



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

ECTS Information Package
Graduate studies

for Academic Year
2020/2021

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PUBLISHED BY

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

FOR THE PUBLISHER

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DESIGN AND PREPRESS

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ISSN: 2459-5535
UDK: 378.4

Study Programs

Graduate Study Programme in Croatology

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

Smjerna Science Stream

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO-S 3.0	Croatian Writers of European Reference (201770) Brozović, D.	Li	30 (15+15+0)	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 language and language policy (201750) Grčević, M.; Kresnik, I.	Lo	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	Dubrovnik Republic in the Context of Croatian Cultural History (201788) Stojan, S.	Li	30 (30+0+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	Literary Stylistics (201804) Vrban Zrinski, K.	Li	30 (15+15+0)	1, 3
CRO-S 3.0	Philosophy and Culture: Croatia in the European Context (201781) Džinić, I.	Li	30 (15+15+0)	1, 3
CRO-S 4.0	The Speech Culture (188010) Vrban Zrinski, K.	Li	45 (30+15+0)	1, 3
ECTS	DIPL(18141): Elective Teaching Stream => NASTAVNIČKI MODUL	Eng. Lev.	Study Hours	Sem.
CRO-S 4.0	Developmental Psychology (200551) Brajković, L.	Li	45 (30+15+0)	1
CRO-S 4.0	Didactics (96487) Ninčević, M.	Li	45 (30+15+0)	1
CRO-S 4.0	Pedagogy (144706) Hrvatić, N.	Lo	45 (30+15+0)	1
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO-S 4.0	Heritage of Other Cultures in the Croatian Culture (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	Cultural and linguistic diversity in Europe/ Kulturelle und sprachliche Diversität in Europa (213980) Gehrmann, Z.	Lo	30 (30+0+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	Kajkavian Literary Heritage (201801) Jembrih, A.	Li	30 (15+15+0)	2, 4

ECTS	Izborni kolegiji 2 => Izborni kolegiji 2 na diplomskom Studiju kroatologije	Eng. Lev.	Study Hours	Sem.
CRO-S	3.0 Miroslav Krleža (201853) Piskač, D.	Li	30 (15+15+0)	2, 4
CRO-S	3.0 Motivation in Teaching Croatian Language (188689) Brajković, L.	Lo	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
ECTS	DIPL(18149): Elective Teaching Stream => NASTAVNIČKI MODUL	Eng. Lev.	Study Hours	Sem.
CRO-S	2.0 Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	Li	30 (30+0+0)	2
CRO-S	3.0 Methods of Teaching Croatian Language (188546) Piskač, D.	Li	30 (30+0+0)	2
CRO-S	3.0 Methods of Teaching History (53907) Bušljeta Kardum, R.	Li	30 (30+0+0)	2
CRO-S	3.0 Methods of Teaching Sociology (53909) Dadić, K.	Li	30 (30+0+0)	2
3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO-S	5.0 History of Croatian Cinema (61935) Piskač, D.; Mileta, S.	Li	30 (30+0+0)	3
CRO-S	5.0 Introduction to Scientific Research (61243) Vrban Zrinski, K.	Lo	30 (30+0+0)	3
ECTS	Izborni kolegiji 2 => Izborni kolegiji 2 na diplomskom Studiju kroatologije	Eng. Lev.	Study Hours	Sem.
CRO-S	3.0 Croatian language and language policy (201750) Grčević, M.; Kresnik, I.	Lo	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 Dubrovnik Republic in the Context of Croatian Cultural History (201788) Stojan, S.	Li	30 (30+0+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 Literary Stylistics (201804) Vrban Zrinski, K.	Li	30 (15+15+0)	1, 3
CRO-S	3.0 Philosophy and Culture: Croatia in the European Context (201781) Džinić, I.	Li	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 Cultural and linguistic diversity in Europe/ Kulturelle und sprachliche Diversität in Europa (213980) Gehrmann, Z.	Lo	30 (30+0+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 Kajkavian Literary Heritage (201801) Jembrih, A.	Li	30 (15+15+0)	2, 4
CRO-S	3.0 Miroslav Krleža (201853) Piskač, D.	Li	30 (15+15+0)	2, 4
CRO-S	3.0 Motivation in Teaching Croatian Language (188689) Brajković, L.	Lo	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

4th semester, 2nd year				
ECTS	Izborni kolegiji 2 => Izborni kolegiji 2 na diplomskom Studiju kroatologije	Eng. Lev.	Study Hours	Sem.
CRO S 3.0	Theory of Literature (201857) Piskač, D.	Lr	30 (15+15+0)	2, 4

Graduate Study Programme in Psychology

Qualification awarded: Master in 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) Komar, Z.	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 (218470) Maričić, J.	Li	45 (15+30+0)	1	
ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju psihologije	Eng. Lev.	Study Hours	Sem.	
3.0	Applied Developmental Psychology (53801) Brajša-Žganec, A.	L2	30 (30+0+0)	1, 3	
3.0	Contemporary Psychological Research in Croatia (188039) Maričić, J.	Lo	30 (30+0+0)	1, 3	
3.0	Forensic Psychology (53786) 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	Psychology of Mass Media and Mass Communication (200713) Vučenović, D.	Lo	30 (15+15+0)	1, 3	
3.0	Psychology of profession choices (53800) Šverko, I.	Li	30 (30+0+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) Ninčević, M.	Li	45 (30+15+0)	1, 3	
4.0	Pedagogy (144706) Hrvatić, N.	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	Political Psychology (53791) Franc, R.	Li	30 (30+0+0)	2	
3.0	Psychology in Educational evaluation.Croatian and International Perspective (181161) Čurković, N.	Li	30 (30+0+0)	2	

ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju psihologije	Eng. Lev.	Study Hours	Sem.
PSY 3.0	Psychology of Aging (102937) Despot Lučanin, J.	Li	30 (30+0+0)	2
PSY 3.0	Psychology of Marketing (53795) Milas, G.	Lo	30 (30+0+0)	2
ECTS	Izborni (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.; Hrvatić, N.; Ninčević, M.	Lo	45 (0+15+30)	2, 4
PSY 2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	Li	30 (30+0+0)	2, 4
PSY 3.0	Methods of Teaching Psychology (53847) Vučenović, D.	Li	30 (30+0+0)	2, 4
3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PSY 4.0	Development in the Social Context (53863) Vučenović, D.	Lo	45 (30+15+0)	3
PSY 4.0	Health Psychology (53869) Despot Lučanin, J.	Li	45 (30+15+0)	3
PSY 3.0	Production Thesis (193872)	Lo	30 (0+30+0)	3
PSY 4.0	Psychological Counselling (173598) Buljan-Flander, G.	Li	45 (30+15+0)	3
PSY 3.0	Psychological Testing Skills and Clinical Interview (188782) Brajković, L.	Lo	30 (0+0+30)	3
ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju psihologije	Eng. Lev.	Study Hours	Sem.
PSY 3.0	Applied Developmental Psychology (53801) Brajša-Zganec, A.	L2	30 (30+0+0)	1, 3
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.	Li	30 (30+0+0)	1, 3
PSY 3.0	Military and Postwar Psychology-Croatian and International Experiences (188053) Komar, Z.	Li	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	Psychology of profession choices (53800) Šverko, I.	Li	30 (30+0+0)	1, 3
PSY 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.
PSY 4.0	Didactics (96487) Ninčević, M.	Li	45 (30+15+0)	1, 3
PSY 4.0	Pedagogy (144706) Hrvatić, N.	Lo	45 (30+15+0)	1, 3
PSY 5.0	Practical Exercises in the Methodology of Teaching [Psychology] (144738) Dadić, K.	Li	45 (0+15+30)	1, 3
PSY 3.0	Working with Students with Special Educational Needs (201210) Dulčić, A.; Pavičić Dokoza, K.	Li	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 (102939) Vučenović, D.	Li	30 (0+30+0)	3
PSY 3.0	Practicum in Experimental Biological Psychology (173658) Darmopil, S.; Radoš, M.	L2	30 (15+0+15)	3
PSY 3.0	Preparation of prevention programs (214005) Brajković, L.	Lo	30 (0+30+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.	Li	30 (0+0+30)	3
PSY 3.0	Practical Counselling and Helping Skills (173685) Maričić, J.	Li	30 (0+30+0)	3
PSY 3.0	Stress and Psychotrauma (144889) Mužinić, L.; Marinić, I.	Li	30 (0+30+0)	3

4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PSY 18.0	Production Thesis (126008)	Lo	0 (0+0+0)	4
ECTS	Izborno (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.; Hrvatić, N.; Ninčević, M.	Lo	45 (0+15+30)	2, 4
PSY 2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	Li	30 (30+0+0)	2, 4
PSY 3.0	Methods of Teaching Psychology (53847) Vučenović, D.	Li	30 (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	Addiction Treatment (139788) Matošić, A.	Lo	30 (0+30+0)	4
PSY 3.0	Developmental disabilities of Children and Youth (214006) Vučenović, D.	Lo	30 (0+30+0)	4
PSY 3.0	Psychology of Advertising (206651) Vučenović, D.	Lo	30 (0+30+0)	4
PSY 3.0	Psychosocial adaptation of Croatian war veterans in war and devastation (188789) Brajković, L.; Maričić, J.	Li	30 (0+30+0)	4
PSY 6.0	Student Placements (200304) Maričić, J.; Vučenović, D.	Li	90 (0+30+60)	4
PSY 3.0	Working with Groups (173686) Vučenović, D.	Lo	30 (0+30+0)	4

Graduate Study Programme in Sociology

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

Smjer Science Stream

1st semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
6.0	Contemporary Sociological Theories (53911) Tadić, S.; Brezovec, E.	Li	60 (30+30+0)	1	
6.0	Qualitative methodology (214136) Marinović Golubić, M.	Lo	60 (30+0+30)	1	
5.0	Sociology of Croatian Society 5 - Croatian Legal and Political Institutions (214117) Balabanić, I.	Li	45 (30+15+0)	1	
ECTS	SOC-dipl (4420): Elective courses, 1st semester => Izborni kolegiji u zimskom semestru (ZN-smjer)	Eng. Lev.	Study Hours	Sem.	
3.0	Criminology of Bullying (214081) Cajner Mraović, I.	L3	30 (15+15+0)	1, 3	
3.0	Cultural dynamics (211181) Džinić, I.	Lo	30 (30+0+0)	1, 3	
3.0	Culture of Peace and Non-violence (211176) Matić, R.	Li	30 (15+15+0)	1, 3	
3.0	EU Economic System (214084) Brkić, L.	Li	30 (15+15+0)	1, 3	
3.0	European Union and Civil Society (214083) Čipek, T.	Lo	30 (30+0+0)	1, 3	
3.0	EU Sustainable Development Policies (214004) Sršen, A.	Lo	30 (30+0+0)	1, 3	
3.0	Local and Regional Development in Croatia (211177) Marinović Golubić, M.	Li	30 (15+15+0)	1, 3	
3.0	Migration and security (211178) Šterc, S.	Lo	30 (30+0+0)	1, 3	
3.0	Sociology of Consumption (211222) Peračković, K.	Lo	30 (0+30+0)	1, 3	
3.0	Sociology of Domestic Violence (214087) Cajner Mraović, I.	L3	30 (15+15+0)	1, 3	
3.0	Sociology of Drug Use (214025) Dubreta, N.	Li	30 (15+15+0)	1, 3	
3.0	Sociology of Migration and Ethnicity (214085) Tadić, S.	Li	30 (15+15+0)	1, 3	
3.0	Sociology of Social Control and Police in Croatian Society (214086) Cajner Mraović, I.	Lo	30 (15+15+0)	1, 3	
3.0	Sport and Society (211182) Mustapić, M.	Li	30 (15+15+0)	1, 3	
3.0	The Demographic Development of Croatia (214082) Pavić, D.	Li	30 (15+15+0)	1, 3	
3.0	Youth Subcultures (211180) Perasović, B.	Lo	30 (15+15+0)	1, 3	
ECTS	DIPL(18141): Elective Teaching Stream => NASTAVNIČKI MODUL	Eng. Lev.	Study Hours	Sem.	
4.0	Developmental Psychology (200551) Brajković, L.	Li	45 (30+15+0)	1	
4.0	Didactics (96487) Ninčević, M.	Li	45 (30+15+0)	1	
4.0	Pedagogy (144706) Hrvatić, N.	Lo	45 (30+15+0)	1	
2nd semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
5.0	Demography (53914) Komušanac, M.	Li	60 (30+30+0)	2	
6.0	Multivariate Statistical Methods (215071) Balabanić, I.	Li	75 (30+45+0)	2	
3.0	Sociology of Social Changes (211170) Peračković, K.	Lo	30 (30+0+0)	2	

ECTS	SOC-dipl (4421): Elective courses, 2nd semester => Izborni kolegiji u ljetnom semestru (ZN i NAST-smjer)	Eng. Lev.	Study Hours	Sem.
3.0	Applied Statistical Software (214090) Pavić, D.	L1	75 (15+0+60)	2, 4
3.0	Challenges of Social Stratification in Croatia (214092) Burić, I.; Pavić, D.	Lo	30 (15+15+0)	2, 4
3.0	Corporate Social Responsibility (211184) Matić, R.	L1	30 (0+30+0)	2, 4
3.0	Critical Thought in Sociology (211198) Matić, R.	Lo	45 (30+0+15)	2, 4
3.0	Economic Sociology (211193) Burić, I.	Lo	30 (15+15+0)	2, 4
3.0	European Society and Integral Ecology (214002) Sršen, A.	Lo	30 (15+15+0)	2, 4
3.0	Globalization and the Language of Science/ Globalisierung und die Sprache der Wissenschaft (214003) Gehrmann, Z.	Lo	30 (30+0+0)	2, 4
3.0	History of Croatian sociology (211199) Matić, R.	L3	30 (15+15+0)	2, 4
3.0	Integrative bioethics, environment and society (214026) Čović, A.	L3	30 (0+30+0)	2, 4
3.0	International Relations (214091) Puškarić, M.	L1	30 (30+0+0)	2, 4
3.0	Prejudice and Discrimination Prevention (214089) Matić, R.	L1	45 (15+0+30)	2, 4
3.0	Religious Elements of Croatian Culture (201779) Tadić, S.	Lo	30 (30+0+0)	2, 4
3.0	Social Changes in the Republic of Croatia in 20th Century (211225) Krašić, W.	Lo	30 (30+0+0)	2, 4
3.0	Social phenomenology (211224) Balabanić, I.	L1	30 (0+30+0)	2, 4
3.0	Sociology of Development (214088) Cajner Mraović, I.	L1	30 (30+0+0)	2, 4
3.0	Subsidiarity and solidarity in an individualistic society (211223) Tadić, S.	L1	30 (30+0+0)	2, 4
3.0	The Violence of Children and Minors (57205) Cajner Mraović, I.	L1	30 (15+15+0)	2, 4
ECTS	DIPL(18149): Elective Teaching Stream => NASTAVNIČKI MODUL	Eng. Lev.	Study Hours	Sem.
2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	L1	30 (30+0+0)	2
3.0	Methods of Teaching Croatian Language (188546) Piskač, D.	L1	30 (30+0+0)	2
3.0	Methods of Teaching History (53907) Bušljeta Kardum, R.	L1	30 (30+0+0)	2
3.0	Methods of Teaching Sociology (53909) Dadić, K.	L1	30 (30+0+0)	2
3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
6.0	Quantitative Research Methods (144629) Pavić, D.	L1	60 (30+0+30)	3
3.0	Social Impact Analysis (214027) Balabanić, I.	Lo	30 (15+15+0)	3
ECTS	SOC-dipl (4420): Elective courses, 1st semester => Izborni kolegiji u zimskom semestru (ZN-smjer)	Eng. Lev.	Study Hours	Sem.
3.0	Criminology of Bullying (214081) Cajner Mraović, I.	L3	30 (15+15+0)	1, 3
3.0	Cultural dynamics (211181) Džinić, I.	Lo	30 (30+0+0)	1, 3
3.0	Culture of Peace and Non-violence (211176) Matić, R.	L1	30 (15+15+0)	1, 3
3.0	EU Economic System (214084) Brkić, L.	L1	30 (15+15+0)	1, 3
3.0	European Union and Civil Society (214083) Cipek, T.	Lo	30 (30+0+0)	1, 3
3.0	EU Sustainable Development Policies (214004) Sršen, A.	Lo	30 (30+0+0)	1, 3
3.0	Local and Regional Development in Croatia (211177) Marinović Golubić, M.	L1	30 (15+15+0)	1, 3
3.0	Migration and security (211178) Šterc, S.	Lo	30 (30+0+0)	1, 3

ECTS	SOC-dipl (4420): Elective courses, 1st semester => Izborni kolegiji u zimskom semestru (ZN-smjer)	Eng. Lev.	Study Hours	Sem.
3.0	Sociology of Consumption (211222) Peračković, K.	Lo	30 (0+30+0)	1, 3
3.0	Sociology of Domestic Violence (214087) Cajner Mraović, I.	L3	30 (15+15+0)	1, 3
3.0	Sociology of Drug Use (214025) Dubreta, N.	L1	30 (15+15+0)	1, 3
3.0	Sociology of Migration and Ethnicity (214085) Tadić, S.	L1	30 (15+15+0)	1, 3
3.0	Sociology of Social Control and Police in Croatian Society (214086) Cajner Mraović, I.	Lo	30 (15+15+0)	1, 3
3.0	Sport and Society (211182) Mustapić, M.	L1	30 (15+15+0)	1, 3
3.0	The Demographic Development of Croatia (214082) Pavić, D.	L1	30 (15+15+0)	1, 3
3.0	Youth Subcultures (211180) Perasović, B.	Lo	30 (15+15+0)	1, 3
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	Sociology of the Croatian Diaspora (205183) Perić Kaselj, M.	L1	30 (15+15+0)	4
ECTS	SOC-dipl (4421): Elective courses, 2nd semester => Izborni kolegiji u ljetnom semestru (ZN i NAST-smjer)	Eng. Lev.	Study Hours	Sem.
3.0	Applied Statistical Software (214090) Pavić, D.	L1	75 (15+0+60)	2, 4
3.0	Challenges of Social Stratification in Croatia (214092) Burić, I.; Pavić, D.	Lo	30 (15+15+0)	2, 4
3.0	Corporate Social Responsibility (211184) Matić, R.	L1	30 (0+30+0)	2, 4
3.0	Critical Thought in Sociology (211198) Matić, R.	Lo	45 (30+0+15)	2, 4
3.0	Economic Sociology (211193) Burić, I.	Lo	30 (15+15+0)	2, 4
3.0	European Society and Integral Ecology (214002) Sršen, A.	Lo	30 (15+15+0)	2, 4
3.0	Globalization and the Language of Science/ Globalisierung und die Sprache der Wissenschaft (214003) Gehrmann, Z.	Lo	30 (30+0+0)	2, 4
3.0	History of Croatian sociology (211199) Matić, R.	L3	30 (15+15+0)	2, 4
3.0	Integrative bioethics, environment and society (214026) Čović, A.	L3	30 (0+30+0)	2, 4
3.0	International Relations (214091) Puškarić, M.	L1	30 (30+0+0)	2, 4
3.0	Prejudice and Discrimination Prevention (214089) Matić, R.	L1	45 (15+0+30)	2, 4
3.0	Religious Elements of Croatian Culture (201779) Tadić, S.	Lo	30 (30+0+0)	2, 4
3.0	Social Changes in the Republic of Croatia in 20th Century (211225) Krašić, W.	Lo	30 (30+0+0)	2, 4
3.0	Social phenomenology (211224) Balabanić, I.	L1	30 (0+30+0)	2, 4
3.0	Sociology of Development (214088) Cajner Mraović, I.	L1	30 (30+0+0)	2, 4
3.0	Subsidiarity and solidarity in an individualistic society (211223) Tadić, S.	L1	30 (30+0+0)	2, 4
3.0	The Violence of Children and Minors (57205) Cajner Mraović, I.	L1	30 (15+15+0)	2, 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 [Sociology] (144741) Dadić, K.	L1	45 (0+15+30)	3	
6.0	Quantitative Research Methods (144629) Pavić, D.	L1	60 (30+0+30)	3	
3.0	Social Impact Analysis (214027) Balabanić, I.	Lo	30 (15+15+0)	3	
ECTS	SOC-dipl (4420): Elective courses, 1st semester => Izborni kolegiji u zimskom semestru (ZN-smjer)	Eng. Lev.	Study Hours	Sem.	
3.0	Criminology of Bullying (214081) Cajner Mraović, I.	L3	30 (15+15+0)	3	
3.0	Cultural dynamics (211181) Džinić, I.	Lo	30 (30+0+0)	3	
3.0	Culture of Peace and Non-violence (211176) Matić, R.	L1	30 (15+15+0)	3	
3.0	EU Economic System (214084) Brkić, L.	L1	30 (15+15+0)	3	
3.0	European Union and Civil Society (214083) Čipek, T.	Lo	30 (30+0+0)	3	
3.0	EU Sustainable Development Policies (214004) Sršen, A.	Lo	30 (30+0+0)	3	
3.0	Local and Regional Development in Croatia (211177) Marinović Golubić, M.	L1	30 (15+15+0)	3	
3.0	Migration and security (211178) Šterc, S.	Lo	30 (30+0+0)	3	
3.0	Sociology of Consumption (211222) Peračković, K.	Lo	30 (0+30+0)	3	
3.0	Sociology of Domestic Violence (214087) Cajner Mraović, I.	L3	30 (15+15+0)	3	
3.0	Sociology of Drug Use (214025) Dubreta, N.	L1	30 (15+15+0)	3	
3.0	Sociology of Migration and Ethnicity (214085) Tadić, S.	L1	30 (15+15+0)	3	
3.0	Sociology of Social Control and Police in Croatian Society (214086) Cajner Mraović, I.	Lo	30 (15+15+0)	3	
3.0	Sport and Society (211182) Mustapić, M.	L1	30 (15+15+0)	3	
3.0	The Demographic Development of Croatia (214082) Pavić, D.	L1	30 (15+15+0)	3	
3.0	Youth Subcultures (211180) Perasović, B.	Lo	30 (15+15+0)	3	
ECTS	Izborni kolegiji => DIPL-NS-smjer (5035): Izborni kolegiji za nastavničke smjerove	Eng. Lev.	Study Hours	Sem.	
3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	Lo	30 (15+15+0)	3	
3.0	Media in Education (61961) Labaš, D.	Lo	30 (15+15+0)	3	
3.0	Methods of Working with Students with Special Educational Needs (217043) Hrvatić, N.	Lo	30 (15+15+0)	3	
3.0	Parenting pedagogy (213981) Dadić, K.	Lo	30 (15+15+0)	3	
3.0	Pedagogy of childhood (201465) Dadić, K.	Lo	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.; Hrvatić, N.; Ninčević, M.	Lo	45 (0+15+30)	4	
ECTS	SOC-dipl (4421): Elective courses, 2nd semester => Izborni kolegiji u ljetnom semestru (ZN i NAST-smjer)	Eng. Lev.	Study Hours	Sem.	
3.0	Applied Statistical Software (214090) Pavić, D.	L1	75 (15+0+60)	4	
3.0	Challenges of Social Stratification in Croatia (214092) Burić, I.; Pavić, D.	Lo	30 (15+15+0)	4	

	ECTS	SOC-dipl (4421): Elective courses, 2nd semester => Izborni kolegiji u ljetnom semestru (ZN i NAST-smjer)	Eng. Lev.	Study Hours	Sem.
TEA	3.0	Corporate Social Responsibility (211184) Matić, R.	L1	30 (0+30+0)	4
TEA	3.0	Critical Thought in Sociology (211198) Matić, R.	Lo	45 (30+0+15)	4
TEA	3.0	Economic Sociology (211193) Burić, I.	Lo	30 (15+15+0)	4
TEA	3.0	European Society and Integral Ecology (214002) Sršen, A.	Lo	30 (15+15+0)	4
TEA	3.0	Globalization and the Language of Science/ Globalisierung und die Sprache der Wissenschaft (214003) Gehrmann, Z.	Lo	30 (30+0+0)	4
TEA	3.0	History of Croatian sociology (211199) Matić, R.	L3	30 (15+15+0)	4
TEA	3.0	Integrative bioethics, environment and society (214026) Čović, A.	L3	30 (0+30+0)	4
TEA	3.0	International Relations (214091) Puškarić, M.	L1	30 (30+0+0)	4
TEA	3.0	Prejudice and Discrimination Prevention (214089) Matić, R.	L1	45 (15+0+30)	4
TEA	3.0	Religious Elements of Croatian Culture (201779) Tadić, S.	Lo	30 (30+0+0)	4
TEA	3.0	Social Changes in the Republic of Croatia in 20th Century (211225) Krašić, W.	Lo	30 (30+0+0)	4
TEA	3.0	Social phenomenology (211224) Balabanić, I.	L1	30 (0+30+0)	4
TEA	3.0	Sociology of Development (214088) Cajner Mraović, I.	L1	30 (30+0+0)	4
TEA	3.0	Subsidiarity and solidarity in an individualistic society (211223) Tadić, S.	L1	30 (30+0+0)	4
TEA	3.0	The Violence of Children and Minors (57205) Cajner Mraović, I.	L1	30 (15+15+0)	4

Graduate Study Programme in Communication Sciences

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

1st semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
COM 5.0	Mass Communication Research Methodology (57208) Burić, I.	Lo	30 (15+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 3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	Lo	30 (15+15+0)	1, 3	
COM 4.0	Corporate Communications (125909) Milas, Z.	L2	30 (15+15+0)	1, 3	
COM 3.0	Croatian language and language policy (201750) Grčević, M.; Kresnik, I.	Lo	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	Introduction to Sociolinguistics (133474) Labaš, D.; Miškulin Saletović, L.	L2	30 (20+10+0)	1, 3	
COM 5.0	Media and Bioethics (64815) Labaš, D.	L2	30 (15+15+0)	1, 3	
COM 3.0	Media in Education (61961) Labaš, D.	Lo	30 (15+15+0)	1, 3	
COM 3.0	Media Pedagogy (57234) Labaš, D.; Ciboci, L.	L2	30 (30+0+0)	1, 3	
COM 3.0	Parenting pedagogy (213981) Dadić, K.	Lo	30 (15+15+0)	1, 3	
COM 3.0	Pedagogy of childhood (201465) Dadić, K.	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) Jurišić, J.	L2	30 (15+15+0)	1, 3	
COM 5.0	Speaking and Presentation Skills in English (66554) Prekratić, S.	Lo	60 (0+0+60)	1, 2, 3	
COM 5.0	Speaking and Presentation Skills in German (96366) Miškulin Saletović, L.	L2	60 (0+60+0)	1, 2, 3	
COM 3.0	Therapeutic Pedagogy 1 (201466) Dadić, K.	Lo	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	ODNOSIS 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	

ECTS	ODNOSI S JAVNOŠĆU => KOM-dipl (5042) - Obvezni izborni smjer: Odnosi s javnošću	Eng. Lev.	Study Hours	Sem.
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 5.0	Concepts and Theories of Media Effects (187977) Milas, Z.	L2	30 (15+15+0)	2
COM 5.0	Media Management (57209) Grmuša, T.	L1	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 5.0	An Introduction to Global Communication (141160) Labaš, D.	L2	30 (15+15+0)	2
COM 3.0	Croatian Press in the Diaspora (201855) Vulić Vranković, S.	L1	30 (15+15+0)	2
COM 4.0	Croatian Stage Art (188011) Vrban Zrinski, K.	L1	45 (30+15+0)	2
COM 3.0	Cultural and linguistic diversity in Europe/ Kulturelle und sprachliche Diversität in Europa (213980) Gehrmann, Z.	Lo	30 (30+0+0)	2
COM 5.0	Demography (53914) Komušanac, M.	L1	60 (30+30+0)	2
COM 3.0	Development of the Croatian language (201520) Holzer, G.	L1	30 (30+0+0)	2
COM 3.0	Event Management & Planning. (213965) Labaš, D.	L2	30 (15+0+15)	2
COM 5.0	Geopolitics and National Security (201679) Jurišić, J.	L2	30 (15+15+0)	2
COM 3.0	Globalization and the Language of Science/ Globalisierung und die Sprache der Wissenschaft (214003) Gehrmann, Z.	Lo	30 (30+0+0)	2
COM 5.0	Great Directors of European Cinema (64816) Labaš, D.	L2	30 (15+15+0)	2
COM 4.0	Heritage of Other Cultures in the Croatian Culture (201518) Prosperov Novak, S.	Lo	30 (30+0+0)	2
COM 5.0	Media and National Security (57242) Perešin, A.	Lo	30 (15+15+0)	2
COM 5.0	New Media and Digital Marketing (130706) Milas, Z.	L2	30 (15+15+0)	2
COM 3.0	Participatory journalism (213966) Josić, L.	Lo	30 (15+0+15)	2

	ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju komunikologije	Eng. Lev.	Study Hours	Sem.
COM	3.0	Philosophy of communication (201678) Greguric Knežević, I.	Lo	30 (15+15+0)	2
COM	3.0	Philosophy of Law (201532) Barišić, P.	Lo	30 (30+0+0)	2
COM	3.0	Psychology of Advertising (206651) Vučenović, D.	Lo	30 (0+30+0)	2
COM	3.0	Resistance, Opposition and Dissidence in Croatia 1945 - 1990 (213996) Krašić, W.	Lo	30 (15+15+0)	2
COM	5.0	Speaking and Presentation Skills in English (66554) Prekratić, S.	Lo	60 (0+0+60)	1, 2, 3
COM	5.0	Speaking and Presentation Skills in German (96366) Miškulin Saletović, L.	L2	60 (0+60+0)	1, 2, 3
COM	3.0	Subsidiarity and solidarity in an individualistic society (211223) Tadić, S.	L1	30 (30+0+0)	2
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	4.0	Journalism as a Profession: Practicum (57212) Mihaljević, V.	L2	60 (0+0+60)	2
COM	5.0	Mass Communication and Journalism in the Contemporary World (57213) Jurišić, J.	L2	30 (15+15+0)	2
	ECTS	ODNOSI S JAVNOŠĆU => KOM-dipl (5042) - Obvezni izborni smjer: Odnosi s javnošću	Eng. Lev.	Study Hours	Sem.
COM	4.0	Risk Management and Crisis Communication (57217) Labaš, D.	L2	30 (0+15+15)	2
COM	5.0	Strategic Thinking in Public Relations (187978) Burić, I.; 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
3rd semester, 2nd year					
	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	3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	Lo	30 (15+15+0)	1, 3
COM	4.0	Corporate Communications (125909) Milas, Z.	L2	30 (15+15+0)	1, 3
COM	3.0	Croatian language and language policy (201750) Grčević, M.; Kresnik, I.	Lo	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	Introduction to Sociolinguistics (133474) Labaš, D.; Miškulin Saletović, L.	L2	30 (20+10+0)	1, 3
COM	5.0	Media and Bioethics (64815) Labaš, D.	L2	30 (15+15+0)	1, 3
COM	3.0	Media in Education (61961) Labaš, D.	Lo	30 (15+15+0)	1, 3
COM	3.0	Media Pedagogy (57234) Labaš, D.; Ciboci, L.	L2	30 (30+0+0)	1, 3
COM	3.0	Parenting pedagogy (213981) Dadić, K.	Lo	30 (15+15+0)	1, 3
COM	3.0	Pedagogy of childhood (201465) Dadić, K.	Lo	30 (15+15+0)	1, 3
COM	3.0	Political philosophy (201514) Barišić, P.	L1	30 (30+0+0)	1, 3

ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju komunikologije	Eng. Lev.	Study Hours	Sem.
COM 4.0	Public Promotion of Science (57236) Jurišić, J.	L2	30 (15+15+0)	1, 3
COM 5.0	Speaking and Presentation Skills in English (66554) Prekratić, S.	Lo	60 (0+0+60)	1, 2, 3
COM 5.0	Speaking and Presentation Skills in German (96366) Miškulin Saletović, L.	L2	60 (0+60+0)	1, 2, 3
COM 3.0	Therapeutic Pedagogy I (201466) Dadić, K.	Lo	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
4th semester, 2nd year				
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	30 (30+0+0)	1
4.0	Economic History of Croatian Modern Society (202692) Vukelić, V.	L1	30 (30+0+0)	1
5.0	Introduction to Historical Science (57158) Čosić, S.	L1	30 (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	30 (0+30+0)	1, 3
3.0	Chapters and Monasteries: Centres of Medieval Civilisation (202860) Jerković, M.	L1	30 (0+30+0)	1, 3
3.0	Historiography Practicum (202867) Popić, T.	L1	30 (0+30+0)	1, 3
3.0	History of Egypt, Greece and Rome in Film Art - Facts vs. Fiction (202895) Tomorad, M.	Lo	30 (0+30+0)	1, 3
3.0	History of Military Border (202897) Milković, K.	Lo	30 (0+30+0)	1, 3
3.0	Medieval Legal Documents (202906) Popić, T.	Lo	30 (0+30+0)	1, 3
3.0	Methods of Working with Students with Special Educational Needs (217043) Hrvatić, N.	Lo	30 (15+15+0)	1, 3
3.0	Military-political relations in Bosnia and Herzegovina 1990-95 (202921) Čosić, S.	Lo	30 (0+30+0)	1, 3
3.0	Modern and Contemporary History of Bosnia and Herzegovina (79192) Lučić, I.	Lo	30 (0+30+0)	1, 3
3.0	Oral History of Wars in Croatia (202920) Bušić, K.	L1	30 (15+15+0)	1, 3
3.0	Relations between Church and State (202887) Popić, T.	L1	30 (0+30+0)	1, 3
3.0	Totalitarian regimes (173144) Bušić, K.	L1	30 (0+30+0)	1, 3
3.0	War in European History - The Homeland War (202905) Čosić, S.	Lo	30 (0+30+0)	1, 3
ECTS	DIPL(18141): Elective Teaching Stream => NASTAVNIČKI MODUL	Eng. Lev.	Study Hours	Sem.
4.0	Developmental Psychology (200551) Brajković, L.	L1	45 (30+15+0)	1
4.0	Didactics (96487) Ninčević, M.	L1	45 (30+15+0)	1
4.0	Pedagogy (144706) Hrvatić, N.	Lo	45 (30+15+0)	1
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	Croatian Political History (202693) Bušić, K.; Jukić, I.	L1	30 (30+0+0)	2
4.0	Social Changes in the Republic of Croatia in 20th Century (202475) Krašić, W.	Lo	30 (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	30 (0+30+0)	2
3.0	Croatian-Hungarian permeations in the XIX. Century (203992) Holjevac, Ž.	L3	30 (0+30+0)	2
3.0	Croatian warriors in British newspapers in the 18th Century (213992) Buczynski, A.	Lo	30 (0+30+0)	2
3.0	Cultural and linguistic diversity in Europe/ Kulturelle und sprachliche Diversität in Europa (213980) Gehrmann, Z.	Lo	30 (30+0+0)	2

	ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.
SCI	3.0	Development of the Croatian language (201520) Holzer, G.	L1	30 (30+0+0)	2
SCI	3.0	Dictatorships in Central Europe (202953) Bušić, K.	L1	30 (0+30+0)	2
SCI	3.0	Famous women of the Ancient world (202911) Tomorad, M.	Lo	30 (0+30+0)	2
SCI	4.0	Heritage of Other Cultures in the Croatian Culture (201518) Prosperov Novak, S.	Lo	30 (30+0+0)	2
SCI	3.0	History and Archeology (202967) Glazer, E.	L2	30 (0+30+0)	2
SCI	3.0	History of China (213993) Glazer, E.	L2	30 (0+30+0)	2
SCI	3.0	History of Christianity in Croatia (203989) Tadić, S.	L1	30 (30+0+0)	2
SCI	3.0	History of parliamentarism in Croatia (203991) Matković, S.	L2	30 (0+30+0)	2
SCI	3.0	Nobility in Croatian Diet:1650-1740 (130541) Jukić, I.	Lo	30 (0+30+0)	2
SCI	3.0	Religious Elements of Croatian Culture (201779) Tadić, S.	Lo	30 (30+0+0)	2
SCI	3.0	Resistance, Opposition and Dissidenty in Croatia 1945 - 1990 (213996) Krašić, W.	Lo	30 (15+15+0)	2
SCI	3.0	Roman Military in Croatia (202914) Vukelić, V.	L1	30 (0+30+0)	2
SCI	3.0	Sixth of January Dictatorship (213995) Grgić, S.	L1	30 (0+30+0)	2
SCI	3.0	Yugoslav security services from 1944. to 1992. (202915) Jurčević, J.	L1	30 (0+30+0)	2
	ECTS	DIPL(18149): Elective Teaching Stream => NASTAVNIČKI MODUL	Eng. Lev.	Study Hours	Sem.
SCI	2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	L1	30 (30+0+0)	2
SCI	3.0	Methods of Teaching Croatian Language (188546) Piskač, D.	L1	30 (30+0+0)	2
SCI	3.0	Methods of Teaching History (53907) Bušljeta Kardum, R.	L1	30 (30+0+0)	2
SCI	3.0	Methods of Teaching Sociology (53909) Dadić, K.	L1	30 (30+0+0)	2
3rd semester, 2nd year					
	ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.
SCI	3.0	Biblical Archaeology (202854) Glazer, E.	L3	30 (0+30+0)	1, 3
SCI	3.0	Chapters and Monasteries: Centres of Medieval Civilisation (202860) Jerković, M.	L1	30 (0+30+0)	1, 3
SCI	3.0	Historiography Practicum (202867) Popić, T.	L1	30 (0+30+0)	1, 3
SCI	3.0	History of Egypt, Greece and Rome in Film Art - Facts vs. Fiction (202895) Tomorad, M.	Lo	30 (0+30+0)	1, 3
SCI	3.0	History of Military Border (202897) Milković, K.	Lo	30 (0+30+0)	1, 3
SCI	3.0	Medieval Legal Documents (202906) Popić, T.	Lo	30 (0+30+0)	1, 3
SCI	3.0	Methods of Working with Students with Special Educational Needs (217043) Hrvatić, N.	Lo	30 (15+15+0)	1, 3
SCI	3.0	Military-political relations in Bosnia and Herzegovina 1990-95 (202921) Čosić, S.	Lo	30 (0+30+0)	1, 3
SCI	3.0	Modern and Contemporary History of Bosnia and Herzegovina (79192) Lučić, I.	Lo	30 (0+30+0)	1, 3
SCI	3.0	Oral History of Wars in Croatia (202920) Bušić, K.	L1	30 (15+15+0)	1, 3
SCI	3.0	Relations between Church and State (202887) Popić, T.	L1	30 (0+30+0)	1, 3
SCI	3.0	Totalitarian regimes (173144) Bušić, K.	L1	30 (0+30+0)	1, 3
SCI	3.0	War in European History - The Homeland War (202905) Čosić, S.	Lo	30 (0+30+0)	1, 3

ECTS	POV-dipl(5390): Research groups => POV-dipl(5390): Istraživačke skupine	Eng. Lev.	Study Hours	Sem.
SCI 6.0	Research Group - Interpretation of Early Modern Sources (62006) Bušić, K.; Holjevac, Ž.	Li	3 ⁰ (0+3+0)	3
SCI 6.0	Research Group - Interpretation of Medieval Sources (79379) Matijević-Sokol, M.	Li	3 ⁰ (0+3+0)	3
SCI 6.0	Research Group - Interpretation of Sources for Croatian History: the 19th Century (130523) Milković, K.	Lo	3 ⁰ (0+3+0)	3
SCI 6.0	Research Group - Researching and Writing about the 20th Century (96375) Grgić, S.	Li	3 ⁰ (0+3+0)	3
SCI 6.0	Research group - Sources of Egyptian, Greek and Roman History (96373) Tomorad, M.	Li	3 ⁰ (0+3+0)	3
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
SCI 30.0	Diploma Thesis (Science Stream) (64811)	Lo	0 (0+0+0)	4

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	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	Medieval Legal Documents (202906) Popić, T.	Lo	30 (0+30+0)	3	
3.0	Methods of Working with Students with Special Educational Needs (217043) Hrvatić, N.	Lo	30 (15+15+0)	3	
3.0	Military-political relations in Bosnia and Herzegovina 1990-95 (202921) Čosić, S.	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	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	Active Learning Strategies (214637) Bušljeta Kardum, R.	Lo	30 (15+15+0)	3	
3.0	Media in Education (61961) Labaš, D.	Lo	30 (15+15+0)	3	
3.0	Methods of Working with Students with Special Educational Needs (217043) Hrvatić, N.	Lo	30 (15+15+0)	3	
3.0	Parenting pedagogy (213981) Dadić, K.	Lo	30 (15+15+0)	3	
3.0	Pedagogy of childhood (201465) Dadić, K.	Lo	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.; Hrvatić, N.; 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-Hungarian permeations in the XIX. Century (203992) Holjevac, Z.	L3	30 (0+30+0)	4	
3.0	Croatian warriors in British newspapers in the 18th Century (213992) Buczynski, A.	Lo	30 (0+30+0)	4	
3.0	Cultural and linguistic diversity in Europe/ Kulturelle und sprachliche Diversität in Europa (213980) Gehrmann, Z.	Lo	30 (30+0+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	

	ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.
TEA	3.0	Famous women of the Ancient world (202911) Tomorad, M.	Lo	3 ⁰ (0+30+0)	4
TEA	4.0	Heritage of Other Cultures in the Croatian Culture (201518) Prosperov Novak, S.	Lo	3 ⁰ (30+0+0)	4
TEA	3.0	History and Archeology (202967) Glazer, E.	L2	3 ⁰ (0+30+0)	4
TEA	3.0	History of China (213993) Glazer, E.	L2	3 ⁰ (0+30+0)	4
TEA	3.0	History of Christianity in Croatia (203989) Tadić, S.	L1	3 ⁰ (30+0+0)	4
TEA	3.0	History of parliamentarism in Croatia (203991) Matković, S.	L2	3 ⁰ (0+30+0)	4
TEA	3.0	Nobility in Croatian Diet:1650-1740 (130541) Jukić, I.	Lo	3 ⁰ (0+30+0)	4
TEA	3.0	Religious Elements of Croatian Culture (201779) Tadić, S.	Lo	3 ⁰ (30+0+0)	4
TEA	3.0	Resistance, Opposition and Dissidency in Croatia 1945 - 1990 (213996) Krašić, W.	Lo	3 ⁰ (15+15+0)	4
TEA	3.0	Roman Military in Croatia (202914) Vukelić, V.	L1	3 ⁰ (0+30+0)	4
TEA	3.0	Sixth of January Dictatorship (213995) Grgić, S.	L1	3 ⁰ (0+30+0)	4
TEA	3.0	Yugoslav security services from 1944. to 1992. (202915) Jurčević, J.	L1	3 ⁰ (0+30+0)	4
TEA	3.0	Bibliotherapy in the Literature Class (172612) Piskač, D.	L1	3 ⁰ (15+15+0)	4
TEA	3.0	Developmental psychopathology (213982) Brajković, L.	Lo	3 ⁰ (15+15+0)	4
TEA	3.0	Educational Psychology (53904) Brajković, L.	Lo	3 ⁰ (15+15+0)	4
TEA	3.0	Motivation in Teaching Process (144753) Brajković, L.	Lo	3 ⁰ (15+15+0)	4
TEA	3.0	Pedagogical Management of Modern School (144759) Ninčević, M.	Lo	3 ⁰ (15+15+0)	4
TEA	3.0	Philosophy of Education (61957) Škerbić, M.	L1	3 ⁰ (15+15+0)	4
TEA	3.0	Psychology in Croatian Literature (172611) Brajković, L.	Lo	3 ⁰ (15+15+0)	4
TEA	3.0	Teacher Assessment and Evaluation (187902) Bušljeta Kardum, R.	Lo	3 ⁰ (15+15+0)	4
TEA	3.0	Therapeutic Pedagogy 2 (201485) Dadić, K.	Lo	3 ⁰ (15+15+0)	4

Graduate Study Programme in Dual-major studies

Qualification awarded: Master in Education in Dual-major studies
(mag. educ.)

Studij Croatian Latinity

3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
TEA 5.0	Practical Exercises in the Methodology of Teaching [Latin Language and Literature] (144744) Martinić-Jerčić, Z.	Li	45 (0+15+30)	3
ECTS	Izborni kolegiji => DIPL-NS-smjer (5035): Izborni kolegiji za nastavničke smjerove	Eng. Lev.	Study Hours	Sem.
TEA 3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	Lo	30 (15+15+0)	3
TEA 3.0	Media in Education (61961) Labaš, D.	Lo	30 (15+15+0)	3
TEA 3.0	Methods of Working with Students with Special Educational Needs (217043) Hrvatić, N.	Lo	30 (15+15+0)	3
TEA 3.0	Parenting pedagogy (213981) Dadić, K.	Lo	30 (15+15+0)	3
TEA 3.0	Pedagogy of childhood (201465) Dadić, K.	Lo	30 (15+15+0)	3
TEA 3.0	Therapeutic Pedagogy 1 (201466) Dadić, K.	Lo	30 (15+15+0)	3
TEA 3.0	Chapters and Monasteries: Centres of Medieval Civilisation (202860) Jerković, M.	Li	30 (0+30+0)	3
TEA 3.0	Croatian Latinists in the Literary Republic (200539) Matasović, M.	Li	30 (15+15+0)	3
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
TEA 6.0	Correlation Practicum in the Methodology of Teaching (201262) Bušljeta Kardum, R.; Hrvatić, N.; 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.
TEA 3.0	Bibliotherapy in the Literature Class (172612) Piskač, D.	Li	30 (15+15+0)	4
TEA 3.0	Developmental psychopathology (213982) Brajković, L.	Lo	30 (15+15+0)	4
TEA 3.0	Educational Psychology (53904) Brajković, L.	Lo	30 (15+15+0)	4
TEA 3.0	Motivation in Teaching Process (144753) Brajković, L.	Lo	30 (15+15+0)	4
TEA 3.0	Pedagogical Management of Modern School (144759) Ninčević, M.	Lo	30 (15+15+0)	4
TEA 3.0	Philosophy of Education (61957) Škerbić, M.	Li	30 (15+15+0)	4
TEA 3.0	Psychology in Croatian Literature (172611) Brajković, L.	Lo	30 (15+15+0)	4
TEA 3.0	Teacher Assessment and Evaluation (187902) Bušljeta Kardum, R.	Lo	30 (15+15+0)	4
TEA 3.0	Therapeutic Pedagogy 2 (201485) Dadić, K.	Lo	30 (15+15+0)	4
TEA 4.0	Book and Library History in Croatian Cultural Territory (144799) Krešić Nacevski, L.	Lo	30 (15+15+0)	4
TEA 5.0	Elementary Greek II (130285) Martinić-Jerčić, Z.	Li	30 (0+15+15)	4
TEA 3.0	Latin language in the history of Croatian education (200540) Matasović, M.	Li	30 (15+15+0)	4
TEA 4.0	The Croatian Humanist Epic (86902) Matasović, M.	Li	30 (0+30+0)	4

Studij Philosophy

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
3.0	Bioethics (201425) Škerbić, M.	Lo	30 (15+15+0)	1
4.0	Contemporary philosophy (214821) Skansi, S.	Lo	60 (30+30+0)	1
3.0	Political philosophy (201514) Barišić, P.	L1	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.	L1	45 (30+15+0)	1
4.0	Didactics (96487) Ninčević, M.	L1	45 (30+15+0)	1
4.0	Pedagogy (144706) Hrvatić, N.	Lo	45 (30+15+0)	1
ECTS	FIL- dipl17272) - Elective courses => Izborni kolegiji na diplomskom Studiju filozofije	Eng. Lev.	Study Hours	Sem.
3.0	Methods of Working with Students with Special Educational Needs (217043) Hrvatić, N.	Lo	30 (15+15+0)	1, 3
3.0	Philosophy of Game and Sports (187914) Škerbić, M.	Lo	30 (15+15+0)	1, 3
3.0	Philosophy of Globalization (176935) Kukoč, M.	L3	30 (15+15+0)	1, 3
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
3.0	Methods of Teaching Philosophy, Logic and Ethics (214635) Škerbić, M.	Lo	30 (30+0+0)	2
3.0	Philosophy of Education (61957) Škerbić, M.	L1	30 (15+15+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.	L1	30 (30+0+0)	2
ECTS	FIL- dipl17272) - Elective courses => Izborni kolegiji na diplomskom Studiju filozofije	Eng. Lev.	Study Hours	Sem.
3.0	Arabian Philosophy (213959) Gavrić, A.	Lo	30 (30+0+0)	2, 4
3.0	Development of the Croatian language (201520) Holzer, G.	L1	30 (30+0+0)	2, 4
3.0	Globalization and the Language of Science/ Globalisierung und die Sprache der Wissenschaft (214003) Gehrmann, Z.	Lo	30 (30+0+0)	2, 4
4.0	Heritage of Other Cultures in the Croatian Culture (201518) Prosperov Novak, S.	Lo	30 (30+0+0)	2, 4
3.0	Love and Beauty in the Works of Croatian Renaissance Philosophers (201523) Metesi Deronjić, Ž.	Lo	30 (15+15+0)	2, 4
3.0	Philosophy of communication (201678) Greguric Knežević, I.	Lo	30 (15+15+0)	2, 4
3.0	Philosophy of cybernetic culture (187913) Greguric Knežević, I.	Lo	30 (15+15+0)	2, 4
3.0	Philosophy of Myth and Religion (187904) Džinić, I.	L1	30 (15+15+0)	2, 4
3.0	Subsidiarity and solidarity in an individualistic society (211223) Tadić, S.	L1	30 (30+0+0)	2, 4
ECTS	FIL- DIPL (17983) -Eastern Philosophies and Cultures => FIL- (17983)- Indijska filozofija /Arapska filozofija	Eng. Lev.	Study Hours	Sem.
3.0	Arabian Philosophy (213957) Gavrić, A.	Lo	30 (30+0+0)	2, 4

3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
3.0	Croatian Philosophical Heritage in the European Context (214813) Martinović, I.; Metesi Deronjić, Ž.	Lo	30 (30+0+0)	3
4.0	Philosophical methodology (201535) Skansi, S.	Lo	45 (30+15+0)	3
5.0	Practical Exercises in the Methodology of Teaching [Philosophy] (144734) Ninčević, M.	L1	45 (0+15+30)	3
ECTS	FIL- dipl17272) - Elective courses => Izborni kolegiji na diplomskom Studiju filozofije	Eng. Lev.	Study Hours	Sem.
3.0	Methods of Working with Students with Special Educational Needs (217043) Hrvatić, N.	Lo	30 (15+15+0)	1, 3
3.0	Philosophy of Game and Sports (187914) Škerbić, M.	Lo	30 (15+15+0)	1, 3
3.0	Philosophy of Globalization (176935) Kukoč, M.	L3	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.; Hrvatić, N.; Ninčević, M.	Lo	45 (0+15+30)	4
10.0	Master thesis (214814)	Lo	90 (0+90+0)	4
ECTS	FIL- dipl17272) - Elective courses => Izborni kolegiji na diplomskom Studiju filozofije	Eng. Lev.	Study Hours	Sem.
3.0	Arabian Philosophy (213959) Gavrić, A.	Lo	30 (30+0+0)	2, 4
3.0	Development of the Croatian language (201520) Holzer, G.	L1	30 (30+0+0)	2, 4
3.0	Globalization and the Language of Science/ Globalisierung und die Sprache der Wissenschaft (214003) Gehrmann, Z.	Lo	30 (30+0+0)	2, 4
4.0	Heritage of Other Cultures in the Croatian Culture (201518) Prosperov Novak, S.	Lo	30 (30+0+0)	2, 4
3.0	Love and Beauty in the Works of Croatian Renaissance Philosophers (201523) Metesi Deronjić, Ž.	Lo	30 (15+15+0)	2, 4
3.0	Philosophy of communication (201678) Greguric Knežević, I.	Lo	30 (15+15+0)	2, 4
3.0	Philosophy of cybernetic culture (187913) Greguric Knežević, I.	Lo	30 (15+15+0)	2, 4
3.0	Philosophy of Myth and Religion (187904) Džinić, I.	L1	30 (15+15+0)	2, 4
3.0	Subsidiarity and solidarity in an individualistic society (211223) Tadić, S.	L1	30 (30+0+0)	2, 4
ECTS	FIL- DIPL (17983) - Eastern Philosophies and Cultures => FIL- (17983)- Indijska filozofija /Arapska filozofija	Eng. Lev.	Study Hours	Sem.
3.0	Arabian Philosophy (213957) Gavrić, A.	Lo	30 (30+0+0)	2, 4

Studij Croatology

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	45 (30+15+0)	1
4.0	Didactics (96487) Ninčević, M.	Li	45 (30+15+0)	1
4.0	Pedagogy (144706) Hrvatić, N.	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 language and language policy (201750) Grčević, M.; Kresnik, I.	Lo	30 (15+15+0)	1, 3
3.0	Croatian Language Teaching in the Diaspora (177713) Vulić Vranković, S.	Li	30 (0+0+30)	1, 3
3.0	Croatian Writers of European Reference (201770) Brozović, D.	Li	30 (15+15+0)	1, 3
3.0	Interpretation of literary text (201794) Piskač, D.	Li	30 (15+15+0)	1, 3
3.0	Methods of Working with Students with Special Educational Needs (217043) Hrvatić, N.	Lo	30 (15+15+0)	1, 3
3.0	Philosophy and Culture: Croatia in the European Context (201781) Džinić, I.	Li	30 (15+15+0)	1, 3
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, 4
3.0	Croatian lexicography (201792) Vrban Zrinski, K.	Li	30 (15+15+0)	2, 4
3.0	Croatian Literary Canon (201795) Franić Tomić, V.	Li	30 (15+15+0)	2, 4
3.0	Croatian Protected Natural and Cultural Heritage (201793) Jeličić-Radonić, J.	Li	30 (15+15+0)	2, 4
3.0	Cultural and linguistic diversity in Europe/ Kulturelle und sprachliche Diversität in Europa (213980) Gehrmann, Z.	Lo	30 (30+0+0)	2, 4
3.0	Development of the Croatian language (201520) Holzer, G.	Li	30 (30+0+0)	2, 4
3.0	Kajkavian Literary Heritage (201801) Jembrih, A.	Li	30 (15+15+0)	2, 4
3.0	Motivation in Teaching Croatian Language (188689) Brajković, L.	Lo	30 (15+15+0)	2, 4

3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
3.0	Literary Stylistics (201804) Vrban Zrinski, K.	Li	30 (15+15+0)	3
5.0	Practical Exercises in the Methodology of Teaching [Croatian Language] (215920) Piskač, D.	Li	45 (0+15+30)	3
3.0	Word Formation in the Croatian Language (201805) Vulić Vranković, S.	Li	30 (15+15+0)	3
ECTS	KRO-dipl (17275): Elective courses => KRO-dipl (17275): Izborni kolegiji	Eng. Lev.	Study Hours	Sem.
3.0	Croatian language and language policy (201750) Grčević, M.; Kresnik, I.	Lo	30 (15+15+0)	1, 3
3.0	Croatian Language Teaching in the Diaspora (177713) Vulić Vranković, S.	Li	30 (0+0+30)	1, 3
3.0	Croatian Writers of European Reference (201770) Brozović, D.	Li	30 (15+15+0)	1, 3
3.0	Interpretation of literary text (201794) Piskač, D.	Li	30 (15+15+0)	1, 3
3.0	Methods of Working with Students with Special Educational Needs (217043) Hrvatić, N.	Lo	30 (15+15+0)	1, 3
3.0	Philosophy and Culture: Croatia in the European Context (201781) Džinić, I.	Li	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.; Hrvatić, N.; Ninčević, M.	Lo	45 (0+15+30)	4
4.0	Croatian Stage Art (188011) Vrban Zrinski, K.	Li	45 (30+15+0)	4
10.0	Master thesis (215308)	Lo	90 (0+90+0)	4
ECTS	KRO-dipl (17275): Elective courses => KRO-dipl (17275): Izborni kolegiji	Eng. Lev.	Study Hours	Sem.
3.0	Croatian Cultural Narrative (201799) Brozović, D.	Li	30 (15+15+0)	2, 4
3.0	Croatian lexicography (201792) Vrban Zrinski, K.	Li	30 (15+15+0)	2, 4
3.0	Croatian Literary Canon (201795) Franić Tomić, V.	Li	30 (15+15+0)	2, 4
3.0	Croatian Protected Natural and Cultural Heritage (201793) Jeličić-Radonić, J.	Li	30 (15+15+0)	2, 4
3.0	Cultural and linguistic diversity in Europe/ Kulturelle und sprachliche Diversität in Europa (213980) Gehrmann, Z.	Lo	30 (30+0+0)	2, 4
3.0	Development of the Croatian language (201520) Holzer, G.	Li	30 (30+0+0)	2, 4
3.0	Kajkavian Literary Heritage (201801) Jembrih, A.	Li	30 (15+15+0)	2, 4
3.0	Motivation in Teaching Croatian Language (188689) Brajković, L.	Lo	30 (15+15+0)	2, 4

Studij History

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	Croatian Cultural History (202690) Glazer, E.	L2	30 (30+0+0)	1
4.0	Economic History of Croatian Modern Society (202692) Vukelić, V.	L1	30 (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	30 (0+30+0)	1, 3
3.0	Chapters and Monasteries: Centres of Medieval Civilisation (202860) Jerković, M.	L1	30 (0+30+0)	1, 3
3.0	Historiography Practicum (202867) Popić, T.	L1	30 (0+30+0)	1, 3
3.0	History of Egypt, Greece and Rome in Film Art - Facts vs. Fiction (202895) Tomorad, M.	Lo	30 (0+30+0)	1, 3
3.0	History of Military Border (202897) Milković, K.	Lo	30 (0+30+0)	1, 3
3.0	Medieval Legal Documents (202906) Popić, T.	Lo	30 (0+30+0)	1, 3
3.0	Methods of Working with Students with Special Educational Needs (217043) Hrvatić, N.	Lo	30 (15+15+0)	1, 3
3.0	Military-political relations in Bosnia and Herzegovina 1990-95 (202921) Čosić, S.	Lo	30 (0+30+0)	1, 3
3.0	Modern and Contemporary History of Bosnia and Herzegovina (79192) Lučić, I.	Lo	30 (0+30+0)	1, 3
3.0	Oral History of Wars in Croatia (202920) Bušić, K.	L1	30 (15+15+0)	1, 3
3.0	Relations between Church and State (202887) Popić, T.	L1	30 (0+30+0)	1, 3
3.0	Totalitarian regimes (173144) Bušić, K.	L1	30 (0+30+0)	1, 3
3.0	War in European History - The Homeland War (202905) Čosić, S.	Lo	30 (0+30+0)	1, 3
ECTS	EDU(17065) Educational Module => Nastavnički modul - Obvezni kolegiji u 1.semestru	Eng. Lev.	Study Hours	Sem.
4.0	Developmental Psychology (200551) Brajković, L.	L1	45 (30+15+0)	1
4.0	Didactics (96487) Ninčević, M.	L1	45 (30+15+0)	1
4.0	Pedagogy (144706) Hrvatić, N.	Lo	45 (30+15+0)	1
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	Croatian Political History (202693) Bušić, K.; Jukić, I.	L1	30 (30+0+0)	2
3.0	Methods of Teaching History (53907) Bušljeta Kardum, R.	L1	30 (30+0+0)	2
4.0	Social Changes in the Republic of Croatia in 20th Century (202475) Krašić, W.	Lo	30 (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	30 (0+30+0)	2, 4
3.0	Croatian-Hungarian permeations in the XIX. Century (203992) Holjevac, Ž.	L3	30 (0+30+0)	2, 4
3.0	Croatian warriors in British newspapers in the 18th Century (213992) Buczynski, A.	Lo	30 (0+30+0)	2, 4
3.0	Cultural and linguistic diversity in Europe/ Kulturelle und sprachliche Diversität in Europa (213980) Gehrmann, Z.	Lo	30 (30+0+0)	2, 4
3.0	Development of the Croatian language (201520) Holzer, G.	L1	30 (30+0+0)	2, 4
3.0	Dictatorships in Central Europe (202953) Bušić, K.	L1	30 (0+30+0)	2, 4
3.0	Famous women of the Ancient world (202911) Tomorad, M.	Lo	30 (0+30+0)	2, 4

ECTS	Izborni kolegiji => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.
4.0	Heritage of Other Cultures in the Croatian Culture (201518) Prosperov Novak, S.	Lo	30 (30+0+0)	2, 4
3.0	History and Archeology (202967) Glazer, E.	L2	30 (0+30+0)	2, 4
3.0	History of China (213993) Glazer, E.	L2	30 (0+30+0)	2, 4
3.0	History of Christianity in Croatia (203989) Tadić, S.	L1	30 (30+0+0)	2, 4
3.0	History of parliamentarism in Croatia (203991) Matković, S.	L2	30 (0+30+0)	2, 4
3.0	Nobility in Croatian Diet:1650-1740 (130541) Jukić, I.	Lo	30 (0+30+0)	2, 4
3.0	Religious Elements of Croatian Culture (201779) Tadić, S.	Lo	30 (30+0+0)	2, 4
3.0	Resistance, Opposition and Dissidency in Croatia 1945 - 1990 (213996) Krašić, W.	Lo	30 (15+15+0)	2, 4
3.0	Roman Military in Croatia (202914) Vukelić, V.	L1	30 (0+30+0)	2, 4
3.0	Sixth of January Dictatorship (213995) Grgić, S.	L1	30 (0+30+0)	2, 4
3.0	Yugoslav security services from 1944. to 1992. (202915) Jurčević, J.	L1	30 (0+30+0)	2, 4
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.	L1	30 (30+0+0)	2
3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	Croatian Military History and Homeland War (202851) Jurčević, J.	Lo	30 (30+0+0)	3
4.0	Democratic Changes in the Republic of Croatia (202702) Vukelić, V.	L1	30 (30+0+0)	3
3.0	History of education (202850) Vukelić, V.	Lo	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)	1, 3
3.0	Chapters and Monasteries: Centres of Medieval Civilisation (202860) Jerković, M.	L1	30 (0+30+0)	1, 3
3.0	Historiography Practicum (202867) Popić, T.	L1	30 (0+30+0)	1, 3
3.0	History of Egypt, Greece and Rome in Film Art - Facts vs. Fiction (202895) Tomorad, M.	Lo	30 (0+30+0)	1, 3
3.0	History of Military Border (202897) Milković, K.	Lo	30 (0+30+0)	1, 3
3.0	Medieval Legal Documents (202906) Popić, T.	Lo	30 (0+30+0)	1, 3
3.0	Methods of Working with Students with Special Educational Needs (217043) Hrvatich, N.	Lo	30 (15+15+0)	1, 3
3.0	Military-political relations in Bosnia and Herzegovina 1990-95 (202921) Čosić, S.	Lo	30 (0+30+0)	1, 3
3.0	Modern and Contemporary History of Bosnia and Herzegovina (79192) Lučić, I.	Lo	30 (0+30+0)	1, 3
3.0	Oral History of Wars in Croatia (202920) Bušić, K.	L1	30 (15+15+0)	1, 3
3.0	Relations between Church and State (202887) Popić, T.	L1	30 (0+30+0)	1, 3
3.0	Totalitarian regimes (173144) Bušić, K.	L1	30 (0+30+0)	1, 3
3.0	War in European History - The Homeland War (202905) Čosić, S.	Lo	30 (0+30+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.; Hrvatich, N.; Ninčević, M.	Lo	45 (0+15+30)	4

4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
10.0	Master thesis (214702)	Lo	90 (0+90+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)	2, 4
3.0	Croatian-Hungarian permeations in the XIX. Century (203992) Holjevac, Ž.	L3	30 (0+30+0)	2, 4
3.0	Croatian warriors in British newspapers in the 18th Century (213992) Buczynski, A.	Lo	30 (0+30+0)	2, 4
3.0	Cultural and linguistic diversity in Europe/ Kulturelle und sprachliche Diversität in Europa (213980) Gehrman, Z.	Lo	30 (30+0+0)	2, 4
3.0	Development of the Croatian language (201520) Holzer, G.	L1	30 (30+0+0)	2, 4
3.0	Dictatorships in Central Europe (202953) Bušić, K.	L1	30 (0+30+0)	2, 4
3.0	Famous women of the Ancient world (202911) Tomorad, M.	Lo	30 (0+30+0)	2, 4
4.0	Heritage of Other Cultures in the Croatian Culture (201518) Prosperov Novak, S.	Lo	30 (30+0+0)	2, 4
3.0	History and Archeology (202967) Glazer, E.	L2	30 (0+30+0)	2, 4
3.0	History of China (213993) Glazer, E.	L2	30 (0+30+0)	2, 4
3.0	History of Christianity in Croatia (203989) Tadić, S.	L1	30 (30+0+0)	2, 4
3.0	History of parliamentarism in Croatia (203991) Matković, S.	L2	30 (0+30+0)	2, 4
3.0	Nobility in Croatian Diet:1650-1740 (130541) Jukić, I.	Lo	30 (0+30+0)	2, 4
3.0	Religious Elements of Croatian Culture (201779) Tadić, S.	Lo	30 (30+0+0)	2, 4
3.0	Resistance, Opposition and Dissidenty in Croatia 1945 - 1990 (213996) Krašić, W.	Lo	30 (15+15+0)	2, 4
3.0	Roman Military in Croatia (202914) Vukelić, V.	L1	30 (0+30+0)	2, 4
3.0	Sixth of January Dictatorship (213995) Grgić, S.	L1	30 (0+30+0)	2, 4
3.0	Yugoslav security services from 1944. to 1992. (202915) Jurčević, J.	L1	30 (0+30+0)	2, 4

Studij Sociology

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	Contemporary social theory (211167) Tadić, S.	Lo	45 (30+15+0)	1
2.0	Data processing (211168) Balabanić, I.	Lo	30 (0+0+30)	1
ECTS	SOC-dipl (4469): Elective courses (teaching stream) => Izborni kolegiji na diplomskom Studiju sociologije	Eng. Lev.	Study Hours	Sem.
3.0	Cultural dynamics (211181) Džinić, I.	Lo	30 (30+0+0)	1
3.0	Culture of Peace and Non-violence (211176) Matić, R.	L1	30 (15+15+0)	1
3.0	Local and Regional Development in Croatia (211177) Marinović Golubić, M.	L1	30 (15+15+0)	1
3.0	Methods of Working with Students with Special Educational Needs (217043) Hrvatić, N.	Lo	30 (15+15+0)	1
3.0	Migration and security (211178) Šterc, S.	Lo	30 (30+0+0)	1
3.0	Sociology of Consumption (211222) Peračković, K.	Lo	30 (0+30+0)	1
3.0	Sociology of Migration and Ethnicity (214085) Tadić, S.	L1	30 (15+15+0)	1
3.0	Sport and Society (211182) Mustapić, M.	L1	30 (15+15+0)	1
3.0	Youth Subcultures (211180) Perasović, B.	Lo	30 (15+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.	L1	45 (30+15+0)	1
4.0	Didactics (96487) Ninčević, M.	L1	45 (30+15+0)	1
4.0	Pedagogy (144706) Hrvatić, N.	Lo	45 (30+15+0)	1
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
3.0	Demographic Resources and Potentials (211169) Komušanać, M.	Lo	30 (15+15+0)	2
3.0	Methods of Teaching Sociology (53909) Dadić, K.	L1	30 (30+0+0)	2
3.0	Quantitative methodology (211174) Balabanić, I.	Lo	45 (15+30+0)	2
3.0	Sociology of Social Changes (211170) Peračković, K.	Lo	30 (30+0+0)	2
ECTS	SOC-dipl (4469): Elective courses (teaching stream) => Izborni kolegiji na diplomskom Studiju sociologije	Eng. Lev.	Study Hours	Sem.
3.0	Challenges of Social Stratification in Croatia (214092) Burić, I.; Pavić, D.	Lo	30 (15+15+0)	2
3.0	Corporate Social Responsibility (211184) Matić, R.	L1	30 (0+30+0)	2
3.0	Critical Thought in Sociology (211198) Matić, R.	Lo	45 (30+0+15)	2
3.0	Croatian state, public and social institutions (211194) Milotić, I.	Lo	30 (30+0+0)	2
3.0	Economic Sociology (211193) Burić, I.	Lo	30 (15+15+0)	2
3.0	European Union Institutions (214095) Nakić, M.	Lo	30 (15+15+0)	2
3.0	Geopolitics and Global Security (205153) Šterc, S.	L2	30 (15+15+0)	2
3.0	Globalization and the Language of Science/ Globalisierung und die Sprache der Wissenschaft (214003) Gehrmann, Z.	Lo	30 (30+0+0)	2
3.0	History of Croatian sociology (211199) Matić, R.	L3	30 (15+15+0)	2
3.0	Integrative bioethics, environment and society (214026) Čović, A.	L3	30 (0+30+0)	2

ECTS	SOC-dipl (4469): Elective courses (teaching stream) => Izborni kolegiji na diplomskom Studiju sociologije	Eng. Lev.	Study Hours	Sem.
3.0	Market Research (211196) Balabanić, I.	Lo	3 ⁰ (15+0+15)	2
3.0	Religious Elements of Croatian Culture (201779) Tadić, S.	Lo	3 ⁰ (30+0+0)	2
3.0	Social Changes in the Republic of Croatia in 20th Century (211225) Krašić, W.	Lo	3 ⁰ (30+0+0)	2
3.0	Social phenomenology (211224) Balabanić, I.	Lr	3 ⁰ (0+30+0)	2
3.0	Sociology of public health (211179) Vučenović, D.	Lo	3 ⁰ (15+15+0)	2
3.0	Sociology of the Croatian Diaspora (211221) Perić Kaselj, M.	Lr	3 ⁰ (15+15+0)	2
3.0	Subsidiarity and solidarity in an individualistic society (211223) Tadić, S.	Lr	3 ⁰ (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	3 ⁰ (30+0+0)	2

Courses

Active Learning Strategies

214637

Lecturer in Charge



doc. dr. sc.
Rona Bušljeta
Kardum

Course Description

Study Program Learning Outcomes

- Croatian Latinity
- Communication Sciences
- History
- Sociology

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

Navigation icons: a blue snowflake icon, a white square icon, a blue 'COM' button, a blue 'CRO-S' button, a blue 'PSY' button, a blue 'SCI' button, a blue 'SCI' button, a blue 'TEA' button, a blue 'TEA' button, and a blue 'TEA' button.

Addiction Treatment

139788

Lecturer in Charge



doc. dr. sc.
Ana Matošić

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

Course Description

Study Program Learning Outcomes

Psychology



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

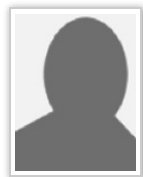


Colin Sparks (2007). *Whats wrong with globalization?*, *Global Media and Communication*, Volume 3(2), 2007, 133-155.

Applied Developmental Psychology

53801

Lecturer in Charge



Andreja Brajša-Žganec,
prof. dr. sc.

Course Description

Familiarize students with the knowledge of the applied to the field of developmental psychology of the child's birth until adulthood and old age. Throughout the course, students will become familiar with the basic theoretical approaches to some specific aspects of the development of the individual, especially children and young people with an emphasis on scientific knowledge and research results carried out in the world and in our country. Students will acquire knowledge of the specific characteristics of individual development from childhood to adulthood. Special attention will be devoted to understanding the major approaches and methods of working with children and young people. Attending this course should enable students an insight into the various forms of work with target groups of children, young and old within the institutions, organizations and the wider community .

Learning Outcomes

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

1. Distinguish the underlying determinants of early childhood development and areas of influence .
2. Analyze the ecological approach to children's developmental needs and problems.
3. Assemble knowledge of the regulation and socialization of emotion in childhood
4. Interpret and compare Individual and environmental influences on the psychosocial adjustment of children and adolescents.
5. Synthesize the characteristics of the psychosocial adjustment of children and adolescents.
6. Synthesize the effects of war on the mental health of children and youth .
7. Assemble knowledge about helping children in specific circumstances (i.e. homeless, from non-traditional families, from problem families).
8. Interpret and compare the current issues in the psychology of adulthood and aging
9. Synthesize knowledge about foster care, child care outside the family .

Study Program Learning Outcomes

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

0.6 ECTS	Pohađanje nastave [EN]
2.4 ECTS	Pismeni ispit [EN]
<hr/>	
3 ECTS	

Forms of Teaching

- » Predavanja
 - » interactive lectures
- » Terenske vježbe
 - » visit institutions

Week by Week Schedule

1. Fundamental determinants of early childhood development and areas of influence .
2. Ecological- developmental approach to children's needs and problems.
3. Regulation and socialization of emotion in childhood.
4. Individual and environmental influences on the psychosocial adjustment of children and adolescents.

ECTS Credits	3.0
English Level	L2
E-learning Level	L2
Study Hours	
Lectures	30

Grading

Students are evaluated continuously during the semester. The final grade is based on two elements: regular lecture attendance and field work and one test or final written exam. In total, students can gain 50 points. 10 points for regular attendance and field work and 40 points for the test or final exam. If the student did not meet the tests of the passage (the passage tests is below 50 %) or has failed to take the written exam. For the written exam the student can achieve a maximum 40 points. Points that student scores on the written exam are added to the points raised by the student for attending classes and field work .

5. Characteristics of psychosocial adjustment of children and adolescents.
6. The consequences of war on the mental health of children and youth .
7. Different approaches and methods of working with children and young people (individual and group work with children , working with parents , interventions related to school).
8. Help children in specific circumstances (eg homeless , from non-traditional families , from problem families).
9. Foster care , child care outside the family .
10. Current topics in psychology of adulthood and aging.
11. Selected topics in socio-emotional development of preschool children
12. Selected topics in socio-emotional development of school children
13. Selected topics in socio-emotional development of adolescents
14. Selected topics in socio-emotional development of adult
15. Selected topics in socio-emotional development of old people

Literature



Brajša-Žganec, A. (2003). *Dijete i obitelj; emocionalni i socijalni razvoj*. Jastrebarsko: Naklada slap., Naklada slap



Katica Lacković-Grgin (2000). *Stres u djece i adolescenata*, Naklada slap



Časopis, *Dijete i društvo - god. 4. br. 1-2. Tema broja: Djeca svjedoci rata 70 godina kasnije.*



Brajša-Žganec, A.; Keresteš, G., Kuterovac Jagodić, G. (2005). *Udomiteljstvo: skrb za djecu izvan vlastite obitelji - priručnik za edukaciju stručnjaka*. Zagreb: Udruga za inicijativu u socijalnoj politici.



Pojedini znanstveni i stručni radovi iz područja primijenjene razvojne psihologije



Brajša-Žganec, A; Lopižić, J.; Penezić, Z. (ur.) (2014). *Psihološki aspekti suvremene obitelji, braka i partnerstva*, Naklada slap i Hrvatsko psihološko društvo

Similar Courses

- » Razvojna psihologija, Oxford

Applied Statistical Software

214090

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 3.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Practicum 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

Arabian Philosophy

213957

Lecturer in Charge



izv. prof. dr. sc.
Anto Gavrić

Lecturer



Katarina Tadić,
mag. phil.

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



Course Description

Study Program Learning Outcomes

Arabian Philosophy

213959

Lecturer in Charge



izv. prof. dr. sc.
Anto Gavrić

Lecturer



Katarina Tadić,
mag. phil.

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



COM

CRO-S

PSY

SCI

SCI

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Course Description

Study Program Learning Outcomes

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*

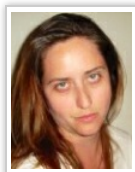


Cesare Paoli (2001). *Diplomatica*

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



izv. prof. 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

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

History

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

Specific competencies

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.
Matija Mato
Škerbić

Course Description

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

Learning Outcomes

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

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

Study Program Learning Outcomes

Screening of student's work

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

Week by Week Schedule

1. Introduction. The historical and civilization context of the emergence of bioethics. The emergence and development of bioethics.
2. Philosophical ethics and bioethics. Determination of the basic position in bioethics: Antropo-, Pato-, bio-and eco-Centrizam.
3. Bioethics of Van Rensselaera Potter.
4. Fritz Jahr. The ethics of the responsibility of Hans Jonas.
5. Integrative Bioethics
6. Bioethics in Croatia
7. The moral status of animals and their rights and (Anti) speciesism.
8. Reformist and revolutionary ecology. Philosophy and ideology of sustainable development.
9. Genetically modified organisms. Clinical bioethics and informed consent. Genetic 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.

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

Grading

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

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



doc. dr. sc.
Lucija Krešić
Nacevski

ECTS Credits	4.0
English Level	Lo
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15
Grading	
Regular attendance and active participation in discussion, oral presentation and oral exam.	

Course Description

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

There are no conditions for joining the subject.

The subject contributes at every study level.

Learning Outcomes

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

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

Study 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

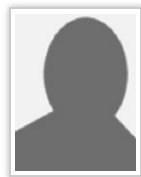
Similar Courses

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

Challenges of Social Stratification in Croatia

214092

Lecturers in Charge



doc. dr. sc.
Ivan Burić



doc. dr. sc.
Dario Pavić

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

Grading

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

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

Forms of Teaching

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

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

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

Croatian Latinity

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 «njero do stojna mjesta», Fontes – izvori za hrvatsku povijest, II (2005.)*



Andrić, Stanko *Čudesna sveto ga 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, II (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 Vaticani collecta, digesta, edita, sv. 1-4, Münster, 1913.-1935.*

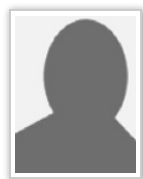
Similar Courses

» Medieval Church and Culture, 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]
<u>4 ECTS</u>	

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

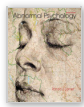
Week by Week Schedule

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.

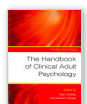


Comer, R.J. (2015). *Abnormal Psychology*, Worth Publishers; 9 edition



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

Teaching Assistant

Danijela Žakić-Milas, dr. sc.

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]
- 3 ECTS

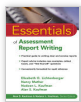
Forms of Teaching

- » 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

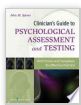


Lichtenberger, E.O., Mather, N., Kaufman, N.L., Kaufman, A.S. (2004). *Essentials of Assessment Report Writing*, Wiley and Sons, Inc.



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

Dora Korać, 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 fields of journalism and public relations
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
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., Clío, 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

214821

Lecturer in Charge



doc. dr. sc.
Sandro Skansi

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

Course Description

Study Program Learning Outcomes



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 social theory

211167

Lecturer in Charge



prof. dr. sc.
Stipan Tadić

ECTS Credits	4.0
English Level	Lo
E-learning Level	L1
Study Hours	
Lectures	30
Seminar	15
Teaching Assistant	
Erik Brezovec, mag. soc et mag. educ. soc.	

Course Description

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

Learning Outcomes

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

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

Study Program Learning Outcomes

Screening of student's work

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

Literature



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



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



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



Ulrich Beck (2015). *Rizično društvo*



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



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

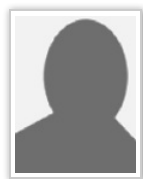
Similar Courses

» -, Oxford

Contemporary Sociological Theories

53911

Lecturers in Charge



prof. dr. sc.
Stipan Tadić



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

ECTS Credits	6.0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	30
Seminar	30
Grading	
1. Written exam / colloquia: 60% 2. Seminars: 25% 3. Oral exam: 15%	

Course Description

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

Learning Outcomes

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

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

Study 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.

Screening of student's work

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

Forms of Teaching

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

Week by Week Schedule

1. Introduction to the course.
2. Anthony Giddens

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

Literature



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



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



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



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



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

Additional Literature



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



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



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



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



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

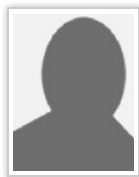
Similar Courses

» ---, Oxford

Corporate Communications

125909

Lecturer 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

211184

Lecturer in Charge



prof. dr. sc.
Renato Matic

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

Forms of Teaching

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

Week by Week Schedule

1. Introduction lecture
2. Introduction to the theoretical background of the social aware action
3. Introduction to the basic concepts of the social aware business
4. Introduction to the public sociology and social aware action of the intellectual
5. Introduction to the basis of the team work
6. Conceptualization of the project idea
7. Development of the project idea
8. Evaluation of the 1st phase of project
9. Inter-group evaluation of the project plan
10. Mentor evaluation of the 1st phase of the project
11. Development and planning 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 3.0

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



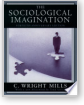
Literature



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



prof. dr. sc.
Neven Hrvatic



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

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

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

ECTS Credits 6.0

English Level Lo

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).

- 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 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 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 o dobrenih udžbenika za sljedeću školsku godinu

Similar Courses

- » Ne postoji, Oxford

Criminology of Bullying

214081

Lecturer in Charge



izv. prof. dr. sc.
Irena Cajner
Mraović

ECTS Credits	3.0
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 engage in the practical application of theoretical knowledge in various fields of applied sociology

the ability to participate in interdisciplinary teamwork

further improvement of basic general knowledge of sociology

Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Seminarski rad [EN]

3 ECTS

Forms of Teaching

» Predavanja

» 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 Thought in Sociology

211198

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.

Forms of Teaching

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

Week by Week Schedule

1. Introduction
2. What is critical thought
3. Significant authors and ideas of critical thought before the Frankfurt School
4. The social and historical circumstances that preceded the establishment of the Institute for Social Research in Frankfurt
5. The mission of the Institute and of the activity: the initial year, sheltering from Nazi persecution, work in the United States, and the return in the post-war era
6. Max Horkheimer

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

7. Theodor Wieselgrund 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

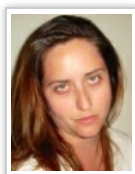


Puhovski, Žarko (1989) Um i društvenost: filozofija politike "Frankfurtske škole" od 1932. do 1945. Fakultet političkih nauka, Zagreb

Croatian 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

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	

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 is 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).

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

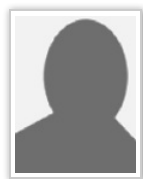


Ricœur, Paul (1981). *Živa metafora*, Zagreb: GZH

Croatian-Hungarian permeations in the XIX. Century

203992

Lecturer in Charge



prof. dr. sc.
Željko Holjevac

ECTS Credits 3.0

English Level L3

E-learning Level L1 (5%)

Study Hours
Seminar 30

Grading

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

Course Description

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

Learning Outcomes

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

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

Study 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

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

Screening of student's work

- 0.5 ECTS Pohadanje nastave [EN]
 1 ECTS Kolokviji [EN]
 0.5 ECTS Referat [EN]
 1 ECTS Usmeni ispit [EN]

 3 ECTS

Week by Week Schedule

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

Literature



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



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

Similar Courses

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

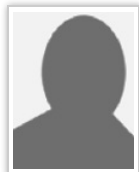
Croatian language and language policy

201750

Lecturers in Charge



prof. dr. sc.
Mario Grčević



doc. dr. sc.
Ivana Kresnik

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15
Grading	
Teaching activity and knowledge of literature are assessed.	

Course Description

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

Learning Outcomes

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

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

Study Program Learning Outcomes

Communication Sciences

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

Croatology

analyse the facts within the scope of work

Generic competencies

take part in discussions on professional issues assuming constructive approach

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

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: Croatian language as an object of implicit and explicit language policies between affirmation and negation; Theoretical aspects: terms (separate) language - literary and standard language - dialect - dialect - speech. Linguistic typologies and the place of Croatian in them
2. Models: Croatian as a literary language and standard language, Croatian as a separate language, Croatian as a variant of Serbo-Croatian, the question of the Central South Slavic / Serbo-Croatian diasystem
3. Croatian language and political strategies in the pre-Renaissance period; Croatian historical glotonyms and ethnonyms
4. Croatian language in the ideology of Illyrianism and early Slavic studies
5. Vienna's interests, its "Drang nach Osten" and language planning in the South Slavic area; goals and achievements of the Vienna Literary Treaty (1850)

6. Foreign policy influences on Croatian language planning and standardization in the second half of the 19th century. century, the influence of Bosnia and Herzegovina and Dalmatia on the language policy conducted in Zagreb
7. Yugoslav Academy of Sciences and Arts and Croatian wolves
8. Hrvatski jezik u osvit Prvoga svjetskoga rata: tri koncepcije hrvatske književnojezične zbilje (ekavci, vukovci i tradicionalisti)
9. „Srpskohrvatskoslovenački jezik“ i srpski unitarizam, Društvo za hrvatski jezik (1936), časopis Hrvatski jezik i Pokret za hrvatski književni jezik (1938); Petar Guberina as the founder of the theoretical framework for Croatian sovereign language policy
10. The era of the Second World War and the Independent State of Croatia
11. Novi Sad Agreement (1954)
12. Declaration on the Name and Position of the Croatian Literary Language (1967)
13. Croatian emancipation in the 70s and 80s
14. Croatian language in the Republic of Croatia and its planning
15. Contemporary Croatian explicit and implicit language policy in the European environment

Literature



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



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



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



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

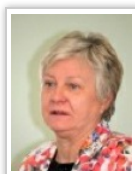
Similar Courses

» Hrvatska jezikoslovna normativistika, Oxford

Croatian Language Teaching in the Diaspora

177713

Lecturer 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 srednji stupanj*, Zagreb: Croaticum – Centar za hrvatski kao drugi i strani jezik



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

Similar Courses

» Metodika nastave Hrvatskoga jezika, Oxford

Croatian Latinists in the Literary Republic

200539

Lecturer in Charge



doc. dr. sc.
Maja Matasović

Course Description

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

Learning Outcomes

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

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

Study 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

ECTS Credits 3.0

English Level L1

E-learning Level L1 (4%)

Study Hours

Lectures 15

Seminar 15

Grading

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

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 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 humanities, social and natural sciences

Screening of student's work

0.5 ECTS	Pohađanje nastave [EN]
1 ECTS	Referat [EN]
1 ECTS	Seminarski rad [EN]
0.5 ECTS	Usmeni ispit [EN]
<u>3 ECTS</u>	

Week by Week Schedule

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

Literature



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



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



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



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



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

Additional Literature

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



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



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

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



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



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



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

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.

Screening of student's work

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

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

doc. dr. sc. Ivana Kresnik

Grading

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



Week by Week Schedule

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

Literature



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



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



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



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



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

Similar Courses

- » Leksikologija i leksikografija hrvatskoga jezika, Oxford

Croatian 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, κἀνοῦν*, 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 and Homeland War

202851

Lecturer in Charge



Josip Jurčević,
prof. dr. sc.

Lecturer



Mijo Beljo,
mag. educ. hist.

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

Course Description

Acquiring knowledge and knowledge about the processes and events related to the period of the Croatia Homeland War

Learning Outcomes

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

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

Study Program Learning Outcomes

Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 3 ECTS Pismeni ispit [EN]
- 4 ECTS

Week by Week Schedule

1. Introduction lecture
2. Croatia and Bosnia and Herzegovina in the 1980-1990
3. Democratic change and first indications of future conflict
4. Croatian Police and ZNG; road to foundation the Croatian Army
5. YPA in aggression against the Republic of Croatia
6. Defense of Croatia during 1991
7. battlefields of Croatia
8. Spread the war in Bosnia and Herzegovina
9. Reconstruction of the Croatian Army and military operation during 1992
10. 1993; Strengthening of the HV and the attitude of the Republic of Croatia towards the war in BiH
11. War in Bosnia and Herzegovina during 1993

12. International role of the Republic of Croatia in resolving the conflict in BiH; Washington Accords
13. 1994; preparations Croatia army for the liberation of the occupied parts of the Republic of Croatia
14. Liberation operations Croatian army during 1995
15. Peace in Dayton and the role of the Republic of Croatia in ending the war in the former Yugoslavia

Literature



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



Ivica Lučić (2013). *Uzroci rata*

Similar Courses

- » Moderna i suvremena povijest Bosne i Hercegovine, Oxford

Croatian Philosophical Heritage in the European Context**214813****Lecturers in Charge**Ilica Martinović,
izv. prof. dr. sc.doc. dr. sc.
Željka Metesi
Deronjić

ECTS Credits 3.0

English Level Lo

E-learning Level L1

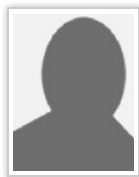
Study Hours Lectures 30

Course Description**Study Program Learning Outcomes**

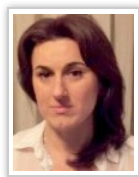
Croatian Political History

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 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

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., Željezo*: Hrvatsko štamparsko društvo



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



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

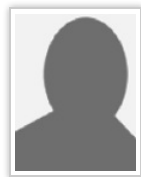
Similar Courses

» Kultura Hrvata u dijaspori, Oxford

Croatian 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. Vlaha)
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]
<hr/>	
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 state, public and social institutions

211194

Lecturer in Charge



izv. prof. dr. sc.
Ivan Miličić

Course Description

Study Program Learning Outcomes

Screening of student's work

- o ECTS Pohadanje nastave [EN]
- 1 ECTS Kolokviji [EN]
- 1 ECTS Seminarski rad [EN]
- 1 ECTS Usmeni ispit [EN]
- o ECTS Praktični rad [EN]
- 3 ECTS

Literature



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



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



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



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



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

Similar Courses

» -, Oxford

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours
Lectures 30

Grading

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



Croatian warriors in British newspapers in the 18th Century

213992**Lecturer in Charge**

izv. prof. dr. sc.
Alexander
Buczynski

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

Course Description**Study Program Learning Outcomes**

History



Croatian Writers of European Reference

201770

Lecturer in Charge



doc. dr. sc.
Domagoj Brozović

Course Description

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

Learning Outcomes

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

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

Study 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

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

213980

Lecturer in Charge



prof. dr. sc.
Zygfryd Eckardt
Gehrmann

Course Description

Study Program Learning Outcomes

Communication Sciences
Croatology
History

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



Cultural dynamics

211181

Lecturer in Charge



izv. prof. dr. sc.
Ivo Džinić

Course Description

The aim of this course is to get acquainted students with the etymological, historical and content complexity of the phenomenon of culture, and theories of cultural criticism throughout history and different ways of approaching it. The focus of the course will be particularly on Georg Simmel's cultural critique and his well-known diagnosis of a tragedy of the culture. After the elaboration on the background and the content of such a diagnosis, it will be pointed out Cassirer's critique of Simmel's critique of culture (i.e.) his view of the Simmel's diagnosis. Based on the comparison of these two approaches to the dynamics of cultural development, we will try to draw some conclusions and consider their consequences for contemporary culture. The ultimate goal of the course is to improve knowledge through the development of free critical and analytical thinking of students regarding contemporary cultural challenges and cultural research in general.

Learning Outcomes

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

1. Describe all the complexity of the concept of culture and its understanding throughout history
2. List different ways of cultural critique throughout history
3. Analyze the constituent elements of cultural dynamics
4. Explain the phenomenon of cultural dualism (areas of subjective and objective culture) and related difficulties
5. Explain the problems arising from the dynamics of cultural progress and cultural interactions
6. Use the acquire knowledge in the value-critical perception of cultural forms
7. Analyze the challenges of contemporary cultural dynamics in a globalized and multicultural world

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

Complementary skills

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

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
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 social skills

advanced oral communication skills

Specific and professional skills

problem-solving abilities

the ability to participate in interdisciplinary teamwork

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 30

Grading

Achievements of Students will be valued based on attending lectures and actively participation in observations of the content of classes and the resulting discussions. Their independent work in seminar classes will be also evaluated, so the final grade includes the grade from the seminar. Seminar obligations must be resolved before taking the final exam.



further improvement of basic general knowledge of sociology
 impact of 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 sociology
 information management skills
 skills of logical and predominantly rational inference with regard to specific sociological phenomena, as well as their evaluation
 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

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 - conceptual explanations and instructions on the mode of teaching the course.
2. The complexity of cultural phenomena and ways of understanding through history.
Seminar: reading and interpretation of relevant texts.
3. Cultural criticism - historical cross-section and ways of approach.
Seminar: reading and interpretation of relevant texts.
4. Well-known theories on downfall of (Western) culture (S. Huntington, O. Spengler).
Seminar: reading and interpretation of relevant texts.
5. Georg Simmel's cultural critique and thesis on the tragedy of culture - the background of a tragic diagnosis.
Seminar: reading and interpretation of relevant texts.
6. Georg Simmel and the tragedy of the dialectic between the world of objective and subjective culture.
Seminar: reading and interpretation of relevant texts.
7. Georg Simmel - Possibilities of overcoming the crisis of culture: education and evaluation of war as a spiritual discovery.
Seminar: reading and interpretation of relevant texts.
8. Georg Simmel's cultural critique and thesis on the tragedy of culture - a concluding critical review.
Seminar: reading and interpretation of relevant texts.
9. Ernst Cassirer - philosophy of culture vs. critique of culture.
Seminar: reading and interpretation of relevant texts.
10. Ernst Cassirer and a critique of Simmel's critique of culture.
Seminar: reading and interpretation of relevant texts.
11. Cassirer's cultural-theoretical turning point - The myth of the state.
Seminar: reading and interpretation of relevant texts.
12. Some concluding reflections on the dynamics of cultural development in Simmel and Cassirer.
Seminar: reading and interpretation of relevant texts.
13. The question of the justification of speech on the permanent threat of a cultural development - a society of risk.
Seminar: reading and interpretation of relevant texts.
14. Simmel's thesis on the tragedy of culture today - challenges of accelerated dynamics of cultural development.
Seminar: reading and interpretation of relevant texts.
15. Concluding lecture - today's significance and challenges of special science of culture (culturology)

Literature



Georg Simmel (Vjeran Katunarić, ured.) (2014). *Kontrapunkti kulture*, Zagreb: Jesenski i Turk



Georg Simmel (2004). *Filozofija novca*, Novi Sad-Sremski Karlovci: IK Z. Stojanovića



Ernst Cassirer (2011). *Zur Logik der Kulturwissenschaften*, Hamburg: Meiner Verlag



Ernst Cassirer (1972). *Mit o državi*, Beograd: Nolit

Additional Literature



Samuel P. Huntington (1997). *Sukob civilizacija i preustrojsvjetskog poretka*, Zagreb: Izvori



Oswald Spengler (1998). *Propast Zapada*, Zagreb: Demetra

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

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

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

Teaching Assistant
Tamara Bodor, mag. croat.

Grading

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



Similar Courses

» Književnost i kultura Hrvata u dijaspori, Oxford

Culture of Peace and Non-violence

211176

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 violence, as well as for autonomously recognizing the process of institutionalizing both violence and the social framework within which violence with time becomes an acceptable and desirable social activity.

Learning Outcomes

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

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

Study Program Learning Outcomes

Sociology

General Competencies

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

Forms of Teaching

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

Week by Week Schedule

1. Introduction to syllabus
2. Defining the basic concepts
3. Defining the basic concepts
4. Freedom and/or safety;
5. The concept of power in sociology
6. Redistribution of power among social groups and using violence with the aim to assume and retain power;
7. Sociability and allowed forms of violence, cases in which the mechanism of social control is applied with different levels of social sanctions
8. Particular interests and the making of decisions regarding the forms of violence that will be subject to social control mechanisms on the one hand and the ones that will be left a wider space of freedom or will not be defined as violence at all
9. Redistribution of the relations of power and interests and the construction of social control mechanisms

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

Grading

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

10. Violence as an alternative and desirable means of achieving social goals;
11. Violence as a legitimate model for various forms of strategic activity;
12. The example of terrorism as a form of violence directed towards achieving political and economic goals dilemmas about the causes and consequences of terrorism;
13. Violence and moral panic, the forms of violence that serve to redirect attention from the critical recognition of the civilization of violence.
14. Seminar presentations
15. Seminar presentations

Literature



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



Arendt, Hannah (2002) Eichmann u Jeruzalemu: izvještajo banalnosti zla, Politička Kultura, Zagreb



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



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



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

Data processing

211168

Lecturer in Charge



doc. dr. sc.
Ivan Balabanić

Course Description

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

Learning Outcomes

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

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

Study Program Learning Outcomes

Screening of student's work

1 ECTS Kolokviji [EN]
0.5 ECTS Istraživanje [EN]
0.5 ECTS Praktični rad [EN]
<hr/>
2 ECTS

Literature



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



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



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



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

Similar Courses

» -, Oxford

ECTS Credits 2.0

English Level Lo

E-learning Level L1

Study Hours
Practicum 30

Teaching Assistant
Luka Šikić, dr. sc.

Grading

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



Democratic Changes in the Republic of Croatia

202702

Lecturer in Charge



doc. dr. sc.
Vlatka Vukelić

Lecturer



doc. dr. sc.
Vladimir
Šumanović

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

Literature



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



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



Davor Marijan (2017). *Hrvatska 1989.-1992*



Davor Marijan (2013). *Obrana i pad Vukovara*



Davor Marijan (2008). *Slom Titove armije*



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

Additional Literature



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



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



Ivica Lučić (2013). *Uzroci rata*



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

Demographic Resources and Potentials

211169

Lecturer in Charge



doc. dr. sc.
Monika
Komušanac

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15
Grading	
Mid term Final Exam Seminar paper	

Course Description

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

To explain a interrelation of the demographical components

Learning Outcomes

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

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

Study Program Learning Outcomes

Screening of student's work

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

Literature



Alica Wertheimer-Baletić (1999).
Stanovništvo i razvoj



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



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



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

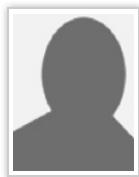
Similar Courses

» -, Oxford

Demography

53914

Lecturer in Charge



doc. dr. sc.
Monika
Komušanac

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.

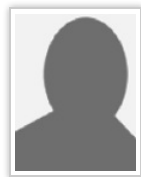
Similar Courses

- » Fundamentals of Population Science, Oxford

Developmental disabilities of Children and Youth

214006

Lecturer in Charge



doc. dr. sc.
Dario Vučenović

Course Description

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

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

children and adolescents.

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

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

Learning Outcomes

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

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

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

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

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

ECTS Credits 3.0

English Level Lo

E-learning Level L2 (20%)

Study Hours Seminar 30

Teaching Assistant
Jelena Jureta, mag. psych.

Grading

Partial exam – 30% Student project – 50%
Class attendance – 20% 60% – 69% - dovoljan
70% – 79% - good 80% – 89% - very good
90% – 100% - excellent

Prerequisites

Development in the Social Context

Screening of student's work

- 0.5 ECTS Pohadanje nastave [EN]
 1 ECTS Kolokviji [EN]
 1 ECTS Projekt [EN]
 0.5 ECTS Ostalo i. (upisati) [EN]
 3 ECTS

Week by Week Schedule

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

Literature



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



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



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



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



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



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



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

Developmental Psychology

200551

Lecturer 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

Croatology

History

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 Pohadanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Pismeni ispit [EN]

1 ECTS Seminarski rad [EN]

4 ECTS

Week by Week Schedule

1. Introduction to Psychology and Developmental Psychology
2. Theories of Human development

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Seminar 15

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)

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

Literature



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



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

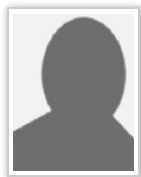
Similar Courses

- » Developmental psychology, Oxford

Developmental psychopathology

213982

Lecturer in Charge



doc. dr. sc.
Lovorka Brajković

Course Description

The aim of the course is to acquaint students with basic knowledge about the etiology of various disorders in childhood and adolescence with special emphasis on their impact on educational process.

Special emphasis is placed on various factors and their interaction in interpreting the etiology of the disorder, as well as on risk and protective factors in the development of the disorder. Students will be introduced to the basic guidelines in working with children and adolescents within the observed disorder.

Learning Outcomes

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

1. Distinguish the fundamental principles of deviation from normal development.
2. Define the causes of individual deviations from the average developmental pathway and explain the interaction of different factors in explaining the etiology of developmental disorders
3. Use knowledge of developmental psychopathology
4. Integrate facts of general psychopathological developmental processes into individual cases in practice
5. Predict relationships between developmental achievement in specific educational achievement
6. Create new approach and methods to make optimal development

Study Program Learning Outcomes

Croatian Latinity

Generic competencies

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

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

Screening of student's work

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

Week by Week Schedule

1. Introduction to developmental psychopathology
2. Phenomenology, etiology, and classification of developmental disorder
3. Risk and protective factors in disorder development
4. New theoretical paradigms in developmental psychopathology
5. Disorder development: form normal to psychopathology
6. Early Disorders (Initiative Disorders and Early Socialisation; Early Disorders of Curiosity and Task Focus)
7. exam 1
8. Pervasive developmental disorder
9. Anxiety, depression, loss, suicide
10. Behavioural disorders and lack of self-control
11. schizophrenia

ECTS Credits 3,0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistants

Jelena Jureta, mag. psych.

Vanja Kopilaš, mag. psych.

Grading

60% - 69% - sufficient (2) 70% - 79% - good (3) 80% - 89% - very good (4) 90% - 100% excellent (5)

12. Psychopathological phenomena and risks in adolescent transition
13. Developmental consequences of mental retardation; Risks of physical illness and brain damage; Risks in an interpersonal context: child abuse and divorce
14. Treatment and prevention; The role of teachers in the prevention and treatment of developmental disorders
15. exam 2

Literature



Wenar, C (2003). *Razvojna psihopatologija i psihijatrija.*, Jastrebarsko: Naklada Slap.



Vulić-Prtorić, A (2003). *Depresivnost u djece i adolescenata.*, Jastrebarsko: Naklada Slap.



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



Bašić, J. (2009). *Teorije prevencije: prevencija poremećaja u ponašanju i rizičnih ponašanja djece i mladih.*, Školska knjiga: Zagreb.

Additional Literature



Američka psihijatrijska udruga (2014). *DSM-VDijagno stički i statistički priručnik za duševne poremećaje.*, Jastrebarsko: Naklada Slap

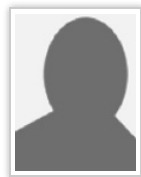
Similar Courses

- » psihopatologija, 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

Teaching Assistant

Jelena Jureta, mag. psych.

Grading

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

Prerequisites for

Developmental disabilities of Children and Youth

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

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	

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

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 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

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

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

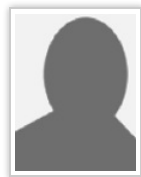
Similar Courses

» Međujezični dodiri i ustroj hrvatskoga jezika, Oxford

Dictatorships in Central Europe

202953

Lecturer in Charge



doc. dr. sc.
Krešimir Bušić

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 Arend and CJ Friedrich and Z. Brezynskog.
8. The establishment of totalitarian communist regimes in Central Europe. Will be displayed way they are set up, their ideology, and holders and supporters of this type political order in Central Europe.
9. Communist ideology and order in Central Europe. Will be displayed by analysis of the film Man of Marble A. Wajda. or the film The Lives of Others A. Donersbacha.

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.

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

Lecturer in Charge



doc. dr. sc.
Marjan Ninčević

Course Description

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

Learning Outcomes

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

1. Interpret correctly the basic concepts of didactics as a science
2. Analyze the historical development of didactic thought (Ratke, Komensky, Rousseau, Basedow, Pestalozzi, Trapp, Herbart, Ziller, Humboldt, Willmann, Weniger, Montesorri, Otto, Steiner and Scheibner)
3. Interpret social-scientific and humanistic foundations of didactics
4. Compare didactic theories
5. Explain the scientific method of didactics
6. Evaluate the social-scientific and humanistic nature of the subject matter of didactics (intrinsic and extrinsic genesis of human individuality, ethical and social-theoretical frameworks of the human being, partial theoretical foundations)
7. Interpret the main characteristics of didactic epistemology (didactic theories, scientific methods of didactics, didactics and its references, different ways of defining didactics)
8. Apply the theories of didactic procedure in teaching (planning, delivering and evaluating the teaching process)

Study Program Learning Outcomes

Croatology

History

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

Forms of Teaching

- » Predavanja
 - » Lecturer will hold Power point presentations based on selected literature
- » Seminar
 - » Students represent their selected topics through Power point presentation

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Seminar 15

Grading

Students personally register their attendance at every lecture, they check the record the following time, and lead discussion with the professor and the colleagues (20% of the final grade). Students also conduct individual additional literature research on a specific didactic problem, report on it in front of all the students and lead a discussion about it, participate in seven similar projects of other students (30% of the grade) and take a written exam (15 questions) based on obligatory literature (50% of the grade).

Week by Week Schedule

1. Contemporary teacher training in Croatia: Who can perform teaching jobs? What competences must a teacher have? How to acquire the needed competences? An overview of teacher training at Studia Croatica of the University of Zagreb. Theoretical aspect. Practical aspect.
2. Teacher's environment (principal, vice principal, School Council, colleagues, students, personnel, the Ministry of education, local authorities, parents, university, place, city/town, scientific associations, teaching associations, cultural organizations, economy, unions, school owners, political parties).
3. Three centuries of didactic thought. Two to three lessons are dedicated to acquainting students with the reasons behind the appearance of didactics as a science and practice and introducing fifteen most representative theoreticians and their ideas, used in contemporary didactics when reflecting on didactic theory or organizing didactic practice (see 2.4.).
4. Didactic etymology from the earliest times until today. Things in common: teaching activity, persons who teach, necessary qualifications for teaching, main contents that are taught, teaching media used, teaching environment, learning as the student's main activity.
5. Contemporary understanding of didactics (theory of teaching and learning, theory of school teaching, theory of educational contents, theory of learning processes management, theory of applying psychological knowledge in teaching and learning).
6. The basic concepts of didactics (teaching-tuition, learning, upbringing, education, school, dialectic interaction).
7. Didactic forms (didactic triangle, didactic quadrangle, didactic polygon).
8. Teaching forms (teaching oriented towards obtaining new knowledge, skills, educational attitudes, and open teaching structure).
9. Contemporary teaching principles (differentiating/individualizing, motivating, visualizing/realism, activation/self-engagement, structuring teaching contents, multiform perspectives, goal-orientedness, ensuring success).
10. Routine teaching planning (individual concept of the teacher, using professional literature, knowing the course/subject curriculum, a big number of textbooks, intellectual dialogue with colleagues, attending seminars, whence the teaching planning procedure can start, turning programme objectives into teaching objectives).
11. Time and shape of the working group (the role of place in teaching, the student's sitting place in the classroom – students oriented towards the teacher or working in groups, the U organization, individual work, students facing each other (one group versus the other), students in the circle, direct discussion).
12. Self-testing of the teacher (sufficient familiarity with the course and programme curriculum, precise formulation of the teaching unit objective, using sources and other materials, knowing the competences and experience of the students, envisaging various activities, personal conduct quality, equal activation of all students, the issue of attention, interest, and motivation, feedback information, special needs of students).
13. Realization of teaching (dialectic interaction, teaching objectives must become the student's objectives, personal activity of the teacher, flexible reactions, managing student attention, routine use of social forms of work, the rules of teacher behaviour, directions in cases of class obstruction).
14. Homework (evaluating homework, the role of homework, the types of homework, the objectives of homework, differentiating according to interests, competences, inclination, learning tools, environment, timing, and the ways of assigning homework)
15. Three types of teachers (authoritative, indolent, democratic - with the view of the following criteria: space, objective choice, activities, relationships, participation, evaluation).

Literature



Pranjić, M (2005). *Didaktika: povijest, osnove, profiliranje, postupak*, Golden marketing – Tehnička knjiga – Hrvatski studiji Sveučilišta u Zagrebu

Additional Literature



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

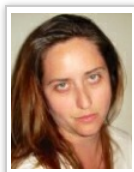
Similar Courses

» Didaktika, Oxford

Diploma Thesis (Science Stream)

64811

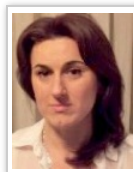
Teaching Assistants



doc. dr. sc.
Eva Katarina
Glazer



doc. dr. sc.
Marko Jerković



doc. dr. sc.
Ivana Jukić



Mijo Korade,
prof. dr. sc.



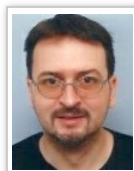
Stjepan Matković,
prof. dr. sc.



Nenad Pokos,
prof. dr. sc.



doc. dr. sc.
Tomislav Popić



izv. prof. dr. sc.
Mladen Tomorad



doc. 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

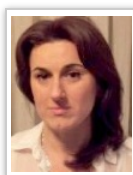
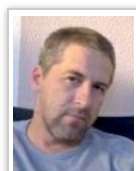


Mentor je dogovara sa svakim studentom ovisno o temi diplomskog rada.

Diploma Thesis (Teaching Stream)

64812

Teaching Assistants

doc. dr. sc.
Stipica Grgićdoc. dr. sc.
Ivana JukićJosip Jurčević,
prof. dr. sc.doc. dr. sc.
Marjan Ninčevićizv. prof. dr. sc.
Mladen Tomoradizv. prof. dr. sc.
Darko Vitekdoc. 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.

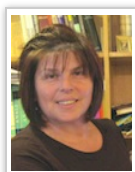
Similar Courses

- » Završni rad, Oxford

Dubrovnik Republic in the Context of Croatian Cultural History

201788

Lecturer in Charge



prof. dr. sc.
Stanislava
(Slavica) Stojan

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours
Lectures 30

Grading

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

Course Description

The course is based on literary and anthropological approach to the history of everyday life in the Republic of Dubrovnik. Literary works and archival documents will be analysed for this purpose. Interaction of history and literature will enable comprehension of the most exciting periods of Dubrovnik history and reconstruction of history of everyday life by observing the world and people in it through their mutual relations, individual experiences, symbols, oral tradition, custom, social norms, toponymy. It will be possible to observe how historical changes reflect on cultural patterns. The rich historiography on this matter will be addressed as well.

Learning Outcomes

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

1. Describe processes related to the history of Republic of Dubrovnik
2. Define social, political, economical, and cultural characteristics of Republic of Dubrovnik in relation with other Croatian lands
3. Analyze them and interpret sources concerning the history of Dubrovnik
4. Compare historical processes of the Republic of Dubrovnik with historical processes which took part in other Croatian territories
5. Identify historical problems and questions related to political, economical, and cultural history of Republic of Dubrovnik
6. Explain problems related to specific historiographical questions of Republic of Dubrovnik

Study Program Learning Outcomes

Croatology

General Competencies

After finishing the programme student will be able to define and analyze historical processes related to cultural history of Republic of Dubrovnik and design own conclusions on different historical events and processes, and compare them with other notions in Croatiaology.

Week by Week Schedule

1. Strategic position of Dubrovnik and its development
2. Landed gentry and their symbols
3. State ceremony and its folklore dimension
4. St. Blaise in literature and art
5. City and its myths
6. Intellectual life - pastoral life
7. Literary living models and Dubrovnik landscape in Marin Držić's works
8. Political secession between noble families - Ivan Gundulić and his literary work
9. The great earthquake in 1667 and Dubrovnik ambassadors in Istanbul
10. Spiritual and material revival of Dubrovnik - Stjepan Gradić, pater patriae
11. Jesuite preachers, misogyny and misogamy
12. Latin writers and scientists
13. The phenomena of feminine writers in the 18th century Dubrovnik
14. Literary academies and salons; French in Dubrovnik
15. Austrian occupation, writers of Croatian revival in Dubrovnik

Literature

Zdenka Janeković Römer (1999). *Okvir slobode. Dubrovnik*, Zavod za povijesne znanosti HAZU u Dubrovniku



Stjepan Ćosić i Nenad Vekarić (2005). *Dubrovačka vlastela između roda i države*, Hrvatska akademija znanosti i umjetnosti, Zavod za povijesne znanosti u Dubrovniku, Zagreb - Dubrovnik



Vesna Miović (2003). *Dubrovačka diplomacija u Istanbulu*, Hrvatska akademija znanosti i umjetnosti, Zavod za povijesne znanosti u Dubrovniku, Zagreb - Dubrovnik



Stjepan Krasić (1987). *Stjepan Gradić (1613-1683) život i djelo*, Djela Jugoslavenske akademije znanosti i umjetnosti. Razred za filologiju



Nella Lonza (2009). *Kazalište vlasti*, Hrvatska akademija znanosti i umjetnosti, Zavod za povijesne znanosti u Dubrovniku, Zagreb - Dubrovnik

Economic History 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

211193

Lecturer in Charge



doc. dr. sc.
Ivan Burić

ECTS Credits	3.0
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

Forms of Teaching

- » Predavanja
 - » frontal
- » Seminar
 - » Discussion

Literature



Swedberg, Richard (2006). *Načela ekonomske sociologije*, Zagreb; Mate



Douglass C. North, Vesna Tomić, Vojmir Franičević (2003). *Institucije, institucionalna promjena i ekonomska uspješnost*



Kalanj, R. (2010). *Ekonomski 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]

- 4 ECTS

Forms of Teaching

- » Predavanja
 - » interactive lectures
- » Seminar

ECTS Credits 4.0

English Level L1

E-learning Level L2

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 following elements: two tests or final written exam (80 points), and group assignment (20 points). In total, students can gain 100 points. A minimal requirement for passing the course is 60 points, with a condition of passing both tests during the semester or a final written exam with a minimum of 50%.

» application of acquired knowledge in individual seminars and group workshops

Week by Week Schedule

1. Course introduction; presentation of content, working mode, students obligations (with theme selection for seminars) and the way of evaluation
2. Introduction to educational psychology (role in teaching and learning; research methods)
3. Individual students characteristics (cognitive abilities, personality, self-esteem, creativity)
4. Students with special needs (students with developmental disorders – school difficulties; gifted students)
5. Behavioural and cognitive approach to learning
6. Social theories of learning
7. Humanistic approach to education
8. Motivation in learning and teaching (Theories of motivation, self-regulated learning)
9. Positive and stimulating environment for learning (Classroom management, school discipline, cooperation with parents)
10. Teachers characteristics (competences, features, attitudes and skills)
11. Methods of successful teaching
12. Evaluation of teachers work
13. Evaluation and grading students work (Assessing and measuring knowledge - academic achievement, Assessment of students' abilities)
14. Description of the school psychologists work
15. Final discussion and course evaluation

Literature



Vizek Vidović, V., Rijavec, M.,
Vlahović Štetić, V., Miljković, D.
(2014). *Psihologija obrazovanja*, IEP

Additional Literature



Woolfolk, A. (2016). *Edukacijska psihologija*, Naklada Slap



Sorić, I. (2014). *Samo regulacija učenja*, Naklada Slap

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

Croatian Latinity

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

Generic competencies

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

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

impartially make and evaluate arguments for and against opposed positions

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

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

Specific competencies

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

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-

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)



academic topics
Specific competencies

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

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 (10%)

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*



Zdravka Martinić-Jerčić, Dubravka Matković, Mislav Gjurašin (2019). *Prometeje Mythos*, Školska knjiga

Similar Courses

- » Grčka morfologija 1, Oxford

EU Economic System

214084

Lecturer in Charge



prof. dr. sc.
Luka Brkić

ECTS Credits	3,0
English Level	L1
E-learning Level	L2
Study Hours	
Lectures	15
Seminar	15
Grading	
Active participation in class 10%; seminar paper/presentation 20%; two tests 30%; oral exam 40%	

Course Description

Accelerated process of economic integration is one of the main characteristics of the contemporary society and modern economy. The main goal is to make students familiar with features of European economy and its position in international division of labor. Students will get insight into impact the process of globalization has on national economies as well as on evolution of European countries integration. The students will also get insight into all current developments in the economic life of EU countries.

Learning Outcomes

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

1. Describe classical and contemporary theories of integration and basic elements of economic integration of developing countries. Understand the difference between static and dynamic effects, integration success requirements as well as the benefits of integration.
2. Outline the basic instruments of the EMU such as the transfer of monetary policy from the member states to the Community's authority, as a narrower coordination of economic policy. Recognize that the removal of exchange rate fluctuations that disturb the functioning of the common market and monetary stability, preconditions of the strengthening of EU on the global market and regaining of monetary political effectiveness on the European level. remember that economic and monetary union has established a currency without a state, which is a unique experiment that connects the states into a united whole. . .
3. Recognize that the new challenges of the EU financial system arise from the desire to enlarge the Union. Understand that the instrument of financial plan has the central position in extracontractual regulations and that not only the classification of costs was the issue of disputes.
4. Recognize the increasing importance of the European level for the social policy of the member states. Judicial practice of the Court of Justice of the European Union and the minimum standards dictated by the internal market are increasingly supplemented by active coordination on the EU level, which apart from the member states more and more frequently includes the EU institutions and interest groups.
5. Describe that competition is not possible without market orientation, which has the function of efficiently allocating goods and services over the price mechanism.
6. Explain that EC market competition regulations allow exceptions only in case of goods.
7. Recognize the need for removing market competition limits arising due to monopoly, oligopoly, price arrangements or state interventions. or

Study Program Learning Outcomes

Sociology

General Competencies

Combine the general knowledge of society and of social processes.
Outline the opposing viewpoints and alternative hypotheses in the various social issues.
Outline causal relationships between the social phenomena.
Demonstrate the social impacts of the public policies.
Illustrate the key structural factors that are shaping the society.

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
- » lecture

» Seminar

» seminar lecture

Week by Week Schedule

1. Economic integration in Europe in the 19th and 20th century
2. Economic situation in Europe after World War I
3. World economic crisis 1929-1933 and its influence on European processes
4. Economic consequences of World War 2 in Europe
5. The beginning of the American century
6. The Cold War and economic and political divisions in Europe
7. The change of the nation state position
8. Free trade and protectionism
9. Marshall's plan of economic recovery of Europe
10. The beginning of integration processes
11. The objectives of economic integration in western Europe
12. Customs union, common market, economic and monetary union
13. The freedom of movement of goods, capital and workforce
14. Common agricultural policy
15. European economy and globalization

Literature

L. Brkić (1995): Teorije međunarodne ekonomske integracije, Gordon, Zagreb



L. Brkić (2004): Europska unija od socijalne integracije do socijalne države, Međunarodni problemi, Vol. LVI, br. 4, str. 447-464., Beograd



W. Molle (1999): The Economics of European Integration, Dartmouth Publishing, USA.

Similar Courses

» Politička ekonomija EU, Oxford

European Society and Integral Ecology

214002

Lecturer in Charge



doc. dr. sc.
Andreja Sršen

Course Description

The aim of the course is:

- to introduce the problems of modern European society in the context of climate change and new strategies of the European Union
- To develop students' knowledge of integral ecology as a new approach to the analysis of the European social context
- To enable students to understand and interpret European social, ideological and institutional circumstances within which a holistic approach to environmental issues is formed
- To enable students to understand and interpret social functions and the impact of European public policies on new forms of environmental and social responsibility

Learning Outcomes

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

1. Classify understanding of the reflections of the global environmental crisis on European society
2. Demonstrate the roles and importance of integral ecology for European society in the context of contemporary socio-political and technological-economic influences
3. Compare European social processes, values, phenomena, theories, paradigms and methodological approaches within the applied themes of holistic ecology
4. Identify the role of holistic ecology in the context of the new European sustainable social development
5. Appraise European social processes in the context of integral ecology
6. Analyze the technological and economic impact on ecology in the European Union

Study 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

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

Knowledge and understanding

recognising the need and being prepared for continuous professional development
process of development of society and the evolution of its institutions
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

problem-solving abilities
the ability to participate in interdisciplinary teamwork
the ability to apply advanced statistical and methodological knowledge in order to address specific research issues

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

To take the oral exam, it is necessary to have completed seminar obligations and colloquia.



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

Screening of student's work

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

Week by Week Schedule

1. A brief overview of European integration and the development of European society
2. The European Union and new climate and environmental challenges
3. European society and integral ecology as a new "dialogue of social values"
4. New ecological paradigm - integral ecology
5. Integral ecology in European society through the dimensions of sustainable development: economic, social and environmental
6. The concept of "common good" in the integral ecology
7. A new socio-political paradigm of the integral development of the European Union
8. Integral ecology in the European social context - connecting social and environmental justice
9. Systems of Integrated ecology management in the European social context
10. European social context of the environmental space and integral ecology
11. Comprehensive approaches in solving environmental problems at the social level of the European Union
12. New strategies for the development of a sustainable European society - European Green Plan
13. The relationship between civil society and issues of a holistic approach to environmental issues in Europe
14. A new ecological transition of European society
15. Concluding discussion - integral ecology and new social development of European society

Literature



Sean Esbjorn-Hargens, Michael E. Zimmerman, et al (2009). *Integral Ecology: Uniting Multiple Perspectives on the Natural World.*, Integral Books. Boston & London.



Matthew Humphreys (2018). *Sustainable Development in the European Union: A General Principle.*, Routledge. New York

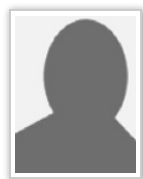
Similar Courses

- » Population and Community Ecology, Oxford

European Union and Civil Society

214083

Lecturer in Charge



prof. dr. sc.
Tihomir Cipek

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

Course Description

Civil society is a space between family, state and market where citizen get together in display of the common interest. Since the European Union hold a larger significance for political and everyday life on the European soil, the role of civil society and its relationship with the EU institutions is becoming more relevant. On this course we are going to elaborate the civil society in the context of europeization.

Learning Outcomes

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

1. Describe the formation of social relation toward political institution
2. Explain the functions of political institution of European Union
3. Define the ways of organizing the civil society associations
4. Use the knowledge of project management in the field of civil society
5. Explain the system of lobby in EU

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

Knowledge and understanding

advanced social skills

Specific and professional skills

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 Usmeni ispit [EN]

3 ECTS

Literature



Gojko Bežovan, Jelena Matančević (2017). *Civilno društvo i pozitivne promjene*, Školska knjiga



Cipek Tihomir (2015). *Sudionička demokracija. Trebaju li demokraciji aktivni građani?*, Anali HPD-a, 11



Cipek Tihomir (2007). *Institucionalni dizajn i demokratski deficit Europske unije*, Društvena istraživanja 16 (4-5)

Similar Courses

» -, Oxford

European Union Institutions

214095

Lecturer in Charge



doc. dr. sc.
Mladen Nakić

ECTS Credits	3.0
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

General Competencies

Upon successfully passed exam, students will be able to:

Combine the general knowledge of society and of social processes.

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

Illustrate the key structural factors that are shaping the society.

Combine the different theoretical approaches in the investigation of the social phenomena.

Analyse personal and local social questions in the broader social context

Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Seminarski rad [EN]

1 ECTS Usmeni ispit [EN]

3 ECTS

Week by Week Schedule

1. Discussions about Future of 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 Bruxelles
8. Intergovernmental Conference
9. Lisbon Treaty and Institution of EU
10. European Parliament
11. European Council
12. Council

13. European Commission
14. European Court of Justice
15. Court of Auditors, European Central Bank

Literature



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



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

EU Sustainable Development Policies

214004

Lecturer in Charge



doc. dr. sc.
Andreja Sršen

Course Description

The aim of the course is:

Introduce students to the new EU Sustainable Development Strategies, their role in setting priorities and their implementation in EU policies.

To enable students to understand and interpret European Union policies related to sustainable development.

To train students to know specific environmental problems within the concept of sustainable development at the European level

Learning Outcomes

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

1. Classify understanding of recognition of basic theoretical starting points for sustainable development at the level of EU policies.
2. Demonstrate and interpret data related to measures for the implementation of various EU sustainable development programs.
3. Compare and apply theoretical concepts of sociology to EU energy poverty.
4. Identify eu public policies
5. Appraise aspects of sustainable development in the European Union
6. Analyze the interrelationship of EU public policies

Study 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

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
special analytical and research skills

Knowledge and understanding

recognising the need and being prepared for continuous professional development
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

advanced oral communication skills

advanced social skills

Specific and professional skills

problem-solving abilities

the ability to independently plan. organise and conduct sociological research

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

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 30

Grading

Every attendance at lectures and seminars is monitored and recorded, and together with active participation in discussions brings 20% of the grade. Personal oral presentation of a pre-agreed seminar topic and preparation of a written seminar paper carry 30% of the final grade. The final oral exam carries a maximum of 50%.

applied sociology
 the ability to participate in interdisciplinary teamwork
 total sociological theoretical and methodological knowledge cumulated up to date
 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

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

Week by Week Schedule

1. Introductory lecture - understanding sustainable development in the European context
2. European Union approaches to sustainable development
3. Competences of the European Union in the field of climate change and sustainable development - legal basis, subsidiarity and proportionality
4. European Commission and Investment Plan for a Sustainable Europe
5. Strategic Plan for Sustainable Development of the European Council for the period 2019-2024
6. The European Union and energy poverty
7. Implementation of the EU Biodiversity Strategy 2030 Program in cooperation with EU governments, the European Parliament, other European institutions, international organizations, civil society organizations, citizens and other stakeholders
8. European Commission and instruments for the implementation of sustainable investments intended for the public sector
9. The European Union and the application of state aid for the transition to climate-neutral production processes
10. The transition from a linear economy to a circular economy in the European Union
11. The transition to a sustainable and climate-neutral economy of the European Union
12. Regulations of the European Parliament and of the Council establishing a framework for achieving climate neutrality by 2050.
13. Implementation of the Paris Agreement on Climate Change in the European Union
14. European Union and Intergovernmental Scientific and Political Platforms on Biodiversity and Ecosystem Services
15. Concluding debate - The future of Europe and the perspectives of sustainable development policies

Literature



Matthew Humphreys (2018).
Sustainable Development in the European Union: A General Principle,
 Routledge, New York

Additional Literature



Lorena Korošec; Dora Smolčić Jurdana
 (2013). *Politika zaštite okoliša – integralni dio koncepcije o održivog razvitka Europske unije*,
 Ekonomski pregled, Vol. 64 No. 6.

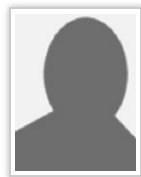
Similar Courses

- » Business Sustainability Management, Oxford

Evaluation and Measurement of Personality

102939

Lecturer in Charge



doc. dr. sc.
Dario Vučenović

Course Description

Introduce students to different ways for measuring and assessing personality. Students will get insight into possibilities for measuring and assessing personality. They will be introduced to instruments for measuring and assessing personality, their characteristics and applications.

Learning Outcomes

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

1. Evaluate the quality of instruments for personality measurement and assessment
2. Choose the instrument for personality measurement and assessment in line with desired purpose
3. Recognize the importance of decisions during instrument construction
4. Create and carry out all phases of instrument construction
5. Evaluate benefits and limitations of construction and translation of instruments
6. Explain and understand methodological and psychometric challenges of personality measurement and assessment

Study 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

1.5 ECTS Pismeni ispit [EN]

1.5 ECTS Seminarski rad [EN]

3 ECTS

Forms of Teaching

- » Predavanja
- » Metodičke vježbe

Week by Week Schedule

1. Methods of personality measurement and assessment
2. Purpose of personality measurement and assessment
3. Introduction to methods and instruments for personality measurement: projective techniques
4. Analysis of results of projective techniques

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours
Seminar 30

Teaching Assistant
Lea Andreis, mag. psych.

Grading

Students will have to show in written exam understanding of the basis of personality measurement, knowledge about measurement instruments presented during the course, and will have to be able to compare them and choose which one is adequate for specific purpose of personality measurement and assessment. Grade: written exam 50%, written report 50%

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

Literature



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



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

Similar Courses

- » Personality Assessment, Oxford

Event Management & Planning.

213965

Lecturer in Charge



prof. dr. sc.
Danijel Labaš

ECTS Credits	3.0
English Level	L2
E-learning Level	L1
Study Hours	
Lectures	15
Practicum	15
Teaching Assistant	
Ivana Jeleč, pred.	

Course Description

Within the course students will be introduced to the theoretical and practical aspects of event management.

Starting from different types of events and going through a complex process of creating events, students will be introduced to the difference between event management and its promotion by gaining public opinion (event marketing), while practical examples from practice will introduce students to the course of event planning and setting the event, protocol activities, but also other factors necessary for the successful realisation of the event - human and financial resources, legislation and restrictions, and communication activities that include the synergy of public relations and marketing.

The course includes a final assignment / project where students will propose the concept of the event and create a communication plan that combines marketing and public relations activities necessary for effective communication of the event.

The final assignment serves as the basis of the final grade and periodical tasks are also taken into consideration for this purpose.

Learning Outcomes

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

1. Define key concepts of event management.
2. Classify and interpret different types of the events.
3. Demonstrate process of event planning.
4. Demonstrate the role of all factors crucial for the successful implementation of the event.
5. Demonstrate a proper event.

Study Program Learning Outcomes

Communication Sciences

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

Impartially make and evaluate arguments for and against opposed positions

consider and evaluate the validity of diverse theoretical and practical proposals, taking into

account specific characteristics of various areas of life and work environments

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

proficiency in professional English

Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 1 ECTS Projekt [EN]
- 1 ECTS Ostalo i. (upisati) [EN]
- 3 ECTS

Week by Week Schedule

1. Introductory lecture.
Course concept and project.
2. Definition of the event, its types and other key concepts in the event management process.
Differentiation of the events.
3. Defining event management and difference between event management and event marketin.
4. Concept of the event and legal limitations.
5. Event planning, event setup and protocolar activities.
6. Human resources, event manager and other team members role.
Logistics.
7. Media relations and PR activities in the event management.
8. Event preparation: scenario, moderator preparation.
9. Financial aspect of the event management.
Risk management and safety aspects of the event management.
Evaluation.
10. Internal events.
Workshop.
11. Pseudo-event and media event conceptualization.
12. Workshop.
13. Colloquium.
14. Project presentation.
15. Project presentation.

Literature



Van Der Wagen, L., Carlos, Brenda R. (2008). *Event management – upravljanje događanjima*, MATE



Pavelin, G. (2017). *Odnosi s javnošću u funkciji potpore arhivskom menadžmentu i menadžmentu događanja*, Alinea

Additional Literature



Bowdin, G., Allen, J., Harris, R., McDonnell, I., O'Toole, W. (2012). *Events Management*, Routledge



Allen, J., O'Toole, W., Harris, R., McDonnell, I. (2008). *Festival and Special Event Management*, Wiley



Getz, D. (1997). *Event Management & Event Tourism*, Cognizant Communication Corporation



Tomić, Z. (2016). *Odnosi s javnošću – teorija i praksa*, Synopsis

Factor Analysis

57113

Lecturer 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



izv. prof. 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

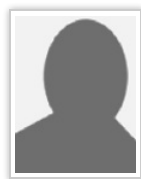
Similar Courses

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

Forensic 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

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. Interpret a classical sociological theories and research of Croatian sociology
3. Understand geopolitical and geostrategic theoretical and methodological concepts and systems
4. Noticing, defining, solving and prognosing geopolitical problematic
5. Understanding of geo-territorial logic on the field
6. Mapping the geopolitical content, processes, connections and relations

Study Program Learning Outcomes

General Competencies

Define, describe and evaluate global geopolitics and safety, their features and apply, classify and categorize technical terminology. In a professional way apply the acquired theoretical and practical knowledge to work in the media. Clearly present and analyze complex academic and non-academic contents in both, written and oral form. Impartially formulate arguments and strike a balance between opposing viewpoints.

Screening of student's work

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

ECTS Credits 3,0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

Grading and evaluating student work in class and at the final exam, Class attendance and discussion in research groups, tests, written exam and seminar essay.

Forms of Teaching

- » Predavanja
 - » The teacher presents the theoretical material
- » Seminar
 - » Discussion on topics of lectures, current events and issues of geopolitics, viewed films and read materials

Week by Week Schedule

1. 1. Geopolitical theoretical concept.
2. 2. Position of Geopolitics and Global Security in scientific system.
3. 3. Spatial factors of historical iteration.
4. 4. Space as the primary cause of wars.
5. 5. Global Geopolitics and Global Security.
6. 6. Regional Geopolitics and Global Security.
7. 7. Basic concept of Rimland and 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.

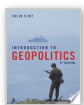
Literature



Radovan Pavić (1973). *Osnove opće i regionalne političke geografije, geopolitike i geostrategije*, Fakultet političkih znanosti



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



Colin Flint (2006). *Introduction to Geopolitics*, Routledge

Similar Courses

- » -, Oxford

Geopolitics and National Security

201679

Lecturer 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

Competency define, describe and evaluate global geopolitics and safety, their features and apply, classify and categorize technical terminology. In a professional way apply the acquired theoretical and practical knowledge to work in the media. Clearly present and analyze complex academic and non-academic contents in both, written and oral form. Impartially formulate arguments and strike a balance between opposing viewpoints.

Learning Outcomes

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

1. Define geopolitics, its features and significance.
2. Define global security, its basic features and problems.
3. Categorize the first theoreticians of geopolitics and know the gist of their theories.
4. Describe and critically analyze the development of geopolitics of the most influential countries of the world.
5. Categorize, describe and analyze geopolitics of the Republic of Croatia

Study 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

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 well-argued manner

General Competencies

Define, describe and evaluate global geopolitics and safety, their features and apply, classify and categorize technical terminology. In a professional way apply the acquired theoretical and practical knowledge to work in the media. Clearly present and analyze complex academic and non-academic contents in both, written and oral form. Impartially formulate arguments and strike a balance between opposing viewpoints.

Forms of Teaching

- » Predavanja
 - » The teacher presents the theoretical material
- » Seminar
 - » Discussion on topics of lectures, current events and issues of geopolitics, viewed films and read materials

Week by Week Schedule

1. Introduction to the course; Geopolitics as a science;
2. Global security; Development of geopolitics through history;
3. The first theoreticians of geopolitics - Ratzel, Kjellen, Mackinder;
4. Geopolitics of the British Empire - development from the 18th century to 1922;
5. The geopolitics of the Great Britain from the World War II to the present;
6. The most prominent representatives, ideologues and theorists;
7. The geopolitics of the United States from the 18th century to the present;

8. The most prominent representatives, ideologues and theorists;
9. The geopolitics of Imperial Russia - from Peter the Great to 1917;
10. The geopolitics of of the Soviet Union - development, ideologues and theorists
11. The geopolitics of the modern Russia from 1992 to the present;
12. The geopolitics of Germany - from Ratzel, through Haushoffer to Angela Merkl;
13. Oil as the most important element of contemporary geopolitics and the greatest threat to global security;
14. Geopolitical significance of Croatia and its interests;
15. Geopolitics as a media appealing and deployed content and discipline;

Literature



Gearóid Ó Tuathail, Simon Dalby, Paul Routledge, ur. (2007). *Uvodu geopolitiku*, Politička kultura



Materijali s predavanja



Jure Vujić (2015). *Geopolitika multipolarnog svijeta*, Institut za geopolitiku i strateška istraživanja



Saul Bernard Cohen (2014). *The Geography of International Relations*, Rowman & Littlefield publishers Ltd

Globalization and the Language of Science/ Globalisierung und die Sprache der Wissenschaft

214003

Lecturer in Charge



prof. dr. sc.
Zygfryd Eckardt
Gehrmann

Course Description

Study Program Learning Outcomes

Communication Sciences
Sociology

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



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PSY

SCI

SCI

TEA

TEA

TEA

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

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.

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Seminar 15

Teaching Assistant

Klara Saganić, mag. psych.

Grading

Group project 30% 2 X colloquium (35% + 35%) od Written exam 70%



Screening of student's work

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

- 4 ECTS

Forms of Teaching

- » Predavanja
 - » Two hours of lectures per week
- » Seminar
 - » One hour of seminar per week

Week by Week Schedule

1. Definition, interpersonal and group relations, group dynamics
2. Group formation - motivation to join groups
3. Group development and socialization in groups - phases of the group development
4. Group Structure - roles, authority, communication networks
5. Conflicts in the group - sources of conflict, conflict escalation, conflict resolution
6. Leadership - the nature of leadership, the emergence of leadership, leadership effectiveness
7. Collective behavior - types of collectives, theoretical explanations of collective behavior
8. The first colloquium
9. Transgenerational transfer in groups
10. Groups in situation of crisis
11. Social identity - theoretical approaches to social identity
12. social identity and intergroup conflict, social identity and intergroup harmony
13. Group in context - group frames, ecology of the groups, group territoriality
14. Groups and change – group approaches to change, sources of group change, the effectiveness of groups
15. The second colloquium

Literature



Brown, R. (2002). Grupni procesi - dinamika unutar i između grupa. Jastrebarsko: Naklada Slap.



Cialdini, R. (1993). Utjecaj - znanost i praksa. Zagreb: MATE. - dovoljan je prikaz knjige na Zimbardovim stranicama, na temu socijalnog utjecaja i odupiranja negativnim učincima socijalnog utjecaja



Forsyth, D.R. (2009). Group dynamics - fifth edition. Belmont: Wadsworth/Cengage Learning.



Kelly, J.R. (2001). Mood and emotion in groups U M.A. Hogg i S. Tindale (Ur.) Blackwell handbook of social psychology: Group processes. (str.164-181). Oxford: Blackwell Publishers.

Similar Courses

- » Uvod u socijalnu psihologiju, Oxford
- » Osnove socijalnog ponašanja, Oxford
- » Socijalna spoznaja i percepcija, Oxford

Health Psychology

53869



Lecturer in Charge



prof. dr. sc.
Jasminka Despot
Lučanin

Course Description

The aim of the course is to acquire psychological knowledge that can be applied in maintaining and improving health. Students will be trained to apply psychological knowledge and skills contained in a comprehensive, biopsychosocial model in order to help people maintain their health and help them cope better with different health problems.

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	Lo
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

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 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

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 Pohađanje nastave [EN]
2 ECTS Praktični rad [EN]
4 ECTS

Week by Week Schedule

1. Continuities of Medieval Literature with Pre-Slavic Mythology, Illyrian Period and Antiquity. Analysis of epigraphy from Salona, island of Vis, Lumbarda on Korčula and Živogošće.

2. Analysis of medieval epigraphy and the oldest Croatian personalities: Čika, Vekenega, Petar Črni, queen Jelena.
3. Croatian Renaissance Literature in a European Context. Italians about Croats. Croatian in Italy: Zuan Polo.
4. Mechanical research by Faust Vrančić and their relatives.
5. The case of Juraj Križanić and his Russian mission in context of centuries relations between Croatia and Russia.
6. Giacomo Casanova and the Croats. Ivan Kreljanović and his Venetian Theatrical Success.
7. Examples of Maritime Literature. The linguistic intertwining of the Mediterranean and the contact of the Arab, Greek and Romanesque worlds with the Croatian. Relations with the Turkish language.
8. Spiritual Activity of Croats in Exile and Diaspora: Ivan Ilić, Antun Bonifačić, Ante Ciliga, Ivan Meštrović, Jozo Kljaković...
- 9.
10. Croatian Indias. Analysis of texts from the Middle Ages to Ivana Brlić Mažuranić and Malnar.
11. Literary Itineraries of Croatian Writers. Egyptomania since its' strengthening in the 18th century and then especially at the time of Napoleon's conquests. Echoes of Egyptomania in Recent Croatian Culture.
12. Rickard the Lionheart in the Adriatic. Croats in the Great Britain.
- 13.
14. Croatian cuisine: Petronius' fragment found in Trogir. The Question of Culinary in World Literary History. Veljko Barbieri: his literary and culinary work.
15. Balkan literary overlapping's: ožkanje's, bulgarštica's, etc.

Literature



Katičić, Radoslav (1998). *Litterarum studia. Književnost i naobrazba ranoga hrvatskog srednjovjekovlja*, Matica hrvatska, Zagreb



Ivančević, Radovan (1986). *Umjetničko blago Hrvatske*, Motovun



Katičić, Radoslav i Novak, Slobodan Prosperov (1987). *Dva 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

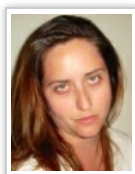
Similar Courses

» Akademsko pisanje, Oxford

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 Pohadanje nastave [EN]

1 ECTS Seminarski rad [EN]

1 ECTS Usmeni ispit [EN]

3 ECTS

Forms of Teaching

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

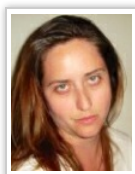
Similar Courses

- » Archaeology 101, Oxford

History of China

213993

Lecturer in Charge



doc. dr. sc.
Eva Katarina
Glazer

Course Description

Introduce the students:

- With the long-lasting Chinese culture from its very beginning, including the history of the Dynasties to the modern-day history
- With the important historical sources about Chinese history, basic knowledge on Chinese writing and literature and important aspects of religious and philosophical systems that have left an imprint on certain historical periods as well as the historical development and the imprint of Chinese economy on modern-day global economy
- With the relations between China and Croatia, based on the historical overview of those relations from the economical to the cultural connections that have been employed

Learning Outcomes

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

1. Describe concise basic course of historical events from the earliest times to modernity in China
2. Explain the causal connections between historical events and historical processes
3. Produce independent conclusions about individual events and processes
4. Explain the necessity of interdisciplinary observation of a specific historical theme
5. Differentiate the specificities of specific historical periods
6. List and interpret individual historical sources

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

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

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

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]
- 1 ECTS Usmeni ispit [EN]
- 3 ECTS

Week by Week Schedule

1. Introduction to the course
2. Mythology or Early history – Xia, Shang and Zhou dynasties in the light of recent archaeological research and reinterpretations of historical sources

ECTS Credits 3.0

English Level L2

E-learning Level L1 (20%)

Study Hours Seminar 30

Grading

Final mark on the course depends on students activity during the classes, his research and presentation of his work as well as final oral exam.



3. Qin dynasty or when China became 中国
4. Han dynasty – new old tradition (state exams, Neo-Confucianism, technical advancements), the establishment of trade routes between Europe and China
5. Six dynasties – history of the region, relations with the Korean kingdoms, the arrival of Buddhism in China and Japan
6. Sui and Tang dynasties – renewal of trade routes (“Silk route”) strong economy and culture
7. Inventions in the Song dynasty and the advancements of the “northerners”
8. Chinese culture intermission – how did the artist resist the “ignorant northerners”
9. Ming dynasty – the return of the “old world fame”, the grand opening of China to the West
10. The last Chinese dynasty, revolts and the Revolution
11. The Age of the Republic – the relations between China and the rest of the world during World War I and WWII
12. Mao’s “Cultural revolution”
13. The relations between China and Europe during 20th century
14. The relations between China and Croatia during 20th and 21st century
15. Concluding remarks/Guest lecture

Literature



Frankopan, P (2018). *Putovi svile: nova povijest svijeta*, Školska knjiga



Buckley Ebrey, P. (ur.) (2010). *The Cambridge Illustrated History of China*, Cambridge University Press



Fairbank, J. K. i Goldman, M. (ured.) (1997). *China. A new history*, Harvard University Press



Liu, X. I Shaffer, L. (ur.) (2007). *Connections Across Eurasia. Transportation, communications, and cultural exchange on the Silk roads*, Mc Graw-Hill Higher Education



Sun, X (2010). *A Chinese History Reader*, Cengage Learning Asia LTd

Additional Literature



Željana Puljiz-Šostik (2015). , *Marco Polo i njegov Le Divisiment do u monde (Opis svijeta): fikcija i fakcija u književnoj historiografiji*

Similar Courses

- » History of China: Bronze Age to the Last dynasties, 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 Croatology more fruitfully.

Learning Outcomes

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

1. Describe the course of the history of Christianity among the Croats.
2. Determine the key events and protagonists of the Croatian history.
3. Explain historical events in the causal process.
4. Connect the events from the Croatian religious history with the events at the European and historical scene.
5. Connect the events from the Croatian religious history with the events at the world's historical scene.
6. Present the hierarchy of historical events.
7. Discern their relevance of the historical events for the present moment.
8. Present Christianity as a component of the Croatian identity.

Study 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]

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

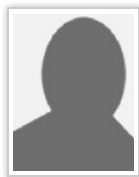
Similar Courses

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

History of Christianity in Croatia

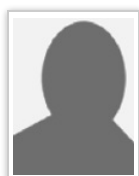
203989

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



izv. prof. 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]

- 5 ECTS

Forms of Teaching

- » Predavanja
 - » Frontal teaching with film examples (screenings)

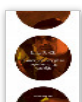
Week by Week Schedule

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

211199

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

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 3.0

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 Anderlič); e. Rural Sociology in the context of social programs peasant movement and ideology from Antun Radić (Continued research Baltazar Bogišić); f. the influence of the socialist and feminist ideas in social thought in Croatia (Vera Erlich), the emergence of social literature - Vjenceslav Novak.
6. Development of sociology in the Context of the Kingdom of Yugoslavia: The development of sociology in the geopolitical context of the Kingdom of Yugoslavia (1918-1941) - a description and interpretation of the role of the new geopolitical context of the social and cultural changes in Croatia - especially by questions of national identity and emancipation.
7. IDEOLOGICAL AND INSTITUTIONAL SEGMENTATION CROATIAN SOCIOLOGY BETWEEN TWO WORLD WARS (Ivan Esih): the national-emancipatory ideas: Ivo Pilar and geopolitical approach to the national problem / Milan Šufflay irasni approach to the national question.
8. SOCIAL - Emancipation IDEAS: socio-economic theory / social and economic position of Croats (Rudolf Bičanić, Milan Ivšić).
9. CULTURAL ETHNOSOCIOLOGY: ideal-types of livestock and arable mentality / Dinko Tomasic
10. RADICAL-VIOLENT (revolutionary) IDEAS AND MOVEMENTS: Marxism in the context of the communist movement (Bozidar Adžija, Ognjen Prica, etc.). Fascism as an ideology in Croatia
11. ESTABLISHMENT AND DEVELOPMENT OF SPECIAL SOCIOLOGIES: sociology army and war, crime sociology, sociology of the village, sociology of power, sociology of elites and others.
12. Sociology in Croatia during the NDH: the geopolitical context of the Second World War and the radical-violent regime NDH (work Sociological newsroom Croatian encyclopedia, publishing vs. changing the name of the Department of Sociology, persecution and murder unsuitable "sociologists").
13. ABOLITION OF SOCIOLOGY 1945.: beginning of discontinuity - the abolition of bourgeois sociology as a science in 1945 by introducing historical materialism. Other modernization. The relationship of ideology and profession in Croatia sociology.
14. DEVELOPMENT OF SOCIOLOGY IN CROATIA FROM 1945 - TODAY: from ideologisation towards professionalisation (to work Z. Sporer)
15. EVALUATION OF COURSE AND FINAL LECTURE AND DISCUSSION, the referentiality idea of Croatian sociology and 1945 in the contemporary Croatian sociology and understanding of today's social events.

Literature



Dinko Tomašić (2013). *Društveni i politički razvitak Hrvata*, Jesenski i 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 education

202850

Lecturer in Charge



doc. dr. sc.
Vlatka Vukelić

Lecturer



Mijo Beljo,
mag. educ. hist.

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

During the classes, the activity of each student will be monitored, which will be reflected in the overall grade. It is obligatory to attend classes. The exam is oral.

Course Description

The aim of the course is to get acquainted with the history of education in general and especially in Croatian regions through all periods from the Middle Ages, through the early modern period and the first public grammar school, through the reform of the Vienna court and the process of establishing mass schools through modern education through the 20th century.

Learning Outcomes

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

1. Define the historical processes inherent in individual historical periods
2. Show clearly and concisely the basic course of historical events from the earliest times to the present
3. Describe historical processes
4. Define what a historical interpretation is
5. Describe the context of historical events
6. Name persons and institutions that have marked Croatian and world history
7. Compare historical processes in different periods
8. Explain individual historical sources

Study Program Learning Outcomes

Screening of student's work

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

Week by Week Schedule

1. Introductory lecture
2. Education in antiquity to the Renaissance
3. Modern ages schooling and school systems
4. School and educational theories in the 19th and 20th centuries
5. Monastic and Kaptol schools in the Middle Ages in Croatia
6. Franciscan contribution to Croatian education in Croatian regions
7. Dominican schools and their significance in the Croatian cultural past
8. Women's monasteries and their educational activities. Ursuline girls and their girls' schools
9. Jesuits and public grammar schools in Croatian regions in the 17th and 18th centuries
10. Cultural and social aspects of Jesuit courses

11. Croatian schools and institutions abroad (Bologna, Loreto, Fermo, Rome, Vienna, Trieste) from the 16th to the 19th century
12. School reforms of the Vienna court and their repercussions in Croatia in the 18th and 19th centuries
13. The first Croatian school laws in the 19th century and mass education
14. Croatian education through political and social turmoil in the 20th century
15. The crisis of modern education, critiques and perspectives for the future

Literature



Emerik Munjiza (2009). *Povijest hrvatskog školstva i pedagogije*, Sveučilište J. J. Strossmayera u Osijeku, Filozofski fakultet

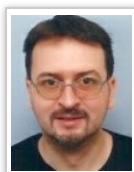


Dragutin Franković (1958). *Povijest školstva i pedagogije u Hrvatskoj*, Pedagoško književni zbor

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

202895

Lecturer in Charge



izv. prof. 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 Pohađanje nastave [EN]
- 2 ECTS Seminarski rad [EN]
- 3 ECTS

Week by Week Schedule

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

3. Selected 1st movie part 1
4. Selected 1st movie part 2
Discussion
5. Selected 2nd movie part 1
6. Selected 2nd movie part 2
Discussion
7. Greek history in the motion pictures
8. Selected 1st movie part 1
9. Selected 2nd movie part 2
Discussion
10. Selected 2nd movie part 1
11. Selected 2nd movie part 2
Discussion
12. Roman history in the motion pictures
13. Selected movie part 1
14. Selected movie part 2
15. Coloquium

Literature



Tomorad, Mladen (2013). *Ancient Egypt, Greece and Rome in Motion pictures - Facts vs. Fiction*, Hrvatski studiji



Tomorad, Mladen (2014). *The history and culture of Ancient Greece and Rome in Motion Pictures*, Hrvatski studiji

Similar Courses

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

History of Military Border

202897

Lecturer 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 Peasamt Society: Headquarters Places and "Militaer-Communitaeten"
12. Comparison of Three Border Systems:Habsburg, Venetian and Ottoman
13. Year 1848 in Military Border: Konservative Modernization
14. Abolition of Military Border: Social, Economic and Ideological Legacy

15. The Final Discussion

Literature



Holjevac, Željko – Močanin, 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 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

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

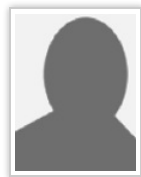


Babić, M. (2004). *Korporativni imidž*, Zagreb, Adamić

Integrative bioethics, environment and society

214026

Lecturer in Charge



prof. dr. sc.
Ante Čović

Course Description

The basic goal of the course is to introduce students to a platform of pluriperspective, integrative and transdisciplinary approach to life protection issues, systematically developed and structured within the framework of integrative bioethics. The research evaluation of the complex intertwined relationship between the natural and social environment, and its impact on the development of man, culture and society, will be conducted by implementing sociological perspectives in the radius of bioethical issues and ecological practice. In addition, the aim is to strengthen critical thinking and encourage bioethical sensibility and sociological thinking of students towards the manifestations of life-threatening and contribute to the spread of environmental debates and practices in Croatia and the world.

Learning Outcomes

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

1. Explain and interpret knowledge about integrative bioethics, and the relationship between the environment and society from a philosophical and sociological point of view.
2. Analyze, interpret and compare sociological and philosophical knowledge about the relationship between man, society and the environment.
3. Analyze, interpret and compare knowledge about the environment.
4. Explain and apply the basic principles and guidelines of integrative bioethics and sociological subdisciplines (social ecology, sociology of risk) within problem research workshops and social practice.
5. Select and apply the optimal method for researching the phenomenon of the relationship between society and the environment.

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

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

developing capacity for independent work and work in a team

advanced social skills

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

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

ECTS Credits 3.0

English Level L3

E-learning Level L1 (20%)

Study Hours Seminar 30

Teaching Assistants

Luka Janeš, mag. phil.

Ivan Perkov, mag. soc.

Grading

The seminar presentation and the final oral exam are evaluated.



a high level of integration and critical evaluation of various theories, paradigms and methodological approaches within the basic and applied fields of sociology
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]
- 1 ECTS Seminarski rad [EN]
- 1 ECTS Usmeni ispit [EN]

- 3 ECTS

Week by Week Schedule

1. Introductory lecture (introduction to teaching obligations, literature, expected outcomes and ways of evaluating student work, division of seminar topics).
2. Introduction to integrative thinking, orientation knowledge and bioethical practice; historical overview of the origin and development of the discipline, and evaluation of the nature and methodology of integrative bioethics.
3. Social ecology in the perspective of integrative bioethics - Ivan Cifrić and "bioethical ecumenism".
4. Arnae Naess's "Deep Ecology" and Aldo Leopold's "Ethics of the Earth" "as a stimulus for the synthesis of bioethical, sociological and philosophical debates.
5. The relationship between social evolution and the sustainability of biotic equilibrium - the "ethics of responsibility" by Hans Jonas.
6. Global environmental initiatives and environmental policies at the turn of the epoch - roads and side roads.
7. Environmental protection in Croatia - an overview of current initiatives, and an analysis of the preconditions, challenges and controversies of their implementation within the relevant state institutions.
8. Sociology and bioethical education.
9. Integrative bioethics, sociology and consumer society.
10. Interactive workshop of integrative thinking and transdisciplinary dialogue on the topic of analogues of mental, social and ecological crisis.
11. Fieldwork / guest lecture
12. Seminar presentations (individually or in pairs) and discussions
13. Seminar presentations (individually or in pairs) and discussions
14. Seminar presentations (individually or in pairs) and discussions
15. Seminar presentations (individually or in pairs) and discussions

Literature



Cifrić, I. (1989). *Socijalna ekologija*, Zagreb: Globus



Čović, A. (2004). *Etika i bioetika: razmišljanja na pragu bioetičke epohe*, Zagreb: Pergamena

Similar Courses

- » Environmental Ethics, Oxford

International Relations

214091

Lecturer in Charge



izv. prof. dr. sc.
Mladen Puškarić

ECTS Credits	3.0
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



izv. prof. dr. sc.
Davor Piskač

Course Description

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

Learning Outcomes

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

1. Describe, identify and define the features of a particular literary genre.
2. Describe, the students should be able to express, recount and convey information about the meaning of the text's content.
3. Describe, the students should be able to connect knowledge and explain the interpreted texts.
4. Explain pose a hypothesis and formulate it, orally compose, explain and write a synthesis of the meaning of the interpreted text.
5. Evaluate and distinguish, evaluate the students' interpretations and explain the decision.
6. Explain interpretation of poetry
7. Explain interpretation of 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 Segedin:

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 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

Lecturer



doc. dr. sc.
Domagoj Brozović

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.

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.

Week by Week Schedule

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

Literature



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



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



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

Similar Courses

» Uvod u znanstveni rad, Oxford

» Metodologija znanstvenog rada, Oxford

Introduction to Sociolinguistics

133474

Lecturers in Charge



prof. dr. sc.
Danijel Labaš



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

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours

Lectures 20

Seminar 10

Grading

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

Course Description

The course provides an introduction to sociolinguistics, i.e. to the study of why we speak the way we do, and the social factors that influence our linguistic decisions. Key issues of the complex interaction between language and society are explored, including register, genres, styles, code-switching, diglossia, bilingualism, language and power, language and identity, communication across cultures, language change, language policy and planning, all of which are unified by the common denominator called language variability and diversity. Considerable attention is devoted to the ways in which spoken and written language may be interpreted depending on the context and expectations of the participants.

Learning Outcomes

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

1. Describe diverse factors of linguistic micro-choices (social stratification, gender and age), as well as of macro-choices (boundaries, background, functional restrictions)
2. Discuss a wide range of factors relevant to language issues in cross-cultural and intercultural communication
3. Illustrate various aspects of language change over time and explain possible reasons
4. Explain the interplay between both language and power, and language and identity
5. Examine language policies in a particular country or area (of students choice), including goals, measures, implementation, monitoring and actual or probable outcomes
6. Analyze the sociolinguistic situation in a particular country or area (of students choice) by applying the key sociolinguistic concepts

Study Program Learning Outcomes

Communication Sciences

General Competencies

Students will be able to: - describe and critically evaluate various types of interaction between the society and the language - evaluate the social context of the language use

Screening of student's work

0.5 ECTS	Pohadanje nastave [EN]
1 ECTS	Pismeni ispit [EN]
1 ECTS	Referat [EN]
1.5 ECTS	Usmeni ispit [EN]
1 ECTS	Projekt [EN]
<hr/>	
5 ECTS	

Forms of Teaching

- » Predavanja
 - » direct teaching
- » Seminar
 - » workshops, presentations, discussions

Week by Week Schedule

1. Key notions in sociolinguistics
2. Register, genres and styles
3. Code-switching, diglossia and bilingualism
4. Culture, communication and interaction
5. Politeness, indirectness, naming and addressing across cultures
6. Communication across cultures

7. How and why languages change
8. Language and globalization
9. World Englishes
10. Language and identity
11. Language and power
12. Language policy and planning (LPP)
13. Sociolinguistic situation in Croatia
14. Student presentations on selected topics
15. Review and evaluation of work in the course

Literature



Bowe, Heather & Martin, Kylie (2007). *Communication Across Cultures*, Cambridge University Press, Cambridge



Coulmas, Florian (2008). *Sociolinguistics: The Study of Speaker's Choice*, Cambridge University Press, Cambridge

Similar Courses

- » Sociolingvistika, Oxford

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



Bobić, D. (1987), Što s događajem: o umijeću novinskog obavještavanja, Zagreb: Informator odabrane stranice



Malović, S. (2005), Osnove novinarstva, Zagreb: Golden marketing - Tehnička knjiga, odabrane stranice

ECTS Credits	4.0
English Level	L2
E-learning Level	L1
Study Hours Practicum	60
Teaching Assistants Tamara Kunić, mag. 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 language in the history of Croatian education

200540

Lecturer in Charge



doc. dr. sc.
Maja Matasović

Course Description

This course enables students to understand the role of Latin language in the creation of European civilisation, primarily through its role in educational and school system. The focus is set on Early modern age, and on the various stances towards language in different educational systems in different periods and lands. Documents such as Ratio studiorum and Ratio educationis are discussed, as well as the role of Catholic Church in the transference of knowledge. Special attention will be given to the situation in Croatian lands. This way the students - future teachers - will be able to appreciate and emphasise the importance of Latin in Croatian culture and identity.

Learning Outcomes

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

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

Study 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

ECTS Credits 3.0

English Level L1

E-learning Level L1 (4%)

Study Hours

Lectures 15

Seminar 15

Grading

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



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 humanities, social and natural sciences

Screening of student's work

0.5 ECTS	Pohađanje nastave [EN]
0.5 ECTS	Istraživanje [EN]
0.5 ECTS	Referat [EN]
0.5 ECTS	Seminarski rad [EN]
0.75 ECTS	Usmeni ispit [EN]
0.25 ECTS	Praktični rad [EN]
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3 ECTS	

Week by Week Schedule

1. Introduction: overview of the theme, literature and students' obligations.
2. Role of Latin in education throughout the history of Europe and the Croatian lands. Text examples are analysed.
3. Methods of teaching in European school systems. Text examples are analysed.
4. The role of the Catholic Church in the history of education in Europe: the Jesuit Ratio studiorum. Text examples are analysed.
5. History of education in Croatian lands. Text examples are analysed.
6. Enlightenment and school systems in Europe. Text examples are analysed.
7. Students' presentations.
8. The 1777- and the 1806 Ratio educationis. Text examples are analysed.
9. Attitude towards different religions and the catechesis in RE. Text examples are analysed.
10. Attitudes towards teaching of and in a native language in RE. Text examples are analysed.
11. Paedagogical elements in RE. Text examples are analysed.
12. Importance of classical literature in RE. Text examples are analysed.
13. RE as an example of a complete educational reform. Text examples are analysed.
14. Students' presentations.
15. Conclusions: discussion on a theme selected by students

Literature



Horbec, I. – Matasović, M. – Švoger, V. (ur.) (2017). *Od proto modernizacije do modernizacije školstva u Hrvatskoj I.: Zakonodavni okvir*, Hrvatski institut za povijest



(1777). *Ratio educationis totiusque rei literariae per Regnum Hungariae et provincias eidem adnexas*, Trattner, Vindobonae



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

Additional Literature



Hoško, F.E. – Korade, M. (2003). „Školstvo i crkveni redovi“, *Hrvatska i Europa: kultura, znanost i umjetnost, sv. 3: Barok i prosvjetiteljstvo (XVII.-XVIII.stoljeće)*, ur. Ivan Golub, Zagreb



Matasović, M. (2009). „Ad maiorem Dei gloriam I i II“, *Povijesni prilozi* 36 i 38, Hrvatski institut za povijest



Košutar, P. (2013). *Hrvatsko jezikoslovlje 18. stoljeća u suođenju s europskim*, Hrvatski studiji, Zagreb



Katičić, R. – Lisac, J. (ur.) (2011). *Povijest hrvatskoga jezika 2 i 3 (16./17. i 18. stoljeće)*, Croatia, Zagreb

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

Davor Trbušić, 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

Croatology

History

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]
- 2 ECTS

Forms of Teaching

- » Predavanja
 - » Direct teaching
- » Seminar
 - » Students represent their selected topics through Power point presentation.

Week by Week Schedule

1. Introductory class; explaining to students their obligations during the course (participation in classes, homeworks, continuous assessment exams) and providing an overview of exam and other relevant literature.
2. Basic regulations in the field of education in primary and secondary schools, and their hierarchy in the sense of legal enforcement and the procedure of passing them.
3. Educational objectives and principles in primary and secondary schools
4. The national curriculum, teaching plans and programmes, and teaching forms.
5. Schoolwork organization: temporal and spatial aspects; the library; cooperation of schools; house rules; transportation; nutrition; safety and health protection of students.
6. Students with special educational needs.
7. Rights and duties of students: the protection of the rights of students, the council of students. The rights and duties of parents.
8. The first colloquium.
9. Monitoring and grading student accomplishments.
10. Pedagogical measures.
11. Starting and terminating work in a school institution. Professional training, development, advancement and issuing licences.
12. Supervising the work of a school institution.
13. Pedagogical documentation and records.
14. The second colloquium.
15. Managing a school institution.

Literature



Zakon o odgoju i obrazovanju u osnovnoj srednjoj školi



Zakon o osnovnom školstvu



Zakon o srednjem školstvu



Pravilnik o načinu praćenja i ocjenjivanja rada učenika u osnovnoj srednjoj školi



Nacionalni okvirni kurikulum za predškolski i odgoji 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 lexikologie*, Prag 1985.



Leonhard Lipka (2002). *English Lexicology*, Tübingen



Rajna Dragičević (2007). *Leksikologija srpskog jezika*, Beograd



Danko Šipka (1998). *Osnovi leksikologije i srodnih disciplina*, str. 9-163., Novi Sad

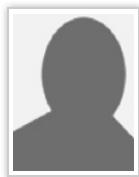
Similar Courses

- » Suvremena hrvatska leksikologija, Oxford

Literary Stylistics

201804

Lecturer in Charge



doc. dr. sc.
Karolina Vrban
Zrinski

Course Description

The aim of the course is to enable students to acquire knowledge in the field of literary stylistics thus contributing to the development of communicative competence in the study of literature and language.

Learning Outcomes

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

1. Describe and define features of a given literary style
2. Synthesize knowledge and explain functional styles
3. Analyze and distinguish certain styles and compare them to other literary styles
4. Demonstrate and set a hypothesis of a nature of a literary style and formulate, assemble and write a synthesis of their own perspective
5. Differentiate, evaluate and grade pupils and support it with arguments

Study Program Learning Outcomes

Croatology

General Competencies

In the context of literary science and linguistics, Stylistics is important because it teaches students to research and recognize means of artistic expression.

Students study the language expression and function of literary texts and recognize rules and principles.

As part of the teaching process in language and literature classes in elementary and secondary schools, stylistics teaches students to write and speak well.

After completing the course of Stylistics, students will be able to identify functional styles in literature and develop the ability to choose appropriate texts for specific needs during the process of teaching in elementary and secondary schools.

Understanding of the functional styles contributes to more beautiful and more accurate expression, development of cognitive skills and aesthetic awareness.

Week by Week Schedule

1. A detailed overview of the subject course according to the plan of lectures
2. Introduction into stylistics
3. Stylistics Trends
4. Phonostylematics
5. Morphonostylematics
6. Syntactostylematics
7. Semantostylematics
8. Administrative style
9. Non-fiction writing
10. Fiction writing
11. Scientific writing
12. Stylistics of discourses
13. Functional styles of Croatian language
14. Exam / Colloquim
15. Exam / Colloquim

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

Grading

70% attendance is a must. Student papers (essays) are graded and a final grade is given accordingly.



Literature

Marina Bakaršić Katnić (2001).
Stilistika, Ljiljan, Sarajevo



Josip Silić (2006). *Funkcionalni stilovi
hrvatskoga jezika*, Disput, Zagreb

Literature and Culture of Croats in the Diaspora

126030

Lecturer 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

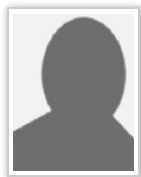


Alojz Jembrih (1997). *Na izvori gradišćansko hrvatskoga jezika i književnosti*, Znanstveni Inst. Gradišćanskih Hrvatov

Local and Regional Development in Croatia

211177

Lecturer in Charge



doc. dr. sc.
Marica Marinović
Golubić

Course Description

Introduction to sociologically relevant specifics of Croatian local communities and regions and their development potentials.

Learning Outcomes

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

1. Reproduce sociological knowledge about local communities and regions
2. Illustrate the skills to notice and critically evaluate the specifics of local communities.
3. Analyze knowledge of contemporary demographic, environmental and economic challenges facing the local community.
4. Analyze the basics of sociological subdisciplines (sociology of risk, sociology of space, social ecology).
5. Justify the selection of optimal methodological instruments for research of specific phenomena in local communities.

Study 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

quality of scientific research
reliability. independence and initiative

Knowledge and understanding

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

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
impact of 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 sociology

Screening of student's work

1	ECTS Pohanjanje nastave [EN]
1	ECTS Kolokviji [EN]
1	ECTS Seminarski rad [EN]
<hr/>	
3	ECTS

Week by Week Schedule

1. Introductory lecture (introduction to teaching obligations, literature, expected outcomes and ways of evaluating student work, division of seminar topics)
2. Sociological thinking of local communities
3. Historical overview of the sociodemographic development of Croatia
4. Social and cultural specifics of Croatian regions
5. Urban environments of Croatia (introduction to the basics of urban sociology in Croatia)

ECTS Credits	3.0
English Level	L1
E-learning Level	L1 (15%)
Study Hours	
Lectures	15
Seminar	15
Teaching Assistant	
Ivan Perkov, mag. soc.	
Grading	
2 colloquia, seminar and oral exam	

6. Rural areas of Croatia (introduction to the basics of rural sociology in Croatia)
7. Colloquium
8. Sustainable local and regional development
9. Local communities and contemporary risks
10. Socio-ecological challenges of local communities in Croatia
11. Colloquium
12. Fieldwork or guest lecture
13. Seminar presentations (individually or in pairs) and discussions
14. Seminar presentations (individually or in pairs) and discussions
15. Seminar presentations (individually or in pairs) and discussions

Literature



Cifrić (1989). *Socijalna ekologija*,
Zagreb: Globus



Šimleša, D. (2010). *Ekološki otisak*,
TIM Press

Similar Courses

- » Sustainable Urban Development, 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

Screening of student's work

1 ECTS Pohadanje nastave [EN]
1 ECTS Seminarski rad [EN]
1 ECTS Usmeni ispit [EN]
<u>3 ECTS</u>

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 dobrena 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

Similar Courses

» Love, Oxford

Market Research

211196

Lecturer in Charge



doc. dr. sc.
Ivan Balabanić

Course Description

Study Program Learning Outcomes

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Practicum 15

Teaching Assistant

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

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., Usporišje umreženog društva*, Golden marketing, Zagreb



Manuel Castells (2003). *Informacijsko doba: Ekonomija, društvo i kultura - Kraj tisudjeca, 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;

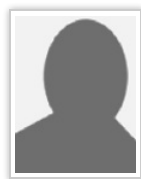


Arjen Mulder: *Understanding Media Theory: Language, Image, Sound, Behavior, V2* /NAi Publishers, 2004. - str. 202.

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 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

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



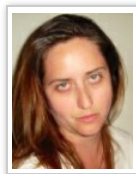
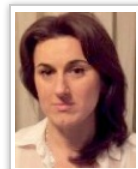
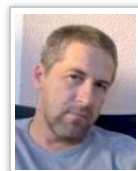
McQUAIL, D. WINDAHL, S., *Communication models for the study of mass communication*, Longman, Singapore



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**214702****Teaching Assistants**doc. dr. sc.
Krešimir Bušićprof. dr. sc.
Stjepan Čosićdoc. dr. sc.
Eva Katarina
Glazerdoc. dr. sc.
Stipica Grgićdoc. dr. sc.
Marko Jerkovićdoc. dr. sc.
Ivana Jukićprof. dr. sc.
Mirjana Matijević-
Sokoldoc. dr. sc.
Kristina Milkovićdoc. dr. sc.
Tomislav Popićizv. prof. dr. sc.
Mladen Tomoradizv. prof. dr. sc.
Darko Vitekdoc. dr. sc.
Vlatka Vukelić

ECTS Credits 10.0

English Level Lo

E-learning Level L1

Study Hours Seminar 90



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Course Description**Study Program Learning Outcomes**

Master thesis

214814

Course Description

ECTS Credits 10.0

Study Program Learning Outcomes

English Level Lo

E-learning Level L1

Study Hours Seminar 90



Master thesis

215308

Teaching Assistants



doc. dr. sc.
Domagoj Brozović



izv. prof. dr. sc.
Viktorija Franić
Tomić



prof. dr. sc.
Mario Grčević



doc. dr. sc.
Ivana Kresnik



izv. prof. dr. sc.
Davor Piskač



doc. dr. sc.
Karolina Vrban
Zrinski



prof. dr. sc.
Sanja Vulić
Vranković



izv. prof. dr. sc.
Dubravka Zima

ECTS Credits 10.0

English Level Lo

E-learning Level L1

Study Hours Seminar 90



Course Description

Study Program Learning Outcomes

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 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

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). *Uvod u 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 in Education

61961

Lecturer in Charge



prof. dr. sc.
Danijel Labaš

Course Description

The course objective is to provide future teachers with an insight into scientific knowledge of the relation between children/the youth and the media, and demonstrate in a practical way how to teach using mass media in an educational setting.

Learning Outcomes

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

1. Recognize the relation between children/the youth and the media.
2. Interpret the influence of the media on children and the youth.
3. Evaluate the importance of media literacy and media competence.
4. Assess the importance of media education within the educational process and of developing an awareness of the need for media education.
5. Recognize the functions of media in teaching,
6. Interpret the basics of journalism in order to be able to use media on a reflective and productive level.
7. Plan to use mass media as teaching aid in both class and extracurricular activities.
8. Apply theoretical principles in working with students.

Study Program Learning Outcomes

Croatian Latinity

Communication Sciences

History

Sociology

General Competencies

The students will be able to:

Interpret the fundamentals of media pedagogy, media didactics and the concrete use of media in teaching.

Plan the teaching process using mass media as a teaching aid and tool.

Organize the process of setting and achieving the objectives of using media in teaching.

Plan the performance of teaching with the use of mass media.

Create extracurricular activities related to the use of mass media (school journalists' section etc.)

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

» Seminar

Week by Week Schedule

1. Forms of media in teaching, educating a media pedagogue (the necessary competences and envisaged goals).
2. The role of media, media literacy and media education in the life of today's children and the youth.
3. Media education – from concepts to school practice.

ECTS Credits 3,0

English Level Lo

E-learning Level L1 (10%)

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Ivan Uldrijan, dr. sc.

Grading

In all the stages that the students go through as part of this course, their knowledge is tested successively and according to the level of their competence. In the first stage, their motivation for the course is tested as well as previous knowledge and any concerns and questions that they have are discussed with the professor and other students. In the second stage, the students choose a certain research subject in the field of media and didactics that they research and present to the other students with a Power Point presentation, encouraging discussion with the other students on the subject. In the third stage, the students' systematic knowledge of the course content is tested with the final exam on the obligatory literature.

4. Children and the media: from myths to empirical discoveries (the role of the media in the everyday life and development of children).
5. Youth and the media: from minors as a problem to the problem of the minors.
6. The use of media in teaching – media didactics.
7. From an event to news – the basics of journalism and possibilities of implementing it in teaching.
8. Continuous assessment exam
9. Teaching with audio and visual media (from radio to photography).
10. Teaching with audio-visual media (from film and video to television).
11. Teaching with television – critical viewers and education.
12. New media in education – from computers to the internet and e-learning.
13. Internet and education.
14. Teaching with newspapers: newspapers as a didactic aid, newspapers for children and the youth and school newspapers in didactics, newspapers in various school courses.
15. Continuous assessment exam

Literature



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



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



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



Pranjić, M. (2005). *Didaktika: povijest, osnove, profiliranje, postupak*, Golden marketing-Tehnička knjiga



Matijević, M., Topolovčan, T. (2017). *Multimedijska didaktika*, Školska knjiga



Car, V., Turčilo, L., Matović, M. (2015). *Medijska pismenost - preduvjet za odgovorne medije*, Fakultet političkih nauka Univerziteta u Sarajevu



Malović S., u: Češi M., Barbaroša-Šikić M., *Jezik, književnost i mediji u nastavi hrvatskog jezika* (2008). *Obrazovna funkcija novina*, Naklada Slap



Nadrljanski, M., Nadrljanski, Đ., Bilić, M., u: Seljan, S., Stančić, H. (ur.) *INFuture 2007: Digital information and heritage* (2007). *Digitalni mediji u obrazovanju*, Filozofski fakultet



Vukić, T., Younes, I., u: *Medijska istraživanja*, Vol. 21 No. 1 (2015). *Televizijski program kao nastavno sredstvo u stjecanju osnovnoškolskih medijskih kompetencija*, *Medijska istraživanja*

Media Management

57209

Lecturer in Charge



Tanja Grmuša,
doc. dr. sc.

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15
Grading	
Attendance at lectures and seminars - 1 ECTS, Seminar work - 1 ECTS, Oral Exam - 3 ECTS	

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]

1 ECTS Seminarski rad [EN]

3 ECTS Usmeni ispit [EN]

5 ECTS

Forms of Teaching

» Predavanja

» Students will be introduced to basic managerial skills, both theoretically and practically, necessary 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 media management
3. Media Systems
4. The structure and functioning of the Media Organizations
5. Communication in the Organization (Part 1)
6. Communication in the Organization (Part 2)
7. Manager's skills in the Media Organizations
8. Media organization - Models and Characteristics
9. Media Ownership - Concentration of Media Ownership (Part 1)
10. Media Ownership - Concentration of Media Ownership (2nd part)
11. Management in Electronic Media
12. Management in Multimedia Concern
13. Marketing in the Media (Part 1)
14. Marketing in the Media (Part 2)
15. Financial reporting of Media Organizations

Literature



Bahtijarević-Šiber F., Sikavica P., Pološki Vokić N. (2008). *Suvremeni menadžment - vještine, sustavi i izazovi*, Školska knjiga, Zagreb



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



Kesić, T. (2003). *Integrirana marketinška komunikacija*, Opinio d.o.o., Kratis, Zagreb

Additional Literature



C. Ann Hollifield (Author), Jan LeBlanc Wicks (Contributor), George Sylvie (Contributor), Wilson Lowrey (Contributor) (2016). *Media Management*, (Routledge Communication Series) 5th Edition, Taylor & Francis Group

Similar Courses

» Media Management MSc, Oxford

Media Pedagogy

57234

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

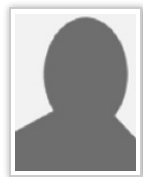


Zgrabljic Rotar, Nada (2007). *Suvremeni koncept medijske pismenosti kao dio komunikacijskih znanosti*, u Mataušić, Juraj Mirko (ur.), *Komunikacijske znanosti. Znanstvene grane i nazivlje*, 72-85., Hrvatski studiji, Zagreb

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 govornišтва*, Zagreb: Školska knjiga



Škarić, Ivo (1988). *Upotrazi za izgubljenim govorom*, Zagreb: Školska knjiga

Additional Literature



Zgrabljic, 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 Zgrabljic, N. *Akcenti na Hrvatskome javnom radiju: Škarićeve teze na provjeri (Accents on Croatian Public Radio: Verification of Škarićs Theses")*, str.133-147., Govor/Speech, Zagreb



Quilliam, S. (1995). *Body Language*, Carlton Books

Medieval Legal Documents

202906

Lecturer in Charge



doc. dr. sc.
Tomislav Popić

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	
Seminar	30
Grading	
discussions	25%
practical work	50%
written exam	25%

Course Description

The main aim of the course is to introduce students with the historical value of medieval court records, pinpoint different approaches to their interpretation in social sciences and research possibilities. The second aim is to further the skills of reading and interpreting medieval written sources. During the course students will therefore prepare and publish a fragment of medieval court records.

Learning Outcomes

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

1. Identify approaches of social disciplines to medieval court records
2. Evaluate the necessity of interdisciplinary approach to particular historical theme
3. Evaluate the value of individual approaches and interpretations
4. Analyze historical sources
5. Describe the development of medieval european legal tradition
6. Describe the development of medieval courts

Study 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
impartially make and evaluate arguments for and against opposed positions
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
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

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

- » Seminar
- » seminar

Week by Week Schedule

1. Introductory lecture
2. Law in the early middle ages
3. Law in the high middle ages
4. Sources of law in the middle ages
5. Normative collections
6. Medieval court records
7. Organization of the courts
8. Court notaries
9. Criminal courts
10. Civil courts

11. Trade courts
12. Maritime courts
13. Crkveni sudovi
14. Appeals and consilia
15. Conclusions

Literature



Emmanuel Le Roy Ladurie (1991). *Montaji, oksitansko selo od 1294. do 1324.*



Carlo Ginzburg (1989). *Sir i crvi: kozmos jednog mlinara iz 16. stoljeća*



Simon Roberts *The Study of Dispute: Anthropological Perspectives*, u: John Bossy (ur.), *Disputes and Settlements: Law and Human Relations in the West*, Cambridge 1983., str. 1-24.



James C. Scott (1990). *Domination and the Arts of Resistance: Hidden Transcripts*



Massimo Vallerani (2012). *Medieval Public Justice*



Tomislav Popić (2014). *Krojenje pravde: Zadarsko sudstvo u srednjem vijeku (1358. – 1458.)*

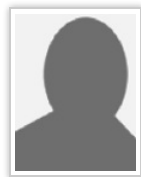
Similar Courses

», Oxford

Methods of Teaching Croatian Language

188546

Lecturer in Charge



izv. prof. dr. sc.
Davor Piskač

Course Description

The course objective is to acquaint students with teaching as a highly complex system of mediating knowledge and skills on three levels of teaching methodology: a) the level of teaching methodology that mediates the general theory of teaching, i.e. generally valid principles and procedures applied within various subjects and teaching situations as well as complex teacher-student-teaching environment communication relationships; b) subject specific methodology as a narrower specification of teaching procedures characteristic for a specific field or fields (e.g. humanities, social sciences), c) subject specific methodology fully concentrated on specific content and objectives of individual subjects/courses and adequate teaching procedures.

Learning Outcomes

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

1. Identify individual propositions of the theory of teaching;
2. Describe relevant elements of planning the teaching process;
3. Classify teaching forms, methods and aids;
4. Demonstrate direct planning of lessons;
5. Analyze the National curriculum framework
6. Choose teaching methods, forms, and aids with the student, objectives and learning outcomes in mind;
7. Differentiate the ways of organizing practice and repetition;
8. Define positive classroom atmosphere, good class management, and productive ways of establishing classroom discipline;
9. Identify the ways of evaluating and marking students.

Study 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

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

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

Sociology

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.



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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



Profesora predavanja koja svake godine donose no vine s područja metodičke publicistike i najnovijih razmišljanja o pojedinoj metodičkoj problemu vezanom za nastavu, nastavnika, učenika, nastavne planove i programe itd.

Similar Courses

» Metodika književnosti, Oxford

Methods of Teaching History

53907

Lecturer in Charge



doc. dr. sc.
Rona Bušljeta
Kardum

Course Description

The course objective is to acquaint students with teaching as a highly complex system of mediating knowledge and skills on three levels of teaching methodology: a) the level of teaching methodology that mediates the general theory of teaching, i.e. generally valid principles and procedures applied within various subjects and teaching situations as well as complex teacher-student-teaching environment communication relationships; b) subject specific methodology as a narrower specification of teaching procedures characteristic for a specific field or fields (e.g. humanities, social sciences), c) subject specific methodology fully concentrated on specific content and objectives of individual subjects/courses and adequate teaching procedures.

Learning Outcomes

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

1. Identify individual propositions of the theory of teaching;
2. Describe relevant elements of planning the teaching process;
3. Classify teaching forms, methods and aids;
4. Demonstrate direct planning of lessons;
5. Analyze the National curriculum framework
6. Choose teaching methods, forms, and aids with the student, objectives and learning outcomes in mind;
7. Differentiate the ways of organizing practice and repetition;
8. Define positive classroom atmosphere, good class management, and productive ways of establishing classroom discipline;
9. Identify the ways of evaluating and marking students.

Study Program Learning Outcomes

Croatology

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
 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

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Grading

The students will after regularly attending the classes obtain the right to take the exam. Successful engagement of students in classes carries 40% of the final grade. Written exam in the course Methods of Teaching History contributes a maximum of 60% to the final grade.



General Competencies

Teaching methodology mediated on all three levels contributes to a complete education of future teachers in relation to the ability of organizing, carrying out and evaluating the teaching activity by enabling students to:

- Describe theoretical postulates of subject specific teaching;
- Distinguish between various didactic, pedagogical and psychological theories;
- Compare different theories and postulates;
- Indicate individual premises of the theory of teaching;
- Identify the most important elements of planning the teaching process.

Screening of student's work

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

Forms of Teaching

- » Predavanja
 - » The course will be taught with the help of power point presentations; and discussions, individual work, critical thinking, analysing and reasoning will be encouraged.

Week by Week Schedule

1. Define course objectives and learning outcomes as well as student obligations.
2. Defining teaching methodology, its interests, objectives, and tasks. Determining the importance of Teaching Methodology in the educational process.
3. Critical review of the National curriculum framework for pre-school education and general compulsory and secondary education. Defining the notions of national and school curriculum, analysing the values, objectives, and principles set forth in the national curriculum framework. Special emphasis is put on the teaching topics on the borderline between subjects and on new subjects foreseen by the National curriculum, as well as on analysing the outcomes/achievements in the fields of social sciences and humanities.
4. Overview of basic school documentation that students will as future teachers deal with in schools. Special attention is paid to the operational teaching plan (school curriculum) as the basic document concerning teaching methodology. Analysing written preparation for teaching one unit.
5. Defining teaching methods, teaching forms, and teaching tools.
6. Discussing various teaching methods classification criteria.
7. Overviewing basic teaching forms (frontal teaching, individual work, group work, pair work).
8. Overviewing contemporary teaching tools. Analysing advantages and disadvantages of the discussed teaching methods, forms, and tools.
9. Audio-visual media (as communication tools, as socialization factors, as teaching and educational tools).
10. Artistic creativity in the teaching process: visual art (drawing in the classroom, the student's creative contribution, student and visual-art materials, visual-art creativity as a communication instrument, drawing as an alternative to the receptive way of learning, the supporting drawings, visual-art masterpieces in the teaching process).
11. Caricature in teaching (its content and functioning logic, caricature in the service of change); photographs, transparencies, and comic books in the classroom.
12. Drama art creativity and stage performances in the classroom: music, dance, role-play, meditation.
13. An overview of the lesson structure and methodological rules of structuring and carrying out lessons. Stressing the importance of planning. Indicating the basic steps of planning and the ways to compile written lesson plans.
14. Defining the notion of class management: what it represents, why it is important, and what the styles of class organization and management are. Pointing to the necessity of establishing positive classroom atmosphere to serve as the motivation for better performance of students. Analysing student disobedience and the lack of interest in school or a subject. Pedagogical means of establishing class discipline.
15. Point out the importance of practicing and repetition in teaching, and indicate the styles and ways of practicing with special emphasis on homework. Warn about standard and non-standard ways of evaluating students' achievements, with a review of the Secondary-School Final Exam (cro. Državna matura) and of how students are prepared for it.

Literature



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

Additional Literature



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

Similar Courses

» Didaktika povijesti I. i II., Oxford

Methods of Teaching Philosophy, Logic and Ethics

214635

Lecturer in Charge



doc. dr. sc.
Matija Mato
Škerbić

Course Description

The aim of this course is to acquaint students with the methodology of teaching philosophy as crucial to achieving the necessary teacher competencies for teaching philosophy, logic and ethics. Also, the aim is to analyze and argumentatively consider the basic scientific issues of theory and practice of teaching methodology of philosophy, logic and ethics that include topic of curriculum and textbooks; different approaches, forms and methods of teaching; setting proper goals and outcomes; planning, preparation and implementation of teaching units; ways of teaching and motivating; and evaluations and grading.

Learning Outcomes

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

1. Define and describe goals, outcomes and methods in teaching philosophy, logic and ethics;
2. Analyze and evaluate the curriculum for the subjects of philosophy, logic and ethics
3. Analyze and apply different ways and procedures of introduction to philosophy, logic and ethics
4. Apply different forms of relationships and communication in the teaching process
5. Demonstrate and design lesson preparation
6. Develop performance curricula in philosophy, logic and ethics
7. Compare and select relevant methods and resources with respect to learning objectives and outcomes

Study Program Learning Outcomes

Screening of student's work

ECTS⁰ Pohadanje nastave [EN]

ECTS¹ Usmeni ispit [EN]

¹ Written analysis of the curriculum for the subjects of philosophy, logic and ethics, and the development of one's own 'performance curriculum'

ECTS¹ Written preparation form for one singular lesson in philosophy, logic and ethics

3
ECTS

Week by Week Schedule

1. Introductory lecture
2. Critical analysis of the curriculum for the subjects philosophy, logic and ethics
3. Development of 'performance curricula' for the subjects philosophy, logic and ethics
4. Goals and outcomes in teaching philosophy, logic and ethics
5. Teaching forms, methods and principles, teaching means and aids
6. Preparations of teaching units - methodical rules for structuring and conducting of teaching hours
7. Introduction to philosophical thinking - stimulus, problematization and actualization
8. Critical, reflective, creative and caring thinking
9. Socrates' dialogue in teaching
10. Asking questions in and about teaching philosophy, ethics and logic
11. Classroom management and communication
12. The relationship between the teacher and the trainee - participants and associates
13. Evaluation, monitoring and grading
14. State graduation exam and teaching of philosophy, logic and ethics
15. Concluding analysis and discussion

ECTS Credits 3,0

English Level Lo

E-learning Level L1

Study Hours

Lectures 30

Grading

The final grade is the sum of four components - theoretical knowledge of the content, curriculum analysis, preparation of teaching hour class and analysis of essay assessment criteria



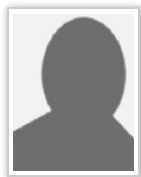
Literature

Marko Pranjić (2013). *Nastavna metodika u riječi i slici*, Hrvatski studiji Zagreb

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

Croatology

History

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

Methods of Working with Students with Special Educational Needs

217043

Lecturer in Charge



prof. dr. sc.
Neven Hrvatić

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

Course Description

Study Program Learning Outcomes

- Croatian Latinity
- History
- Sociology



Migration and security

211178

Lecturer in Charge



doc. dr. sc.
Stjepan Šterc

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

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

Forms of Teaching

- » Predavanja
 - » Frontal/discussion

Literature



Stjepan Šterc (2015). *Geografski i demogeografski 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

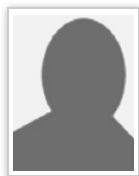
Similar Courses

- » -, 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

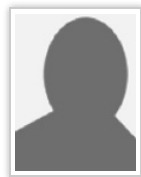
Similar Courses

- » Vojna psihologija, Oxford

Military-political relations in Bosnia and Herzegovina 1990-95

202921

Lecturer in Charge



prof. dr. sc.
Stjepan Ćosić

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours
Seminar 30Teaching Assistant
Mijo Beljo, mag. educ. hist.Grading
Oral exam

Course Description

Introducing students with facts that determined fundamental military-political relations of the constituent nations of Bosnia and Herzegovina during war time 1990-1995

Learning Outcomes

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

1. Explain the motives of the different parties to the conflicts in Bosnia and Herzegovina
2. Compare different perceptions and views on the political structure of Bosnia and Herzegovina
3. Apply critical thinking to different perceptions of the organization of Bosnia and Herzegovina
4. Develop competencies for interpreting military activities of all parties to the conflict
5. Analyze the political practices that led to the war
6. Relate military events with political relations in BiH

Study 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

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

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 Istraživanje [EN]

1 ECTS Usmeni ispit [EN]

3 ECTS

Week by Week Schedule

1. Introductory lesson
2. The first multi-party elections in the Bosnia and Herzegovina
3. The war in Croatia and its impact in Bosnia and Herzegovina
4. Three ideas about the future in the Bosnia and Herzegovina
5. International Community: Crisis Management Plans in Bosnia and Herzegovina
6. Establishment of the Croatian Community of Herceg-Bosna
7. Establishment of the Serbian Republic of Bosnia and Herzegovina
8. Bosnia and Herzegovina independence referendum
9. WAR: April 1992.
10. Three armies: the formation and organization of the ABiH, VRS and HVO

11. The first mass persecution and ethnic cleansing in 1992
12. "Allies" war: Muslim-Bosniak and Croat conflicts
13. Year of Horror: Middle Bosnia during 1993
14. Armistice Year: Washington Agreement 1994.
15. New Alliance: ABiH and HVO in Liberation of BiH: Dayton

Literature



Lučić Ivica, Ivo (2013). *Uzroci rata, Bosna i Hercegovina od 1980. do 1992.*, Despot infinitus, Hrvatski institut za povijest



Marijan, Davor (20). *Rat Hrvata i Muslimana u Bosni i Hercegovini od 1992. do 1994.*, Hrvatski institut za povijest

Similar Courses

- » Moderna i suvremena povijest Bosne i Hercegovine, Oxford

Miroslav Krleža

201853

Lecturer in Charge



izv. prof. dr. sc.
Davor Piskač

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]
<hr/>
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 gospođi 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

79192

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 independance
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

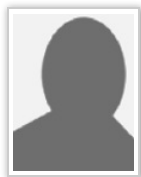
Similar Courses

- » 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

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

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

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 Kolokviji [EN]

1 ECTS Seminarski rad [EN]

3 ECTS

Forms of Teaching

» Predavanja

» Lectures will be held weekly.

» Seminar

» Seminars will be held weekly.

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.

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., Rovani, 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

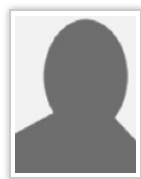
Similar Courses

- » Learning and Teaching, Oxford

Multivariate Statistical Methods

215071

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

Seminar 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.

Forms of Teaching

- » Predavanja
 - » direct teaching will be held 2 hours a week
- » Vježbe u praktikumu
 - » application of statistical software SPSS in the computer classroom 3 hours a week

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.

Lecturer



Davor Trbušić,
mag. comm.

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15
Grading	
	50% seminar assignment, 50% exam

Course Description

The goal of the programme is to explain to the students the basic laws of growth and development of digital media and marketing, and how they are interwoven with sociologic and business phenomena that they face every day. Through lectures and exercises, the students will learn basic concepts related to digital marketing, business strategy and marketing in digital media and learn basic business terminology.

Learning Outcomes

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

1. Define, identify and explain on specific examples the basic information technology rules and the consequences arising from them.
2. Define, explain and apply the business 'long tail' concept.
3. List, identify and explain all the elements of the diffusion of innovations curve.
4. Define and devise a specific media communication plan for a product or a service on digital media platforms.
5. Identify the specificities of individual social networks and the marketing tools that are used on them.
6. Explain the business operations of Google and the benefits of their business model for business operations on the Internet.
7. Identify and theoretically explain the substitution and scalar media technology.

Study 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;

Literature



Chris Anderson (2008). *Dugi rep*,
Zagreb: Naklada Jesenski i Turk



W. Chan Kim Renée Mauborgne
(2007). *Strategija plavog oceana*, Zagreb:
Masmedia, Poslovni dnevnik

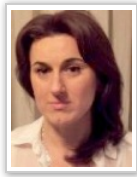


Gary Vaynerchuk (2011). *Ekonomija
zahvalnosti*, Zagreb: Znanje

Nobility in Croatian Diet:1650-1740

130541

Lecturer in Charge



doc. dr. sc.
Ivana Jukić

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

Course Description

Study Program Learning Outcomes

History

Navigation icons: Sun, COM, CRO-S, PSY, SCI, SCI, TEA, TEA, TEA

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

Parenting pedagogy

213981

Lecturer in Charge



doc. dr. sc.
Katarina Dadić

Course Description

This course aims to acquaint students with the socio-historical context of parenting (parenting in different social contexts and how the concept of parenting has changed) with special emphasis on the challenges of modern parenting (technology, globalization, media, etc.). The intention is to critically approach different socio-historical theoretical frameworks of the perception of parenthood. Furthermore, in this course students will be introduced to partnership with parents in education, more precisely, how to have a quality counseling conversation with parents and will have the opportunity to critically evaluate different approaches to parenting education programs. By emphasizing the importance of parenting education in modern society due to many challenges, students gain insight into their role in the parenting education process. They will develop an understanding of the role of parenting and recognize their role in providing support to parents within the educational institution (parent meetings and parent information).

Learning Outcomes

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

1. Define the concepts of parenting, upbringing, pedagogy, and parenting pedagogy.
2. State socio-historical changes in parenting.
3. Explain the role of teachers in parent education.
4. Explain the role of the media in parenting.
5. Describe the characteristics of a parent-school partnership.
6. Relate the importance of teacher-parent collaboration with parent education.
7. Analyze parent education programs.

Study Program Learning Outcomes

Croatian Latinity

Communication Sciences

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]
3 ECTS

Week by Week Schedule

1. Opening lecture: introduction to the aims of the course and students' obligations
2. Parenting through time: an overview and understanding of parenting in different historical and social contexts.
3. Contemporary parenting and its challenges.
4. Parenting and technology: are parental behaviours shaped by the media?
5. The future of parenting: a critical review.
6. Colloquium
7. Parenting in the educational context: the role of teachers in working with parents.
8. Parental counselling: the role of parent-teacher conferences.
9. Parental counselling: the role of parent meetings.
10. How to be a good class teacher?: communication and cooperation as a prerequisite for partnership with parents.

ECTS Credits	3.0
English Level	L0
E-learning Level	L2
Study Hours	
Lectures	15
Seminar	15

Teaching Assistant
Martina Horvat, mag. paed.

Grading

Throughout the semester, students will be continuously evaluated based on the following obligations: 1. Writing a critical review of the topic (show the ability to critically read given texts and academic literacy); 2. Colloquia (according to lectures and provided literature); 3. Seminar paper (independently study, prepare and present); 4. Essay (according to selected scientific papers); 5. Written exam (according to lectures and provided literature). The final grade is the result of all the above elements.

11. Parental education in contemporary society.
12. A representation of parenting programs: a critical review.
13. Concluding remarks: the impact of society and its changes on parenting and the role of teachers in providing support to parents.
14. Colloquium
15. Evaluation of the course Parenting pedagogy.

Literature



Čudina-Obradović, M., Obradović, J. (2003). *Potpora roditeljstvu: izazovi i mogućnosti.*, Revija za socijalnu politiku



Pečnik, N., Starc, B. (2010). *Roditeljstvo u najboljem interesu djeteta i podrška roditeljima najmlađe djece.*, UNICEF



Shaw, R. (2009). *Epidemija popustljivog odgoja: zašto su djeca nevesela, nezadovoljna, sebična te kako im pomoći.*, VBZ

Additional Literature



Arendell, T. (1997). *A Social Constructionist Approach to Parenting*, SAGE Publications



Connell-Carrick, K. (2006). *Trends in Popular Parenting Book and the Need for Parental Critical Thinking*, Child Welfare



Hicks, M. W., Williams, J. W. (1981). *Current Challenges in Educating for Parenthood*, Family Relations



Jurčević Lozančić, A., Kunert, A. (2015). *Obrazovanje roditelja i roditeljska pedagoška kompetencija, teorijski i praktični izazovi*, Metodički obzori



Juul, J. (2008). *Život u obitelji: najvažnije vrijednosti u zajedničkoj životu i odgoju djece*, Zagreb: Pelago



Kishchuk, N., Laurendeau, M.C., Desjardin N., Perreault, R. (1995). *Parental Support: Effects of a Mass-Media Intervention*, Canadian Journal of Public Health



Ljubetić, M. (2006). *Obitelji povijesnom i suvremenom kontekstu*, Split: Filozofski fakultet.



Pečnik, N. (2008). *Suvremeni pogledi na dijete, roditeljstvo i socijalizaciju*, Dijete i društvo – časopis za promicanje prava djeteta



Perse, E. M., Lambe, J. L. (2017). *Media Effects and Society: Second Edition*, New York, London: Routledge



Smedts, G. (2008). *Parenting in a Technological Age*, Ethics and Education



Stričević, I. (2011). *Jačanje roditeljskih kompetencija kroz programe obrazovanja roditelja*, Zagreb: Filozofski fakultet Sveučilišta u Zagrebu

Participatory journalism

213966

Lecturer in Charge



Ljubica Josić,
doc. dr. sc.

ECTS Credits	3,0
English Level	Lo
E-learning Level	L1
Study Hours	
Lectures	15
Practicum	15
Teaching Assistant	
Tamara Kunić, mag. nov.	

Course Description

The aim of the course is to acquaint students with the current state of the media in transition from traditional to digital journalism and new forms of citizen participation in the production, distribution and distribution of media content. The aim is also to enable the adoption of a terminological and theoretical-analytical framework for understanding and recognizing forms of citizen participation in times of increased social cohesion, critical reflection on the meaning of information in the digital environment, its transparency and strengthening civic action to achieve deliberative democracy.

Learning Outcomes

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

1. Demonstrate, classify and differentiate theoretical literature and professional terminology related to participatory journalism (public sphere, deliberative democracy, citizen journalism, etc.).
2. Recognize and interpret the field of public and civic communications, with an emphasis on the differences and links between professional and participatory journalism.
3. Analyze and judge different points of view in current discussions about the future of journalism.
4. Describe a number of mechanisms through which, throughout history, citizens have participated in the production of media content.
5. Recognize alternative understandings of the role of citizens and their relationship to information of public interest.
6. Analyze the changes in civic life that are manifested by the growth of social networks and the development of interactive Web 2.0
7. Compare different theoretical approaches and critiques of participatory journalism.
8. Distinguish between terminology and methodological practice of research.

Study Program Learning Outcomes

Communication Sciences

Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 2 ECTS Praktični rad [EN]
- 3 ECTS

Week by Week Schedule

1. Introduction to citizen journalism
2. Does traditional journalism have a future?
3. Journalism in public sphere
4. digital revolution
5. Collective actions
6. Social networks and participatory culture
7. Deliberative and participatory democracy
8. Forms of citizen participation in journalism
9. Blogs and news sites of journalists-citizens
10. User generated content
11. Reader comments as a form of citizen journalism
12. The impact of citizen journalism on traditional journalism
13. Citizen journalism in the world media
14. citizen journalism in Croatia
15. Fake news

Literature



Lynette Sheridan Burns (2009).
Razumjeti novinarstvo



Nada Zgrabljic Rotar (2020). *Digitalno doba*, Jesenski i Turk



Ljubica Josić (2017). *Zbornik 1. Informacijska tehnologija i mediji 2016.*, Hrvatski studiji



Ljiljana Zekanović Korona (2019). *Zbornik 2. Informacijska tehnologija i mediji 2017.*, Sveučilište u Zadru



Marina Mučalo, Silvio Šop (2008).
Nova publika novih medija,
Informatologia, 41 (1)

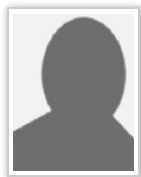
Similar Courses

» Citizen University, 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

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

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

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

Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Pismeni ispit [EN]

1 ECTS Seminarski rad [EN]

3 ECTS

ECTS Credits 3,0

English Level 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).



Forms of Teaching

» Predavanja

» Lectures are based on the student-oriented paradigm. This means that teaching will be based on a dialogue form of lectures. The seminar is based on modern forms of work, which activates students and encourages the development of their abilities and skills for educational activities. Students will write and present a seminar work (independently, in pairs or in groups). During semester students will write two continuous assessment exams. Following the semester's work (attendance and participation in all activities in lectures and seminars), each student will have three grades at the end of the semester that are summed up and divided by 3, with final grade as a result. If satisfied with the grade, student will participate in a regular exam deadline, otherwise he or she will go to the oral exam. If the students have not completed the obligation to prepare and attend the seminar, they will lose the signature.

» Seminar

» The seminar objective is:
 Choice of relevant topic
 The usefulness of topics in personal development
 Possibility of more elaborate processing
 Choice of processing styles
 Presentation at seminars
 Theoretical aspects are broadened in seminars, combining theoretical with empirical.

Week by Week Schedule

1. Fundamental definitions of management
2. Contemporary trends in school management
3. School Management - a new area of expertise
4. Relationship between theory and practice of management in education
5. Management specialties in educational institutions
6. Pedagogical Management - management impact on education
7. Management levels
8. Pedagogical management subsystems
9. School principal as manager
10. Principals competency standards
11. Organizational management; human resources management, level management; goals, long-term planning and organization, control of operational procedures and support programs for goals, objective interpretation, strategic management (long-term), and management of functions
12. Class management
13. Areas of teacher competence
14. Leadership styles within classroom management
15. Management functions; plans, strategies, good organization, quality leadership, and successful control;
 School pedagogue as school coordinator

Literature



Jurić, V. (2004). *Metodika rada školskoga pedagoga*, Zagreb: Školska knjiga



Jurić, V. (2004). *Pedagoški menadžment – refleksija opće ideje o upravljanju*, Zagreb: Školska knjiga



Silov, M. (2001). *Suvremeno upravljanje i rukovođenje u školskom sustavu*, Velika Gorica: Persona



Staničić, S. (2001). *Kompetencijski profil školskog pedagoga*, Zagreb: Napredak



Staničić, S. (2006). *Menadžment u obrazovanju*, Rijeka: Vlastita naklada

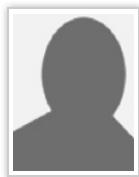
Similar Courses

» School Management, Oxford

Pedagogy

144706

Lecturer in Charge



prof. dr. sc.
Neven Hrvatić

Course Description

The course objective is to prepare a future teacher for performing the educator's job as a master of arts by providing pedagogic knowledge and skills qualification.

Learning Outcomes

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

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

Study 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
- 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

Specific competencies

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

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

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).

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 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

Croatian Latinity

Communication Sciences

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.
10. Transition, post-transition 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

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). *Krizna 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



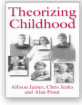
Fabić, Monika (2016). *Odrastanje u suvremenom društvu*, Učiteljski fakultet Sveučilišta u Zagrebu



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

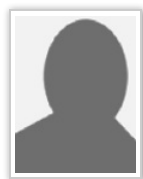


Šagud, M. (2016). *Suvremeno djetinjstvo i institucijski kontekst*, Croatian Journal of Education: Hrvatski časopis za odgoj i obrazovanje

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 L0

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

Philosophical methodology

201535

Lecturer in Charge



doc. dr. sc.
Sandro Skansi

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

Course Description

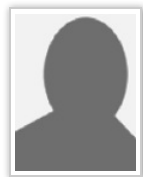
Study Program Learning Outcomes



Philosophy and Culture: Croatia in the European Context

201781

Lecturer in Charge



izv. prof. dr. sc.
Ivo Džinić

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

Lectures	15
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Seminar	15
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Teaching Assistant

doc. dr. sc. Marko Kardum

Grading

Students will be monitored through the presentation of seminar papers related to the subject matter as agreed with the teacher. Evaluate the will to continue their participation in the activity in the discussions and mastery of recommended literature.

Course Description

To introduce students with the basic characteristics of philosophy, its origins, cultural definitions and significance of spiritual and material life and identity of a nation. Insights into the key features and thinkers in the history of Croatian philosophy will show the interrelationship of Croatian philosophy with the whole western European thought and compatibility with the main trends in this opinion.

Learning Outcomes

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

1. Analyze main cultural and philosophical processes of European culture
2. Distinguish the main determinants of European culture and elements of Croatian culture that belong to the whole
3. Analyze key contributions Croatian philosophy and culture in creating a European cultural space.
4. Argue most belonging Croatian philosopher European spiritual and cultural tradition
5. Identify the main influences of European cultures on Croatian culture
6. Describe the main tendencies in the modern understanding of Europe

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

Understanding the possibility of interpreting the relationship between philosophy and culture. Arguments to explain the correlation Croatian philosophical and cultural heritage with European.

Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Seminarski rad [EN]

1 ECTS Usmeni ispit [EN]

3 ECTS

Week by Week Schedule

1. Philosophy and nation.
2. Cultural-historical characteristics of Philosophy.
3. Philosophy towards other social sciences and humanities.
4. Culture and Theories of Culture.
5. Development of the concept of Europe from the Middle Ages to today
6. Basic characteristics of Croatian towards other European cultures.
7. Ecclesiastical orders and the development of Croatian culture.
8. The role of Italian and other universities in the education of croatian humanist

9. Marulić and his reception in Europe.
10. Ivan Stojković and ecumenical Europe
11. Nikola Modruški and Croatian "Antiturcica"
12. Renaissance schooling and academies.
13. Reflection about Mediterranean town - Petris and Gozze
14. Stjepan Zimmerman and moral values of Europe
15. National institutions and their importance to the culture

Literature



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



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



Franjo Zenko (1984). *Filozofijska tradicija i pojava tiskane knjige u Hrvata*, Prilozi za istraživanje hrvatske filozofske baštine, IFZ 19-20 (1984): 15-24.



Hans Georg Gadamer (1997). *Nasljeđe Europe*, Matica hrvatska, Zagreb



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

Additional Literature



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

Similar Courses

- » Hrvatska književnost u europskome kontekstu, Oxford

Philosophy of communication

201678

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

Course Description

Study Program Learning Outcomes

Communication Sciences

Literature



Inglis F. (1997). *Teorija medija*, AGM, Zagreb



Habermas, J. (1984). *Teorija komunikativnog djelovanja*, Sarajevo

Additional Literature



Malović, S. (2005). *Osnove novinarstva*, Golden marketing – Tehnička knjiga, Zagreb



Kellner, D. (1995). *Medijska kultura*, Clio, Beograd



DeFleur M.L., Ball-Rokeach S. (1982). *Theories of Mass Communication*, Longman Inc

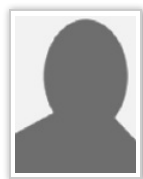


Briggs, A., Burke, P. (2011). *Socijalna povijest medija. Od Gutenberga do interneta.*, Zagreb: Naklada Pelago

Philosophy of cybernetic culture

187913

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

Grading

The grade is derived from class attendance and activity, writing a seminar paper and an oral exam.

Course Description

The course introduces students to discussions about the essential ontological definitions of man and deals with the thought of a scientific-technical-cybernetic production process that places a natural man in a partial artificial being - a cyborg. Cybernetics as the techno-logic of scientific work sets the world of scientific truth and freedom. By contemplating the essence of scientific work that cyborgises man through his actions and the entire historical reality, we strive to reach the horizon of thinking of wisdom that empowers cyborggoetics in what they can know and what to do. Can man in his scientific-technical-cybernetic constitution find his place for realization at all, or will he forever remain a product of scientific work that produces, self-assembles, self-actualizes and defines itself as the supreme being in Nothing. The objective of this course is to reflect on the dangers of the age of scientific work and to look for the meaning of its existence in the horizon of thinking wisdom.

Learning Outcomes

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

1. Identify the essence of the changes that cyber culture brings to man and his environment
2. Relate the acquired knowledge with the new changes brought about by scientific and technical progress
3. Evaluate the plethora of information produced by new and mass media,
4. Use acquired knowledge that will sensitize them to socially responsible behavior
5. Analyze the essence of cybernetic beings in real and apparent space,
6. Develop the capacity for personal analysis and reflection on the cyber society ontology.

Study Program Learning Outcomes

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 - about the goals of the course, the way in which lectures and seminars work, and the rules for evaluating student performance.
2. The End of Philosophy and the Possibility of Thinking - Hegel's Philosophical System, Marx's Critique of the Absolute Notion of Hegel's Philosophical System, The Hegel-Marx Dialogue, Views on the Philosophical Organization of Marx's Thought and Possibility of Thinking
3. Trans-technical essence of technology - Man and machine, Dialectical transformation of machine into machine, About the essence of technology, Scientific humanism as naturalism
4. Transhumanism - The Real Assumptions of Humanism and Transhumanism,
5. The Age of the Cyborg - The Real and Ontological Significance of Cybernetics, The Reality of the Cyborg, The Term Cyborg, The Historical Lines of Emergence of the term Cyborg
6. Human Hacking - Physical Enhancement, Cognitive Enhancement: Brain Hacking (Treatment Examples), Mood Enhancement: Brain Hacking (Improvement Examples), Extending Lifespan
7. Cyborg Anthropology - Cyber Life, Body as Cyber System, Society as Cyber, Human Improvement Techniques
8. Cyborgization of Real Social Relations - Cyborgization in Sport, Cyborgization in Art, Cyborgization in Music, Cyborgization in Traffic
9. Life in apparent reality - Internet, augmented reality
10. Robots in the historical reality of scientific humanism as naturalism - Coexistence with a mechanical descendant, Robots - consciousness - intelligence - morality, Industrial robots, Friendly robots

11. Futuristic predictions about the global cyborg and robot world order - Creating an artificial brain, The penetration of apparent 3D perspectives into historical reality, Technical singularity, Genetic modification of human beings
12. Bioethical sensitization of society and the individual
13. Issues of responsibility and regulation of scientific and technical progress
14. The Prolegomena on the Necessity of Cybergoetics
15. Exam

Literature



Greguric Ivana (2018). *Kibernetička bića u doba znanstvenog humanizma: Prolegomena o kiborgoetici.*, Zagreb: Hrvatsko filozofsko društvo, Pergamena, Znanstveni centar izvrsnosti za integrativnu bioetiku



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 Blažanović.*, Biblioteka Incus. Zagreb: TIM press.



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



Wiener, N. (1964). *Kibernetika ili kontrola i komunikacije u živim bićima i stroju.*, Biblioteka Savežđa, Beograd



Moravec, H. (1988). *Mind Children: The Future of Robot and Human Intelligence.*, USA: Harvard University Press. Cambridge

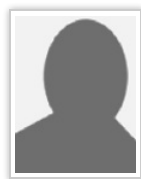
Similar Courses

- » The Anthropology of Cybercultures, Oxford

Philosophy of Education

61957

Lecturer in Charge



doc. dr. sc.
Matija Mato
Škerbić

Course Description

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

Learning Outcomes

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

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

Study Program Learning Outcomes

Croatian Latinity

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

Generic competencies

impartially make and evaluate arguments for and against opposed positions
consider and evaluate the validity of diverse theoretical and practical proposals. taking into account specific characteristics of various areas of life and work environments

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
impartially make and evaluate arguments for and against opposed positions

General Competencies

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

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

Screening of student's work

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

Forms of Teaching

» Predavanja

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

» Seminar

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

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15
Grading	
Success of the students in the final written exam, active participation in classes, and seminar paper are evaluated.	

Week by Week Schedule

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

Literature



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



Profesoro va predavanja koja svake godine do nose novine s područja

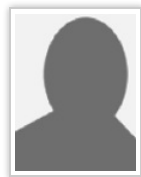
Similar Courses

- » Filozofija odgoja, Oxford

Philosophy of Game and Sports

187914

Lecturer in Charge



doc. dr. sc.
Matija Mato
Škerbić

Course Description

Course objectives:

- to get acquainted with the philosophy of sport and play, two related cultural phenomena of human society
- to analyze the central challenges in philosophically thematizing and conceptualizing sports and games from ancient times to modern times
- to discuss some of the basic problems of sports and games such as homo ludens, ethos of sport, rules of the game and their implementation, competition, doping, paternalism, fair play, Olympism.

Learning Outcomes

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

1. Identify key issues and contributions of the philosophy of sport and play
2. Identify and consider moral problems in sport and as general moral problems
3. Recognize the importance of moral and sport education in the building of human character, the acquisition and exercise of virtues and orientation in morally dubious situations
4. Identify and list key authors and works of the philosophy of sports and play
5. Define and describe the basic concepts: sport, play, playing, ethos of sport, fair play, Olympism
6. Analyze and independently read the original texts of the philosophy of sport
7. Compare and evaluate opposing perspectives on particular sports issues

Study Program Learning Outcomes

Screening of student's work

1	ECTS Pohadanje nastave [EN]
0	ECTS Referat [EN]
1	ECTS Seminarski rad [EN]
1	ECTS Usmeni ispit [EN]
<hr/>	
3	ECTS

Week by Week Schedule

1. Introductory lecture
2. Defining and delimiting basic notions - sports, play, play
3. Introduction to the Philosophy of Sport - Metaphysics, Epistemology, Aesthetics, Philosophy of Education, Bioethics
4. The Ancient Roots of the Philosophy of Sport - Plato, Aristotle
5. Ancient and Modern Olympism - Pierre de Coubertain
6. Sports and History of Philosophy - Descartes, Jaspers, Sartre, Rawls
7. Sports and Game - Fink and Wittgenstein
8. Man as Homo ludens - Huizinga and Suits
9. Competitive character of sport
10. Ethics of Sport
11. Cardinal virtues in sport
12. Sports and human limits - challenges and problems of using doping and genetics
13. Gender issues in Sports
14. Formalism, internalism and conventionalism
15. Ethos of sport, fair play and sporting honesty

ECTS Credits 3.0

English Level Lo

E-learning Level L1 (15%)

Study Hours

Lectures 15

Seminar 15

Grading

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



Literature



Mike McNamee, William J. Morgan (2015). *Routledge Handbook of the Philosophy of Sport*, Routledge



William John Morgan (2007). *Ethics in Sport*, Human Kinetics

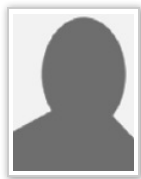
Similar Courses

» Philosophy of Sport, Oxford

Philosophy of 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). *Zakoni*, Naprijed, Zagreb



Marko Tulije Ciceron (1996). *Libri politici. Zakoni - De legibus*, Demetra, Zagreb



Charles Montesquieu (2003). *Oduhu zakona*, Demetra, Zagreb



Immanuel Kant (1999). *Metafizika čudo ređa. Metafizička počela pravnog nauka*, Matica Hrvatska, Zagreb



Georg Wilhelm Friedrich Hegel (1989). *Osnovne crte filozofije prava. Apstraktno pravo §§ 1-104*, Veselin Masleša / Svjetlost, Sarajevo



Ante Starčević (1894). *Predstavke. Djela knj. 2*, Tiskara Antuna Scholza, Zagreb (Inačica, Vinkovci)



Hans Kelsen (2005). *Čista teorija prava*



Ronald Dworkin (2003). *Shvaćanje prava ozbiljno*, Kruzak, Zagreb

Additional Literature



Leo Strauss (1971). *Prirodno pravo i historija*, Veselin Masleša, Sarajevo



Ljubomir Tadić (1983). *Filozofija prava*, Naprijed, Zagreb



Pavo Barišić (1988). *Utemeljenje filozofije prava u Hegela*, Filozofska istraživanja, Zagreb



Branimir Lukšić (1995). *Pravo i etika*, Filozofska istraživanja, Zagreb



Miomir Matulović (1996). *Ljudska prava. Uvod u teoriju ljudskih prava*, Hrvatsko filozofsko društvo, Zagreb



Pavo Barišić (1996). *Filozofija prava Ante Starčevića*, Hrvatsko Filozofsko Društvo



Nikola Visković (2001). *Teorija države i prava*, Birotehnika, Zagreb



Duško Vrban (2003). *Država i pravo*, Golden marketing, Zagreb



(2005). *Toma Akvinski*



Berislav Perić (2009). *Država i pravni sustav*, Informator, Zagreb



Berislav Perić (2009). *Struktura prava*, Informator, Zagreb



Mile Babić (2010). *Hegelova filozofija prava*, IKD University press / Hrvatsko filozofsko društvo, Magistrat ; Sarajevo / Zagreb



Neil MacCormick (2014). *Institucije prava*



John Rawls (2015). *Teorija pravde*, Feniks knjiga, Zagreb



Riccardo Guastini (2018). *Sintaksa prava*, Breza, Zagreb



Luka Burazin / Mario Krešić / Ivana Tucak (2018). *Priručnik za teoriju prava - praktični dio*, Breza, Zagreb



Gustav Radbruch (2019). *Filozofija prava*, 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

Screening of student's work

0.5 ECTS Pohadanje nastave [EN]
1 ECTS Seminarski rad [EN]
1.5 ECTS Usmeni ispit [EN]
<u>3 ECTS</u>

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	L3
E-learning Level	L2 (20%)
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

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
 - » 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 21th Century: Opportunities of Humanization

Literature



Mislav Kukoč (ur. / Ed.) (2011).
*Filozofija i globalizacija / Philosophy and
Globalization*, Hrvatsko filozofsko
društvo / Croatian Philosophical
Society, Zagreb

Additional Literature



Scholte, Jan Aart (2000). *Globalization:
a critical introduction*, Palgrave

Similar Courses

- » Sociologija globalizacije, Oxford

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). <i>Levijatan</i> , Naklada Jesenski i Turk, Zagreb		Immanuel Kant (2000). <i>K vječnom miru. Pravno-politički spisi</i> , Politička kultura, Zagreb
	Georg Wilhelm Friedrich Hegel (1989). <i>Osnovne crte filozofije prava. Običajnost §§ 142-360</i> , Veselin Masleša / Svjetlost, Sarajevo		Max Weber (1999). <i>Vlast i politika</i> , Jesenski i Turk, Hrvatsko sociološko društvo, Zagreb
	John Rawls (2000). <i>Politički liberalizam</i> , Kruzak, Zagreb		Hannah Arendt (1991). <i>Vita activa</i> , August Cesarec, Zagreb

Additional Literature

	Platon (1977). <i>Državnik, Sedmo pismo</i> , Fakultet političkih nauka, Zagreb		Marko Tulije Ciceron (1995). <i>Libri politici. Država</i> , Demetra, Zagreb
	Aurelije Augustin (1982). <i>Održavi Božjoj-3</i> , Kršćanska sadašnjost, Zagreb		Toma Akvinski (1990). <i>Država (Što je politika, Ovladavini)</i> , Globus, Zagreb
	Toma Akvinski (2005). <i>Izabrano djelo</i> , Globus, Zagreb		Niccolo Machiavelli (1985). <i>Rasprave o prvojedekadi Tita Livija. Izabrano djelo</i> , Globus, Zagreb
	Thomas More (2003). <i>Utopija</i> , Globus, Zagreb		John Locke (2013). <i>Dvije rasprave o vladi</i> , Naklada Jurčić, Zagreb
	Baruch Spinoza (2006). <i>Politički traktat</i> , Latina et Graeca, Zagreb		Jean-Jacques Rousseau (2012). <i>Društveni ugovor</i> , Feniks knjiga, Zagreb
	Johann Gottlieb Fichte (1979). <i>Zatvorena trgovačka država</i> , Nolit, Beograd		Alexis de Tocqueville (1995). <i>O demokraciji u Americi</i> , Informator, Zagreb
	Jacques Maritain (1992). <i>Čovjek i država</i> , Globus / Školska knjiga, Zagreb		John Stuart Mill (1989). <i>Razmatranja o predstavničkojvladavini</i> , Informator, Zagreb
	John Dewey (2004). <i>Liberalizam i društvena akcija</i> , Kruzak, Zagreb		Carl Schmitt (2007). <i>Politički spisi</i> , Politička kultura, Zagreb
	Joachim Ritter (1987). <i>Metafizika i politika</i> , Informator, Zagreb		

Similar Courses

» Philosophy and Politics, Oxford

Political Psychology

53791

Lecturer in Charge



Renata Franc,
prof. dr. sc.

ECTS Credits 3.0

English Level L1

E-learning Level L3 (20%)

Study Hours

Lectures 30

Grading

students should regularly prepare for class (assigned articles) and active participation in class discussions

Course Description

Students will understand basic approaches, theories and key studies in the area of radicalization, civic activism and collective action, and young people's relations towards politics and their political and civic participation.

Learning Outcomes

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

1. Appraise theoretical and empirical approaches and insights
2. Synthesize theoretical and empirical approaches and insights
3. Apply acquired knowledge in development and implementation of empirical study
4. Assess and compare different concepts: radicalisation, extremism, collective action
5. Summarize main determinants of investigated behaviours

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

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 participate in interdisciplinary teamwork

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

Screening of student's work

0.5 ECTS Pohadanje nastave [EN]

1 ECTS Istraživanje [EN]

0.5 ECTS Referat [EN]

1 ECTS active participation in class discussion

3 ECTS

Week by Week Schedule

1. 1. Introductory lecture
2. 2. Political psychology: topics and historical development
3. 3. Radicalisation and related concepts
4. 4. Main theories and approach to explaining radicalisation and terrorism 1
5. 5. Main theories and approach to explaining radicalisation and terrorism 2
6. 6. Socio-psychological process and radicalisation
7. 7. Main empirical approaches to radicalisation and terrorism
8. 8. Collective action and civic activism
9. 9. Collective action and civic activism in Croatia
10. 10. Protest participation / determinants

11. 11. Young people's democratic attitudes
12. 12. Youth and political / civic participation
13. 13. Research project
14. 14. Research project implementation
15. 15. Integration of theoretical and research insights

Literature



Pilkington, H., Pollock, G., & Franc, R. (2018). *Understanding Youth Participation Across Europe*. Springer: Berlin, Germany.

Additional Literature



John T. Jost Jim Sidanius (eds) (2004). *Key Readings in Social Psychology*, Psychology Press

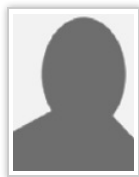
Similar Courses

- » Political Psychology, 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 [Croatian Language]

215920

Lecturer in Charge



izv. prof. dr. sc.
Davor Piskač

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

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

General Competencies

The programme level outcomes of implementing relevant knowledge obtained in theoretical courses through practical training are:
 interpret content in the sense of transposing data from one form to another
 apply knowledge, experience, and skills in new situations,
 analyse information (specific elements, relations between elements),
 evaluate with the help of quantitative and qualitative criteria ,
 synthesize in the form of a personal report,
 provide arguments for one's attitudes,
 suggest new interpretations and even theories.

Week by Week Schedule

1. Because this is practical training, lectures boil down to a minimum and refer only to shorter theoretical explanations. The biggest emphasis is put on shorter instructions regarding the writing of seminar papers and on the comments and/or suggestions concerning taught lessons, workshops, and written tasks.
Practical application of theoretical bases learned in the Subject Specific Teaching Methodology course to the design of the operational teaching plan. Drawing up the plan according to the calendar for the coming school year, based on the National Curriculum Framework, Teaching plans for croatian language, and individual Exam catalogues for croatian language for elementary and secondary schools.
Pointing out the importance of permanent professional development of teachers through designing a Professional Development Plan and referring the students to the web sites of the Education and Teacher Training Agency, Ministry of science, education, and sports, and domestic and foreign pedagogical literature.

In accordance with the requirements of contemporary didactics and teaching methodology, where the importance of individual work is pointed out, the students will be required to design and organize a creative workshop on a selected topic. The learning outcomes determined by the National Curriculum Framework have to thereby be accomplished (the fields of social sciences and humanities).

The students' attention will be drawn to the importance of class teaching lessons as the form of work aimed at getting to know the students, their needs and problems, coming together with one's students, and a more complete educational work. The students are expected to draw up and present The Class-Teaching Plan.

The cooperation between families and school will be pointed out through one of its forms – the parent meeting. The stress will thereby be put on the need to put parents in the role of active participants, and not passive listeners. The students are required to design and plan one parent meeting.

Taking into consideration the importance of practicing in teaching and the State Graduation Exam, this course will demand of the students to compile several forms of written exams. The students will thereby be directed to consult the National curriculum framework, Teaching plans and textbooks for croatian language, and Exam questions catalogues.

The students will in this course be taught how to draw up a simple questionnaire for getting feedback on their teaching or testing the expectations, opinions, or attitudes of the students and/or parents.

2. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
3. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
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15. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.

Literature



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



Hrvatski jezik - Ispitni katalog za državnu maturu u škol. god. 2010./2011. Ispitne knjižice za Hrvatski jezik - viša i osnovna razina za nacionalne ispite i državnu maturu



Katalog odobrenih udžbenika za određenu školsku godinu

Practical Exercises in the Methodology of Teaching [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 (10%)

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.
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7. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
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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 o dobrenih udžbenika za određenu školsku godinu

Similar Courses

» Metodika nastave klasičnih jezika I i II, Oxford

Practical Exercises in the Methodology of Teaching [Philosophy]

144734

Lecturer 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

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, 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 catalogs for philosophy, ethics and logic for secondary schools.

» Vježbe u praktikumu

» Practical application of knowledge to the process of planning and teaching lessons with

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.

the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.

Week by Week Schedule

1. Because this is practical training, lectures boil down to a minimum and refer only to shorter theoretical explanations. The biggest emphasis is put on shorter instructions regarding the writing of seminar papers and on the comments and/or suggestions concerning taught lessons, workshops, and written tasks.
Practical application of theoretical bases learned in the Subject Specific Teaching Methodology course to the design of the operational teaching plan. Drawing up the plan according to the calendar for the coming school year, based on the National Curriculum Framework, Teaching plans for philosophy, ethics and logic, and individual Exam catalogues for philosophy, ethics and logic for secondary schools.
Pointing out the importance of permanent professional development of teachers through designing a Professional Development Plan and referring the students to the web sites of the Education and Teacher Training Agency, Ministry of science, education, and sports, and domestic and foreign pedagogical literature.

In accordance with the requirements of contemporary didactics and teaching methodology, where the importance of individual work is pointed out, the students will be required to design and organize a creative workshop on a selected topic. The learning outcomes determined by the National Curriculum Framework have to thereby be accomplished (the fields of social sciences and humanities).

The students' attention will be drawn to the importance of class teaching lessons as the form of work aimed at getting to know the students, their needs and problems, coming together with one's students, and a more complete educational work. The students are expected to draw up and present The Class-Teaching Plan.

The cooperation between families and school will be pointed out through one of its forms – the parent meeting. The stress will thereby be put on the need to put parents in the role of active participants, and not passive listeners. The students are required to design and plan one parent meeting.

Taking into consideration the importance of practicing in teaching and the State Graduation Exam, this course will demand of the students to compile several forms of written exams. The students will thereby be directed to consult the National curriculum framework, Teaching plans and textbooks for philosophy, ethics and logic, and Exam questions catalogues.

The students will in this course be taught how to draw up a simple questionnaire for getting feedback on their teaching or testing the expectations, opinions, or attitudes of the students and/or parents.

2. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
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15. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.

Literature



Nastavni plan i program iz filozofije



Ispitni katalog iz filozofije i Ispitni katalog iz etike



Katalog odobrenih udžbenika za određenu školsku godinu

Similar Courses

- » Seminar iz metodike nastave filozofije 1, Oxford

Practical Exercises in the Methodology of Teaching [Psychology]

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

ECTS¹ Pohadanje nastave [EN]

ECTS⁴ 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

ECTS⁵

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

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

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.

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

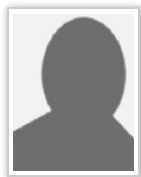
Similar Courses

- » 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



izv. prof. 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

214089

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

Forms of Teaching

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

Week by Week Schedule

1. Introduction to syllabus
2. Introductory discussion of the basic concepts 1: stereotypes
3. Introductory discussion of the basic concepts 2: prejudice, stigmatization,
4. Introductory discussion of the basic concepts 3: discrimination, hate crime, genocide
5. Social phenomena, and circumstances which enable prejudice, stigmatization, discrimination, hate crime, genocide
6. Introduction into actual examples of discrimination and hate crime
7. Ideology as the driver of prejudice, discrimination, hate crime and genocide
8. Phenomenon of Holocaust and Nazi state as a complete negation of humanity and human rights

ECTS Credits	3.0
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).

9. Recognition of prejudice, discrimination and hate crime
10. Workshop 1: playing roles of people who are victims of discrimination and hate crime
11. Workshop 2: playing roles of people who are victims of discrimination and hate crime
12. Discussion 1: social possibilities to combat and overcome prejudice and discrimination
13. Discussion 2: social possibilities to combat and overcome prejudice and discrimination
14. Seminar presentations
15. Seminar presentations

Literature



Aronson, E.; Wilson, D.T.; Akert, M.R. (2005) *Socijalna psihologija / Predrasude: kako nastaju i kako ih smanjiti* (414–454), MATE, Zagreb



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



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



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



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

Preparation of prevention programs

214005

Lecturer in Charge



doc. dr. sc.
Lovorka Brajković

Course Description

Enable students to define and differentiate theoretical approaches to prevention in the local community.

Introduce students to the process of developing prevention programs, look at the role of the local community, and other factors that affect the negative development outcomes.

To show students the prevention programs that are applied in Croatia and the world and to explain the importance of cooperation between the educational, health and penological systems and the social welfare system.

Include quantitative and qualitative methodology used in measuring the effectiveness, evaluation, and evaluation of the justification of prevention programs.

Work on the design of the original prevention program, from the analysis of relevant literature, through the development of a logical matrix to the planning and evaluation of the implementation of the prevention program and critically analyze its sustainability.

Apply the acquired knowledge in the design of the original project proposal in the field of prevention through seminar papers in small groups.

Learning Outcomes

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

1. Evaluate different theories, paradigms, and methodological approaches in psychology when planning assessment and interventions with individuals, groups, and organizations.
2. Critically evaluate professional and scientific literature in psychology and related disciplines and create new scientific knowledge about prevention science.
3. Select appropriate research methods and strategies for interventions in accordance with the characteristics of members of different social groups and cultures and the specifics of their environmental and social context.
4. Assess theoretical concepts and scientific knowledge in creating interventions and programs that will improve the living conditions and development of individuals, families, organizations, and communities.
5. Analyze and, in the context of European and / or world research on the subject, interpret and evaluate the findings of identical psychological research conducted in Croatia.

Study 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

advanced statistical methods and the theory of psychological tests
devising and conducting psychology-related projects and interventions in the workplace
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

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

ECTS Credits 3.0

English Level Lo

E-learning Level L1 (10%)

Study Hours
Seminar 30

Teaching Assistant
Katarina Jelić, mag. psych.

Grading

Conditions for taking the course include: signature of the teacher as proof of regular attendance (up to 3 absences); developed, presented and positively evaluated project task and oral individual discussion about the project, with emphasis on critical evaluation and connection with theoretical and methodological knowledge. The grade of the written project proposal with the presentation in the group is a maximum of 70% of the total grade from the course, and the remaining 30% of the grade is the outcome of an oral discussion of the project task, which will evaluate different levels of knowledge acquisition and cognitive processes.

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 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 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

Screening of student's work

0 ECTS Pohadanje nastave [EN]

1 ECTS Usmeni ispit [EN]

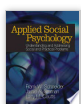
2 ECTS Projekt [EN]

3 ECTS

Week by Week Schedule

1. Introduction: defining prevention science
2. Theoretical approaches to prevention science - an interdisciplinary view
3. Psychology in prevention science - ecological theory
4. The role of various protective and risk factors in prevention
5. Comparison and analysis of different prevention programs
6. Demonstration of effective prevention programs
7. Quantitative and qualitative methods of measuring the effectiveness of prevention programs
8. Needs assessment and analysis of relevant literature
9. Methodology for developing a specific prevention program
10. Creating a logical matrix, defining goals and expected outcomes
11. Planning and development of a specific prevention program
12. Implementation and evaluation of a specific prevention program
13. Sustainability and obstacles to implementation - final considerations
14. Student presentations of the project I.
15. Student presentations of the project II.

Literature



Frank W. Schneider, Jamie A. Gruman, Larry M. Coutts (2005). *Applied Social Psychology*, SAGE



Goran Milas (2005). *Istraživačke metode u psihologiji i drugim društvenim znanostima*, Jastrebarsko: Naklada Slap



Aleksandar Halmi (2005). *Strategije kvalitativnih istraživanja u primijenjenim društvenim znanostima*, Jastrebarsko: Naklada Slap



Ana Havelka Meštrovic, Mladen Havelka (2013). *Zdravstvena psihologija*, Jastrebarsko: Naklada Slap



Josipa Bašić (2009). *Teorija prevencije - Prevencija poremećaja u ponašanju i rizičnih ponašanja djece i mladih*, Zagreb: Školska knjiga

Additional Literature



Aleksandar Halmi (2008). *Programi evaluacije i evaluacija istraživanja u društvenim znanostima*, Jastrebarsko: Naklada Slap



Bouillet, D., Bičanić, J., Ivančan, A., Novosel Guszak, D., Rovis Brandić, A. i Sitar, M. (2018). *Socijalnopedagoški mozaik - Razvoj modela potpore učenicima s problemima u ponašanju*, Zagreb: Školska knjiga



Petermann, U. i Petermann, F. (2012). *Trenin namijenjen mladeži - Strukturiranje radnog i socijalnog ponašanja*, Jastrebarsko: Naklada Slap.

Similar Courses

- » Prevention Strategies for Non-Communicable Diseases (NCDs), Oxford

Production process in the Media

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.

Screening of student's work

1 ECTS Pohadanje nastave [EN]
4 ECTS Praktični rad [EN]
5 ECTS

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

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours
Practicum 30

Teaching Assistants
Tamara Kunić, mag. nov.
Dajana Šošić, dipl.nov.

Grading
Exercise participation 30%; Task fulfillment 70%.



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

Production Thesis

126008

Teaching Assistants



doc. dr. sc.
Lovorka Brajković



Petrana Brečić,
doc. dr. sc.



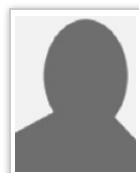
Gordana Buljan-
Flander,
prof. dr. sc.



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

Teaching Assistant



prof. dr. sc.
Jasminka Despot
Lučanin

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.

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

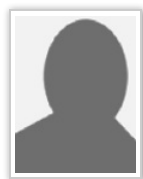


Mentor je dogovara sa svakim studentom ovisno o temi diplomskog rada.

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]

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

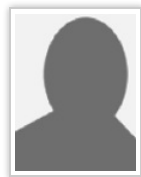


Kozarić Kovačić, D., Frančisković, T. (ur.) (2014). *Crnković, M., Buljan Flander, G. Savjetovanje (poglavlje) u Psihoterapijski pravci*, Medicinska naklada

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 Assistants
Nenad Jakšić, mag.
Vanja Kopilaš, mag. psych.

Grading

Regular attendance (5 credits),
classroom activities (5 credits),
individual assignments (40 credits),
written examination (50 credits). The
final grade is calculated by key: 52-63
points - sufficient (2) 64-75 pts - good
(3) 76-87 pts - very good (4) 88-100
pts - excellent (5)

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

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

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

ECTS Credits 3.0

English Level L0

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.

Screening of student's work

0.5 ECTS	Pohadanje nastave [EN]
1.5 ECTS	Seminarski rad [EN]
1 ECTS	Praktični rad [EN]
<hr/>	
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 folkloru*, 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	L1
E-learning Level	L2 (20%)
Study Hours	
Lectures	30
Grading	
Regular attendance - 10%; Two tests or final exam - 90%.	

Course Description

The main goal of the course is to introduce students with the key concepts and principles of external evaluation of education and to acquire practical knowledge implementation of various forms of evaluation.

The course is intended for all students interested in education, from preschool to higher education since various forms of assessment are used in the whole education system

Learning Outcomes

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

1. Distinguish between formative, summative and hybrid testing
2. Create test blueprint
3. Explain test parameters
4. Differentiate among diverse models of schools, teachers and principals assessment
5. Analyze international guidelines for educational assessment
6. Compare results of Croatian students with international standards

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]

3 ECTS

Week by Week Schedule

1. Introduction to the course
2. External evaluation: concepts and methods
3. Knowledge test as usual form of external evaluation: summative, formative, and hybrid models
4. Test blueprint and role of taxonomies of educational objectives

5. Interpretation of results of standardized tests
6. Quality assurance of standardized tests: international guidelines and Croatian experience
7. Test for students
8. Test accommodation. Concept of fairness in testing.
9. International comparative studies of educational systems
10. International comparative studies of educational achievements
11. Results of the Republic of Croatia in international comparative studies
12. External evaluation of schools and students achievement in Republic of Croatia
13. External evaluation of education around the globe
14. Visit to National center for external evaluation of education
15. Test for students

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 30

Teaching 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 Aging

102937

Lecturer in Charge



prof. dr. sc.
Jasminka Despot
Lučanin

Course Description

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

Learning Outcomes

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

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

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

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
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
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

General Competencies

2. Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.
5. Select models of psychological assessment and counselling in working with individuals, groups and organizations.
6. Select models of psychological assessment and counselling in working with individuals, groups and organizations.
12. Evaluate theoretical concepts and scientific insights in intervention and program designing with the aim of improving the living conditions and development of individuals, families, organizations and communities.
17. Support collaboration in interdisciplinary team work and establish constructive professional relationships with experts from associated disciplines.

ECTS Credits 3.0

English Level L1

E-learning Level L2

Study Hours
Lectures 30

Grading

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

Screening of student's work

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

Forms of Teaching

- » Predavanja
 - » Interactive lectures

Week by Week Schedule

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

Literature



Despot Lučanin J. (2003). *Iskustvo starenja*, Naklada Slap.



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

Additional Literature



Despot Lučanin, J. (2002). *Zdravstvena psihologija i starenje. U: Havelka M. (ur.) Zdravstvena psihologija.*, Naklada Slap



Orbach, A. (2015). *Savjetovanje starijih osoba*, Zaklada Zajednički put

Psychology of Marketing

53795

Lecturer in Charge



Goran Milas,
prof. dr. sc.

Course Description

The main objectives of the course is to introduce students to the basics of marketing and psychology as well as the place and role of psychologists in the field of marketing.

The students shall learn the basics of marketing and the ways in which psychologists can help in explaining consumer behavior and improving marketing activities.

Learning Outcomes

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

1. Explain psychology of marketing and role of psychology in understanding the consumer behaviour
2. Analyze various segments of psychological approach top marketing
3. Assess insights of psychology of marketing and assume a critical stance towards them
4. Apply the insights of psychology of marketing in own project
5. Write and design a project that will utilize the insights gained by the psychology of marketing

Study Program Learning Outcomes

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.

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

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

Screening of student's work

2 ECTS Istraživanje [EN]

1 ECTS Usmeni ispit [EN]

3 ECTS

Week by Week Schedule

1. Basic information and introductory remarks
2. Basics of marketing
3. Psychology and marketing
4. Consumer behaviour
5. Decision-making
6. Affective determinants of consumer behaviour
7. Cognitive determinants of consumer behaviour
8. Motivations and personlity as determinants of consumer behaviour
9. Attitudes and lifestyle as determinants of consumer behavior
10. Environmental determinants of consumer behavior
11. Market segmentation and product placement
12. Word of mouth communication and spreading of innovation
13. Marketing communication
14. Marketing research

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 30

Grading

Student research projects During the semester, students may participate in a student research project in which they will together with another colleague or fellow to spend a shorter research in psychology and marketing to present the results. In this case, do not have to take the oral exam. Proposed research areas: * Lifestyles and consumption * Psychological profiles of purchasing styles * Psychological customer segmentation * Analysis of commercials * Taxonomy of purchasing decision-making process The grading system Based on a research project: Assessment of the research project is also the final grade in the course. Based on the oral examination: In the event that a student is not involved in the research project not satisfied with the achieved grades, he/she is obliged to take the oral examination in the required reading.

15. Ethical issues of marketing psychology

Literature

Milas, G. (2007). Psihologija marketinga. Zagreb: Target.

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

3.5 ECTS Pismeni ispit [EN]

1.5 ECTS SeminarSKI rad [EN]

5 ECTS

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistants

Lea Andreis, mag. psych.

Zlatica Kozjak Mikić, dr. sc.

Grading

30% seminar paper; 70% 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 Vučenović, 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

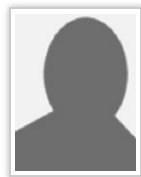
Similar Courses

- » 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

2.1 ECTS Pismeni ispit [EN]

0.9 ECTS Seminarski rad [EN]

3 ECTS

Week by Week Schedule

1. Introduction to the course; determining areas and goals of media psychology and mass communication
2. Media psychology research methods
3. Understanding the mass media: connecting emotional and media literacy
4. Psychology of the media: attitudes, conformism and persuasion
5. Psychology of the media: pro-social behaviour and violence
6. Advertising, public relations and marketing strategies
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 Assistants

Lea Andreis, mag. psych.

Zlatica Kozjak Mikić, dr. sc.

Grading

30% seminar paper; 70% 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



Zoran Komar,
pred. mr. sc.

Course Description

The course provides a detailed introduction to the study of the impact that individuals, groups and structure have on behavior in organizations.

It is designed to make students acquainted with the basic understanding of psychology applied in an organizational context and to develop the basic skills required for the application the knowledge acquired. Competences acquired in the course will enable students to understand and motivate individuals and groups in an organization and the ability of effective organizational action. Specific areas covered by the course include the adoption of competence necessary for understanding of individual differences relevant to organizational behavior, job satisfaction, motivation and emotion, perception and decision-making, social influence and group processes, conflict and negotiation, power and authority, leadership, organizational culture, socialization, innovation and changes.

Learning Outcomes

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

1. Explain the importance and role of individual differences and perceptions of organizational behaviour.
2. Predict factors that interfere with efficient organizational activity.
3. Assess the social impacts and group processes in an organization.
4. Select interventions to motivate individuals and groups in the organization.
5. Apply methods of effective communication and conflict resolution in the team.
6. Plan interventions aimed at increasing job satisfaction and improving organizational culture.
7. Select interventions aimed at improving the work design
8. Select interventions for successful adaptation to changes and stress management in the workplace.
9. Demonstrate the proposed activities and the results to bot professional and non-professional audience.

Study 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

Iva Černja Rajter, mag. educ. 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

Psychology of profession choices

53800

Lecturer in Charge



Iva Šverko,
izv. prof. dr. sc.

ECTS Credits 3.0

English Level L1

E-learning Level L2 (20%)

Study Hours

Lectures 30

Grading

The rating is assigned based on active participation in class, few short seminars/essays and final exam.

Course Description

As part of the course, students will learn about the most important theories of vocational choice and career development on which are based programs of career guidance and counseling. They will also become acquainted with a set of procedures, tools and tests that are applied in the process of career guidance and counseling.

Learning Outcomes

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

1. Define key constructs in the field of psychology in career choice
2. Analyze major theories of career choice and career development
3. Evaluate tools and techniques for career guidance
4. Analyze and evaluate methodological studies in the field of vocational psychology
5. Apply theoretical concepts, tools and techniques in practical work of career counselor
6. Identify problems of vocational guidance in Croatia
7. Analyze career counseling school program for fostering vocational development in schools
8. Analyze personal vocational preferences and learn how to introduce oneself in competitive labor market

Study Program Learning Outcomes

Psychology

Critical thinking

advanced statistical methods and the theory of psychological tests

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 psychodiagnostic instruments and interpreting test results

Specific and professional skills

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.

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

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

Screening of student's work

0.5 ECTS Pohađanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Pismeni ispit [EN]

0.5 ECTS Seminarski rad [EN]

3 ECTS

Forms of Teaching

» Predavanja

Week by Week Schedule

1. Introductory lecture
2. Career planning and professional guidance: who, whom, how?
3. Characteristics of process of career planning and relations thereof.
4. Difficulties in career choices and available options for intervening.
5. Diferentialistic approach to career planning.
6. Web tools for professional guidance
7. Developmental approach to professional development.
8. School programme of professional development - get to know yourself.
9. School programme of professional development - get to know the world of work.
10. School programme of professional development - make a decision.
11. Social context of career planning: theory of limitations and choice.
12. Constructionist approach to the career
13. Writing a CV
14. Job interview
15. Colloquim

Literature



Brown, D.; Brooks, L. (1996 ili novije). Career choice and development. San Francisco: Jossey-Bass Publishers.



Brown, D. (2003). Career information, career counseling, and career development. Boston: Allyn and Bacon.



Šverko, B., Babarović, T.; Šverko, I. (2007). Vrijednosti i uloge u odabiru karijere. Suvremena psihologija, 10 (2), 295-323.

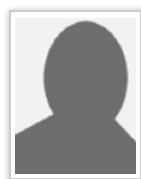


Šverko, I. (2003). Profesionalni interesi: određenje, dominantni pogledi i nove tendencije. Suvremena psihologija, 6 (1), 129-149.

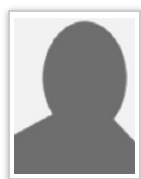
Psychosocial adaptation of Croatian war veterans in war and devastation

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

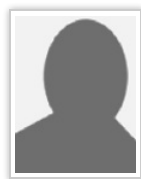
Similar Courses

» Stres i psihotrauma, Oxford

Psychotherapy Modalities

53871

Lecturer in Charge



doc. dr. sc.
Jelena Maričić

Course Description

The course is developed to introduce students with basic principles of psychotherapy process and various approaches to psychotherapy practice.

Learning Outcomes

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

1. Assess the characteristics of psychotherapy process
2. Assess different aspects of professional responsibilities of psychotherapist.
3. Distinguish specificities of particular psychotherapy approaches and methods.
4. Distinguish psychotherapy from clinical psychology and psychiatry.
5. Argue importance of psychotherapy methods in protection of mental health.
6. Judge ethical questions in psychotherapy profession.

Study Program Learning Outcomes

Psychology

Knowledge and Comprehension

- recognising the need and being prepared for continuous professional development
- conducting psychological counselling

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

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

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

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

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

Screening of student's work

- 0.8 ECTS Pohadanje nastave [EN]
- 1.8 ECTS Pismeni ispit [EN]
- 0.7 ECTS Seminarski rad [EN]
- 0.7 ECTS Praktični rad [EN]
- 4 ECTS

Forms of Teaching

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

Week by Week Schedule

1. Definition of psychotherapy

ECTS Credits 4.0

English Level L1

E-learning Level L2

Study Hours

Lectures 30

Seminar 15

Teaching Assistant

Katarina Jelić, mag. psych.

Grading

Group tasks – 15%, Seminar – 15%,
Final exam – 70%

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



doc. dr. sc.
Jelena Jurišić

Course Description

The aim of the course is to enable the students to adopting the theoretical and analytical framework for the understanding of science as a specific human activity aimed at developing credible convictions (insights) about the physical and social phenomena. In this context, the course has the additional aim of teaching students to devise and plan activities for public promotion of science.

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

Duje Bonacci, mr. sc.

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, connects previously mastered theoretical and practical knowledge with the requirement of performing professional tasks in the future working environment. The Practicum covers various writing skills, strategic planning, organisation, practical approach to the issues of PR and simulations of real situations from the (future) working environment. The course expects active participation because it includes an introduction in which the students will be given advice on the subject and a practical part in which the students will be required to carry out exercises and simulations.

The course includes a final assignment / project on the topic chosen by individual students, and based on the provided instructions. The assignment can be of any form and content which fall under the practical application of public relations.

The final assignment serves as the basis of the final grade and periodical tasks are also taken into consideration for this purpose.

Learning Outcomes

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

1. Evaluate the actual situation in which the organization-client is situated
2. Identify and categorize the organization's public and then choose the key public
3. Apply research methods in analysis of the organization and key public
4. Create goals and objectives of a strategic communication plan
5. Create strategy and design appropriate tactics for the communication plan
6. Plan a timeline for tactics and make a communication plan budget
7. Create a written communication plan and then present and defend it
8. Apply the ethical principles of profession in creating a strategic communication plan

Study 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

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours
Practicum 30

Grading

The final mark is based on student work during the semester, the quality of the written strategic communication plan, the persuasiveness of the final presentation and the argued defense of the project on the oral exam.



General Competencies

Apply, classify and distinguish professional terminology used in the public relations practice; Expertly and professionally apply the acquired specialist and practical knowledge to working in public relations; Demonstrate accountability, professional ethics, autonomy and initiative in work; Apply skills of verbal and written communication and presentation skills in the Croatian language ;

Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Usmeni ispit [EN]
- 2 ECTS Projekt [EN]
- 5 ECTS

Forms of Teaching

» Vježbe u praktikumu

» In each class, each of the six teams presents and explains to colleagues the exercise performed according to the given instructions. After discussion and received suggestions how to improve the exercise, students receive instructions for a new assignment. Each exercise is a part of a strategic communication plan that each team create on the assigned theme. Every week, students prepare and present new exercise.

Week by Week Schedule

1. Introductory discussion of course content, divide into six teams, divide topics for a strategic communication plan for each team and define how to create and present exercise.
2. I. RESEARCH: 1) Analysis of the situation.
Determining a problem (or opportunity):
a) a finding (value judgment) that something is wrong or that it will soon be wrong
b) Problem description:
WHAT is the cause/ WHERE is this problem/WHEN is this problem/WHO is involved or affected/HOW is involved or affected/WHY is the concern of the organization and its public?
3. 1. RESEARCH 2) Analysis of the organization: A) INTERNAL ENVIRONMENTAL ANALYSIS
Answer the following key questions:
What is the quality of services / products the organization offers?
What is the particularity of the organization in relation to the others in the same sector?
What is the mission/purpose of the organization?
How does the problem/opportunity fit into an organization's mission?
What are the communication and financial resources available?
What kind of obstacles in the internal environment are encountered PR professionals?
4. 1. RESEARCH 2) Organization Analysis: B) ANALYSIS OF PUBLIC PERCEPTION
Answer the following key questions:
What is organization's visibility: how many people know the organization, what do they know about how accurate this information is?
What is organization's reputation: how do people value what they see/hear about the organization? How do you intend to influence on the reputation?
5. 1. RESEARCH 2) Organization Analysis: C) ANALYSIS OF EXTERNAL ENVIRONMENT
Answer the following key questions:
Who supports the organization? What is known about supporters?
Who is the main competitor to the organization? What is known about the competition?
Are there (significant) opponents of the organization? What is known about the opponents?
Is there anything in the environment that could limit the success of a communication plan?
6. 1. RESEARCH 3) Public analysis: a) identify publics by key categories; b) determine key publics for a strategic communication plan.
7. 1. RESEARCH 3) Analysis of publics: c) analysis of key public with regard to:
1) project; 2) organization; 3) communication behavior; 4) psychological and character performances; 5) demographic characteristics.
8. 2. PLANNING 1) Define goals with regards to reputation, to relationship and/or to management task.
Define objectives with regard to awareness, acceptance and action.
9. 2. PLANNING: 2) create a strategy for achieving the goals and objectives of a strategic communication plan.
10. 2. PLANNING/STRATEGY: 3) Develop strategic message for a communication plan:
I. Suggest the source of information: who are suitable people to present the message?
II. Determine the appeal of messages: which appeals will the message use?
III. Develop verbal and nonverbal communication: design arguments/evidence and their order; create message content; create nonverbal communication.
IV. Design a slogan.

11. 3. ACTION/TACTICS: 1) Select communication tactics in accordance with the designed strategy and set goals and objectives of the strategic communication plan.
Choose:
a) tactics of interpersonal communication,
b) tactics for owned media,
c) tactics for earned media,
d) advertising and promotional tactics.
- For each selected tactic, determine:
Periodicity: how many times to repeat a certain tactic?
Tasks: determine the tasks needed to realize for each tactic.
Time: determine the time needed for realizing the selected tactics; match the time limit set by goals.
Responsibilities: determine persons needed to accomplish the selected tactics.
12. 3. ACTION/TACTICS: 2) Implementation: A) Provide a schedule for each campaign tactics
In the TABLE format, show the timeline of tactics. Match the time limit set by goals.
13. 3. ACTION/TACTICS: 3) Implementation: B) CAMPAIGN BUDGET:
Make a budget according to tactics.
Make budget according to: staff, materials, costs of media, equipment and space, administration.
Make the total budget: what is the total cost of the project?
14. 4. EVALUATION: 1) Evaluation of strategic plan:
Design the measurement of output message goals: message production, message distribution, message costs;
Design the measurement of objectives regarding the knowledge: exposure of a message, content analysis of the message, distinctiveness of the message;
Design the measurement of objectives regarding the acceptance: feedback from the key publics, comparison of the results obtained with the goals and objectives;
Design the measurement of objectives regarding the action: audience participation, direct observation of results.
15. Instructions for final written strategic communication plan, instructions for final presentation and defense of the strategic communication plan.

Literature



Smith, R. D. (2017). *Strategic planning for public relations*, Routledge



Broom, G. M. (2010). *Cutlips&Centers Učinkoviti odnosi s javnošću*, Mate



van Ruler, B.; Tkalac Verčič, A.; Verčič, D. (ur.) (2010). *Mjerenje i evaluacija u odnosima s javnošću*, Taylor & Francis / HUOJ

Qualitative methodology

214136

Lecturer in Charge



doc. dr. sc.
Marica Marinović
Golubić

Course Description

Study Program Learning Outcomes

Sociology

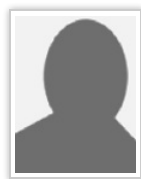
ECTS Credits	6.0
English Level	Lo
E-learning Level	L1
Study Hours	
Lectures	30
Practicum	30



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 methodology

211174

Lecturer in Charge



doc. dr. sc.
Ivan Balabanić

Course Description

The main goal of the course is to provide a review of all the phases of scientific research - from conceptualization through the operationalization to realization of the research field.

Learning Outcomes

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

1. Use the quantitative methodology in the social research
2. Describe the advantages and disadvantages of the kvantitative methodology
3. Explain the relationship between the theoretical and empirical background of the social research
4. Explain the quantitative methodology in all the phases of the research
5. Describe the quantitative methodology as a unavoidable tool for understanding the social world

Study Program Learning Outcomes

Screening of student's work

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

Literature



Vesna Lamza (2004). *Metode društvenih istraživanja (skripta)*, Institut Ivo Pilar



John W. Creswell (2013). *Research Design*, SAGE



Don A. Dillman, Jolene D. Smyth, Leah Melani Christian (2014). *Internet, Phone, Mail, and Mixed-Mode Surveys*, John Wiley & Sons

Similar Courses

» -, Oxford

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	30
Teaching Assistant	
Marija Zelić, mag. soc.	

Grading

Seminar and project paper, conducting a research, development of the research report, oral exam



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.

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.

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Practicum 15

Teaching Assistant

Iva Černja Rajter, mag. educ. psych.

Grading

Activity in class (lectures and exercises)

- 10%; Seminar papers - 30%;

Homework - 10%; Written exam -

20%; Oral exam - 30%.

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-cathedra 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 untill 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

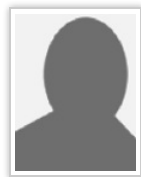


Katica Miholović (2000). *Statut grada Karlo vca 1778*, Karlovac

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

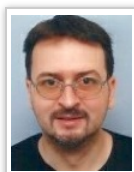
» -, Oxford

Research group – Sources of Egyptian, Greek and Roman History

96373



Lecturer in Charge



izv. prof. dr. sc.
Mladen Tomorad

Course Description

Introduction to the working methods of the historical sources, ancient history, Problems of processing, analysis and interpretation of these types of sources. During the introductory lectures students will be familiarized with the most important sources of the history of Egypt, Greece and Rome. In practical work to teach students how to interpret the available historical sources and how to use them in various forms of historical research and writings. Introduce students to the Museum's holdings of institutions in Croatia and databases of museum institutions in the world. Introduce students to the world's largest databases of written historical sources.

Learning Outcomes

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

1. Name the most important historical sources of Egyptian, Greek and Roman history,
2. Describe the critical-analytical classify these sources,
3. Identify historical sources toward the content and theme,
4. Analyze these sources,
5. Explain the causal connections between the content of these sources,
6. Define basic research methods ancient history: analyze the sources and literature, play and qualify the facts and the facts correctly arguments to use when writing papers,
7. Explain an online database of digital resources, museum databases, portals and research projects.

Study 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



Lana Ciboci,
doc. dr. sc.



Tanja Grmuša,
doc. dr. sc.



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

Lana Ciboci, doc. dr. sc.

Tanja Grmuša, doc. dr. sc.

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 communication; Identify, evaluate and use a variety of scientific-research methods from the field of social science which are applied in communication.

Independently conduct scientific research in the field of communication 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

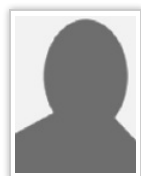


Milas G. (2005). *Istraživačke metode u
 psihologiji i drugim društvenim
 znanostima*, Slap, Jaserbarsko

Resistance, Opposition and Dissidency in Croatia 1945 – 1990

213996

Lecturer in Charge



doc. dr. sc.
Wollyf Krašić

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

Attendance at classes, seminar paper and oral exam.

Course Description

Acquaint students with the main characteristics of the establishment of the Yugoslav communist regime in the context of relations with real and imaginary opponents. Analyze the activities of the three matrix of resistance and opposition to the Yugoslav communist regime in Croatia in the postwar period - the crusader guerrilla resistance, the remnants of the Croatian Peasant Party and the Catholic Church. To point out to students until recently in the historiographical literature mostly unknown forms of resistance and opposition in Croatia in the postwar period. Give an overview of numerous and diverse Croatian national illegal organizations and groups during the 1950s and the first half of the 1960s in Croatia. Indicate to students further opportunities to research the mentioned issues. Explain the importance of the program documents of the Croatian Resistance Movement and their connection with the idea of Croatian reconciliation. Give an overview of the characteristics of dissidents to the Yugoslav communist regime with regard to age, origin, level of education, homeland and the like. 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 mutual relations - the reform part of the League of Communists of Croatia, Matica hrvatska and the student movement. Explain the far-reaching effects of the collapse of the Croatian reform movement and the ensuing repression of some of its participants. To give an insight into the activities of the most prominent Croatian dissidents in the second half of the seventies and early eighties of the 20th century, such as Vlado Gotovac, Franjo Tuđman and Marko Veselica and to instruct students in the possibility of researching this little-known issue. Critically address the difference between the desire for cooperation between opposition forces in Croatia and Croatian political emigration and the implementation of such intentions. Describe the main trends in the work of Croatian opposition forces in the period of 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 dissidents in Croatia.
2. Relate the importance of the existence and activities of Croatian state-building illegal organizations and groups with the preservation of Croatian state-building thought.
3. Analyze 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.
4. Recognize the most important Croatian dissidents in the second half of the seventies to the end of the eighties of the 20th century.
5. Explain the basic features of the forms of resistance and opposition in Croatia.
6. Analyze and understand the basic concepts related to the Croatian spring.

Study Program Learning Outcomes

Communication Sciences

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. 1. Repression of the Yugoslav communist regime in the postwar period
2. 2. The Crusader guerrilla resistance
3. 3. Activities of the remnants of the Croatian Peasant Party

4. 4. Relations between the Yugoslav Communist Regime and the Catholic Church in Croatia in the Postwar Period
5. 5. Activities of Croatian national illegal groups in the post-war period
6. 6. Croatian national illegal organizations and groups from the 1950s to the mid-1960s
7. 7. The most prominent Croatian national illegal organizations and groups from the late 1950s to the mid-1960s
8. 8. Jakša Kušan and Croatian resistance movement
9. 9. The beginnings of the Croatian Spring - the fall of Aleksandar Ranković, the appearance of the Declaration on the Name and Position of the Croatian Literary Language and the Croatian Literary Journal
10. 10. Reform part of the League of Communists of Croatia and the Croatian Spring
11. 11. Matica hrvatska and the student movement
12. 12. Student strike, session in Karadjordjevo and repression
13. 13. The activities of the most prominent Croatian dissidents at the time of the death and illness of Josip Broz Tito
14. 14. Examples of attempts for cooperation between the resistance and opposition forces in Croatia and Croatian political emigration
15. 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 17. 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

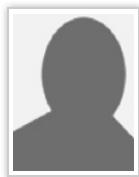


Campbell, Duncan B. (1986). *Auxiliary artillery revisited*

Sixth of January Dictatorship

213995

Lecturer in Charge



doc. dr. sc.
Stipica Grgić

Course Description

Sixth of January Dictatorship

Learning Outcomes

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

1. Describe the main determinants of the development of Croatian territories from 1929 to 1935.
2. Name key political and other actors of the period.
3. Explain the causes and consequences of legislative, administrative and economic changes that occurred in the period from 1929 to 1935.
4. Identify the main changes that were happening in the fields of society and culture of that time
5. Distinguish external influences on the internal political situation in the Kingdom of Yugoslavia.
6. Demonstrate their knowledge of the period in the form of seminars and presentations.
7. Conclude what did shape the socio-cultural image of Croatia in the times of the Kingdom of Yugoslavia
8. Define the position of Croatia within monarchist Yugoslavia.

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

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

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

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]

1 ECTS Usmeni ispit [EN]

3 ECTS

Week by Week Schedule

1. First lecture - introducing students to the objectives of the course and their obligations on it. Typology of dictatorships: The Sixth of January Dictatorship as an authoritarian dictatorship
2. Restless twenties; reasons for the introduction of the dictatorship in the Kingdom of Serbs, Croats and Slovenes
3. Legislative building of the dictatorship: Law on Royal Power..., Criminal Code, Law on State Protection, etc.
4. Reorganization of administration: banovinas and commissariats in municipalities; a new name for the country.
5. Judiciary in dictatorship: An instrument of persecution of political opponents. Trials of Vladko Maček as an example.

ECTS Credits 3.0

English Level L1

E-learning Level L1 (10%)

Study Hours

Seminar 30

Grading

Presentation of the topic of the seminar paper - 15% of the total grade
One major seminar paper (submitted in a written form) - 50% of the total grade
Active participation in lecture discussion, class attendance - 20% of the total grade
Writing a review (one of the selected books) - 15% of the total grade
In case the student is dissatisfied with parts of the grade obtained for the seminar and the review, the final exam for him will be in the form of an oral examination, according to the list of required literature.



6. Surveillance, physical confrontations and assassinations of political opponents: the case of Milan Šufflay, Josip Predavac and the "Sibinj victims".
7. Ideology of Yugoslav Unitarianism I.: Yugoslavism in Schools: Education under the dictatorship.
8. Ideology of Yugoslav Unitarianism II.: Pro-regime organizations and their activities: Sokol of Kingdom of Yugoslavia, Adriatic Sentinel etc.
9. Passivation of the political opposition during the Sixth of January dictatorship.
10. Anti-regime organizations I.: The origin and activities of the Ustasha movement.
11. Anti-regime organizations II: Communist Party of Yugoslavia during the dictatorship.
12. Conflict of national symbols in the Kingdom of Yugoslavia: Holidays in the Kingdom of Yugoslavia, state coat of arms and flag, person of the ruler - versus Croatian national symbols.
13. The New Constitution – the Old Situation: The September Constitution and the 1931 National Assembly Elections as a Non-Transition to Democracy.
14. Assassination of King Alexander in 1934.
15. The "last semester" of the dictatorship: The May 1935 elections and why they can be considered the end of the Sixth of January dictatorship.

Literature



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



Janjatić, Bosiljka (2002). *Politički teror u Hrvatskoj: 1918. - 1935.*, Zagreb



Jareb, Mario (2007). *Ustaško-domobranski pokret: od nastanka do travnja 1941.*, Zagreb



Nielsen, Christan Axboe (2014). *Making Yugoslavs: Identity in King Aleksandar's Yugoslavia*, Toronto-Buffalo-London



Troch, Pieter (2015). *Nationalism and Yugoslavia: Education, Yugoslavism and the Balkans Before World War II*, London

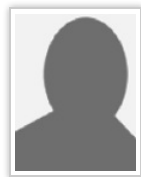
Similar Courses

» Hrvatska povijest 1918-1941, Oxford

Social Changes in the Republic of Croatia in 20th Century

202475

Lecturer in Charge



doc. dr. sc.
Wollyf Krašić

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

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. World War II.: Croatian society between two totalitarian regimes (1939.-1945.)
5. Communist governorship as a new social and cultural paradigm
6. Socialistic construction of reality: political constitution, social transformation and self regulated imaginarium
7. International political and social influences during the 20. century
8. Croatian emigration
9. Homeland war: social, economic and demographic consequences
10. Social challenges of the democratic changes
11. Croatia in the globalization and postmodern society

12. 12. Social history, comparative history and the school of annals.
13. 13. Cultural history and historical anthropology
14. 14. Post modernity and post structuralism
15. 15. Social history of the 20.century in Croatia, research topics

Literature



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



Dinko Tomašić (1997). *Društveni razvitak Hrvata*, Hrvatsko Sociolosko Društvo



(2007). *Povijest Hrvata knjiga 3. (20. stoljeće)*, Školska knjiga

Similar Courses

» -, Oxford

Social Changes in the Republic of Croatia in 20th Century

211225

Lecturer in Charge



doc. dr. sc.
Wolffy Krašić

ECTS Credits	3,0
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

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

Forms of Teaching

- » Predavanja
- » Frontal

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. World War II.: Croatian society between two totalitarian regimes (1939.-1945.)
5. Communist governorship as a new social and cultural paradigm
6. Socialistic construction of reality: political constitution, social transformation and self regulated imaginarium
7. International political and social influences during the 20. century
8. Croatian emigration
9. Homeland war: social, economic and demographic consequences
10. Social challenges of the democratic changes
11. Croatia in the globalization and postmodern society
12. Social history, comparative history and the school of annals.

13. 13. Cultural history and historical anthropology
14. 14. Post modernity and post structuralism
15. 15. Social history of the 20.century in Croatia, research topics

Literature



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



Dinko Tomašić (1997). *Društveni razvitak Hrvata*, Hrvatsko Sociolosko Društvo



(2007). *Povijest Hrvata knjiga 3. (20. stoljeće)*, Školska knjiga

Similar Courses

» -, Oxford

Social Cognition and Perception

218470

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.

Forms of Teaching

- » Predavanja
- » Seminar
- » Terenske vježbe

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 30

Teaching Assistant

Dora Korać, mag. psych.

Grading

Class attendance 10%; Group project - 20%; Colloquia - 2 x 35% or 70%
Written exam.



Week by Week Schedule

1. Introduction to the organization of the course, an introductory lecture, - analysis of the film (on the topic of social cognition and perception of the group)
2. The dimensions of social perception
3. Stereotype content model, concerning perceptions of groups and individuals
4. Prejudice development
5. Perception of the nations Image theory
6. The role of threat and emotions in social cognition and perception
7. Social conditioning and functions of intergroup attitudes (historical development)
8. The first colloquium
9. Social motivation - motivation to respond without prejudice
10. Stigmatization
11. Social representations as an alternative to the classic social cognition
12. Research methods and possible applications of theory of social representation
13. Collective memory
14. Presentation of student projects
15. The second colloquium

Literature



Jordan, C. H.; Zanna, M. P. (1999) *How to Read a Journal Article in Social Psychology*. U.R. F. Baumeister (Ur.), *The Self in Social Psychology* (str. 461-470). Philadelphia: Psychology Press



Wright S. C.; Taylor, D. M. (2003) *The Social Psychology of Cultural Diversity: Social Stereotyping, Prejudice, and Discrimination*. In M.A. Hogg i J. Cooper (Ur.) *Sage handbook of social psychology*. London: Sage



Duckitt, J. (2003). *Prejudice and intergroup hostility*. U.D. Sears, L. Huddy, R. Jervis (Ur.), *Oxford Handbook of Political Psychology* (str. 559-600). Oxford: Oxford University Press



Nesdale, D. (2006). *The development of prejudice in children*. U. M. Augustinos i K.J. Reynolds (Ur.) *Understanding prejudice, racism, and social conflict*. (str. 57-72). London: Sage Publications



Fiske, S. T., Cuddy, A. J. C., Glick, P. (2007) *Universal dimensions of social cognition: warmth and competence*. *Trends in Cognitive Sciences*, 11(2), 77-83.

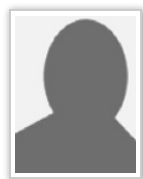
Similar Courses

- » Grupni procesi i utjecaji, Oxford
- » Uvod u socijalnu psihologiju, Oxford

Social Impact Analysis

214027

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

Forms of Teaching

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

Week by Week Schedule

1. Course introduction, overview of social research methods in general
2. Introduction to SIA, history of SIA
3. Methodological approaches
4. Preliminary activities of the SIA process, SIA chain

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Ivan Perkov, mag. soc.

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.



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



COM

CRO-S

PSY

SCI

SCI

TEA

TEA

TEA

Lecturer in Charge



doc. dr. sc.
Jelena Jurišić

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours Seminar 30

Teaching Assistant
Vanesa Varga, dr. sc.

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

Course Description

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

Learning Outcomes

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

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

Study 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.

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

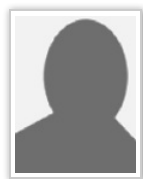
Similar Courses

- » Social Media – Buzz word or Revolution?, Oxford

Social phenomenology

211224

Lecturer in Charge



doc. dr. sc.
Ivan Balabanić

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

Forms of Teaching

- » Predavanja
 - » frontal
- » Seminar
 - » discussion

Week by Week Schedule

1. Introduction to the course
2. Foundation of the phenomenological sociology
3. From phenomenology to sociology: meaning and intersubjectivity
4. Intersubjectivity and otherness of Other (Levinas, Sartre, Merleau-Ponty)
5. Time and identity
6. Subjective and objective meaning of action
7. Structure of the life-world - definition of the situation and action in the everyday life
8. Life-world of A. Schutz and J. Habermas
9. Thomas Luckmann and the birth of institutions
10. Tipization of the social world and social relations

ECTS Credits 3.0

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%



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



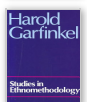
Hisashi, N. i Waksler, F. C. ed. (2012). *Interaction and Everyday Life: phenomenological and ethnomethodological honor of Georg Psathas*, New York : Lexington Books.



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

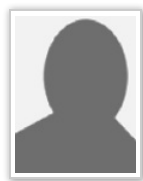
Similar Courses

» -, Oxford

Sociology of Consumption

211222

Lecturer in Charge



Krešimir
Peračković,
izv. prof. dr. sc.

Course Description

Introducing the students with the sociological approaches on consumption as a social process, consumers as a social group and the market as a social relation.

Discussing the key concepts sociology of consumption is based on, theories of consumer society and their operationalization in consumption related empirical research.

Learning Outcomes

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

1. Summarize theoretical concepts and empirical models in the sociology of consumption as a recent specialist subdiscipline of sociology;
2. Defend the theoretical conceptualization and operationalization of the key concepts.
3. Use insights from other sciences on consumption (economy, psychology, demography).
4. Prepare the draft for research on consumer culture and society
5. Use knowledge for basic analysis of consumption structure.
6. Explain socio-demographic and psychological aspects of consumption.
7. Analyze social roles in the process of consumption.

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

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 participate in interdisciplinary teamwork
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

Use the general knowledge of society and of social processes.
Explain the key structural factors that are shaping society.
Explain the social change using classical and contemporary sociological approaches.
Explain the difference between micro and macro level of the sociological analysis.

Screening of student's work

- o ECTS Pohadanje nastave [EN]
- 3 ECTS Pismeni ispit [EN]
- 3 ECTS

Forms of Teaching

- » Predavanja

ECTS Credits 3,0

English Level Lo

E-learning Level L1

Study Hours Seminar 30

Teaching Assistant
Tihana Štojs Brajković, mag. soc.Grading
Class attendance, participation in discussions, final written exam.

Week by Week Schedule

1. Introduction: What is Consumption and what does Sociology of Consumption Study
2. Basic Concepts in the Sociology of Consumption
3. The Concept of Market in Classical Sociology
4. Market Society and the Process of Marketization
5. Socio-demographic and Psychological Aspects of Consumption
6. The Process of Commodification
7. Fundamental Features of Consumer Society and Culture
8. Theorists of Sociology of Consumption
9. Consumers and/or Customers
10. Brands – Social Meaning as a Commodity
11. Consumerism as an Ideology of Consumption
12. Age of Access and Experience as a Commodity
13. Digital Marketing - Guest Lecturer
14. Documentary on Consumer Society
15. Final Lecture and Discussion

Literature



Gilles Lipovetsky (2009). *Paradoksalna sreća: Ogljed o hiperpotrošačkom društvu*, Antibarbarus



Snježana Čolić (ur.) (2013). *Potrošačka kultura i konzumerizam*, Institut društvenih znanosti Ivo Pilar



Krešimir Peračković (2008). *Društvo i (ili) tržište Sociološka konceptualizacija procesa marketizacije društva*, Društvena istraživanja, 17/6;



Snježana Čolić (2008). *Sociokulturni aspekti potrošnje, potrošačke kulture i društva*, Društvena istraživanja, 17/6

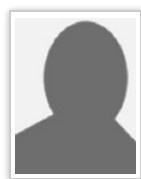


Ivan Burić (2010). *Nacija zaduženih – Od komunističkog pakla do potrošačkog kapitalizma*, Jesenski i Turk

Sociology of Croatian Society 5 – Croatian Legal and Political Institutions

214117

Lecturer in Charge



doc. dr. sc.
Ivan Balabanić

Course Description

The aim of the course is to acquaint students with the basic concepts of sociology of politics and political institutions within the context of Croatian society and to conduct an analysis of the Croatian political context and the development of its political institutions. Also, the goal is to enable students to adopt and apply theoretical concepts and basic concepts of sociology of politics and apply these concepts and theories through the analysis of the political context of Croatian society.

Learning Outcomes

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

1. Analyze the political processes of Croatian society
2. Recognize the basic features of political processes in the Republic of Croatia
3. Apply the acquired knowledge to understand the relationship between different ideologies and the political reality of the Republic of Croatia
4. Explain all the positive and negative effects of the globalization process on nation states
5. Describe the consequences of the methods of political lobbies on the creation of the political reality of the Republic of Croatia
6. Explain the basic theories within the sociology of politics
7. Relate the process of transition of the Republic of Croatia and contemporary political phenomena
8. Use the acquired knowledge in the presentation of topics in the field of sociology of politics and political institutions of the Republic of Croatia
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

impact of social context and social changes on human development

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.

Screening of student's work

1 ECTS Pohađanje nastave [EN]

2 ECTS Seminarski rad [EN]

2 ECTS Usmeni ispit [EN]

5 ECTS

ECTS Credits 5.0

English Level L1

E-learning Level L1 (5%)

Study Hours

Lectures 30

Seminar 15

Teaching Assistant

Marija Zelić, mag. soc.

Grading

The final grade includes regular class attendance (75% attendance), monitoring of classes and seminars, active participation in seminar discussions, writing your own seminar paper and presentations, performing independent assignments and taking the oral exam



Forms of Teaching

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

Week by Week Schedule

1. Introduction
2. Basic concepts of sociology of politics
3. Political ideologies and party systems
4. Croatian political context before the 1990s
5. Croatian political context after the 1990s
6. Croatian process of transition from one political system to another
7. Croatian parties and the party system
8. Croatian political institutions
9. Croatia and the EU
10. Croatian Constitution
11. Models of democracy and democracy within the context of the Republic of Croatia
12. The relationship between globalization and nation states
13. Political lobby
14. Concluding discussion
15. Visit to the Croatian Parliament - simulation of a session between students

Literature



Duverger, Maurice (2001). *Politička sociologija*, Zagreb: PanLiber



Tomašić, Dinko (1997). *Politički razvitak Hrvata [rasprave i eseji]*, Zagreb : Hrvatsko sociološko društvo : Naklada Jesenski i Turk



Izabrani dijelovi Hrvatskog ustava

Additional Literature



Ravlić, Slaven (2003). *Suvremene političke ideologije*, Zagreb : Politička kultura



Tomašić, Dinko (1997). *Društveni razvitak Hrvata [rasprave i eseji]*, Zagreb : Hrvatsko sociološko društvo : Naklada Jesenski i Turk

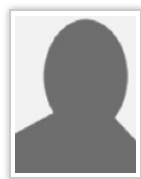
Similar Courses

- » Political Sociology, Oxford

Sociology of Development

214088

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 3.0

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

Forms of Teaching

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

Week by Week Schedule

1. What does social development mean? Development of what? Conceptual definitions, definition of dimensions: quality of living, human rights and liberties, human relations;
2. Development for whom? – Protagonists and beneficiaries of development;
3. Development and protection of life; forms of attack on life / development and sustainability; sustainable development;
4. Development and growth – conceptual classification; growth limits, de-growth (decreasing growth), end of growth;
5. Development and progress; forms of false progress – progress and regression (survival of progress);
6. Theories of development: conventional theories (classical and neoclassical economy, from Keynesian economy to neoliberalism);
7. Theories of development - development as modernisation;
8. Theories of development - nonconventional and critical theories (Marxism and socialism, post-structuralism, post-colonialism, feminist theories of development);
9. Theories of development – critical modernism and democratic development;
10. On development from the discourse of social ecology: Natural basis of life and modern development / emerging limits, new problems and challenges;
11. Systems and methods of measuring modern social development / human development index (HDI) and the like;
12. Fundamental characteristics and problems of social development of Croatia, from 1990 to 2014, empirical data analysis;
13. National interests of development of Croatia through the prism of the concept of sustainable development;
14. Quo Vadis Croatia? – diagnosis of former development + projective ideas for Croatia in 2020 or 2030;
15. Plea for the development of new approach in considering and analysing modern development – proposal for the foundation of sociology of survival.

Literature



Peet, Richard; Hartwick, Elaine: *Theories of Development*, Guilford Press, London-New York, 2009.



Wolfgang Sachs *The Development Dictionary*, Zed Books, New York, 1992.



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

214087

Lecturer in Charge



izv. prof. dr. sc.
Irena Cajner
Mraović

ECTS Credits	3.0
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]

1 ECTS Kolokviji [EN]

1 ECTS Seminarski rad [EN]

3 ECTS

Forms of Teaching

» Predavanja

» Processing of teaching material

» Seminar

Week by Week Schedule

1. Introduction. Historical development of theoretical approach to etiology of domestic violence and development of social responses to domestic violence.
2. Domestic violence dynamics: features of perpetrators and their victims in social context.
3. Feminist perspectives on Domestic Violence.
4. Systems perspectives on domestic violence.
5. Macrosocietal Explanations of Domestic Violence. The interaction between societal violence and domestic violence.
6. Preliminary and revised multivariate model explaining domestic violence.
7. First colloquium.

8. Seminar: Societal genesis of gender discrimination.
9. Seminar: Gender (in)equality in the family.
10. Seminar: Gender (in)equality in school.
11. Seminar: Gender (in)equality in politics.
12. Seminar: Gender (in)equality in politics.
13. Second colloquium.
14. Social responses to domestic violence.
15. Final remarks

Literature



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

Additional Literature



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



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



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

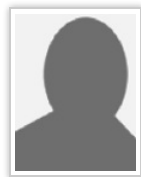
Similar Courses

- » Violence against Women, Oxford

Sociology of Drug Use

214025

Lecturer in Charge



izv. prof. dr. sc.
Nikša Dubreta

ECTS Credits 3.0

English Level L1

E-learning Level L2

Study Hours

Lectures 15

Seminar 15

Grading

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

Course Description

The main goals of the elective are focused to introduction of students to classical and contemporary social theories of drug use. Also, to indicate the importance of macro and immediate social context of drug use as relevant indicator in understanding and evaluation of drug effects.

Learning Outcomes

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

1. Define key terms in the field of sociological research of drug use.
2. Evaluate the role and importance of social and cultural context as a constitutive part of drug effects.
3. Interpret different sociological approaches in studies of drug use phenomenon.
4. Judge the importance of drug use problem at the societal level.
5. Formulate research program at the graduate level with regard to issue of drug use.
6. Evaluate elements of media and public discourse on drugs.
7. Differentiate typologies of drugs
8. Relate authors to their studies

Study 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
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
evaluation of the outcomes and consequences of professional services
developing capacity for independent work and work in a team
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

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
 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

Combine the general knowledge of society and of social processes.
 Outline the opposing viewpoints and alternative hypotheses in the various social issues.
 Outline causal relationships between the social phenomena.
 Demonstrate the social impacts of the public policies.
 Plan own engagement in resolving of the various social issues.
 Illustrate the key structural factors that are shaping the society.
 Combine the different theoretical approaches in the investigation of the social phenomena.
 Point out the importance of the concepts of culture, socialization, stratification, social structure and institutions in the explanations of the social phenomena.
 Publicly support sociology and the social research methods as being relevant in addressing of the actual social problems and issues.

Screening of student's work

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

Forms of Teaching

- » Predavanja
 - » Lectures
- » Seminar
 - » Collective discussion on selected topic

Week by Week Schedule

1. Sociological aspects in definition of key terms drugs, types, classifications, use/abuse, addiction etc.
2. Levels and aspects of social and cultural context;
3. Social learning theory;
4. Societal reaction and sequential model of deviance;
5. Anomie theory, drug use and delinquent subculture;
6. Socio-pharmacological approach;
7. Alfred Lindesmith toward sociology of addiction;
8. Subcultures and immediate context of drug use;
9. Youth counterculture and drug use;
10. Concept of moral panics and drug use;
11. New British sociology and "normalization thesis";
12. Social representation of drug use phenomenon;
13. Late capitalism and "economy" of drugs;
14. Sociopolitical influences on image construction of drugs and drug users;
15. Prohibitionism and antiprohibitionism.

Literature



Dubreta, N. (2005). *Društvo i odnos prema drogama*, Hrvatska sveučilišna naklada

Similar Courses

- » nema, Oxford

Sociology of Migration and Ethnicity

214085

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

Forms of Teaching

- » Predavanja
- » 15 lectures

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 3.0

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 public health

211179

Lecturer in Charge



doc. dr. sc.
Dario Vučenović

Course Description

The main goal of this course is to introduce the interrelation between society, health and public health institutions. This analysis does not include only institutional frame of the public health but also the active action and interaction of the individuals, groups of people and community in the prevention rehabilitation or reaction to the medical and health challenges or social pathology phenomena.

Learning Outcomes

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

1. Define the basic theoretical background of the sociology that include the field of public health
2. Explain the statistical data regarding social health phenomena
3. Use the sociological theoretical concepts in the public health actualities in Croatian society
4. Explain the importance of sociology in the public health problematic
5. Describe the relationship between sociology and social epidemiology
6. Explain the role of social interaction in the prevention of Addiction

Study Program Learning Outcomes

Screening of student's work

0.5 ECTS	Pohađanje nastave [EN]
0.5 ECTS	Seminarski rad [EN]
1 ECTS	Usmeni ispit [EN]
1 ECTS	Projekt [EN]
<hr/>	
3 ECTS	

Week by Week Schedule

1. Introduction lecture
2. Basic terminology of sociology of public health - social epidemiology, epidemiology and sociology
3. Emil Durkheim and social (de)integration
4. Social interaction and individual and social health
5. Student seminar papers presentation - sociological reflexion on the research conducted in the social epidemiology
6. Social world and psychological health of individual
7. Social aspects of addictions - stigma and addict identity
8. Social aspects of addictions - rehabilitation and resocialization
9. Clubs of treated alcoholics -
10. Policy and campaign of youth addiction prevention
11. Public health system in Croatia
12. COVID-19 and society - developing a new-old forms of social solidarity
13. Institutional organization of COVID-19 pandemic in Croatia
14. Seminar papers and final discussion
15. Mid term

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

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

Grading

70% oral exam 20% seminar paper 10% discussion



Literature



Paul Higgs, Graham Scambler (2005). *Modernity, Medicine and Health*, Routledge



Lisa F. Berkman, Professor and Chair Department of Health and Social Behavior Lisa F Berkman, PH.D., Ichiro Kawachi, Professor of Social Epidemiology & Chairman of the Department of Society Human Development and Health Ichiro Kawachi (2000). *Social Epidemiology*, Oxford University Press



Mervyn Susser (1973). *Causal Thinking in the Health Sciences*

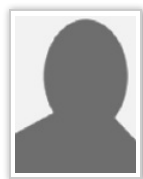


Brezovec, E., Ježovita, J. i Zoričić, Z. (2020). *The Role of Social Integration in the Clubs of Treated Alcoholics in Croatia. Interdisciplinary Description of Complex Systems*, Interdisciplinary Description of Complex Systems, 18 (1)

Sociology of Social Changes

211170

Lecturer in Charge



Krešimir
Peračković,
izv. prof. dr. sc.

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

Forms of Teaching

- » Predavanja
- » PP Presentation

Week by Week Schedule

1. Keynote lecture: Social change as the subject of sociological research
2. Social changes in the classical sociological theories
3. Fundamental determinants of recent theoretical approach to the social change
4. Basic concepts in sociology of social change: the development and progression, regression and stagnation, social crisis, social processes, social mobility
5. Modernization and neomodernization
6. Theory of Piotr Sztompka : Sociology as a science of social change
7. The impact of technological development on social change
8. Factors of contemporary sociocultural change
9. Approach of M. Castells in the study of contemporary political change
10. Croatian society and social changes in XXth century
11. Analysis of examples of social change: Transition in Croatia
12. Analysis of examples of social change 2 : Globalization of recent sociological perspective
13. Contemporary social movements - actors of social change
14. Operationalization of theoretical concepts and draft research
15. Concluding remarks and final debate

Literature



Sztompka, P. (1999) The Sociology of Social Change, Oxford, Blackwell Publishers Ltd.



Peračković, K. (2004) Sociologija tranzicije: strukturalni, sociokulturni i neomodernizacijski pristupi, Društvena istraživanja, 14/3; 487-504.



Peračković, K. (2006) Društvena promjena kao predmet socioloških istraživanja, U: Društvo usluga - promjene u socioprofesionalnoj strukturi radno aktivnog stanovništva Hrvatske od 1971-2001., Doktorska disertacija, Filozofski fakultet u Zagrebu, str. 16-45.



Žepić, B. (1999) Osnove sociologije, (Poglavlje o društvenim promjenama), Split, Logos.



Rogić, I. (2000) Tehnika i samostalnost, Zagreb, Hrvatska sveučilišna naklada, IV. dio.

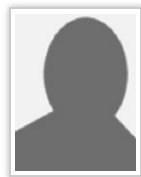
Similar Courses

- » Social Change and Conflict, Oxford

Sociology of Social Control and Police in Croatian Society

214086

Lecturer in Charge



izv. prof. dr. sc.
Irena Cajner
Mraović

ECTS Credits	3,0
English Level	L0
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 participate in interdisciplinary teamwork

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 Kolokviji [EN]

1 ECTS Seminarski rad [EN]

3 ECTS

Forms of Teaching

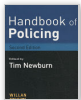
- » Predavanja
 - » Lectures based on the literature.
- » Seminar
 - » Practical work.

Week by Week Schedule

1. The concept of the social control.

2. Historical development of the concept of the social control.
3. Formal and informal social control.
4. Theoretical foundations and strategies of the social control.
5. Subjects and objects of the social control.
6. The social control potentials: social capital, social cohesion and collective efficacy.
7. The perspectives of social control.
8. The first test.
9. The role of the police in the modern democratic society.
10. Solving problems oriented police.
11. Community policing - theoretical framework.
12. community policing - empirical research.
13. Procedural justice model.
14. The second test.
15. The final discussion.

Literature



Tim Newburn (Ed) (2008). *Handbook of Policing.*, Willan Publishing



Linda S. Miller & Karen M. Hess (2002). *The Police in the Community, Strategies for the 21st Century, Third edition.*, Wadsworth/Thomson Learning

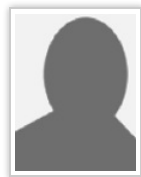
Similar Courses

- » 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

Sociology of the Croatian Diaspora

211221

Lecturer in Charge



Marina Perić
Kaselj,
doc. dr. sc.

ECTS Credits	3.0
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

Forms of Teaching

- » Predavanja
- » Seminar

Week by Week Schedule

1. Introduction: Introduction to the course, program and mode
2. Conceptual explanation: migration terms and concepts
3. Theoretical methodological reviews of migration theories and migration research.
4. Croatian migrations: emigration of Croats within different socio-political systems (from Austria-Hungary to the Republic of Croatia).
5. Croatian diaspora (conceptual definition of diaspora, indigenous minorities, national minorities, emigration / European and overseas emigration).
6. Socio-psychological aspects of migration
7. The breakup of the SFRY, the international recognition of the Republic of Croatia, the Homeland War: the role of the Croatian diaspora.
8. Incorporation processes of Croatian migrants (post-migration social processes: adaptation, integration, assimilation).

9. Return to the Homeland: social, psychological and economic aspects.
10. Women in migration processes.
11. Institutionalisation of the Croatian diaspora: forms of migrant association
12. Croatian diaspora identities: regional, native, ethnic, national, hybrid, multiple identities.
13. Croatian diaspora and transnational spaces: economic, political and social transnationalism.
14. Croatian virtual diaspora: Croatian migrant virtual communities and Croatian migrant cyber culture
15. Final lecture

Literature



Božić Saša -urednik (2012). *Institucionalizacija hrvatske dijaspora*, Jesenski i Turk, Hrvatsko sociološko društvo



Rogić Ivan, Čizmić Ivan (2011). *Modernizacija u Hrvatskoj i hrvatska odselidba*, Institut za društvena istraživanja Ivo Pilar



Perić Kaselj, Marina i Škiljan Filip (ur.) (2018). *Dijasporski i nacionalno manjinski identiteti: migracije, kultura, granice, države*, Institut za migracije i narodnosti

Similar Courses

» -, Oxford

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

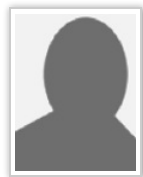
Similar Courses

- » Retorika u poslovnoj komunikaciji, Oxford

Sport and Society

211182

Lecturer in Charge



Marko Mustapić,
doc. dr. sc.

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15
Grading	
Class attendance 10% Final exam 80% Seminar presentation 10%	

Course Description

Study Program Learning Outcomes

- Sociology
 - analysis and interpretation of social phenomena
- Critical thinking
 - quality of scientific research
- Knowledge and understanding
 - process of development of society and the evolution of its institutions
- Specific and professional skills
 - problem-solving abilities

Screening of student's work

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

Literature



Jay Coakley (2014). *Sport in Society*,
New York: The McGraw-Hill



Srđan Vrcan (2003). *Nogomet-politika-nasilje*



Bartoluci, S.; Draženović, L. (2017). *Pet zastava, četiri države, jedno državljanstvo – čije su medalje?*, Sociologija i prostor

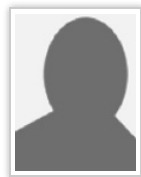
Similar Courses

» -, Oxford

Strategic Thinking in Public Relations

187978

Lecturers in Charge



doc. dr. sc.
Ivan Burić



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

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

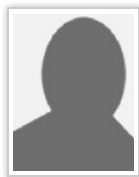


Literatura za seminarski rad ovisi o područjima u kojima student provodi praksu

Subsidiarity and solidarity in an individualistic society

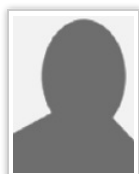
211223

Lecturer in Charge



prof. dr. sc.
Stipan Tadić

Lecturer



Petar Bilobrk,
mag. relig.

ECTS Credits 3.0

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

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

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

Forms of Teaching

- » Predavanja
- » 15 lectures

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

187902

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

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

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
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

Forms of Teaching

» Predavanja

- » The content of the course will be presented with the help of Power Point. Students will have the opportunity to work independently and cooperatively and to have a constructive discussion with the lecturer.

Week by Week Schedule

1. Introductory Lecture - Presentation of the goals and outcomes of the course, methods, obligations and rights of students, compulsory and optional literature.

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

Grading

Student attendance at class, solving assignments given by lecturers, designing and developing their own evaluation examples. Written exam.



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)



Ćuk-Djilas, M. (2014). *Osobna jednakost 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). *Vrednovanje 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

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

214082

Lecturer in Charge



doc. dr. sc.
Dario Pavić

ECTS Credits	3.0
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 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

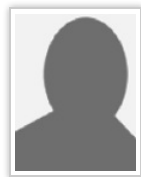


Miliša, Zlatko (2008). *Odgoji manipulacija djecom u obitelji i medijima: prepoznavanje i prevencija*, Marko M. usluge, Zagreb

Theory of Literature

201857

Lecturer in Charge



izv. prof. 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

Croatian Latinity

Communication Sciences

History

Sociology

Screening of student's work

0.5 ECTS	Pohadanje nastave [EN]
0.5 ECTS	Kolokviji [EN]
1 ECTS	Pismeni ispit [EN]
1 ECTS	Seminarski rad [EN]
<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 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).

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.

12. Fieldwork (example of good practice).
13. Reflexive methodology: fieldwork experiences.
14. Teaching unit according to students' choice and needs.
15. Concluding reflections: systematization and valorisation of teaching content and evaluation of teachers' work.

Literature



Brajša, Pavao (1994). *Pedagoška komunikologija*, Školska knjiga



Davis, Hilton (1998). *Pomozi 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



Đorđević, Veljko; Braš, Marijana (2011). *Komunikacija u medicini –čovjek je čovjeku lijek*, Medix: specijalizirani medicinski dvomjesečnik



Jakšić, Maja (2014). *Gubitak, tugovanje i pružanje potpore. S posebnim osvrtom na nesretno okončanu trudnoću*, Služba Božja: liturgijsko-pastoralna revija



Kordiš, Daria (2016). *Socijalno-emotivni razvoj djeteta u ranoj djetinjstvu*, Sveučilište u Puli, Fakultet za odgojne i obrazovne znanosti



Kosić, Katarina (2018). *Tugovanje kod djece*, Sveučilište Josip Juraj Strossmayer u Osijeku



Kovačević, Milijana (2012). *Djeca osnovnoškolske dobi i stres izazvan gubitkom drage osobe -prepoznavanje, razumijevanje, potpora i pomoć*, Školski vjesnik: časopis za pedagošku teoriju i praksu

Therapeutic Pedagogy 2

201485

Lecturer 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

Croatian Latinity

History

Screening of student's work

0.5 ECTS Pohadanje nastave [EN]
 0.5 ECTS Kolokviji [EN]
 1.5 ECTS Pismeni ispit [EN]
 0.5 ECTS Seminarski rad [EN]
 3 ECTS

Week by Week Schedule

1. Introduction to the course Therapeutic pedagogy 2. Program scheme and meeting. Group-teacher expectations.
2. The concept of health and illness in educational theory: grounded application of the concepts of pedagogy and pedagogy in medicine, pedagogical theory in the service of pedagogical and medical practice.
3. Integration of pedagogue into medical practice.
4. Psychotherapy pedagogy.
5. Image and drawing in psychotherapy of children and families (working with examples).
6. A child with special requirements.
7. Therapeutic pedagogy: a child's perspective.
8. Therapeutic pedagogy: The perspective of parents.
9. Therapeutic Pedagogy: Perspectives of pedagogues and teachers (teacher meeting childhood illness in the classroom)
10. Provision of pedagogical assistance to families with young children in crisis situations.
11. Pedagogical support for doctors and medical staff in working with children and parents.
12. Illness as a loss or? Children and adults at home and hospital: relationships.
13. Reflective methodology: research experiences from school.

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.

14. Reflective methodology: research experiences from the hospital.
 15. Concluding reflections: systematization and valorisation of teaching content and evaluation of teachers' work.

Literature



Brajša, Pavao (1994). *Pedagoška komunikologija*, Školska knjiga



Davis, Hilton (1998). *Pomozimo bolesnoj djeci*, Slap



De Zan, Damir (2013). *Slika i crtež u psihoterapiji djece i obitelji*, Medicinska naklada



Gruden, Zdenka (1994). *Psihoterapijska pedagogija*, Medicinska zaklada

Additional Literature



Profaca, Bruna; Puhovski, Sena (2007). *Kako pomoći tugujućem djetetu*, Poliklinika za zaštitu djece grada Zagreba



Cicak, Maca (2010). *Obitelji 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 (2016). *Gubitak, tugovanje i pružanje potpore. S posebnim osvrtom na nesretno okončanu trudnoću*, Služba Božja: liturgijsko-pastoralna revija



Kosić, Katarina (2018). *Tugovanje kod djece*, Sveučilište Josip Juraj Strossmayer u Osijeku

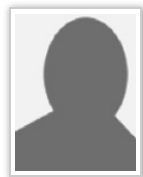


Kovačević, Milijana (2012). *Djeca osnovnoškolske dobi i stres izazvan gubitkom drage osobe – prepoznavanje, razumijevanje, potpora i pomoć*, Školski vjesnik: časopis za pedagošku teoriju i praksu

The Speech Culture

188010

Lecturer 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]

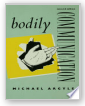
4 ECTS

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

The Violence of Children and Minors

57205

Lecturer in Charge



izv. prof. dr. sc.
Irena Cajner
Mraović

Course Description

Enable students for sociological approach to juvenile violence which includes application of classic and modern sociological theories as well as quantitative and qualitative social research methods. Students should be able to identify and understand critical approach to social reaction in cases of juvenile violence, by which they will be able to participate in creating public policies for prevention juvenile violence.

Learning Outcomes

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

1. Analyze manifestations of juvenile violence
2. Analyze special features of juvenile violence.
3. Relate social context and juvenile violence.
4. Create research focused on risk factors in juvenile violence.
5. Design juvenile violence prevention programs.
6. Reconstruct different models of social reaction to juvenile violence.

Study Program Learning Outcomes

Sociology

analysis and interpretation of social phenomena

Critical thinking

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

Knowledge and understanding

process of development of society and the evolution of its institutions

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

General Competencies

Identify causal relations among social phenomena.

Indicate relevant concepts of culture, socialization, social stratification, social structure and institutions in explaining social phenomena.

Develop research question about subject/process/phenomenon of public interest.

Evaluate sociological research as a basis for improvement.

Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Seminarski rad [EN]

3 ECTS

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.

ECTS Credits 3.0

English Level L1

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%.

Week by Week Schedule

1. Introduction, reminder of the input competence.
2. Juvenile violent assaults.
3. Juvenile sexual violence.
4. Juvenile violence against property.
5. Juvenile violence against public order.
6. Social responses to juvenile criminal violence.
7. The first colloquium: Juvenile criminal violence.
8. Some key aspects in studying and understanding school bullying. Comparative research on school bullying..
9. The assessment of school bullying: scales and surveys, methodological problems and their solving options.
10. A social-ecological model for school bullying prevention and intervention: understanding the impact of adults in the soivial ecology of youngsters. Parent-child relationships and school bullying.
11. The etiological case to the role of the bytander in school bullying. Respect or fear: The relationship between power and school bullying.
12. Victimization by school bullying and social exclusion: links to peer rejection, classroom engagement and school achievement.
13. Peer bullying in sport. Cyberbullying. peer bullying in kindergarten.
14. Second colloquium: Cschool bullying and juvenile violence in other social contexts.
15. Final remarks.

Literature



Jimerson, S. R., Swearer, S. M., Espelage, D. L. (eds) (2009) Handbook of Bullying in Schools. An International Perspective. Routledge.



Čajner Mraović, I. (2005): Kriminološke osobitosti nasilničkoga kriminaliteta maloljetnika. U: Singer, M. i sur: Kriminologija delikata nasilja. Nasilje nad djecom i ženama, maloljetničko nasilje. Globus, Zagreb.

Similar Courses

- » Bullying and Violence in Schools, Oxford

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]
<hr/> 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 Beno, 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*

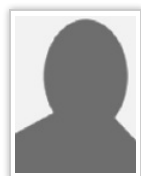


A.J.P. Taylor (1994). *Uzroci drugoga svjetskog rata*

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
Petra Begović, mag. comm.

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

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.

Literature



Babić, Stjepan (2020). *Tvorba riječi u hrvatsko me književno me jeziku. Treće, po boljšano 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.

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.

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 Groups

173686

Lecturer in Charge



doc. dr. sc.
Dario Vučenović

Course Description

Course content will enable students to develop general and specific competences related to mastering basic knowledge and group work skills, as well as planning, evaluating and evaluating the outcomes of group treatment. Also, the subject's goal will be to understand, evaluate and know the processes and dynamics of group work and develop sensitivity and personal capacities to guide group processes. Students will participate in the work of different specific groups and develop group leadership skills and their own communication skills. In this way, students will strengthen their specific professional skills for working with groups.

Learning Outcomes

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

1. List models of psychological assessment and counseling in working with individuals, groups and organizations.
2. Choose appropriate research methods and strategies for intervention according to the characteristics of members of different social groups and cultures and the specifics of their environmental and social context
3. Argue similarities, differences and usability of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences
4. Explain theoretical concepts and scientific knowledge in creating interventions and programs that will improve the living conditions and development of individuals, families, organizations and communities
5. Apply skills of oral and written professional communication and interdisciplinary collaboration in different professional environments

Study Program Learning Outcomes

Psychology

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

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

Specific and professional skills

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

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

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

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

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

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

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours
Seminar 30

Teaching Assistant
Zlatica Kozjak Mikić, dr. sc.

Grading

The conditions for taking the course include the signature of the teacher as proof of regular attendance (max. 3 absences) and independent work and practical work provided in smaller groups. Scoring and monitoring student work: attendance attendance 30% and written report within the independent work of students 70%. For a positive final assessment, it is necessary to have a minimum of 70% of the obligations due to the teaching load (attendance attendance and based on independent work report).

Screening of student's work

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

Forms of Teaching

- » Seminar
 - » once a week, two hours

Week by Week Schedule

1. Introductory class
2. Determinants of group work; group characteristic and group processes
3. Types of groups and influence of psychotherapeutic approaches to the group work.
4. Ethical guidelines and standards of psychological activity in working with groups
5. Planning and structuring group work
6. Identifying needs, identifying members, motivating members and preparing the environment
7. Group structure and group processes. Phases of group work and group roles
8. Types of personalities and group roles
9. Evaluation in treatment groups - monitoring and evaluation of group work
10. Supervision in group work
11. Experience with therapy groups
12. Demonstration and facilitation and leadership skills in leading specific groups.
13. Demonstration and facilitation and leadership skills in leading specific groups.
14. Demonstration and facilitation and leadership skills in leading specific groups.
15. Closure

Literature



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



Hrvatska psihološka komora (2004). *Kodeks etike psihološke djelatnosti*, Hrvatska psihološka komora

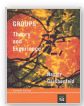
Additional Literature



Ellis, A. (2005). *Svladavanje otpora u psihoterapiji*, Naklada Slap



Glynis M. Breakwell (2007). *Vještine vođenja intervjua*, Naklada Slap



Rodney Napier, Matti K. Gershenfeld (2004). *Groups*, Houghton Mifflin College Division

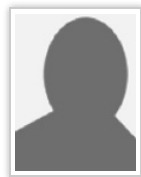
Similar Courses

- » Psihološko savjetovanje, Oxford

Working with Students with Special Educational Needs

201210

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.

Screening of student's work

1 ECTS Pohadanje nastave [EN]

2 ECTS Pismeni ispit [EN]

3 ECTS

Forms of Teaching

» Predavanja

» Lectures will be held once a week (2 h) every Tuesday throughout the semestar

Week by Week Schedule

1. Models of support in education of children with special needs
2. Psychodiagnostic assessment of children with developmental disabilities
3. Overview of diagnostic and therapeutic procedures in rehabilitation and education of children with special needsostic 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 enclusive 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

211180

Lecturer in Charge



Benjamin Perasović,
izv. prof. dr. sc.

ECTS Credits	3,0
English Level	Lo
E-learning Level	L1
Study Hours	
Lectures	15
Seminar	15
Grading	
Written exam/oral exam/seminar paper	

Course Description

The goal of this course is to enable the review of the social processes of the subculturalization of young people. It include the recognition of the phenomena, adoption of the sociological terminology and research approaches related to the subcultures o the young people. The course also include the understanding of the multiparadigmatic development of the sociology of youth subculture.

Learning Outcomes

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

1. Describe the basic sociological approaches to the subcultures of young people.
2. Recognize the sociological terminology in the youth subcultures study
3. Explain the connection of the theoretical concept in the youth subculture studies
4. Explain the importance of the sociological study of the youth subcultures
5. Criticize the different theoretical approaches to the subject of the youth subcultures

Study 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

Forms of Teaching

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

Literature



Benjamin Perasović (2001). *Urbana plemena*, Hrvatska sveučilišna naklada, Zagreb



Rašeljka Krnić, Benjamin Perasović (2013). *Sociologija i party scena*, Naklada Ljevak; Zagreb

Similar Courses

- » -, Oxford

Yugoslav security services from 1944. to 1992.

202915

Lecturer 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
doc. dr. sc. Vladimir Šumanović

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
- Psychology of Advertising
- Psychology of Mass Media and Mass Communication
- Psychology of Mass Media and Mass Communication

Toni Babarović, izv. prof. dr. sc.

- Factor Analysis
- Regression Analysis

doc. dr. sc. Ivan Balabanić

- Data processing
- Market Research
- Multivariate Statistical Methods
- Quantitative methodology
- Social Impact Analysis
- Social phenomenology
- Sociology of Croatian Society 5 - Croatian Legal and Political Institutions

prof. dr. sc. Pavo Barišić

- Philosophy of Law
- Political philosophy

Goran Batina, prof.

- History of Croatian sociology

Petra Begović, mag. comm.

- TV Journalism

Mijo Beljo, mag. educ. hist.

- Croatian Military History and Homeland War
- History of education
- Military-political relations in Bosnia and Herzegovina 1990-95
- War in European History - The Homeland War

Petar Bilobrk, mag. relig.

- History of Christianity in Croatia
- Religious Elements of Croatian Culture
- Subsidiarity and solidarity in an individualistic society

Tamara Bodor, mag. croat.

- Culture of Croats in the Diaspora

Lidija Bogović, mag. croat.

- Lexicology and Lexicography of the Croatian Language
- Word Formation in the Croatian Language

Duje Bonacci, mr. sc.

- Public Promotion of Science

doc. dr. sc. Lovorka Brajković

- Clinical Psychodiagnostics
- Clinical Psychology Reports/Clinical Report Writing
- Developmental Psychology
- Developmental psychopathology
- Educational Psychology
- Motivation in Teaching Croatian Language
- Motivation in Teaching Process
- Preparation of prevention programs
- Production Thesis
- Psychological Testing Skills and Clinical Interview
- Psychology in Croatian Literature
- Psychosocial adaptation of Croatian war veterans in war and devastation

Andreja Brajša-Žganec, prof. dr. sc.

- Applied Developmental Psychology
- Educational Psychology

Petrana Brečić, doc. dr. sc.

- Production Thesis

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

- Contemporary social theory
- Contemporary Sociological Theories
- Market Research
- Social phenomenology
- Sociology of public health

prof. dr. sc. Luka Brkić

- EU Economic System

doc. dr. sc. Domagoj Brozović

- Croatian Cultural Narrative
- Croatian Writers of European Reference
- Introduction to Scientific Research
- Master thesis

izv. prof. dr. sc. Alexander Buczynski

- Croatian warriors in British newspapers in the 18th Century

Gordana Buljan-Flander, prof. dr. sc.

- Production Thesis
- Psychological Counselling

doc. dr. sc. Ivan Burić

- Challenges of Social Stratification in Croatia
- Economic Sociology
- Mass Communication Research Methodology
- Opinion Polls and Media Market Research
- Qualitative Research Methods in Communication Sciences
- Quantitative Research Methods in Communication Sciences
- Research Project
- Strategic Thinking in Public Relations

Josip Burušić, prof. dr. sc.

- Development of psychological research
- Personality Psychology

doc. dr. sc. Krešimir Bušić

- Croatian Political History
- Dictatorships in Central Europe
- Master thesis
- Oral History of Wars in Croatia
- Research Group - Interpretation of Early Modern Sources
- Totalitarian regimes

doc. dr. sc. Rona Bušljeta Kardum

- Active Learning Strategies
- Correlation Practicum in the Methodology of Teaching
- Legal Bases and Pedagogical Documentation
- Methods of Teaching History
- Practical Exercises in the Methodology of Teaching [History]
- Teacher Assessment and Evaluation

izv. prof. dr. sc. Irena Cajner Mraović

- Criminology of Bullying
- Sociology of Development
- Sociology of Domestic Violence
- Sociology of Social Control and Police in Croatian Society
- The Violence of Children and Minors

Lana Ciboci, doc. dr. sc.

- Media Pedagogy
- Research Project
- The Media and Children

prof. dr. sc. Tihomir Čipek

- European Union and Civil Society

Iva Černja Rajter, mag. educ. psych.

- Psychology of Organisational Behaviour
- Regression Analysis

prof. dr. sc. Ante Čović

- Integrative bioethics, environment and society

prof. dr. sc. Stjepan Čosić

- Introduction to Historical Science
- Master thesis
- Military - political relations in Bosnia and Herzegovina 1990-95
- War in European History - The Homeland War

Natalija Čurković, pred. dr. sc.

- Psychology in Educational evaluation. Croatian and International Perspective

doc. dr. sc. Katarina Dadić

- Methods of Teaching Sociology
- Parenting pedagogy
- Pedagogy
- Pedagogy of childhood
- Practical Exercises in the Methodology of Teaching [Psychology]
- Practical Exercises in the Methodology of Teaching [Sociology]
- Therapeutic Pedagogy 1
- Therapeutic Pedagogy 2

doc. dr. sc. Sanja Darmopil

- Practicum in Experimental Biological Psychology

prof. dr. sc. Jasminka Despot**Lučanin**

- Health Psychology
- Production Thesis
- Psychology of Aging

izv. prof. dr. sc. Nikša Dubreta

- Sociology of Drug Use

Adinda Dulčić, izv. prof. dr. sc.

- Working with Students with Special Educational Needs

izv. prof. dr. sc. Ivo Džinić

- Cultural dynamics
- Philosophy and Culture: Croatia in the European Context
- Philosophy of Myth and Religion

Sabrina Đaković, mag. nov.

- Practice - research methods of mass communication

Renata Franc, prof. dr. sc.

- Political Psychology
- Production Thesis

izv. prof. dr. sc. Viktorija Franić**Tomić**

- Croatian Literary Canon
- Master thesis

izv. prof. dr. sc. Anto Gavrić

- Arabian Philosophy
- Arabian Philosophy

prof. dr. sc. **Zygfryd Eckardt**

Gehrmann



- Cultural and linguistic diversity in Europe/ Kulturelle und sprachliche Diversität in Europa
- Globalization and the Language of Science/ Globalisierung und die Sprache der Wissenschaft

prof. dr. sc. **Mario Grčević**



- Croatian language and language policy
- Croatian Linguistic Prescription
- Master thesis

doc. dr. sc. **Ivana Greguric Knežević**



- Philosophy of communication
- Philosophy of cybernetic culture

Tanja Grmuša, doc. dr. sc.



- Media Management
- Research Project

izv. prof. dr. sc. **Georg Holzer**



- Development of the Croatian language

Martina Horvat, mag. paed.



- Correlation Practicum in the Methodology of Teaching
- Parenting pedagogy
- Pedagogy
- Pedagogy of childhood
- Therapeutic Pedagogy 1
- Therapeutic Pedagogy 2

Nenad Jakšić, mag.



- Psychological Testing Skills and Clinical Interview

doc. dr. sc. **Tomislav Janović**



- Research Project
- The Media: A Critical Approach

prof. dr. sc. **Jasna Jeličić-Radonić**



- Croatian Protected Natural and Cultural Heritage

Alojz Jembrih, prof. dr. sc.



- Kajkavian Literary Heritage

Ljubica Josić, doc. dr. sc.



- Electronic Literature
- Mass Communication: Cultural Aspects
- Participatory journalism

doc. dr. sc. **Eva Katarina Glazer**



- Biblical Archaeology
- Croatian Cultural History
- Diploma Thesis (Science Stream)
- History and Archeology
- History of China
- Master thesis

doc. dr. sc. **Zrinka Greblo Jurakić**



- Production Thesis

doc. dr. sc. **Stipica Grgić**



- Diploma Thesis (Teaching Stream)
- Master thesis
- Research Group - Researching and Writing about the 20th Century
- Sixth of January Dictatorship

Ivana Hanzec Marković, dr. sc.



- Educational Psychology
- Methods of Teaching Psychology
- Practical Exercises in the Methodology of Teaching [Psychology]

prof. dr. sc. **Željko Holjevac**



- Croatian-Hungarian permeations in the XIX. Century
- Research Group - Interpretation of Early Modern Sources

prof. dr. sc. **Neven Hrvatić**



- Correlation Practicum in the Methodology of Teaching
- Methods of Working with Students with Special Educational Needs
- Pedagogy

Luka Janeš, mag. phil.



- Integrative bioethics, environment and society

Ivana Jeleč, pred.



- Event Management & Planning.
- Public Relations Practicum

Katarina Jelić, mag. psych.



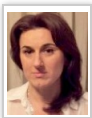
- Preparation of prevention programs
- Psychotherapy Modalities

doc. dr. sc. **Marko Jerković**



- Chapters and Monasteries: Centres of Medieval Civilisation
- Diploma Thesis (Science Stream)
- Master thesis

doc. dr. sc. **Ivana Jukić**



- Croatian Political History
- Diploma Thesis (Science Stream)
- Diploma Thesis (Teaching Stream)
- Master thesis
- Nobility in Croatian Diet: 1650-1740

Josip Jurčević, prof. dr. sc.

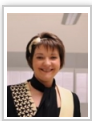
- Croatian Military History and Homeland War
- Diploma Thesis (Teaching Stream)
- Yugoslav security services from 1944. to 1992.

Katica Jurčević, dr. sc.

- Sociology of Migration and Ethnicity

Jelena Jureta, mag. psych.

- Developmental disabilities of Children and Youth
- Developmental Psychology
- Developmental psychopathology
- Development in the Social Context
- Student Placements

Dunja Jurić Vukelić, mag. psych.

- Educational Psychology
- Motivation in Teaching Croatian Language
- Motivation in Teaching Process
- Psychology in Croatian Literature

doc. dr. sc. **Jelena Jurišić**

- Geopolitics and National Security
- Mass Communication and Journalism in the Contemporary World
- Mass Communication: Political Aspects
- Public Promotion of Science
- Research Project
- Social media

doc. dr. sc. **Marko Kardum**

- Philosophy and Culture: Croatia in the European Context

Dijana Kobas Dešković, prof.

- Image, Reputation Management and Lobbying

Zoran Komar, pred. mr. sc.

- Military and Postwar Psychology -Croatian and International Experiences
- Psychology of Organisational Behaviour

doc. dr. sc. **Monika Komušanac**

- Demographic Resources and Potentials
- Demography

Vanja Kopilaš, mag. psych.

- Clinical Psychodiagnostics
- Developmental psychopathology
- Psychological Testing Skills and Clinical Interview

Dora Korać, mag. psych.

- Cognitive Psychology
- Social Cognition and Perception

Mijo Korade, prof. dr. sc.

- Diploma Thesis (Science Stream)

Zlatica Kozjak Mikić, dr. sc.

- Psychology of Mass Media and Mass Communication
- Psychology of Mass Media and Mass Communication
- Working with Groups

doc. dr. sc. **Wolffy Krašić**

- Resistance, Opposition and Dissidentism in Croatia 1945 - 1990
- Social Changes in the Republic of Croatia in 20th Century
- Social Changes in the Republic of Croatia in 20th Century

doc. dr. sc. **Ivana Kresnink**

- Croatian language and language policy
- Croatian Linguistic Prescription
- Master thesis

doc. dr. sc. **Lucija Krešić Nacevski**

- Book and Library History in Croatian Cultural Territory

prof. dr. sc. **Mislav Kukoč**

- Philosophy of Globalization

Tamara Kunić, mag. nov.

- Journalism as a Profession: Practicum
- Participatory journalism
- Production process in the Media

prof. dr. sc. **Danijel Labaš**

- An Introduction to Global Communication
- Event Management & Planning.
- Great Directors of European Cinema
- Image, Reputation Management and Lobbying
- Introduction to Sociolinguistics
- Legal and Ethical Public Relations Standards
- Mass Communication: Sociological Aspects
- Media and Bioethics
- Media in Education
- Media Pedagogy
- Public Relations Practicum
- Research Project
- Risk Management and Crisis Communication

Ivica Lučić, izv. prof. dr. sc.

- Modern and Contemporary History of Bosnia and Herzegovina

Valerija Macan Lukavečki, dr. sc.

- Archivistics for historians
- Relations between Church and State

Igor Marinić, doc. dr. sc.

- Stress and Psychotrauma

Suzana Marjanić, doc. dr. sc.

- Miroslav Krleža

Ivica Martinović, izv. prof. dr. sc.

- Croatian Philosophical Heritage in the European Context

Daria Mateljak, pred.

- Strategic Thinking in Public Relations

prof. dr. sc. Mirjana Matijević-Sokol

- Master thesis
- Research Group - Interpretation of Medieval Sources

doc. dr. sc. Ana Matošić

- Addiction Treatment

Vine Mihaljević, izv. prof. dr. sc.

- Journalism as a Profession: Practicum
- Practice - research methods of mass communication
- Production process in the Media
- Research Project
- TV Journalism

Zdeslav Milas, v. pred. mr. sc.

- Concepts and Theories of Media Effects
- Corporate Communications
- New Media and Digital Marketing

doc. dr. sc. Kristina Milković

- History of Military Border
- Master thesis
- Research Group - Interpretation of Sources for Croatian History: the 19th Century

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

- Introduction to Sociolinguistics
- Speaking and Presentation Skills in German

doc. dr. sc. Jelena Maričić

- Contemporary Psychological Research in Croatia
- Group Processes and Impacts
- Practical Counselling and Helping Skills
- Production Thesis
- Psychosocial adaptation of Croatian war veterans in war and devastation
- Psychotherapy Modalities
- Social Cognition and Perception
- Student Placements

doc. dr. sc. Marica Marinović

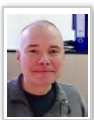
- Local and Regional Development in Croatia
- Qualitative methodology

Zdravka Martinić-Jerčić, lekt.

- Elementary Greek II
- Practical Exercises in the Methodology of Teaching [Latin Language and Literature]

doc. dr. sc. Maja Matasović

- Croatian Latinists in the Literary Republic
- Latin language in the history of Croatian education
- The Croatian Humanist Epic

prof. dr. sc. Renato Matić

- Corporate Social Responsibility
- Critical Thought in Sociology
- Culture of Peace and Non-violence
- History of Croatian sociology
- Prejudice and Discrimination Prevention

Stjepan Matković, prof. dr. sc.

- Diploma Thesis (Science Stream)
- History of parliamentarism in Croatia

doc. dr. sc. Željka Metesi Deronjić

- Croatian Philosophical Heritage in the European Context
- Love and Beauty in the Works of Croatian Renaissance Philosophers

Goran Milas, prof. dr. sc.

- Psychology of Marketing

Silvestar Mileta, pred.

- History of Croatian Cinema

izv. prof. dr. sc. Ivan Milotić

- Croatian state, public and social institutions

Marko Mustapić, doc. dr. sc.

- Sport and Society

Lana Mužinić, prof. dr. sc.

-Stress and Psychotrauma

doc. dr. sc. **Mladen Nakić**

-European Union Institutions

doc. dr. sc. **Marjan Ninčević**-Correlation Practicum in the Methodology of Teaching
-Didactics
-Diploma Thesis (Teaching Stream)
-Pedagogical Management of Modern School
-Practical Exercises in the Methodology of Teaching [Philosophy]**Nina Ožegović**, dr. sc.

-Mass Communication: Cultural Aspects

Katarina Pavičić Dokoza, doc. dr. sc.

-Working with Students with Special Educational Needs

doc. dr. sc. **Dario Pavić**-Applied Statistical Software
-Challenges of Social Stratification in Croatia
-Quantitative Research Methods
-The Demographic Development of Croatia**Krešimir Peračković**, izv. prof. dr. sc.-Sociology of Consumption
-Sociology of Social Changes**Benjamin Perasović**, izv. prof. dr. sc.

-Youth Subcultures

Anita Perešin, izv. prof. dr. sc.-Media and National Security
-Research Project**Marina Perić Kaselj**, doc. dr. sc.-Sociology of the Croatian Diaspora
-Sociology of the Croatian Diaspora**Ivan Perkov**, mag. soc.-Corporate Social Responsibility
-Integrative bioethics, environment and society
-Local and Regional Development in Croatia
-Social Impact Analysisprof. dr. sc. **Zdravko Petanjek**

-Production Thesis

izv. prof. dr. sc. **Davor Piskač**-Bibliotherapy in the Literature Class
-History of Croatian Cinema
-Interpretation of literary text
-Master thesis
-Methods of Teaching Croatian Language
-Miroslav Krleža
-Practical Exercises in the Methodology of Teaching [Croatian Language]
-Theory of Literature**Nenad Pokos**, prof. dr. sc.

-Diploma Thesis (Science Stream)

doc. dr. sc. **Tomislav Popić**-Archivistics for historians
-Diploma Thesis (Science Stream)
-Historiography Practicum
-Master thesis
-Medieval Legal Documents
-Relations between Church and State**Siniša Prekrtić**, pred.

-Speaking and Presentation Skills in English

Vladimir Preselj, pred.

-Corporate Communications

prof. dr. sc. **Slobodan Prosperov Novak**

-Heritage of Other Cultures in the Croatian Culture

izv. prof. dr. sc. **Mladen Puškarić**

-International Relations

izv. prof. dr. sc. **Milan Radoš**

-Practicum in Experimental Biological Psychology

Miroslav Rajter, doc. dr. sc.-Production Thesis
-Theory of Psychological Testingdoc. dr. sc. **Vladimira Rezo**

-Culture, Identity and Globalization

Klara Saganić, mag. psych.

- Group Processes and Impacts

doc. dr. sc. **Sandro Skansi**- Contemporary philosophy
- Philosophical methodologydoc. dr. sc. **Andreja Sršen**- European Society and Integral Ecology
- EU Sustainable Development Policies**Željka Sruk**, prof.

- Great Directors of European Cinema

prof. dr. sc. **Stanislava (Slavica)****Stojan**

- Dubrovnik Republic in the Context of Croatian Cultural History

Ines Sučić, izv. prof. dr. sc.

- Forensic Psychology

Luka Šikić, dr. sc.- Data processing
- Multivariate Statistical Methodsdoc. dr. sc. **Matija Mato Škerbić**- Bioethics
- Methods of Teaching Philosophy, Logic and Ethics
- Philosophy of Education
- Philosophy of Game and Sports**Dajana Šošić**, dipl. nov.- Journalism as a Profession: Practicum
- Production process in the Mediadoc. dr. sc. **Stjepan Šterc**- Geopolitics and Global Security
- Migration and security**Tihana Štojs Brajković**, mag. soc.

- Sociology of Consumption

doc. dr. sc. **Vladimir Šumanović**- Democratic Changes in the Republic of Croatia
- Yugoslav security services from 1944. to 1992.**Iva Šverko**, izv. prof. dr. sc.- Production Thesis
- Psychology of profession choices**Iva Tadić**, mag. psych.

- Working with Students with Special Educational Needs

Katarina Tadić, mag. phil.- Arabian Philosophy
- Arabian Philosophyprof. dr. sc. **Stipan Tadić**- Contemporary social theory
- Contemporary Sociological Theories
- History of Christianity in Croatia
- History of Christianity in Croatia
- Religious Elements of Croatian Culture
- Sociology of Migration and Ethnicity
- Subsidiarity and solidarity in an individualistic societyizv. prof. dr. sc. **Mladen Tomorad**- Diploma Thesis (Science Stream)
- Diploma Thesis (Teaching Stream)
- Famous women of the Ancient world
- History of Egypt, Greece and Rome in Film Art - Facts vs. Fiction
- Master thesis
- Research group - Sources of Egyptian, Greek and Roman History**Davor Trbušić**, mag. comm.- Legal and Ethical Public Relations Standards
- New Media and Digital Marketing
- Risk Management and Crisis Communication**Ivan Uldrijan**, dr. sc.

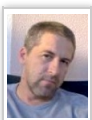
- Media in Education

Vanesa Varga, dr. sc.

- Social media

Snežana Vasilj, mr. sc.

- Croatian Protected Natural and Cultural Heritage

izv. prof. dr. sc. **Darko Vitek**- Diploma Thesis (Teaching Stream)
- Master thesis

Ana Volarić-Mršić, dr. sc.

- Media and Bioethics

Igor Vranić, dr. sc.

- Concepts and Theories of Media Effects

doc. dr. sc. Karolina Vrban Zrinski

- Croatian lexicography
- Croatian Stage Art
- Introduction to Scientific Research
- Literary Stylistics
- Master thesis
- Media Training
- The Speech Culture

doc. dr. sc. Dario Vučenović

- Developmental disabilities of Children and Youth
- Development in the Social Context
- Evaluation and Measurement of Personality
- Methods of Teaching Psychology
- Psychology of Advertising
- Psychology of Mass Media and Mass Communication
- Psychology of Mass Media and Mass Communication
- Risks of Mass Communication
- Sociology of public health
- Student Placements
- Working with Groups

doc. dr. sc. Vlatka Vukelić

- Democratic Changes in the Republic of Croatia
- Diploma Thesis (Science Stream)
- Diploma Thesis (Teaching Stream)
- Economic History of Croatian Modern Society
- History of Education
- Master thesis
- Roman Military in Croatia

prof. dr. sc. Sanja Vulić Vranković

- Croatian Language Teaching in the Diaspora
- Croatian Press in the Diaspora
- Culture of Croats in the Diaspora
- Lexicology and Lexicography of the Croatian Language
- Literature and Culture of Croats in the Diaspora
- Literature and Culture of the Croats in the Diaspora
- Master thesis
- Research Project
- Word Formation in the Croatian Language

Marija Zelić, mag. soc.

- Quantitative methodology
- Sociology of Croatian Society 5 - Croatian Legal and Political Institutions

izv. prof. dr. sc. Dubravka Zima

- Master thesis

Danijela Žakić-Milas, dr. sc.

- Clinical Psychology Reports/Clinical Report Writing

izv. prof. dr. sc. Mislav Stjepan Žebec

- Cognitive Psychology