1945

## Study Program Learning Outcomes

### History

defend personal historical insights and positions rationally and by providing valid arguments

### Generic competencies

integrate critical models of thinking characteristic for various historical disciplines into a comprehensive ability of historical thinking

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

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

use accepted terminology in the historical sciences

### Specific competencies

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 historical sciences and other humanities, social and natural sciences

## 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
- » Seminar
  - » Seminars

ECTS Credits 3.0

English Level L3

E-learning Level L2 (10%)

Study Hours  
Seminar 30

### Grading

Regular attendance at lectures and participation in teaching will be 15% of the grade. During the course the student will have, in agreement with the professor, to choose two themes to write two short papers (5 pages of text). One of these themes will stand alone as a brief (30-40 min) presentation to other colleagues. The presentation will go up to 15% of the grade, each of the two seminars by 20% of the grade. Final oral examination and a total of 30% of total grade.

## Week by Week Schedule

1. Introductory lecture. Introducing students with the goals and contents of the course, and their commitments.
2. Southeastern Europe vs. Balkans: Geography and terminology.
3. The "Sick man of Europe": Ottoman Empire in the second half of the 19th century. From The Berlin Conference towards Young Turks.
4. Austro-Hungary at the turn of the century: Inevitable breakdown? Bosnia and Herzegovina under Austro-Hungarian rule.
5. Serbia and Montenegro: Domestic challenges and the issue of the enlargement.
6. The new powers in the Southeastern Europe: Romania, Bulgaria, Greece.
7. Field trip: Visiting a museum exhibition, depending on the offer of current, or the usefulness of permanent exhibition(s).
8. The Balkan Wars 1912-1913. Constructing Albania.
9. First World War. Redrawing the region: Consequences of the Paris peace conference.
10. Interwar period (1): Kingdom of Yugoslavia
11. Interwar period (2): Albania and Greece
12. Interwar period (3): Romania and Bulgaria
13. Interwar period (4): Turkey. Southeastern Europe between the West and the Third Reich.
14. Second World War in the Southeastern Europe.
15. The consequences of the War. Concluding remarks on the course.

## Literature



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



Stavrianos, Leften S. (1958). *The Balkans Since 1453*, New York



Pavlowitch, Stevan K. (1999). *A history of the Balkans 1804-1945*, Longman

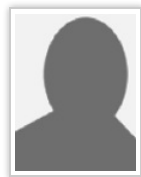
## Similar Courses

» -, Oxford

# Speaking and Presentation Skills in English

66554

## Lecturer in Charge



Siniša Prekratić,  
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 Program Learning Outcomes

Communication Sciences

## 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
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

ECTS Credits	5.0
English Level	Lo
E-learning Level	L1
Study Hours	
Practical foreign language exercises	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%.

**Literature**

Hughes J., Mallett, A. (2012). *Successful Presentations*, Oxford: Oxford University Press



Duncan, J., Parker A. (2007). *Open Forum 3: Academic Listening and Speaking*, Oxford: Oxford University Press



*Englesko-engleski rječnik po izboru studenata*



*Autentični materijali za slušanje i čitanje*

# Speaking and Presentation Skills in German

96366

## Lecturer in Charge



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

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours  
Seminar 60

### Grading

Regular attendance and active participation 30%; written assignments 20%; written exam 15%; presentation(s) 20%; oral exam 15%.

## 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 Program Learning Outcomes

Communication Sciences

## 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

# Statistical Methods for Multivariate Group Differences

53837

## Lecturer in Charge



Toni Babarović,  
izv. prof. dr. sc.

ECTS Credits	3,0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15
Grading	
Activity in class (lectures and exercises) - 20%; Seminal work - 30%; Written exam - 50%.	

## Course Description

Understanding of the theoretical basis of the MANOVA models, discriminant, canonical and cluster analysis; analysing and evaluating research papers in which these multivariate methods were applied; creating research designs where these methods should be used as an adequate methods of analysing the collected data; independent practical application of MANOVA models, discriminant, canonical and cluster analysis in psychological research using the SPSS software package

## Learning Outcomes

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

1. Explain the statistical and mathematical logic of MANOVA, discriminant, canonical and cluster analysis
2. Evaluate and assess the statistical requirements for the implementation of these multivariate methods.
3. Create the research design suitable for applying these multivariate methods
4. Assess and analyse the data suitable for MANOVA, discriminant, canonical and cluster analysis using the software package SPSS
5. Interpret the results obtained from one of these methods within the given research problem
6. Explain statistical parameters obtained from the analysis
7. Evaluate the quality of the data and results obtained by these multivariate analysis
8. Assess the range and limits of the statistical conclusions derived by factor MANOVA, discriminant, canonical and cluster analysis
9. Estimate the quality of the scientific interpretation of the results obtained these methods.

## Study Program Learning Outcomes

### Psychology

#### Complementary skills

use of computer software for advanced statistical analysis and access to databases

#### Critical thinking

advanced statistical methods and the theory of psychological tests

#### Knowledge and Comprehension

analysis and evaluation of research and professional papers in the wider field of social sciences. and particularly in the specific field of psychology. in which advanced statistical methods have been used

#### Specific and professional skills

the ability to apply advanced statistical and methodological knowledge in order to address specific research issues

the ability to independently plan, organise and conduct psychological research

assessment of advanced statistical (multivariate) methods taking into account their limitations, as well as the extent to which they meet theoretical assumptions in the specific situations where they have been applied

## 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	Pohadanje nastave [EN]
1.5 ECTS	Pismeni ispit [EN]
1 ECTS	Seminarski rad [EN]
<hr/>	
3 ECTS	

### Forms of Teaching

- » Predavanja
  - » Ex-cathedra lectures
- » Seminar
  - » presenting an research article from the literature where particular multivariate analysis was applied.
- » Metodičke vježbe
  - » exercises in computer lab

### Week by Week Schedule

1. Statistical logic of MANOVA - multivariate extension of ANOVA
2. Significance of multivariate F-test and interpretation of the MANOVA results
3. Using covariates – MANCOVA
4. Logic of Discriminant analysis and analogy with MANOVA
5. Formation of discriminant functions; discriminative weights and discriminative loadings
6. Significance and interpretation of discriminant functions
7. Error estimates in group classification and validation of the results of discriminant analysis
8. Logic of Canonical analysis
9. Requirements for the canonical analysis
10. The formation of canonical functions; canonical weights, canonical loadings and cross-loading
11. Significance and interpretation of canonical functions
12. The relation between canonical analysis and other multivariate techniques
13. Cluster analysis - basic logic and methods of use
14. Methods of calculating the distance between the cases and the formation of clusters
15. Determining the number of clusters to retain

### Literature



Everitt, B. S., Landau, S., Leese, M., Stahl, D. (2011), *Cluster Analysis, 5th Edition*, John Wiley & Sons, Ltd, Chichester, UK.



Huberty, C. J., Olejnik, S. (2006). *Applied MANOVA and Discriminant Analysis*. New Jersey: Wiley.



Klecka, W. R. (1980) *Discriminant Analysis*, Sage 19, London.



Harris, R. J. (1975) *A Primer of Multivariate Analysis*, Academic Press, New York.



Overall J. E.; Klett C. J. (1972) *Applied Multivariate Analysis*, McGraw-Hill Book Inc. New York.

### Similar Courses

- » Multivariate Statistical Analysis, Oxford

# Strategic Thinking in Public Relations

187978

## Lecturer in Charge



Daria Mateljak,  
pred.

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	
Practicum	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 Program Learning Outcomes

### Communication Sciences

defend personal professional insights and positions rationally and by providing valid arguments

### Complementary competencies

conceptually clearly present diverse information and positions. and critically evaluate the credibility of claims. assumptions and arguments presented through various media responsibility. ethical approach. autonomy and initiative in their work

identify and interpret in an argued manner the interdisciplinary nature of communication sciences by linking the specific segments of the history of communication sciences with the corresponding segments of the history of humanities and social sciences

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

### Specific competencies

the ability to participate in professional and interdisciplinary teamwork

point out the common aspects between contemporary communication sciences and other humanities and social sciences

## General Competencies

Define, describe and evaluate strategic thinking and central issues. Apply, classify and distinguish professional terminology. Expertly and professionally apply the acquired specialist and practical knowledge in the field of media and journalism, public relations and scientific research in communicology. Demonstrate accountability, professional ethics, autonomy and initiative in work.

## Forms of Teaching

### » Predavanja

» lectures are performed using ppt presentations and video materials. They include discussions

### » Seminar

» Seminar includes interactive work, exercising implementation of various methods and techniques on practical examples.

## Week by Week Schedule

1. Introductory class: course review, student expectations, basic concepts, several examples, micro drill/interactive game
2. Thinking: types of thinking, water logic - rock logic, creative thinking, reflexive thinking, strategic thinking
3. Strategy (2 class blocks): definition, historical review, the development of strategic thinking, theorists / practitioners, types of strategies, strategic applications: politics, diplomacy, military strategy, business strategy, practical examples
4. Strategy (2 class blocks): definition, historical review, the development of strategic thinking, theorists / practitioners, types of strategies, strategic applications: politics, diplomacy, military strategy, business strategy, practical examples
5. Organization basics: organization formation, organization structure, types of organizations, theoretical view: managing and system theories, homework: observing the surroundings
6. Analysis of strategic planning: the basics of analytics, why analytics are important, types of analysis according to objectives, external analysis: market, environment, organization; homework assigned in some of the analytical techniques (group work)
7. Setting goals and evaluation: goals, the difference between goals, tactics and strategy, practice in setting goals, the connection between goals, expectations, results, evaluation of achieved goals, analyzing the effectiveness
8. Tactics of strategic planning: Connection between strategies and tactics, definitions, examples, action plan, tactic management, tactic evaluation
9. The notion of leadership (strategic leadership): strategy and team (organization) health, what is leadership?, types of leadership, theoretical approaches and practical realization, an exercise
10. Team management: types of teams, team structuring, team control, team evaluation
11. Organization and guidance: elements of corporate identity, vision, mission, purpose, business strategy, a practical exercise
12. Internal relations and corporate culture: building organizational relations, internal relations strategies, corporate culture, lateral and vertical management
13. Networking strategies: Organization and environment, business and interest-based joining, alliances, lobbying strategies
14. Organizational environment in the multimedia world: interest-influence groups, activism, the Internet and Web 3.0, social networks, guerrilla methods
15. Ethical principles in the implementation of strategies: the definition of ethics, the application of ethics in business, ethical dilemmas, ethics in the implementation of strategy, corporate social responsibility

## Literature



Robbins, S.P., Judge, T.A. (2009). *Organizacijsko po našanje* (12. izdanje), Zagreb. MATE i ZŠEM



Sikavica, P. (2009). *Organizacija*, Zagreb: Školska knjiga

# Strategies for Active learning

201454

## Lecturer in Charge



doc. dr. sc.  
Rona Bušljeta  
Kardum

## Course Description

The objective of the course is to enable students to understand and critically reflect on educational strategies that lead to the design, planning and creation of the teaching process in accordance with the scientific knowledge of the modern educational process.

## Learning Outcomes

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

1. Define basic concepts (cognitive approaches, active learning, student-centered teaching, teaching strategies...).
2. Distinguish the theories that explain the learning process.
3. Separate teaching strategies that lead to active learning and active construction of knowledge in students.
4. Assess the strengths and weaknesses of individual continuing strategies for active learning.
5. Define learning goals and outcomes with respect to the active learning process.
6. Compare ways to integrate strategies for active learning within educational activities in Croatia, Europe and the world.
7. Analyze different teaching methods that lead to the active construction of students' knowledge.

## Study Program Learning Outcomes

### Philosophy

1. Generic competencies

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

### Specific competencies

### Croatology

analyse the facts within the scope of work  
analyse and weigh the justification for use of varying theoretical approaches

### Generic competencies

take part in discussions on professional issues assuming constructive approach  
critically and self-critically evaluate opposing arguments and make their own conclusions  
apply the acquired knowledge in new or yet unknown situations  
broaden and deepen their knowledge by independent work

### Specific competencies

### History

#### 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

### Sociology

#### Complementary skills

communication skills, oral and written interpretation of professional and scientific material.

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 30

### Grading

Attendance at lectures. Independent research and presentation of a selected topic related to active learning. Participation in discussions. Written exam based on literature.



- negotiation skills
- Critical thinking
  - application of theories of learning and motivation in the educational process. planning and evaluation of the educational process and classroom dynamics
  - special analytical and research skills
- Knowledge and understanding
  - developing capacity for independent work and work in a team
  - advanced oral communication skills
- Specific and professional skills
  - information management skills

### Screening of student's work

- 0.5 ECTS Pohadanje nastave [EN]
- 1.5 ECTS Pismeni ispit [EN]
- 1 ECTS Referat [EN]

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- 3 ECTS

### Week by Week Schedule

1. Introductory lecture - presentation of the goals and outcomes of the course, the way of work, obligations and rights of students, compulsory and optional literature.
2. Defining the basic concepts of the subject (cognitive approaches to learning, active learning, student-centered teaching, active knowledge construction, teaching strategies, teaching methods for active learning...).
3. Differentiate approaches to explaining the learning process (behavioral approaches to learning; socio-cognitive approaches; cognitive approaches to learning).
4. Teaching strategies as a starting point for active learning.
5. How to choose instructional strategies that foster the process of active learning?
6. How to set learning goals and outcomes with an active knowledge construct?
7. To what extent and in what way are student-centered teaching encouraged by basic documents and legislation?
8. Analysis and comparison of practices in Croatia with countries in Europe and the world.
9. Teaching content and actively constructing students' knowledge.
10. Summarizing the concepts adopted so far / guest lecturer
11. Teaching strategies as a starting point for active learning.
12. How to choose instructional strategies that foster the process of active learning?
13. Presentation and analysis of students' seminar papers. Group commenting and concluding (I).
14. Presentation and analysis of students' seminar papers. Group commenting and concluding (II).
15. Final Lecture - an analysis of the achievement of the set goals and outcomes of the course.

### Literature



Jensen, Eric (2003). *Super-nastava – nastavne strategije za kvalitetnu školu i uspješno učenje.*, Educa



Marzano. R.J.; Pickering, D.J.; Pollock, J.E. (2006). *Nastavne strategije: Kako primijeniti devet najuspješnijih nastavnih strategija*, Educa



Matijević, Milan; Radovanović, Diana (2011). *Nastava usmjerena na učenika.*, Školske novine



Mattes, Wolfgang (2007). *Nastavne metode-75 kompaktnih pogleda za nastavnike i učenike.*, Naklada Ljevak



Miljak, A. (1998). *Konstruktivistička paradigma u odgoju i obrazovanju*, Napredak, 139 (1998), 3



Palekčić, M. (2002). *Konstruktivizam - nova paradigma u pedagogiji?: (na primjeru konstruktivističke didaktike)*, Napredak, 143 (2002), 4

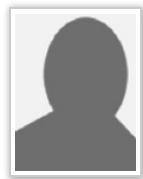
### Similar Courses

- » Instructional Strategies, Oxford

# Stress and Psychotrauma

144889

## Lecturers in Charge



Lana Mužinić,  
prof. dr. sc.



Igor Marinić,  
doc. dr. sc.

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours

Seminar 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 Program Learning Outcomes

### Psychology

the biopsychosocial model of health and illness. the field of health psychology. communication between healthcare practitioners and patients. as well as provision of support and counselling for patients and their families

### Critical thinking

reliability. independence and initiative in work  
planning interventions and programmes which will enhance the living conditions and the development of individuals. families and communities

### Knowledge and Comprehension

applying the knowledge of the specific features of Croatian culture in the interpretation of research results and when planning interventions and programmes in the community  
analysis and evaluation of research and professional papers in the wider field of social sciences. and particularly in the specific field of psychology. in which advanced statistical methods have been used

advanced oral communication skills

### Specific and professional skills

the ability to engage in the practical application of theoretical knowledge in various fields of applied psychology

## General Competencies

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

## Screening of student's work

1 ECTS Pohađanje nastave [EN]

2 ECTS Seminarski rad [EN]

3 ECTS

## Forms of Teaching

» Seminar

» Classes will be held in the form of seminars

### Week by Week Schedule

1. Introduction to civil stress and psychotrauma
2. Stress reaction models
3. Biological bases of stress response, biological and psychophysiological markers of stress
4. Psychological aspects of stress
5. Somatic aspects of stress
6. Diagnosis and treatment of acute stress reaction
7. Diagnosis and treatment of posttraumatic stress disorder
8. Psychiatric comorbidities of stress induced disorders
9. Somatic comorbidities of stress-induced disorders
10. Application of psychophysiological methods and relaxation techniques in the treatment of stress induced disorders
11. Psychological responses to stress caused by somatic disease and therapeutic approach (cardiovascular diseases, malignant diseases, etc.)
12. Therapeutic approach to victims of civilian trauma (domestic violence, abuse)
13. Therapeutic approach to victims of civilian trauma (victims of robbery, physical assault and injury, natural disasters)
14. A therapeutic approach for people who have experienced stress from losing their jobs and people with burn out syndrome
15. Team communication in stress and crisis situations

### Literature



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



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

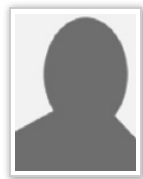


*Chrousos G.P. et al. (eds.): Stress ? Basic Mechanisms and Clinical Implications. Annals of the New York Academy of sciences, 1995, str. 771.*

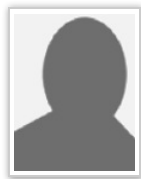
## Student Placements

200304

### Lecturers in Charge



doc. dr. sc.  
Jelena Maričić



doc. 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 Program Learning Outcomes

Psychology

Specific and professional skills

the ability to participate in interdisciplinary teamwork

the ability to engage in the practical application of theoretical knowledge in various fields of applied psychology

the theoretical approaches, strategies and methods of psychological counselling, as well as the prerequisites for and the process of successful counselling

the influence of the social context and social changes on human development

a high level of integration and critical evaluation of various theories, paradigms and methodological approaches within the basic and applied fields of psychology

### Screening of student's work

1.5 ECTS Seminarski rad [EN]

1.5 ECTS Usmeni ispit [EN]

3 ECTS Praktični rad [EN]

6 ECTS

### Forms of Teaching

» Seminar

» as scheduled by the receiving organization

» Terenske vježbe

» work in organization

### Week by Week Schedule

1. 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.
- 2.
- 3.
- 4.
- 5.
- 6.

ECTS Credits 6.0

English Level L1

E-learning Level L1

Study Hours

Seminar 30

Practicum 60

Teaching Assistant

Jelena Jureta, mag. psych.

Grading

Workplace attendance - 50% Final

Report - 25% Oral Exam - 25%



- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

### Literature



*Literatura za seminarski rad ovisi o područjima u kojima student provodi praksu*

# Subsidiarity and solidarity in an individualistic society

200599

## Lecturer in Charge



prof. dr. sc.  
Stipan Tadić

ECTS Credits	4.0
English Level	L1
E-learning Level	L1 (1%)
Study Hours	
Lectures	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

Student will learn basic concepts of subsidiarity and solidarity.

## Learning Outcomes

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

1. Identify key concepts
2. Define and compare basic concepts
3. Use key concepts in analyzing
4. Use key concepts in research
5. Describe key theories
6. Argue role of studied concepts in society

## Study Program Learning Outcomes

### Philosophy

1. Generic competencies
    - 1.01. pratiti i adekvatno reproducirati pisana i usmena izlaganja složenih akademskih i neakademskih sadržaja
    - 1.02. form and clearly present complex academic and non academic topics in both written and oral
    - 1.03. consider and evaluate the validity of diverse theoretical and practical proposals. taking into account specific characteristics of various areas of life and work environments
- koristiti više metoda filozofskog objašnjenja i tumačenja  
prepoznati i protumačiti zajednička teoretska polazišta različitih filozofskih disciplina  
služiti se uvriježenom filozofskom terminologijom

### Communication Sciences

defend personal professional insights and positions rationally and by providing valid arguments  
define and describe the disciplines of contemporary communication sciences. the history of their development and the central problems

### Complementary 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  
identify and interpret in an argued manner the interdisciplinary nature of communication sciences by linking the specific segments of the history of communication sciences with the corresponding segments of the history of humanities and social sciences  
consider and evaluate the validity of diverse theoretical and practical proposals. taking into account specific characteristics of various areas of life and work environments

### Specific competencies

### Sociology

analysis and interpretation of social phenomena  
social processes. relations. values and every form of social action

### Complementary skills

communication skills. oral and written interpretation of professional and scientific material.  
negotiation skills

### Knowledge and understanding

recognising the need and being prepared for continuous professional development  
the ability to appropriately communicate research results and professional achievements. in both oral and written form. to an interdisciplinary specialist audience as well as a non-specialist audience  
process of development of society and the evolution of its institutions

### Screening of student's work

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

---

4 ECTS

### Week by Week Schedule

1. Introductory lecture
2. Correlation between subsidiarity and civil society
3. Civil society
4. Civil society
5. Civil society in Croatia and in the world
6. Concept of subsidiarity
7. Concept of solidarity
8. Possibilities of subsidiarity and solidarity
9. Research
10. Use of subsidiarity and solidarity
11. Challenges of civil society
12. Church, subsidiarity, solidarity
13. State and society
14. Revision
15. Synthesis

### Literature



Ivan Šarić *Solidarnost i supsidijarnost kao temelji socijalnog tržišnog gospodarstva*



Stjepan Baloban *Izazovi civilnog društva u Hrvatskoj*

### Similar Courses

- » Civilno društvo i supsidijarnost, Oxford

# Teacher Assessment and Evaluation

201463

## Lecturer in Charge



doc. 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 Program Learning Outcomes

#### Philosophy

##### 1. Generic competencies

- 1.01. pratiti i adekvatno reproducirati pisana i usmena izlaganja složenih akademskih i neakademskih sadržaja
- 1.02. form and clearly present complex academic and non academic topics in both written and oral
- 1.04. cooperate with diverse individuals and groups in discussions and in finding answers to various theoretical and practical issues
- 1.05. resolve conflicts peacefully and rationally. at the same time respecting the opposing sides and their specific points of view

#### 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

#### Croatology

- analyse the facts within the scope of work
- analyse and weigh the justification for use of varying theoretical approaches

##### Generic competencies

- take part in discussions on professional issues assuming constructive approach
- critically and self-critically evaluate opposing arguments and make their own conclusions
- present their knowledge and conclusions both in writing and orally in a clear manner and based on valid arguments

##### Specific competencies

- respect the principles of interdisciplinary approach in evaluation of facts within the scope of their work field

#### History

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 30

#### Grading

Student attendance at class, solving assignments given by lecturers, designing and developing their own evaluation examples. Written exam.



**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  
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

**Sociology**

analysis and interpretation of social phenomena

**Complementary skills**

communication skills, oral and written interpretation of professional and scientific material, negotiation skills

**Critical thinking**

reliability, independence and initiative

**Knowledge and understanding**

the ability to appropriately communicate research results and professional achievements, in both oral and written form, to an interdisciplinary specialist audience as well as a non-specialist audience

developing capacity for independent work and work in a team

advanced oral communication skills

**Specific and professional skills**

information management skills

**Screening of student's work**

0.5 ECTS Pohadanje nastave [EN]

1.5 ECTS Pismeni ispit [EN]

1 ECTS Referat [EN]

3 ECTS

**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 srednjoškoli: (iskustva i stavovi nastavnika)*, Život i škola, 50(2004), 11(1)



Čuk-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

## Lecturer in Charge



doc. dr. sc.  
Marjan Ninčević

## Course Description

### Objective/competences:

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

## 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 Program Learning Outcomes

### Philosophy

#### 1. Generic competencies

- 1.01. pratiti i adekvatno reproducirati pisana i usmena izlaganja složenih akademskih i neakademskih sadržaja
- 1.02. form and clearly present complex academic and non academic topics in both written and oral
- 1.03. consider and evaluate the validity of diverse theoretical and practical proposals. taking into account specific characteristics of various areas of life and work environments
- 1.04. cooperate with diverse individuals and groups in discussions and in finding answers to various theoretical and practical issues
- 1.05. resolve conflicts peacefully and rationally. at the same time respecting the opposing sides and their specific points of view
- 1.06. koordinirati rasprave i pružati objašnjavajuće komentare o nizu pitanja društvene, kulturne ili političke naravi

### 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

### Specific competencies

### Croatology

- analyse and weigh the justification for use of varying theoretical approaches

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

### Grading

Students will be monitored in all three stages of the course delivery. In the first stage, when the basic concepts of pedagogy are taught, the student's motivation is monitored based on active engagement in class, as well as regular attendance (20% of the final grade). In the second stage, the student's individual and group work in research on a specific pedagogical problem, multimedia presentation and reporting on it in front of colleagues, and participating in the same assignment of other students are monitored (30 % of the final grade). The third stage refers to the evaluation of the student's systematic knowledge of pedagogy by means of a written exam (15 questions) based on obligatory literature and professor's lectures (50% of the final grade).

**Generic competencies**

- take part in discussions on professional issues assuming constructive approach
- critically and self-critically evaluate opposing arguments and make their own conclusions
- describe and write excerpts of written and oral presentations of academic and non-academic content
- present their knowledge and conclusions both in writing and orally in a clear manner and based on valid arguments
- apply the acquired knowledge in new or yet unknown situations

**Specific competencies****History****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
- 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
- resolve conflicts peacefully and rationally, at the same time respecting the opposing sides and their specific points of view

**Specific competencies**

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

**Sociology****Knowledge and understanding**

- recognising the need and being prepared for continuous professional development
- the ability to appropriately communicate research results and professional achievements, in both oral and written form, to an interdisciplinary specialist audience as well as a non-specialist audience
- evaluation of the outcomes and consequences of professional services
- developing capacity for independent work and work in a team

**Specific and professional skills**

- problem-solving abilities
- the ability to participate in interdisciplinary teamwork

**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.

**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

# Textbook as a Teaching Tool

118712

## Lecturer in Charge



doc. dr. sc.  
Rona Bušljeta  
Kardum

## Course Description

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

## Learning Outcomes

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

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

## Study Program Learning Outcomes

### Philosophy

#### 1. Generic competencies

- 1.01. pratiti i adekvatno reproducirati pisana i usmena izlaganja složenih akademskih i neakademskih sadržaja
  - 1.02. form and clearly present complex academic and non academic topics in both written and oral
  - 1.04. cooperate with diverse individuals and groups in discussions and in finding answers to various theoretical and practical issues
- argumentirano i racionalno braniti vlastita filozofska shvaćanja i stavove  
koristiti više metoda filozofskog objašnjenja i tumačenja

#### Specifične kompetencije

ukazati na dodirne točke između suvremene filozofije i drugih humanističkih, društvenih i prirodnih znanosti

### 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  
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  
think in an interdisciplinary manner and respect diverse scientific methodologies and views on specific issues  
use the professional terminology accepted in fields and professions of contemporary linguistics and science of literature

#### Specific competencies

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

### Croatology

#### Generic competencies

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

#### Grading

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



take part in discussions on professional issues assuming constructive approach  
critically and self-critically evaluate opposing arguments and make their own conclusions  
describe and write excerpts of written and oral presentations of academic and non-academic content  
present their knowledge and conclusions both in writing and orally in a clear manner and based on valid arguments  
apply the acquired knowledge in new or yet unknown situations  
broaden and deepen their knowledge by independent work

#### Specific competencies

participate in management activities both when conditions are controlled and partially uncontrolled

### History

#### 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  
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 the historical research with the corresponding segments of other humanities and social sciences  
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

### Sociology

#### Complementary skills

communication skills, oral and written interpretation of professional and scientific material, negotiation skills

#### Critical thinking

application of theories of learning and motivation in the educational process, planning and evaluation of the educational process and classroom dynamics  
special analytical and research skills

#### Knowledge and understanding

advanced oral communication skills

#### Specific and professional skills

problem-solving abilities  
the ability to participate in interdisciplinary teamwork  
information management skills

## General Competencies

On the level of the programme, this course will train the future teachers to:  
Theoretically and practically implement relevant knowledge obtained in the educational courses (pedagogy, didactics, teaching methodology, psychology of education).  
Present arguments regarding advantages and disadvantages of certain theoretical tenets.  
Evaluate textbooks based on certain qualitative and quantitative criteria.  
Select individual theoretical positions for practical application.

## Screening of student's work

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

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3 ECTS

## Forms of Teaching

#### » Predavanja

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

## Week by Week Schedule

1. Determine the importance and role of the textbook as a teaching tool.
2. Connection between teaching (the theory of teaching) and the textbook.
3. Defining relevant determinants of a desirable textbook.

4. Textbook and education. Stressing the importance of the organization of textbook as a teaching tool.
5. Legal regulations concerning the process of textbook creation. The overview and analysis of the teaching plan, textbook standards, Law on textbooks for elementary and secondary schools, the National curriculum etc.
6. Explaining the common practice regarding the processes of creation, approval, and selection of textbooks in the Republic of Croatia, and the comparison with the European policy and practice.
7. Textbook transmission and transformation role. Theoretical and practical differentiation of the mentioned roles.
8. Developing the didactic and educational instruments of the textbook. Specific definition of: Didactic and methodological instruments on the first and last pages of the textbook, Didactic and methodological instruments of a textbook unit,
9. Didactic and methodological criteria of textbook instruments.
10. Establishing desirable criteria of pictorial and textual textbook instruments and defining their importance for the process of learning and teaching.
11. Transmission (content-related) textbook role.
12. The importance of the content in the processes of teaching and learning and didactic and methodological criteria of organizing the content.
13. Connecting the dimensions of content and didactic organization of a textbook in the processes of teaching and learning (theoretically).
14. Connecting the dimensions of content and didactic organization of a textbook in the processes of teaching and learning (practically).
15. Presenting a seminar paper in the form of a review of a scientific paper, a book or legal provisions connected with textbooks and/or individual didactic-methodological and content-related analysis of officially approved textbooks.

### Literature



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



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



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



(2007). *Udžbenički standard*, Narodne novine



Pingel, F. (2000). *Vodič za istraživanje i reviziju udžbenika*, Profil

### Similar Courses

» Ne postoji, Oxford

# The Ancient Roads and Communications on Croatian Territory 202952

Lecturer in Charge



doc. dr. sc.  
Vlatka Vukelić

ECTS Credits 3.0English Level L1E-learning Level L1 (10%)Study Hours  
Seminar 30

Grading

Assessment is multiple and refers to participation in classes, seminars and on a GPA based on the written and oral exam

## Course Description

The aims of the course are to develop a sense of historical continuity in our region, as well as the global importance of the Croatian historical-geographical space in antiquity. Since in antiquity the value of a particular area has been valorized by the construction of roads, an effort will be made to display a dense network of Roman *viae publicae*, as well as many vicinal roads intertwined with Croatian space. Considering that Roman roads were very often built on prehistoric roads, and they were most often used as a template for the construction of modern road routes, the aim is to highlight the historical importance of territorial connectivity in the wider European context.

## Learning Outcomes

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

1. Describe long term research that seeks to break down the problem of multidisciplinary exploration of the area connecting the Adriatic coast and its hinterland
2. Describe the meaning of the previous works on that topic.
3. Describe and connect some unknown or neglected aspects of this topic
4. Describe and set up the hypothesis that they so far have been in essential communication
5. Analyze the links between the ethnic communities that have lived in Croatia during that time.
6. Describe the road routes in the parts explored so far

## Study Program Learning Outcomes

History

defend personal historical insights and positions 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

apply methods of explaining and interpreting historical processes

interpret and evaluate various historical points of view. including those of Croatian historians. in the context of the science of history

## 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. Introductory lecture and introduction to the subject and literature
2. Historical sources; repeating the difference in status of the colony and municipalities
3. Prehistoric periods and ancient (Greco-Roman) times in Croatia; Roads, intersections, and priorities and perspectives in exploring the ethnic communities of northwestern Illyria during prehistoric and ancient times
4. Archeological topography of continental Croatia
5. Roads and Communications in Prehistory and Antiquity in the Poreč Area
6. Dolabella Road System in the Roman Province of Dalmatia
7. Ancient Roman villas in the economic and transport network of central Dalmatia
8. Ancient archeological topography of Croatia
9. Adriatic navigation routes and their influence on the formation of Roman settlements and towns on the eastern Adriatic coast
10. Geographical conditions for the development of the ancient city in Croatia; Contribution to the ancient archeological topography of Đakovo area

11. Roman administration and Roman provinces on the soil of present-day Croatia
12. Indigenous peoples and the Romanisation process - a route heritage
13. Illyrian / Roman Provincial Roads in Late Antiquity and Impact on the Development of the Lands on the Soil of Today's Croatia
14. Time of the collapse of the Roman Empire on the soil of Illyria (597-640)
15. Field work.

### Literature



Bojanovski, Ivo (1974). *Dolabelin sistem cesta u rimskoj provinciji Dalmaciji*, Akademija nauka i umjetnosti Bosne i Hercegovine



Gračanin, Hrvoje (2008). *Povijest savsko-dravsko-dunavskog međurječja u kasnojantici i rano me srednjem vijeku*, Filozofski fakultet, Zagreb



Cravetto, Enrico; Goldstein, Ivo; Gračanin, Hrvoje (ur.) (2007). *Kasno Rimsko carstvo i rani srednji vijek*, Europapress holding, Zagreb

# The Croatian Humanist Epic

86902

## Lecturer in Charge



doc. dr. sc.  
Maja Matasović

## Course Description

The goal of this course is to introduce students to the Croatian humanist epic during the 15th and the 16th centuries. It will also enable them to view this poetry in the context of the epics of antiquity, and the European humanist epic production of the time. Obligations of the students include: regular attendance, preparation and discussion of selected texts and passing the exam after the semester has finished.

## 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 Program Learning Outcomes

Croatian Latinity

## 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]
<hr/>	
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 paralels 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)

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

## Grading

Student will be evaluated according to the accomplishment on his final exam (in writing and oral), as well as according to the regular attendance and participation during classes.



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 Ascrivienensis urbis; Ilija Crijević - De Epidauro*



(1974). Marulić, Marko - *Davidijada*. *Hrvatski latinisti, Knjiga 7.* (priredili Veljko Gortan i Branimir Glavičić), Zagreb, JAZU



(1978). Bunić, Jakov - *Otmica Kerbera/ Kristov život i djela*. *Hrvatski latinisti, Knjiga 9.*, Zagreb, JAZU



Gortan, V. – Vratović, V. (1969). *Hrvatski latinisti I. (Pet stoljeća hrvatske književnosti, 2), bilješke o spominjanim autorima*, Zagreb, MH



Franičević, Marin (1986). *Povijest hrvatske renesansne književnosti (I. i II.)*, Zagreb, MH



# The Demographic Development of Croatia

57202

## Lecturer in Charge



doc. dr. sc.  
Dario Pavić

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	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 Program Learning Outcomes

Sociology

## 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 idea of Europe

202456

## Lecturer in Charge



izv. prof. dr. sc.  
Mladen Puškarić

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15
Grading	
Written exam, term exam, in-class exam, term paper.	

## Course Description

The goal is to offer students basic knowledge about genesis and development of idea of Europe which is much older than process of EU integration. Students will get insight into different projects aimed to political, economic and military unity of Europe. They will learn how the concept of Europe has been changed through history.

## Learning Outcomes

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

1. Analyze development of the European idea throughout the history
2. Recognize the significance of the European idea for the purpose of understanding of European integration process
3. Use basic knowledge of society and societal processes
4. Apply acquired knowledge in analysis of the role of specific historical subjects
5. Explain the significance of the European idea for the formation of common social awareness
6. List basic separation in phases of historical development of the European idea
7. Relate the term of European idea with the European integration process
8. Compare roles of different religious congregations in creation of the European idea
9. Develop an interest for studying of historical sources of the European idea
10. Use different methods of social research in analyses of the relevant data

## Study Program Learning Outcomes

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

Evaluate published sociological research with suggestions of possible improvements.

## Week by Week Schedule

1. Development of Idea of Europe
2. Europe and Idea of Freedom
3. Myth of Europe
4. Roman Law
5. Europe and Idea of Christendom
6. Christianity in Western Europe
7. Charlemagne: king and father of Europe
8. Christian World
9. Europe on the Geographic Maps
10. Humanism and Renaissance
11. Universalism and Particularism in Europe
12. Spreading of the European Idea
13. Enlightenment and the Rationalistic Philosophy
14. Secularisation of Europe
15. Europe and Civilization

**Literature**

Anthony Padgen (2002). *The Idea of Europe*, University Press Cambridge, str. 378.



Kevin Wilson, Jan van der Dussen (2010). *The History of Idea of Europe*, Routledge

# The Life of a Provincial Family in Ancient Times

79210

## Lecturer in Charge



doc. dr. sc.  
Vlatka Vukelić

## Course Description

Using comparative methods the students develop a sense of historical, economic, political and cultural continuity and specific social identity in our region. The particular area of study was reduced to the continental part of the Croatia, romanized and urbanized, during the Roman conquest of the 1st ct. BC to 1st ct AD. Maximum effort will represent just a comparative method of studying life in the ancient world, as well as the first comparison of life in Rome, with life in ancient Pannonia, and after that, on the basis of published studies, which have so far segmental type, as possible, set up the basic features and common points, and the backbone of life of ancient man in Pannonia. There will be the following elements of ancient life: daily life in Rome and province, home furnishings, leisure, clothing, hair, jewelry and cosmetics, marriage, raising children, funeral customs and traditions associated with the cult.

\* Study the existing stereotypes of Roman population

\* Offer new content and a new approach to the topic

\* Explain the importance of the creation of social classes: senatorial and knightly class, the colonial elite, the lower strata of society, way of life and the difference among the population on the basis of personal and civic - legal status and ethnicity

\* To examine the issue of slavery, the population in urban areas and roadways, economic activities (agriculture and animal husbandry, crafts and trade, rustic and banking, etc.) through the prism of participants and beneficiaries, traditional Roman economy and innovation, occupations (traditional influence in the performance certain duties: comparison peregrine and immigrant population)

\* More specifically explain the customs, arts and culture and the Roman provincial population - opportunities and their interdependencies between study

\* Consider the above in context: the age of conquest, colonization and Romanization as a political and cultural processes, organization of the Roman state administration (division into provinces), material culture and permeating Roman and indigenous culture in onomastics, religion and fine arts, and in the context of the late Roman period - the emergence of Christianity.

## Learning Outcomes

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

1. Identify new content and a new approach to the topic
2. Describe the importance of the creation of social classes: senatorial and knightly class, the colonial elite, the lower strata of society, way of life and the difference among the population on the basis of personal and civic-legal status and ethnicity
3. Describe the issue of slavery, the population in urban areas and out urban area, economic activities (agriculture and animal husbandry, crafts and trade, rustic and banking, etc.) through the prism of participants and beneficiaries, the traditional economy and Roman innovations occupations (traditional influence in the performance of certain duties: comparison peregrine immigrant population)
4. Explain the customs, arts and culture and the Roman provincial population - opportunities and their interdependencies between study
5. Compare the time of the conquest, colonization and Romanization as a political and cultural processes and the organization of the Roman state administration

## Study Program Learning Outcomes

History

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours  
Seminar 30

### Grading

Participation in lectures and making two seminars related to the assigned topic. Evaluating the multiple relations and to participate in teaching, preparing seminar papers and secondary assessment of written and oral exam.



## General Competencies

After finishing the programme student will be able to: 1. define historical processes typical for certain historical period; 2. explain cause and effect relations of historical events and processes 3. construct a historical context 4. compare historical processes of different periods

## Week by Week Schedule

1. Introductory lecture, introduction to the subject and literature
2. Historical sources (material and written); totality of life in Rome early Principate
3. Explanation of terms: colonies and municipiums-importance in the Roman province
4. Roman administration and Roman province in today's Croatia; Provincial Economy
5. Warfare, military, veterans, pacification and urbanization Illyria
6. The legal system, urban planning, Pax Romana, trade
7. Taxes, laws, piracy and robbery, roads
8. Jewelry and cosmetics, dance, house and furniture, leisure, clothing and hair
9. Architecture, basilica, baths, forum, colonial and city administration / regents, officers, quaestors, bequests
10. Slaves and column "friends night", family, food, streetscape
11. The management and treatment of the country, housing extra muros / rustic, Roman road
12. Monet, tools, games, education, education, transport Intra Muros
13. Indigenous people, the process of Romanization, philosophy, science, religion, calendar, arts, crafts
14. Province in Late Antiquity, the emergence and influence of Christianity on the territory of modern Croatian, during the fall of the Roman Empire on the territory of Illyria-specific characteristics and differences
15. Field work

## Literature



H. J. Deighton (1996). *A Day in the Life of Ancient Rome*, Bristol Classical Press



A. Mocsy (1974). *Pannonia and Upper Moesia*, Routledge & Kegan Paul



P. Grimal (1968). *Rimska civilizacija*, Izdavački zavod Jugoslavija, Beograd



P. Lisicar (1971). *Grci i Rimljani*, Filozofski Fakultet, Zagreb



M. Sanader (2008). *Imago provinciarum*, Alfa d. d., Zagreb

# The Media: A Critical Approach

96364

## Lecturer in Charge



doc. dr. sc.  
Tomislav Janović

## 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 Program Learning Outcomes

### Communication Sciences

defend personal professional insights and positions rationally and by providing valid arguments

### Complementary competencies

apply different scientific and social science research methods which are used in communication sciences

Impartially make and evaluate arguments for and against opposed positions

use accepted professional terminology in different areas of communication sciences

### Specific competencies

interpret fundamental works of individual scholars in the field of communication sciences. mass communication. journalism and public relations. and critically analyse and evaluate the views and arguments presented within

point out the common aspects between contemporary communication sciences and other humanities and social sciences

proficiency in professional English

ECTS Credits 5.0

English Level L2

E-learning Level L2

Study Hours Seminar 30

### Grading

regular attendance 10% active participation in class (readings & discussions) 10% presentation on given topic (15-20 minutes, power point & handouts) 20% written exam (or two tests) 40% oral exam 20%



## General Competencies

To understand and extract the main points of graduate level philosophical or scientific texts to analyze and critically evaluate theories and arguments in oral and written form; to identify weaknesses of particular arguments and theoretical positions to apply theories, concepts and technical terms of philosophy and methodology of science to other philosophical fields and/or other disciplines of the humanities and the social sciences to recognize the common conceptual ground of all disciplines dealing with social phenomena and to appreciate the importance of foundational and methodological issues for these disciplines

## Screening of student's work

- 0.5 ECTS Pohadanje nastave [EN]
- 2 ECTS Pismeni ispit [EN]
- 1 ECTS Referat [EN]
- 1 ECTS Usmeni ispit [EN]
- 0.5 ECTS active participation in class
- 5 ECTS

## Forms of Teaching

### » Seminar

- » students' presentations, reading assignments and discussion of selected texts

## Week by Week Schedule

1. Basic information about the course, learning methods, student's obligations, credits, and grading. Short overview of the main topics.  
Persons, behavior, action: explanation and justification, causes and reasons, individual and collective behavior, methodological individualism.
2. Motives of actions (beliefs, desires/preferences, interests, emotions); selfishness and altruism; rationality and irrationality; rational choice theory.
3. Collective action problem; group agents; norms and institutions.
4. Collective beliefs and collective decision making: conformism, pluralistic ignorance, rumors and informational cascade.
5. Public opinion in contemporary media society: methods of research, causal factors and ways of shaping, group differences and ideological polarization, influence on politics; aggregative view of public opinion and its shortcomings: "loud minority" and "silent majority", pluralistic ignorance, false consensus, looking glass perception, spiral of silence, third-person effect.
6. Complexity of public opinion: opinions, attitudes, facts; private and public, personal and collective beliefs (Goffman); consistency of beliefs (Billig); shaping and expressing public opinion: cognitive (Lippmann) and social perspective (Blumer and Bourdieu).
7. Public opinion, propaganda and manufacturing of consent: masses and public; stereotypes, symbols, "pictures in the head" and "pseudo-environment" (Lippmann); actual role of public relations and journalism in the manufacturing of consent.
8. Psychology of persuasion: "weapons of influence" (Cialdini); "thinking fast" and "thinking slow" (Kahneman)
9. Media presentation of reality and forming of public opinion: agenda setting, media hypes, rise and fall of issues (van Ginneken)
10. Social media and polarization of public opinion: informational overload, mechanisms of filtering, group identity, deliberation enclave and public sphere (Sunstein).
11. Social media and information cascades: social networks example.
12. Human nature and basic political (ideological) beliefs: "utopian" and "tragic" vision of human nature, political left and political right from the perspective of evolutionary psychology; moral intuitions and moral inference in political communication (Pinker; Haidt)
13. Human nature and basic political (ideological) beliefs: "righteous mind" and social divisions from the perspective of moral psychology; prospects for "constructive disagreement".
14. Conclusions and course recapitulation.
15. -

## Literature



Elster, Jon (1999). *Uvod u društvene znanosti: Matice i vijci za objašnjenje složenih društvenih pojava* [poglavlja 2-6, 10-15], Jesenski & Turk,



Elster, Jon (2007). *Explaining Social Behavior: More Nuts and Bolts for the Social Sciences*, [str. 1-6, 67-79, 214-221, 344-352, 372-386, 401-424], Cambridge University Press, Cambridge





Greg Myers (2004). *Matters of Opinion: Talking about Public Issues*, Cambridge: Cambridge University Press, Cambridge, MA & London: Harvard University Press



John Geer, Wendy Schiller, Richard Herrera, Jeffrey Segal (2012). "Public Opinion"; u: *Gateways to Democracy: An Introduction to American Government* (pogl. 6), Boston: Cengage Learning, 2012.



Jonathan Haidt (2012). *The Righteous Mind: Why Good People are Divided by Politics and Religion*, New York: Pantheon Books

# The Media and Children

86357

## Lecturer in Charge



Lana Ciboci,  
doc. dr. sc.

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

## Course Description

### Study Program Learning Outcomes

Communication Sciences

### Literature



Ilišin, Vlasta; Marinović Bobinac, Anka; 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, Thousand Oaks, London, New Delhi



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



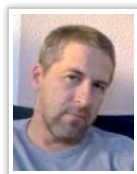
Miliša, Zlatko (2008). *Odgoji manipulacija djecom u obitelji i medijima: prepoznavanje i prevencija*, Marko M. usluge, Zagreb



# Theory of History

61951

## Lecturer in Charge



izv. prof. dr. sc.  
Darko Vitek

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

### Grading

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

## 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 Program Learning Outcomes

### History

#### Generic competencies

- integrate critical models of thinking characteristic for various historical disciplines into a comprehensive ability of historical thinking
- apply methods of explaining and interpreting historical processes
- identify and interpret common theoretical starting points of various historical disciplines
- use accepted terminology in the historical sciences

#### Specific competencies

- point out the common aspects between contemporary historical sciences and other humanities, social and natural sciences

## 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 Pohadanje nastave [EN]
1	ECTS Kolokviji [EN]
1	ECTS Pismeni ispit [EN]
2	ECTS Usmeni ispit [EN]
<hr/>	
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 Ljber, Zagreb



K. Jenkins (2008). *Pro mišljanje historije*, Srednja Europa Zagreb



M. Bloch (2008). *Apologija historije ili zanat povjesničara*, Srednja Europa Zagreb



E. H. Carr (2004). *Što je povijest*, Srednja Europa Zagreb



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

# Theory of Literature

201857

## Lecturer in Charge



doc. dr. sc.  
Davor Piskač

## 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 Program Learning Outcomes

#### Croatology

analyse and weigh the justification for use of varying theoretical approaches

As Croatian linguistic heritage and Croatian standard and literary language all make for crucial elements of Croatian culture, a significant part of the study programme is devoted to those issues. Students are therefore familiar with the relevant facts regarding the Croatian language and literary history, dialectology and standardology. This includes the linguistic heritage of Croats in diaspora. With respect to course subjects dedicated to the norms of contemporary Croatian standard language the students are capable of articulate expression in accordance with these standards and of identifying deviations. Students taking part in the teaching stream of the study programme in Croatology are able to independently transfer knowledge related to the Croatian language, literature and culture in a manner appropriate to primary, secondary and grammar school levels.

#### Generic competencies

present their knowledge and conclusions both in writing and orally in a clear manner and based on valid arguments

### Screening of student's work

- 1 ECTS Pohadanje 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

ECTS Credits 3.0

English Level L1

E-learning Level L1 (5%)

#### Study Hours

Lectures 15

Seminar 15

#### 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



## Literature



Biti, Vladimir (2000). *Pojmovnik suvremene književne i kulturne teorije*, MH, Zagreb



Solar, Milivoj (2005). *Teorija književnosti*, ŠK, Zagreb

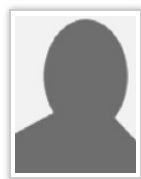
## Similar Courses

» Uvod u komparativnu književnost, Oxford

# Theory of Psychological Testing

57115

## Lecturer in Charge



Miroslav Rajter,  
doc. 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 Program Learning Outcomes

Psychology

## General Competencies

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

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

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

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

## Week by Week Schedule

1. Test - definition and importance
2. Composite tests and basic properties of overall test score
3. Item analysis
4. Classical and modern reliability theory, the concept of measurement error
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

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Practicum 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.



**Literature**

Anastasi, A. (2003). *Psychological testing* (7. izdanje). New York: MacMillian.



Cohen, R. J. & Swerdlik, M. E. (2001). *Psychological Testing and Assessment*. Boston: McGraw Hill.



Krković, A. (1978). *Elementi psihometrije I*. Zagreb: Filozofski fakultet.



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



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



# Therapeutic Pedagogy 1

201466

## Lecturer in Charge



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 Program Learning Outcomes

Philosophy

Croatian Latinity

Croatology

History

Sociology

## 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.

ECTS Credits	3,0
English Level	L0
E-learning Level	L2
Study Hours	
Lectures	15
Seminar	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.

## 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 udovištvo*, Ljetopis socijalnog rada



Čizmić, Jozo (2009). *Pravo na pristup podacima u medicinskoj dokumentaciji*, Zbornik Pravnog fakulteta Sveučilišta u Rijeci



Dorđević, Veljko; Braš, Marijana (2011). *Komunikacija u medicini –čovjek je čovjeku lijek*, Medix: specijalizirani medicinski dvomjesečnik



Jakšić, Maja (2014). *Gubitak, tugovanje i pružanje potpore. S posebnim osvrtom na nesretno okončanu trudnoću*, Služba Božja: liturgijsko-pastoralna revija



Kordiš, Daria (2016). *Socijalno-emotivni razvoj djeteta u ranom djetinjstvu*, Sveučilište u Puli, Fakultet za odgojne i obrazovne znanosti



Kosić, Katarina (2018). *Tugovanje kod djece*, Sveučilište Josip Juraj Strossmayer u Osijeku



Kovačević, Milijana (2012). *Djeca osnovnoškolske dobi i stres izazvan gubitkom drage osobe -prepoznavanje, razumijevanje, potpora i pomoć*, Školski vjesnik: časopis za pedagojsku teoriju i praksu

# Therapeutic Pedagogy 2

201485

## Lecturer in Charge



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. 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 Program Learning Outcomes

Philosophy

Croatian Latinity

Croatology

History

Sociology

## 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.

ECTS Credits 3.0

English Level L0

E-learning Level L2

Study Hours

Lectures 15

Seminar 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.

## 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



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 pedagojsku teoriju i praksu

## Additional Literature



Profaca, Bruna; Puhovski, Sena (2007). *Kako pomoći tugujućem djetetu*, Poliklinika za zaštitu djece grada Zagreba



Cicak, Maca (2010). *Obitelji udovištvo*, Ljetopis socijalnog rada



Čizmić, Jozo (2009). *Pravo na pristup podacima u medicinskoj dokumentaciji*, Zbornik Pravnog fakulteta Sveučilišta u Rijeci



Dorđević, Veljko; Braš, Marijana (2011). *Komunikacija u medicini - čovjek je čovjeku lijek*, Medix: specijalizirani medicinski dvomjesečnik

# The Speech Culture

188010

## Lecturer in Charge



doc. dr. sc.  
Karolina Vrban  
Zrinski

ECTS Credits	4.0
English Level	L1
E-learning Level	L1 (10%)
Study Hours	
Lectures	30
Seminar	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 wiles
5. Show a speech in accordance to rhetorical rules
6. Recognize good argumentation

## Study Program Learning Outcomes

### Croatology

analyse the facts within the scope of work

### Generic competencies

take part in discussions on professional issues assuming constructive approach

critically and self-critically evaluate opposing arguments and make their own conclusions

## Screening of student's work

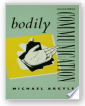
- 1 ECTS Pohadanje nastave [EN]  
2 ECTS Seminarski rad [EN]  
1 ECTS Usmeni ispit [EN]  
4 ECTS

## 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). *Temelji suvremenoga govorništva*, Zagreb: Školska knjiga



Ivo Škarić (1982). *Upotrazi za izgubljenim govorom*

### Similar Courses

» Pravogovor, Oxford

# Totalitarian regimes

173144

## Lecturer in Charge



doc. dr. sc.  
Krešimir Bušić

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours

Seminar 30

### Grading

Rating based on the following parameters: Participation in teaching Seminar Exam

## Course Description

The aim of this course is to introduce students of undergraduate history studies to the theory and practice of totalitarian regimes. This topic is a complex area and it is necessary for history students to get acquainted with it as soon as possible, since totalitarianism is not only a topic from contemporary history, but is still present in certain parts of the world today. Based on the work of the world's leading experts on the subject and the comparisons of key totalitarian regimes (communism, fascism and national-socialism), this course will attempt to introduce students to the nature of totalitarian regimes and the context in which they operated.

## Learning Outcomes

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

1. Explain the complex nature of the theory and practice of totalitarian regimes, which marked the 20th century, and continues to cause controversy and division in society today
2. Explain the fundamental differences between the different forms of totalitarian regimes of the 20th century
3. Explain the basic characteristics of totalitarian regimes that existed during the 20th century in present-day Croatia
4. Explain the sociological causes of the emergence of totalitarian regimes in Europe
5. Explain the main political processes that took place in present-day Croatia during the mid-20th century.
6. Explain the fundamental differences between totalitarian regimes and contemporary democratic systems

## Study Program Learning Outcomes

### History

defend personal historical insights and positions rationally and by providing valid arguments  
define and describe the disciplines of contemporary historical sciences. the history of their development and the central problems

### Generic competencies

integrate critical models of thinking characteristic for various historical disciplines into a comprehensive ability of historical thinking  
coordinate discussions and provide explanatory comments on a number of issues of social. cultural and political nature

## Screening of student's work

0.5 ECTS Pohađanje nastave [EN]  
0.5 ECTS SeminarSKI rad [EN]  
2 ECTS Usmeni ispit [EN]  

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3 ECTS

## Week by Week Schedule

1. The theory of totalitarianism
2. The historical context of the emergence of totalitarian regimes (communism, fascism and national-socialism)
3. World War I and the collapse of imperial Russia: the emergence of the Soviet Union
4. The Silent Rise of Fascism in the Kingdom of Italy
5. National-Socialist conquest of power in Germany
6. Totalitarian regimes between co-operation and conflict: relations between Italy, Germany and the Soviet Union until World War II
7. Soviet Union in Second World War
8. Italy in Second World War

9. 9. Germany in Second World War
10. 10. Denacification in Germany and the silent elimination of fascism in Italy
11. 11. The spread of Soviet influence after World War II
12. 12. Historical causes of the different relationship of Western (parliamentary) systems to the three types of totalitarianism
13. 13. Totalitarianism in the Outskirts: The Case of the Far East and South America
14. 14. Totalitarian models of government after the formal descent from the scene of totalitarian regimes: the issue of transition
15. 15. Strategies for combating totalitarianism

### Literature



Alan de Benoa, Slobodan Erski, Ernst Nolte (2007). *Komunizam i nacizam*



Nicholas Farrell (2004). *Mussolini*, Sterling Publishing Company, Inc.



Richard James Overy, Neda Paravić, Janko Paravić (2005). *Diktatori*



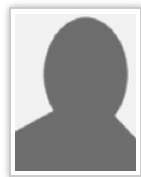
A.J.P. Taylor (1994). *Uzroci drugoga svjetskog rata*



# TV Journalism

57245

## Lecturer in Charge



Vine Mihaljević,  
izv. prof. dr. sc.

ECTS Credits 4.0

English Level L2

E-learning Level L1

Study Hours  
Practicum 30

Teaching Assistant  
Maja Fišter, dipl.nov.

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 Program Learning Outcomes

Communication Sciences

## 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, Berkeley and Los Angeles

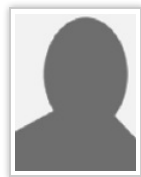


Portman N., Powers S. (2008). *How to Watch TV News*, Penguin Books

# War in European History – The Homeland War

202905

## Lecturer in Charge



prof. dr. sc.  
Stjepan Ćosić

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	
Seminar	30
Teaching Assistant	
Mijo Beljo, mag. educ. hist.	
Grading	
Oral exam	

## Course Description

The main object of course is a gain knowledge about the process and events related to the Homeland War in the territory of the Republic of Croatia and Bosnia and Herzegovina

## Learning Outcomes

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

1. Explain the political circumstances that led to the aggression against Croatia and Bosnia and Herzegovina
2. Analyze the most important military and political events that enabled the recognition of the Republic of Croatia
3. Define key military events that enabled the defense of the Croatia and BiH
4. Describe the emergence of the Croatian Army, the Croatian Defense Council, and the aggressor armies
5. Describe the effect of differences in action between different state policies
6. Analyze the activities of the conflicting parties in the period of the 1993-1995 liberation operations in the territory of the Republic of Croatia and Bosnia and Herzegovina

## Study Program Learning Outcomes

### History

defend personal historical insights and positions rationally and by providing valid arguments

### Generic competencies

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

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

consider and evaluate the validity of diverse theoretical and practical proposals. taking into account specific characteristics of various areas of life and work environments

### 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 Istraživanje [EN]

1 ECTS Seminarski rad [EN]

3 ECTS

## Week by Week Schedule

1. Introductory part
2. Situation in the territory of Croatia and Bosnia and Herzegovina until the beginning of 1991
3. Aggressive intentions of the JNA and other Serb forces in Croatia and Bosnia and Herzegovina
4. Formation and operation of the National Guard Corps and the Croatian Police
5. Fighting Croatian Forces in Eastern and Western Slavonia
6. Battlefield of Banovina, Kordun and Lika
7. Dalmatian and Southern battlefields
8. The first HV liberation operations in 1991 and 1992.
9. Defense of Bosnia and Herzegovina: HV action on the territory of the Bosnian Posavina and Herzegovina
10. Organization and operation of the Croatian Defense Council and VRS

11. HV operations during 1993
12. Liberation of BiH: HV and HVO operations during 1994-1995
13. VRO Flash and Storm
14. From Maestral to the South Move
15. Final lecture

### Literature



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



Ante Gotovina (1996). *Napadajni bojevi i operacije HV i HVO (hrvatskih snaga): Zima 94, Skok 1, Skok 2, Ljeto 95, Oluja, Maestral i Južni potez*, Zapovjedništvo Zbornog područja Split

### Similar Courses

- » Hrvatska vojna povijest 1990.-1995. godine, Oxford

# Word Formation in the Croatian Language

201805

## Lecturer in Charge



prof. dr. sc.  
Sanja Vulić  
Vranković

## Course Description

### 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 Program Learning Outcomes

#### Croatology

analyse the facts within the scope of work

As Croatian linguistic heritage and Croatian standard and literary language all make for crucial elements of Croatian culture, a significant part of the study programme is devoted to those issues. Students are therefore familiar with the relevant facts regarding the Croatian language and literary history, dialectology and standardology. This includes the linguistic heritage of Croats in diaspora. With respect to course subjects dedicated to the norms of contemporary Croatian standard language the students are capable of articulate expression in accordance with these standards and of identifying deviations. Students taking part in the teaching stream of the study programme in Croatology are able to independently transfer knowledge related to the Croatian language, literature and culture in a manner appropriate to primary, secondary and grammar school levels.

#### Generic competencies

critically and self-critically evaluate opposing arguments and make their own conclusions

### 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 od word formation.
3. Relation between word formation and lexical meaning of words
4. Basic divisions in word formation.
5. Marginally word formation.
6. Word formation of nouns.
7. Word formation of nouns.
8. Word formation of nouns.
9. Word formation of nouns.
10. Word formation of adjectives.
11. Word formation of adjectives.
12. Word formation of adjectives.
13. Word formation of verbs.
14. Word formation of verbs.
15. Word formation of adverbs.

ECTS Credits	3,0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	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.



## Literature



Babić, Stjepan (2020). *Tvorba riječi u hrvatsko me književno me 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

# Working with Students with Special Educational Needs

201210

## Lecturers in Charge



Adinda Dulčić,  
izv. prof. dr. sc.



Katarina Pavičić  
Dokoza,  
doc. dr. sc.

## Lecturer



Iva Tadić,  
mag. psych.

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	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 Program Learning Outcomes

### Psychology

the biopsychosocial model of health and illness. the field of health psychology. communication between healthcare practitioners and patients. as well as provision of support and counselling for patients and their families

### Critical thinking

the educational application of the theories of learning and motivation. planning and evaluating the educational process. as well as classroom dynamics  
reliability. independence and initiative in work  
planning interventions and programmes which will enhance the living conditions and the development of individuals. families and communities

### Knowledge and Comprehension

recognising the need and being prepared for continuous professional development  
analysis and evaluation of research and professional papers in the wider field of social sciences. and particularly in the specific field of psychology. in which advanced statistical methods have been used

## 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.

## 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  
socio 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). *Verbalni 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

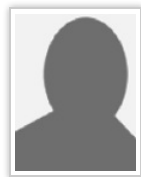
» Metodika rada s djecom s posebnim potrebama, Oxford



# Youth Subcultures

188098

## Lecturer in Charge



Benjamin Perasović,  
izv. prof. dr. sc.

## 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 Program Learning Outcomes

### Sociology

analysis and interpretation of social phenomena

### Complementary skills

communication skills. oral and written interpretation of professional and scientific material.  
negotiation skills

### Critical thinking

reliability. independence and initiative

### Specific and professional skills

the ability to engage in the practical application of theoretical knowledge in various fields of applied sociology

## Screening of student's work

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

## 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

ECTS Credits	4.0
English Level	Lo
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15
Grading	
Written exam/oral exam/seminar paper	

# Yugoslav security services from 1944. to 1992.

202915

## Lecturer in Charge



Josip Jurčević,  
prof. dr. sc.

## 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 Program Learning Outcomes

### History

defend personal historical insights and positions rationally and by providing valid arguments  
define and describe the disciplines of contemporary historical sciences. the history of their development and the central problems

### Specific competencies

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 historical sciences and other humanities. social and natural sciences

## 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
3. Soviet occupation of Serbia and the establishment of communist rule in the eastern part of the former Yugoslavia
4. The end of World War II and the establishment of communist rule in the western part of the former Yugoslavia
5. The activity of the security services of the restored Yugoslav state in the last years of the war and in the first years of the war
6. Repression of Yugoslav Communist Authorities towards National Minorities
7. Repression of Yugoslav Communist Authorities towards Religious Communities
8. Repression of the Yugoslav Communist authorities against dissidents from their own ranks
9. Creating a false past with the example of World War II
10. The fall of Aleksandar Ranković

ECTS Credits 3.0

English Level L1

E-learning Level L1 (10%)

Study Hours Seminar 30

Teaching Assistant  
Vladimir Šumanović, dr. sc.

### Grading

Assessment will be based on active participation in teaching, writing a seminar paper and examinations

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**

**Lea Andreis**, mag. psych.

- Evaluation and Measurement of Personality (M)
- Psychology of Advertising (S)
- Psychology of Mass Media and Mass Communication (S)
- Psychology of Mass Media and Mass Communication (S)
- Social Cognition and Perception (PK)

doc. dr. sc. **Ivan Balabanić**

- Multivariate Statistical Methods (P)
- Qualitative Methods in Sociology (P)
- Social Impact Analysis (P, S)

**Goran Batina**, prof.

- History of Croatian Sociology (S)

**Miroslav Bertoša**

- Diploma Thesis (Science Stream) (S)

doc. dr. sc. **Adrijana Bjelajac**

- Creative Techniques in Psychotherapy and Counselling (P)

doc. dr. sc. **Lovorka Brajković**

- Clinical Psychodiagnostics (P)
- Clinical Psychology Reports/Clinical Report Writing (P)
- Developmental Psychology (P)
- Educational Psychology (P)
- Health Psychology (P, S)
- Motivation in Teaching Croatian Language (P)
- Motivation in Teaching Process (P)
- Psychological Testing Skills and Clinical Interview (P)
- Psychology in Croatian Literature (P)
- Psychosocial adaptation of Croatian war veterans in war and devastation (P)

**Andreja Bratić**, dipl.nov.

- Journalism as a Profession: Practicum (PK)
- Production process in the Media (PK)

**Erik Brezovec**, mag. soc et mag. educ. soc.

- Contemporary Sociological Theories (S, A)
- Social phenomenology (S)

izv. prof. dr. sc. **Alexander Buczynski**

- Introduction to German paleography (P)

doc. dr. sc. **Ivan Burić**

- Challenges of Social Stratification in Croatia (P)
- Economic Sociology (P, S)
- Mass Communication Research Methodology (P, S)
- Opinion Polls and Media Market Research (P, S)
- Qualitative Research Methods in Communication Sciences (P, S)
- Quantitative Research Methods in Communication Sciences (P, S)
- Research Project (P)

**Toni Babarović**, izv. prof. dr. sc.

- Factor Analysis (P, PK)
- Human Resources Management (P)
- Regression Analysis (P, PK)
- Statistical Methods for Multivariate Group Differences (P, S)

prof. dr. sc. **Pavo Barišić**

- Philosophy of law (P)
- Political philosophy (P)

**Mijo Beljo**, mag. educ. hist.

- Croatian Military History 1990-1995 (S)
- War in European History - The Homeland War (S)

**Petar Bilobrk**, mag. relig.

- History of Christianity in Croatia (P)
- Religious Elements of Croatian Culture (P)

**Lidija Bogović**, mag. croat.

- Lexicology and Lexicography of the Croatian Language (S)
- Word Formation in the Croatian Language (S)

**Andreja Brajša-Žganec**, prof. dr. sc.

- Educational Psychology (P)

**Petrona Brečić**, doc. dr. sc.

- Production Thesis (S)

doc. dr. sc. **Domagoj Brozović**

- Croatian Cultural Narrative (P, S)

**Gordana Buljan-Flander**, prof. dr. sc.

- Production Thesis (S)
- Psychological Counselling (P, S)

**Josip Burušić**, prof. dr. sc.

- Development of psychological research (P, S)
- Personality Psychology (P, S)

**doc. dr. sc. Krešimir Bušić**

- Croatian Political History (P)
- Dictatorships in Central Europe (P)
- Oral History of Wars in Croatia (P, S)
- Research Group - Interpretation of Early Modern Sources (P)
- Totalitarian regimes (P)

**Nadica Buzina, doc. dr. sc.**

- Forensic Psychiatry (P, S)

**Lana Ciboci, doc. dr. sc.**

- Media Pedagogy (P)
- The Media and Children (P, S)

**Natalija Ćurković, pred. dr. sc.**

- Psychology in Educational evaluation.Croatian and International Perspective (P)

**doc. dr. sc. Sanja Darmopil**

- Practicum in Experimental Biological Psychology (P)

**izv. prof. dr. sc. Šime Demo**

- Croatian Latinity Genres (P, S)
- Post-Renaissance Latinity Genres (P, S, LK)

**izv. prof. dr. sc. Ivo Džinić**

- Contemporary Tendencies in Cultural Theory (P)
- Methods of Teaching Philosophy (P)
- Philosophy of education (P)
- Philosophy of Myth and Religion (P, S)

**Maja Fišter, dipl.nov.**

- TV Journalism (PK)

**izv. prof. dr. sc. Viktorija Franić****Tomić**

- Croatian Literary Canon (P, S)

**doc. dr. sc. Asmir Gračanin**

- Evaluation and Measurement of Personality (P, M)

**doc. dr. sc. Rona Bušljeta Kardum**

- Correlation Practicum in the Methodology of Teaching (P)
- Legal Bases and Pedagogical Documentation (P)
- Practical Exercises in the Methodology of Teaching [History] (P, M)
- Strategies for Active learning (P)
- Teacher Assessment and Evaluation (P)
- Textbook as a Teaching Tool (P)

**izv. prof. dr. sc. Irena Cajner Mraović**

- Criminology of Bullying (P, S)
- Domestic violence (P, S)
- Sociology of Development (P)
- Sociology of Domestic Violence (P, S)
- Sociology of Social Control and Police (P, S)

**prof. dr. sc. Stjepan Ćosić**

- Croatian Military History 1990-1995 (P)
- Introduction to Historical Science (P)
- Social Changes in the Republic of Croatia in 20th Century (P)
- War in European History - The Homeland War (P)

**doc. dr. sc. Katarina Dadić**

- Correlation Practicum in the Methodology of Teaching (P)
- Methods of Teaching Sociology (P)
- Pedagogy (S)
- Pedagogy of childhood (P, S)
- Practical Exercises in the Methodology of Teaching [Psychology] (P)
- Practical Exercises in the Methodology of Teaching [Sociology] (P, M)
- School Pedagogy (P, S)
- Therapeutic Pedagogy 1 (P, S)
- Therapeutic Pedagogy 2 (P, S)

**doc. dr. sc. Eva Andela Delale**

- Creative Techniques in Psychotherapy and Counselling (P)

**Adinda Dulčić, izv. prof. dr. sc.**

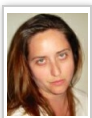
- Working with Students with Special Educational Needs (P)

**Sabrina Đaković, mag. nov.**

- Practice - research methods of mass communication (PK)

**Renata Franc, prof. dr. sc.**

- Production Thesis (S)

**doc. dr. sc. Eva Katarina Glazer**

- Biblical Archaeology (P)
- Croatian Cultural History (P)
- Diploma Thesis (Science Stream) (S)
- History and Archeology (P)
- History of Palestine (P)
- Social Development and Rise of Eastern Mediterranean Civilisations (P)

**prof. dr. sc. Mario Grčević**

- Croatian Linguistic Prescription (P)

doc. dr. sc. **Zrinka Greblo Jurakić**

-Production Thesis (S)

doc. dr. sc. **Ivana Greguric Knežević**-Bioethics (P)  
-Philosophy of Game and Sports (P)doc. dr. sc. **Stipica Grgić**-Research Group - Researching and Writing about the 20th Century (P)  
-Southeastern Europe 1878-1945 (P)**Tanja Grmuša**, doc. dr. sc.

-Media Management (P, P)

**Ivana Hanzec Marković**, dr. sc.-Educational Psychology (S)  
-Methods of Teaching Psychology (P)  
-Practical Exercises in the Methodology of Teaching [Psychology] (M)izv. prof. dr. sc. **Georg Holzer**

-Development of the Croatian language (P)

prof. dr. sc. **Željko Holjevac**

-Research Group - Interpretation of Early Modern Sources (P)

**Martina Horvat**, mag. paed.-Correlation Practicum in the Methodology of Teaching (M)  
-Didactics (S)  
-Pedagogy (S)  
-Pedagogy of childhood (S)  
-School Pedagogy (S)  
-Therapeutic Pedagogy 1 (S)  
-Therapeutic Pedagogy 2 (S)doc. dr. sc. **Tomislav Janović**-Research Project (S)  
-The Media: A Critical Approach (P)**Ivana Jeleč**, pred.

-Public Relations Practicum (P)

prof. dr. sc. **Jasna Jeličić-Radonić**

-Croatian Protected Natural and Cultural Heritage (P)

**Alojz Jembrih**, prof. dr. sc.

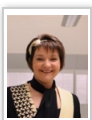
-Kajkavian Literary Heritage (P, S)

doc. dr. sc. **Marko Jerković**-Chapters and Monasteries: Centres of Medieval Civilisation (P)  
-Chapters and Monasteries: Centres of Medieval Civilisation (P)  
-Diploma Thesis (Science Stream) (S)  
-Overview of Medieval Latinity (P)prof. dr. sc. **Mislav Ježić**

-Eastern philosophies and cultures (P)

**Ljubica Josić**, doc. dr. sc.-Electronic Literature (P, S)  
-Mass Communication: Cultural Aspects (P)doc. dr. sc. **Ivana Jukić**-Croatian Political History (P)  
-Diploma Thesis (Science Stream) (S)  
-Diploma Thesis (Teaching Stream) (S)  
-Rome: City of pilgrims and arts (P)**Josip Jurčević**, prof. dr. sc.-Diploma Thesis (Teaching Stream) (S)  
-Yugoslav security services from 1944. to 1992. (P)**Katica Jurčević**, dr. sc.

-Sociology of Migration and Ethnicity (S)

**Jelena Jureta**, mag. psych.-Developmental Psychology (S)  
-Student Placements (PK)**Dunja Jurić Vukelić**, mag. psych.-Cognitive Psychology (S)  
-Educational Psychology (S)  
-Motivation in Teaching Croatian Language (S)  
-Motivation in Teaching Process (S)  
-Psychology in Croatian Literature (S)doc. dr. sc. **Jelena Jurišić**-Mass Communication and Journalism in the Contemporary World (P, S)  
-Mass Communication: Political Aspects (P, S)  
-Research Project (S)  
-Social media (P)**Marko Kardum**, dr. sc.

-Practical Exercises in the Methodology of Teaching [Croatology] (M)

prof. dr. sc. **Dalibor Karlović**



-Psychoimmunoneurology (P)

**Dijana Kobas Dešković**, prof.



-Image, Reputation Management and Lobbying (PK)

**Vanja Kopilaš**, mag. psych.



-Clinical Psychodiagnostics (PK)  
-Psychotherapy Modalities (S)

doc. dr. sc. **Wollfy Krašić**



-Resistance, Opposition and Dissidency in Croatia  
1945 - 1990 (P)

**Lucija Krešić Nacevski**, dr. sc.



-Book and Library History in Croatian Cultural  
Territory (S)

prof. dr. sc. **Danijel Labaš**



-An Introduction to Global Communication (P, S)  
-Great Directors of European Cinema (P)  
-Image, Reputation Management and Lobbying (P)  
-Legal and Ethical Public Relations Standards (P)  
-Mass Communication: Sociological Aspects (P, S)  
-Media and Bioethics (P)  
-Media Pedagogy (P)  
-Public Promotion of Science (P)  
-Public Relations Practicum (P)  
-Research Project (P)  
-Risk Management and Crisis Communication (P)

**Valerija Macan Lukavečki**, dr. sc.



-Archivistics for historians (S)  
-Relations between Church and State (S)  
-Rome: City of pilgrims and arts (S)

doc. dr. sc. **Jelena Maričić**



-Contemporary Psychological Research in Croatia (P)  
-Group Processes and Impacts (P, S)  
-Practical Counselling and Helping Skills (P)  
-Production Thesis (S)  
-Psychosocial adaptation of Croatian war veterans in  
war and devastation (P)  
-Psychotherapy Modalities (P)  
-Social Cognition and Perception (P, PK)  
-Student Placements (P)

**Marica Marinović Golubić**, dr. sc.



-Qualitative Methods in Sociology (PK)

**Ivan Markešić**, prof. dr. sc.



-Contemporary Sociological Theories (P)  
-Social phenomenology (P)

**Križo Katinić**, izv. prof. dr. sc.



-Directions in Existential Psychotherapy and  
Logotherapy (P)

**Zoran Komar**, pred. mr. sc.



-Military and Postwar Psychology -Croatian and  
International Experiences (P)

**Mijo Korade**, prof. dr. sc.



-Diploma Thesis (Science Stream) (S)

doc. dr. sc. **Ivana Kresnik**



-Croatian Linguistic Prescription (S)

prof. dr. sc. **Mislav Kukoč**



-Philosophy of Globalization (P, S)

**Ivica Lučić**, izv. prof. dr. sc.



-Modern and Contemporary History of Bosnia and  
Herzegovina (P)

**Dražen Maleš**, mag. comm.



-Legal and Ethical Public Relations Standards (S)  
-Public Promotion of Science (S)

**Igor Marinić**, doc. dr. sc.



-Stress and Psychotrauma (P)

**Suzana Marjanić**, doc. dr. sc.



-Miroslav Krleža (S)

**Zdravka Martinić-Jerčić**, lekt.



-Elementary Greek II (P, LK)  
-Methods of Teaching Latin (P)  
-Practical Exercises in the Methodology of Teaching  
[Latin Language and Literature] (P, M)



**doc. dr. sc. Maja Matasović**

- The Croatian Humanist Epic (P)

**prof. dr. sc. Renato Matić**

- Civilization of Violence (P, S)
- Corporate Social Responsibility (P)
- Critical Thinking in Sociology (P, S)
- History of Croatian Sociology (P)
- Prejudice and Discrimination Prevention (P, PK)

**Stjepan Matković, prof. dr. sc.**

- Diploma Thesis (Science Stream) (S)
- History of parliamentarism in Croatia (P)

**Vine Mihaljević, izv. prof. dr. sc.**

- Journalism as a Profession: Practicum (P)
- Practice - research methods of mass communication (P)
- Production process in the Media (P)
- Research Project (S)
- TV Journalism (P)

**Silvestar Mileta, pred.**

- History of Croatian Cinema (P)

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

- Speaking and Presentation Skills in German (P)

**doc. dr. sc. Mladen Nakić**

- European Union Institutions (P, S)

**Nina Ožegović, dr. sc.**

- Mass Communication: Cultural Aspects (LK)

**doc. dr. sc. Dario Pavić**

- Applied Statistical Software (P, A)
- Challenges of Social Stratification in Croatia (S)
- Quantitative Research Methods (P, PK)
- The Demographic Development of Croatia (P, S)

**Benjamin Perasović, izv. prof. dr. sc.**

- Youth Subcultures (P, S)

**Marina Perić Kaselj, doc. dr. sc.**

- Sociology of the Croatian Diaspora (P, S)

**Daria Mateljak, pred.**

- Strategic Thinking in Public Relations (P)

**prof. dr. sc. Mirjana Matijević-Sokol**

- Latin Paleography and Epigraphy (P, S, LK)
- Research Group - Interpretation of Medieval Sources (P)

**doc. dr. sc. Željka Metesi Deronjić**

- Croatian philosophical heritage in a European context (P)
- Croatian Philosophical Heritage in the European Context (P)
- Love and Beauty in the Works of Croatian Renaissance Philosophers (P, S)

**Zdeslav Milas, v. pred. mr. sc.**

- Concepts and Theories of Media Effects (P)
- Corporate Communications (P)
- New Media and Digital Marketing (P)

**doc. dr. sc. Kristina Milković**

- History of Military Border (P)
- Research Group - Interpretation of Sources for Croatian History: the 19th Century (P)

**Lana Mužinić, prof. dr. sc.**

- Stress and Psychotrauma (P)

**doc. dr. sc. Marjan Ninčević**

- Correlation Practicum in the Methodology of Teaching (P)
- Didactics (P, S)
- Diploma Thesis (Teaching Stream) (S)
- Pedagogical Management of Modern School (P, S)
- Practical Exercises in the Methodology of Teaching [Philosophy] (P, M)
- Teaching Competencies in Modern Curriculum (P, S)

**Katarina Pavičić Dokoza, doc. dr. sc.**

- Working with Students with Special Educational Needs (P)

**Krešimir Peračković, izv. prof. dr. sc.**

- Sociology of Consumption (P)
- Sociology of Social Changes (P)

**Anita Perešin, izv. prof. dr. sc.**

- Media and National Security (P, S)
- Research Project (S)

**Ivan Perkov, mag. soc.**

- Corporate Social Responsibility (S)

prof. dr. sc. **Zdravko Petanjek**



-Production Thesis (S)

**Nenad Pokos**, izv. prof. dr. sc.



-Diploma Thesis (Science Stream) (S)

prof. dr. sc. **Marko Pranjić**



- Ancient Greek Education (P, S)  
- Didactics (P, S)  
- Education in the Age of Antiquity (P, S)  
- Pedagogy (P)  
- Practical Exercises in the Methodology of Teaching [Croatology] (P)

**Vladimir Preselj**, pred.



-Corporate Communications (S)

izv. prof. dr. sc. **Mladen Puškarić**



- European integration (P, S)  
- European Union and Croatia (P, S)  
- International Relations (P)  
- Sociology of Croatian Society 5 (P)  
- The idea of Europe (P, S)

**Miroslav Rajter**, doc. dr. sc.



-Production Thesis (S)  
-Theory of Psychological Testing (P, PK)

doc. dr. sc. **Sandro Skansi**



-Contemporary philosophy (P, S)  
-Logic and Artificial Intelligence (P, S)  
-Scientific Research Methodology (P)

**Ines Sučić**, izv. prof. dr. sc.



-Forensic Psychology (P)

**Matija Mato Škerbić**, dr. sc.



-Bioethics (S)  
-Methods of Teaching Philosophy (P)  
-Philosophy of education (S)  
-Philosophy of Game and Sports (S)

doc. dr. sc. **Stjepan Šterc**



-Demography (P, S)  
-Geopolitics and Global Security (P, S)  
-Migration and security (P, S)

**Iva Šverko**, izv. prof. dr. sc.



-Production Thesis (S)

doc. dr. sc. **Davor Piskač**



-Bibliotherapy in the Literature Class (P, S)  
-Correlation Practicum in the Methodology of Teaching (P)  
-History of Croatian Cinema (P)  
-Interpretation of literary text (P, S)  
-Methods of Teaching Croatian Language (P)  
-Theory of Literature (P, S)

doc. dr. sc. **Tomislav Popić**



-Archivistics for historians (P)  
-Diploma Thesis (Science Stream) (S)  
-Historiography Practicum (P)  
-Relations between Church and State (P)

**Siniša Prekrtić**, pred.



-Speaking and Presentation Skills in English (P)

prof. dr. sc. **Slobodan Prosperov**



**Novak**

-Heritage of Other Cultures in the Croatian Culture (P)

doc. dr. sc. **Milan Radoš**



-Practicum in Experimental Biological Psychology (P)

doc. dr. sc. **Vladimira Rezo**



-Culture, Identity and Globalization (P, S)

**Željka Sruk**, prof.



-Great Directors of European Cinema (S)

**Luka Šikić**, dr. sc.



-Multivariate Statistical Methods (PK)

**Dajana Šošić**, dipl.nov.



-Journalism as a Profession: Practicum (PK)  
-Production process in the Media (PK)

**Vladimir Šumanović**, dr. sc.



-Yugoslav security services from 1944. to 1992. (S)

**Iva Tadić**, mag. psych.



-Working with Students with Special Educational Needs (P)

**prof. dr. sc. Stipan Tadić**

- History of Christianity in Croatia (P)
- History of Christianity in Croatia (P)
- Religious Elements of Croatian Culture (P)
- Sociology of Migration and Ethnicity (P)
- Subsidiarity and solidarity in an individualistic society (P)

**doc. dr. sc. Mladen Tomorad**

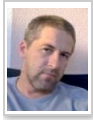
- Diploma Thesis (Science Stream) (S)
- Diploma Thesis (Teaching Stream) (S)
- Famous women of the Ancient world (P)
- History of Egypt, Greece and Rome in Film Art - Facts vs. Fiction (P)
- Research group - Sources of Egyptian, Greek and Roman History (P)

**Davor Trbušić, mag. comm.**

- New Media and Digital Marketing (S)
- Public Relations Practicum (PK)
- Risk Management and Crisis Communication (PK)

**Vanesa Varga, mag. comm.**

- Social media (S)

**izv. prof. dr. sc. Darko Vitek**

- Diploma Thesis (Teaching Stream) (S)
- Theory of History (P)

**Igor Vranić, dr. sc.**

- Concepts and Theories of Media Effects (S)

**doc. dr. sc. Dario Vučenić**

- Development in the Social Context (P, S)
- Methods of Teaching Psychology (P)
- Psychology of Advertising (P)
- Psychology of Mass Media and Mass Communication (P)
- Psychology of Mass Media and Mass Communication (P)
- Risks of Mass Communication (P, S)
- Student Placements (P)

**prof. dr. sc. Sanja Vulić Vranković**

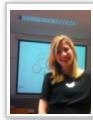
- Croatian Language Teaching in the Diaspora (P)
- Croatian Press in the Diaspora (P, S)
- Croatian Press in the Diaspora (P, S)
- Culture of Croats in the Diaspora (P, S)
- Lexicology and Lexicography of the Croatian Language (P)
- Literature and Culture of Croats in the Diaspora (P)
- Literature and Culture of the Croats in the Diaspora (P, S)
- Research Project (P)
- Word Formation in the Croatian Language (P)

**Danijela Žakić-Milas, dr. sc.**

- Psychological Testing Skills and Clinical Interview (PK)

**Marija Tičić, mag. psych.**

- Psychology of Organisational Behaviour (S)

**doc. dr. sc. Maša Tonković Grabovac**

- Psychology of Organisational Behaviour (P)

**izv. prof. dr. sc. Tamara Tvrtković**

- Book and Library History in Croatian Cultural Territory (P)
- Overview of Latinity in the Age of Humanism and the Renaissance (P)
- Overview of Latinity in the Post-Renaissance Period (P)

**Snežana Vasilj, mr. sc.**

- Croatian Protected Natural and Cultural Heritage (S)

**Ana Volarić-Mršić, dr. sc.**

- Media and Bioethics (S)

**doc. dr. sc. Karolina Vrban Zrinski**

- Croatian lexicography (P, S)
- Croatian Stage Art (P, S)
- Development of the Croatian language (P)
- Introduction to Scientific Research (P)
- Media Training (P, PK)
- The Speech Culture (P, S)

**doc. dr. sc. Vlatka Vukelić**

- Democratic Changes in the Republic of Croatia (P)
- Diploma Thesis (Science Stream) (S)
- Diploma Thesis (Teaching Stream) (S)
- Economic History of Croatian Modern Society (P)
- Roman Military in Croatia (P)
- The Ancient Roads and Communications on Croatian Territory (P)
- The Life of a Provincial Family in Ancient Times (P)

**izv. prof. dr. sc. Dubravka Zima**

- Croatian Children's Literature (P, S)
- Croatian Writers of European Reference (P, S)
- Introduction to Comparative Literature (P, S)
- Ivana Brlić-Mažuranić (P, S)
- Miroslav Krleža (P)

**izv. prof. dr. sc. Mislav Stjepan Žebec**

- Cognitive Psychology (P)