



UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

GRADUATE STUDY PROGRAMME

History (double-major)

Specialization: teacher education or research

Class: 602-04/16-02/0002

Reg. No.: 2181-190-02-5/1-16-0008

Split, Decembar 2015

GENERAL INFORMATION ABOUT THE HIGHER EDUKARDUM

CATION INSTITUTION

Name of higher education institution	Faculty of Humanities and Social Sciences in Split
Address	Poljička cesta 35, 21000 Split, Croatia
Phone	+385 21 386 122
Fax	/
E-mail	dekanat@ffst.hr
Internet address	www.ffst.unist.hr

GENERAL INFORMATION ABOUT THE STUDY PROGRAMME

Name of the study programme	Graduate university study programme <i>History</i> (double-major); specialization: teacher education or research		
Provider of the study programme	Faculty of Humanities and Social Sciences		
Other participants	N/A		
Type of study programme	Vocational study programme <input type="checkbox"/> University study programme <input checked="" type="checkbox"/>		
Level of study programme	Undergraduate <input type="checkbox"/>	Graduate <input checked="" type="checkbox"/>	Integrated <input type="checkbox"/>
	Postgraduate <input type="checkbox"/>	Postgraduate specialist <input type="checkbox"/>	Graduate specialist <input type="checkbox"/>
Academic/vocational title earned at completion of study	<i>Master of Arts (MA) in History</i> (mag.hist.)		
	<i>Master of Education (MEd) in History</i> (mag.educ.hist.)		

1. INTRODUCTION

1.1. Reasons for starting the study programme

It has been proven that there exists a need in the labour market for teachers of history to work in primary and secondary schools as well as in various cultural and social institutions. The Graduate Study Programme in History is organized as a double major programme; as such, it can be combined with other double-major programmes at the Faculty of Humanities and Social Science in Split, thus offering students a broader education for work in education, culture and the media. The Master of Education in History will be qualified for all forms of teaching in primary and secondary schools. He or she will also be able to perform a variety of jobs in publishing, the media and various scientific, social and cultural institutions. Successful completion of the programme will enable the graduate to pursue further studies at the postgraduate level as well as to conduct scientific research.

The programme is designed so that, on the one hand, the teacher education specialization prepares students for the contemporary teaching of history in primary and secondary schools, and, on the other hand, research specialization, within the module 'Adriatic Studies' – 'Studia Hadriatica', provides a useful foundation for scientific research and further studies at the postgraduate level at universities in Croatia or abroad.

The need for more history teachers in the four Dalmatian counties, which gravitate toward the University of Split, as well as the proximity of south-western Bosnia and Herzegovina, with its predominantly Croatian population which also gravitates toward the University of Split, were the reasons for establishing the graduate programme with specialization in teacher education. On the other hand, the research specialization was established because of the need for educated historians who will, upon completion of graduate studies, contribute to maintaining, enriching and deepening the knowledge of the total scientific, cultural and societal heritage of the city of Split and southern Croatia in general. In addition, we believe that organizing and implementing the graduate programme in Split will significantly facilitate enrolment into the programme to those candidates who do not have the funds to study at other universities (Zadar, Zagreb, Pula), or those from other cities who prefer the programme at the University of Split.

Upon completion of the graduate study programme, the Master of Education in History (mag.educ.hist.) will be qualified for all forms of teaching in primary and secondary schools and for work in publishing, the media and various scientific, cultural and economic institutions. Upon the completion of the graduate study programme 'Adriatic Studies' – 'Studia Hadriatica', the Master of Arts in History (mag.hist.) will be able to conduct independent research and to work as a research associate in various research, cultural, academic and other public institutions. Successful completion of the programme will also enable the graduate to work in tourism (in Croatia or abroad). The past activity of the Department of History at the

Faculty of Humanities and Social Sciences Split has shown its full social, scientific and cultural justification and a very strong interest in this study programme.

1.2. Relationship with the local community (economy, entrepreneurship, civil society, etc.)

Potential partners from non-higher education institutions are primary and secondary schools, schools for Croatian as a foreign language and various scientific, social and cultural institutions in the Split-Dalmatia County.

1.3. Compatibility with requirements of professional organizations

One of the basic preconditions for quality implementation of the proposed program is educational, professional and research cooperation of all relevant factors that may contribute to the process of training and education of students. In addition to the Faculty of Humanities and Social Sciences, this refers to many other higher education institution at the University of Split, as well as scientific and cultural institutions in and around the city of Split (Archaeological Museum, Museum of Croatian Archaeological Monuments, City Museum and the Ethnographic Museum in Split, City Museum of Trogir, State and the Diocesan Archives in Split, University Library in Split), as well as other universities and related faculties in Croatia. Teachers who work at the Department of History are members of numerous professional associations and bodies in Croatia and abroad, such as CASA, Matica hrvatska, Split Literary Circle, Brač Proceedings, Tusculum-Solin, Bijaći, the Society for the History of Croatia, Croatian Genealogical Society "Pavao Ritter Vitezović" Croatian National Committee for Historical Sciences and many others.

1.4. Partners outside the higher education system

Partners outside the higher education system are primary and secondary schools, schools for Croatian as a foreign language, the media, various cultural and tourist institutions.

1.5. Financing

The programme is financed by the Ministry of Science and Education (national budget).

1.6. Comparability of the study programme with other accredited programmes in higher education institutions in the Republic of Croatia and EU countries

The proposed study programme is comparable (both in terms of its content and organization) to the existing double-major undergraduate study programmes in history at the: Faculty of Humanities and Social Sciences in Zagreb, University of Zadar, University "Juraj Dobrila" in Pula, and Faculty of Education in Mostar, as well as any other double-major study programme in Croatia and most programmes in Europe, where the Bologna Process has been implemented. Therefore, with respect to the proposed concept of the study programme, the dynamics of studying, student mobility and ECTS credits, the programme can be compared to similar programmes in the European Union. An important feature of the proposed programme is that the study of history could be combined with the study of a different subject; in this way the student is further enriched in terms of interdisciplinary formation and higher competitiveness in the labour market at home and abroad.

1.7. Openness of the study programme to student mobility (horizontal, vertical in the Republic of Croatia, and international)

The programme is complementary to similar programmes at the University of Zagreb, University of Rijeka, University of Zadar, University of Osijek, and University of Ljubljana. Many Erasmus+ agreements for the mobility of teachers and students at the European level have been concluded. In addition to agreements concluded between the Faculty of Humanities and Social Science in Split and other higher education institutions abroad, the Department of History also collaborates with the Department of East European History of the University of Vienna in Austria (*Institut für Osteuropäische Geschichte der Universität Wien*), Southeast Institute in Munich (*Südost-Institut München*), Department of History and Science and Research Centre of the University of Primorska in Koper, Slovenia. As part of the Erasmus exchange programme, students are able, in accordance with the Bologna principles, to complete a part of the study programme outside their department or institution - at Croatian universities, as well as those abroad in Ljubljana, Maribor, Rome, Vienna, Dublin, Krakow, Poznan, Catania and Chieti-Pescara.

1.8. Compatibility of the study programme with the University mission and the strategy of the proposer, as well as with the strategy statement of the network of higher education institutions

The programme is compatible with the Development Strategy of the Faculty of Humanities and Social Sciences, University of Split.

1.9. Previous experience in equivalent or similar study programmes

The double-major graduate programme in History (according to the Bologna principles) has been implemented since the academic year 2006/2007. The programme offers specialization in teacher education and specialization in research. The research specialization programme was established in 2008. During the last few years only the teacher education programme has been active.

2. DESCRIPTION OF THE STUDY PROGRAMME

2.1. General information

Scientific/artistic area of the study programme	Humanities
Duration of the study programme	4 semesters (2 years)
The minimum number of ECTS required for completion of study	60 (120)
Enrolment requirements and admission procedure	BA degree in <i>History</i> (minimum of 180 ECTS points) OTHER REQUIREMENTS: Minimum grade point average according to the Regulations Study Programmes and Studying at the University of Split.

2.2. Learning outcomes of the study programme (name 15-30 learning outcomes)

Upon completion of the programme, the graduate can:

1. interpret an overview of historical events, processes and ideologies with a special emphasis on the Croatian lands
2. apply the acquired knowledge in teaching at schools and in work at scientific and cultural of institutions
3. examine and compare the meaning and structure of historical concepts and processes
4. compare synonymous political, social and economic processes in different historical times and spaces
5. use the scientific and professional literature for the preparation of lectures and scientific research
6. use the archival sources of the first and second order to write professional and scientific papers
7. discuss research approaches, methods, historical schools and evaluate their strengths and weaknesses with regard to their approach to a particular topic
8. compare various ideologies
9. apply acquired knowledge in the preparation of lesson plans
10. interpret and compare different historiographical methodologies and evaluate new methodologies

11. do independent research and write papers in general, national and local history
12. independently research archival material
13. recognize potential themes for original research papers
14. compare different departments of history, institutes and archives in Croatia and abroad
15. develop a sense for Croatian historical heritage
16. develop a sense for further professional development and independent research

2.3. Employment possibilities

Upon completion of the graduate study programme *History*, the *Master of Education in History* will be able to work in primary and secondary schools, publishing, the media and various scientific, cultural and economic institutions. Upon completion of the graduate study programme *History*, the *Master of Arts in History* will be able to work in higher education (departments of history), historical institutes, archives, media and various research, cultural, and economic institutions.

2.4. Possibilities of continuing studies at a higher level

After successful completion of graduate studies the Master of Education in History (mag.educ.hist.) will be able to continue doctoral studies within the research field of humanities, historical sciences or in the area of interdisciplinary culture. S/he can continue research related to the major courses included in the graduate studies, and research in similar disciplines at universities within Croatia and abroad. S/he can also enrol in related post-graduate specialised studies.

2.5. Name lower level studies of the proposer or other institutions that qualify for admission to the proposed study

Students who hold an accredited BA degree in History (a minimum of 90 ECTS, 180 in total) can enrol into the graduate study programme *History* at the Faculty of Humanities and Social Sciences in Split.

2.6. Structure of the study

The innovativeness of this programme lies in its focus on the Adriatic and the Mediterranean, as is evident from the structure of the curriculum. In terms of the internal structure of the double-major graduate programme in history at the University of Split, the following should be noted:

Graduate Programme in History

The Graduate Programme in History offers two specializations: a) the teacher education specialization and b) the research specialization ('Adriatic Studies' – 'Studia Hadriatica'). Both specializations can be combined with any other double-major programmes at the Faculty of Humanities and Social Sciences in Split or other faculties in Croatia. In order to enrol into the programme, candidates first have to pass all the exams and obtain the required number of ECTS credits. Additional enrolment requirements are set by the Department.

A) TEACHER EDUCATION SPECIALIZATION

Core courses at the graduate level aim to deepen the knowledge of different periods of general and national history acquired during undergraduate study from a more specific and defined perspective, taking into account the requirements and contemporary standards in practice expected of future history teachers. When it comes to these core courses, organized by major historical periods, it should be pointed out that their more specific and defined perspective has been directed towards the following main points, each with their own differentiated accents:

- a) ancient history, with regard to the specific position of the Croatian Adriatic in the wider Mediterranean context
- b) medieval history, on the one hand, in the wider, more general sense, given the Croatian Middle Ages in the European context, and on the other hand, in the more specific sense, with regard to the communal history of Dalmatia.
- c) (early) modern and contemporary history, on the one hand, given the historical flows and opportunities in the wider Mediterranean area, and, on the other hand, in the broader sense, historical interferences of the Croatian Adriatic and Southeast Europe, and their characteristics in the context of contemporary history.

The course *Methodology of Scientific Research*, invaluable in overcoming challenges and demands of the historian's craft, is also required. General mandatory courses such as: *Pedagogy*, *Didactics*, *Educational Psychology*, *Sociology of Education*, *Methodology of Teaching History*, and *Teaching Practice* have an important place in the framework of this programme. Through these courses students develop all the pedagogical and didactic knowledge and skills necessary for quality and competent teaching, in particular through the course *Methodology of Teaching History*, given the requirements and modern standards for teaching history.

Elective courses, offered in each semester, provide an opportunity for students to explore and further enrich and expand areas of personal interest.

Within the Master Thesis Workshop students should, under the guidance of their supervisors, apply their knowledge of history to the analysis of a specific research argument and thus conclude their five-year study of history.

B) RESEARCH SPECIALIZATION: 'ADRIATIC STUDIES' – 'STUDIA HADRIATICA'

The research specialization within the programme 'Adriatic Studies' – 'Studia Hadriatica' offers three modules: ancient history, medieval history, and modern and contemporary history. The aim of selecting one of the modules, realized via various core, mandatory and elective courses, is to deepen knowledge of different periods of general and national history acquired during undergraduate study. This aim is to be achieved in particular through core courses that provide students with deeper and wider knowledge and more pronounced competence in one of the three modules offered. At the same time the width of requirements and modern standards of scientific and/or research work expected from future Masters of Arts in History or potential doctoral students of history should be taken into account. Thus the focus on "Adriatic Studies", i.e. Adriatic - Mediterranean perspective, which has marked historical development of Croatian and its rich heritage so deeply.

- **Core courses** have the purpose of providing students with deeper and wider understanding and more pronounced competence in one of the three modules offered. Essentially they not only equip students with the knowledge of the particular subject, but they also provide specifics of the chosen module.

- **Mandatory courses** accompany core courses and enrich students with the knowledge about other historical periods that might not be in the focus of his/her interest considering his/her choice of module. In this way, students are protected from the pitfalls of "unilateralism" and are in position to acquire important skills in their, so to speak, secondary field of interest.

- **Common courses**, *Latin for Historians 1 and 2*, *Auxiliary Historical Sciences 3* and *Methodology of Scientific Research*, complement the system of core and mandatory courses.

All courses from these three groups (core courses, mandatory courses and common courses) are always offered in the same semester (winter or summer).

- **Elective courses** have the purpose of enriching the knowledge acquired through core, mandatory and common courses, based on the student's preferences and arguments presented in those courses.

With this program, students can, with regard to the timetable, the number of ECTS and schedule of individual courses by semester, to elect - with a special elective courses offered in the list of elective courses that are approved, distributed and equipped with necessary codes at the sessions of the Council of the Department at the beginning of each academic year - as an optional subject in the context of three planned research modules of "Adriatic studies", or of the teacher orientation or of any other graduate studies, and any course of basic or obligatory courses, that are taught during a semester at the Split Faculty of Humanities and Social Sciences or other faculties at the University of Split.

Each of these courses has two hours of lecture per week, just like all elective courses do. In case one of these courses is selected, it carries the same number of ECTS

credits that all elective courses carry (2 credits). If one of these courses is selected as an elective course, it will have a code assigned during the session of the Council of the Department of History at the beginning of each academic year.

Any of the modules offered within the programme 'Adriatic Studies' – 'Studia Hadriatica' is activated only if there is a minimum of 7 (seven) students.

This programme was developed in order to achieve the following important effects:

- Maximum efficiency in the implementation of the program and the fluctuation of study subjects both from the position of teachers and students, especially with regard to configuration and meaningful alternation of core courses, mandatory courses, and common courses at all three research modules, and sustainable stability and transparency of the whole system;
- Maximum rationality in the load to the teaching staff, and students, on the one hand, and, on the other hand, a uniform concentration and distribution of study materials provided;
- Maximum rationality in utilization of space resources that the Department of History has available and, in this respect, removing the danger of unnecessary and unwanted duplication and contradictions.

In addition to the specific principles on which it is formed, the Graduate Programme in History at the University of Split as a whole, as well as in all its parts and stages, infused with a fundamental, general principle: that the study program should be an effective and dynamic instrument of knowledge transfer in the field of historical science and that there exists harmony between classicism and modernity.

All students have the option of taking one elective course from another study programme at the Faculty of Humanities and Social Sciences in Split.

Students' responsibilities are regulated by the syllabi of individual courses (see course descriptions). Students' responsibilities in terms of class attendance, study rhythm and exams are regulated by the regulations of the Faculty of Humanities and Social Sciences.

2.7. Guiding and tutoring through the study system

Most of the courses are intended for work in small groups. Students are expected to consult course instructors regularly during office hours regarding the writing of their essays, presentations and exams. During the winter semester of their second year students choose their supervisor who will then supervise their research and the writing of their diploma thesis during the summer semester. In 2013 the Centre for Student Counselling was opened at the Faculty of Humanities and Social Sciences. For all queries regarding the applications for Erasmus+ programme students and staff can contact the departmental Erasmus coordinator.

2.8. List of courses that the student can take in other study programmes

All students can enroll 1 course a year through elective courses offered at other relevant level programs at the Faculty of Humanities and Social Sciences in Split. The list of courses offered to all students is available on the Faculty's web page.

2.9. List of courses offered in a foreign language

All courses are taught in Croatian.

2.10. Criteria and conditions for transferring the ECTS credits

Students who have achieved more than 42 ECTS in a preceding academic year are considered students of the following year. Students who did not pass all the courses in a given year in the next year have to enrol first into those courses they failed. Students who accomplish the minimum of 60 ECTS in the preceding year are allowed to enrol into courses the sum of which is 75 ECTS in the following year.

ECTS points gained outside the Faculty of Humanities and Social Sciences are recognized in accordance with the value of ECTS set by the Faculty of Humanities and Social Sciences. The transfer of points can be carried out between different study programmes of History. The criteria and transfer requirements follow from the current regulations in place at the Faculty of Humanities and Social Sciences.

2.11. Completion of study

<i>Final requirement for completion of study</i>	Final thesis <input type="checkbox"/> Diploma thesis <input type="checkbox"/>	Final exam <input type="checkbox"/> Diploma exam <input type="checkbox"/>
<i>Requirements for final/diploma thesis or final/diploma/exam</i>	Successfully completed third semester of the second year.	
<i>Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis</i>	After successfully passing all the exams and obtaining a positive grade for the thesis by the supervisor, the student defends his/her thesis before a three member Defence Committee.	

2.12. List of mandatory and elective courses

Teacher education specialization

LIST OF COURSES							
Year of study: 1							
Semester: 1							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZX003	Psychology of Education	30	30	0	0	5
	HZX004	Sociology of Education	30	30	0	0	5
	FPDA1	The City in Antiquity on the Eastern Adriatic Coast	30	15	0	0	4
	FPDB1	The Medieval City on the Eastern Adriatic Coast: Origins and Social Growth	30	15	0	0	4
		Elective course*	30	0	0	0	2
	Total mandatory		150	90	0	0	20
Elective	FPDIP18	The art of warfare in the old world	30	0	0	0	2
	FPDIP19	Poleogenesis of Split at the Crossroads of Late Antiquity and Early Middle Ages	30	0	0	0	2
	FPDIP17	Urban historical geography	30	0	0	0	2
	FPDIP8	History of State Government Institutions in Croatian Countries (1848-1918)	30	0	0	0	2
	FPDIP26	Teaching Controversial and Sensitive Issues in History Teaching, I	5	0	10	0	2
	Total elective		130	0	20	0	10

Psychology of Education and *Sociology of Education* are mandatory courses in double-major degree programme in teacher education specialization. Credits obtained for these courses are evenly distributed to both study programmes (2.5 credits for each course, 5 credits altogether).

* In addition to the above elective courses, it is possible to enroll in other elective courses within the study program. Elective courses are selected from the total sum of elective courses listed in the Order of Lectures for the current academic year.

LIST OF COURSES							
Year of study: 1							
Semester: 2							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZX001	Basics of Pedagogy	30	30	0	0	5
	HZX002	Didactics	30	30	0	0	5
	FPDMN1	Methodology of History Teaching, I	30	15	0	0	4
	FPDB2	Everyday Life in the Adriatic Middle Ages	30	15	0	0	4
		Elective course*	30	0	0	0	2

	Total mandatory		150	90	0	0	20*
Elective	FPDA4	Paganism and Christianity interrelated	30	0	0	0	2
	FPDIP5	History of the Republic of Dubrovnik	30	0	0	0	2
	FPDIP13	Croatian Peasant Movement from the Beginnings to the 1918	30	0	0	0	2
	FPDIP21	Landscape History	30	0	0	0	2
	FPDIP22	Archivistics and Historiography	30	0	0	0	2
	FPDIP24	The Republic of Dubrovnik in Early Roman Archive Archives	30	0	0	0	2
	FPDIP27	Teaching Controversial and Sensitive Issues in History Teaching, II	5	0	10	0	2
	Total elective		190	0	20	0	14

Basics of Pedagogy and *Didactics* are mandatory courses in double-major degree programme in teacher education specialization. Credits obtained for these courses are evenly distributed to both study programmes (2.5 credits for each course, 5 credits altogether).

* In addition to the above elective courses, it is possible to enroll in other elective courses within the study program. Elective courses are selected from the total sum of elective courses listed in the Order of Lectures for the current academic year.

LIST OF COURSES							
Year of study: 2							
Semester: 1							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	FPDMN2	Methodology of History Teaching, II	15	15	0	0	3
	FPDC1	The Adriatic Area and the Ottoman Empire	30	15	0	0	4
	FPDC2	The Hapsburg Monarchy and the Adriatic Area (1790 - 1918)	30	15	0	0	4
	FPDE1	Croatian Society in the 20 th century, II	30	15	0	0	4
	Total mandatory		105	60	/	/	15
Elective	HZX009	Professional Practice in the Teaching Base ¹	0	30	40	80	5
	Total elective		0	30	40	80	5

¹ Professional practice does not enter the quotient of ECTS credits and is not required to enroll. Students can apply for an intern competition and after completing the course they will have an additional 5 ECTS credits. Professional practice can be enrolled either in the winter or summer semester.

LIST OF COURSES							
Year of study: 2							
Semester: 2							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	FPDME	Methodology of Scientific Research	15	0	15	0	1
	FPDNP	Teaching Practice	0	0	30	0	4
	FPDMA	Diploma Thesis	0	0	0	0	10
	Total mandatory		15	30	45	0	15
Elective	HZX009	Professional Practice in the Teaching Base ²	0	30	40	80	5
	Total elective		0	30	40	80	5

² Professional practice does not enter the quotient of ECTS credits and is not required to enroll. Students can apply for an intern competition and after completing the course they will have an additional 5 ECTS credits. Professional practice can be enrolled either in the winter or summer semester.

Research specialization 'Adriatic Studies' – 'Studia Hadriatica'

Module: Ancient History

LIST OF COURSES							
Year of study: 1							
Semester: 1							
	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	FPDA1	Core course: The city in antiquity on the eastern Adriatic coast	30	15	0	0	4
	FPDB1	Mandatory course: The medieval city on the eastern Adriatic coast: origins and social growth	30	15	0	0	4
Elective	FPDPZ3	Auxiliary Historical Sciences III***	15	0	15	0	3
	FPDLP1	Latin language for historians I**	15	0	15	0	2
		Elective Course I***	30	0	0	0	2
		TOTAL	120	30	30	0	15

* *Auxiliary Historical Sciences III* is a common course for students in all three modules

** *Latin for Historians I* and *II* is a common course for students in all three modules

*** At the beginning of the academic year students choose an elective course the total sum of elective courses listed in the Order of Lectures for the current academic year.

LIST OF COURSES							
Year of study: 1							
Semester: 2							
	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	FPDA2	Core course: Types of Roman Authority: Kingdom-Republic-Empire	30	15	0	0	4
	FPDC3	Mandatory course: Early modern Mediterranean world	30	15	0	0	4
	FPDPR	Practicum of Antiquity History	15	0	15	0	3
	FPDLP2	Latin language for historians II	15	0	15	0	2
		Elective Course II	30	0	0	0	2
		TOTAL	120	30	30	0	15

LIST OF COURSES							
Year of study: 2							
Semester: 1							
	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
	FPDA3	Core course: RELIGIONS IN ANTIQUITY: SIMILARITIES AND DIFFERENCES BETWEEN	30	15	0	0	4

Mandatory		GREEK, ETRUSCAN AND ROMAN RELIGION					
	FPDC2	Mandatory course: THE HAPSBURG MONARCHY AND THE ADRIATIC AREA (1526 - 1790)	30	15	0	0	4
	FPDME	METODOLOGY OF SCIENTIFIC RESEARCH	15	0	15	0	3
	FPDLE	LATIN EPIGRAPHY	15	0	15	0	2
Elective		ELECTIVE COURSE III	30	0	0	0	2
		TOTAL	120	30	30	0	15

LIST OF COURSES							
Year of study: 2							
Semester: 2							
Mandatory	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
	FPDA4	Core course: Paganism and Christianity in Mutual Relationship	30	15	0	0	4
	FPDE3	Mandatory course: Contemporary History Fundamentals: Croatian society in the 20th century II	30	15	0	0	4
Elective	FPDMA	Diploma Thesis Workshop	0	30	0	0	5
	FPDA4	Elective Course IV	30	0	0	0	2
		TOTAL	90	60	30	0	15

Module: Medieval History

LIST OF COURSES							
Year of study: 1							
Semester: 1							
Mandatory	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
	FPDB1	Core course: The Medieval City on the Eastern Adriatic Coast: Origins and Social Growth	30	15	0	0	4
	FPDA1	Mandatory course: The City in Antiquity on the Eastern Adriatic Coast	30	15	0	0	4
	FPDPZ3	Auxiliary Historical Sciences III	15	0	15	0	3
	FPDLP1	Latin Language for Historians I	15	0	15	0	2
		Elective Course I	30	0	0	0	2
		TOTAL	120	30	30	0	15

LIST OF COURSES							
Year of study: 1							
Semester: 2							
	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	FPDB2	Core course: Everyday life in the Adriatic middle ages	30	15	0	0	4
Elective	FPDC3	Mandatory course: Early modern Mediterranean world	30	15	0	0	4
	FPDLPA	Latin Paleography	15	0	15	0	3
	FPDL2	Latin language for historians II	15	0	15	0	2
		Elective Course II	30	0	0	0	2
		TOTAL	120	30	30	0	15

LIST OF COURSES							
Year of study: 2							
Semester: 1							
	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	FPDA3	Core course: Eastern Adriatic and Medieval Economies	30	15	0	0	4
Elective	FPDC2	Mandatory course: The Hapsburg monarchy and the Adriatic area (1526 - 1790)	30	15	0	0	4
	FPDME	Metodology of Scientific Research	15	0	15	0	3
	FPDLE	Latin Epigraphy	15	0	15	0	2
		Elective Course III	30	0	0	0	2
		TOTAL	120	30	30	0	15

LIST OF COURSES							
Year of study: 2							
Semester: 2							
	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	FPDA4	Core course: Paganism and Christianity in Mutual Relationship	30	15	0	0	4
Elective	FPDE3	Mandatory course: Contemporary History Fundamentals: Croatian society in the 20th century II	30	15	0	0	4
	FPDMA	Master's Thesis Workshop/Diploma Thesis	0	30	0	0	5
	FPDA4	Elective Course IV	30	0	0	0	2
		TOTAL	90	60	30	0	15

Module: Early Modern and Contemporary History

LIST OF COURSES							
Year of study: 1							
Semester: 1							
	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	FPDC1	Core course: The Adriatic area and the Ottoman empire	30	15	0	0	4
	FPDC2	Mandatory course: The Hapsburg monarchy and the Adriatic area (1526 - 1790)	30	15	0	0	4
Elective	FPDPZ3	Auxiliary historical sciences III	15	0	15	0	3
	FPDLP1	Latin language for historians I	15	0	15	0	2
		Elective Course I	30	0	0	0	2
TOTAL			120	30	30	0	15

LIST OF COURSES							
Year of study: 1							
Semester: 2							
	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	FPDC3	Core course: Early modern Mediterranean world	30	15	0	0	4
	FPDD1	Mandatory course: The Hapsburg monarchy and the Adriatic Area (1790 - 1918)	30	15	0	0	4
Elective	FPDLP2	Latin language for historians II	15	0	15	0	3
		Elective Course II	30	0	15	0	2
		Elective Course III	30	0	0	0	2
TOTAL			135	30	30	0	15

LIST OF COURSES							
Year of study: 2							
Semester: 1							
	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	FPDE1	Core course: Croatian society in the 20th century I	30	15	0	0	4
	FPDE2	Mandatory course: Croatia and the Adriatic (1918 - 1941)	30	15	0	0	4
Elective	FPDME	Metodology of Scientific Research	15	0	15	0	3
		Elective Course IV	30	0	0	0	2
		Elective Course V	30	0	0	0	2
TOTAL			135	30	15	0	15

LIST OF COURSES							
Year of study: 2							
Semester: 2							
	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	FPDA4	Core course: Croatian society in the 20th century II	30	15	0	0	4
	FPDE3	Mandatory course: Croatia and the Adriatic since 1941	30	15	0	0	4
Elective	FPDMA	Diploma Thesis Workshop/Diploma Thesis	0	30	0	0	5
		Elective Course VI	30	0	0	0	2
		TOTAL	90	60	0	0	15

2.13. Description of the courses

NAME OF THE COURSE		ADRIATIC AREA AND THE OTTOMAN EMPIRE					
Code	FPDC1	Year of study		2 nd year of graduate study			
Course teacher	Marko Rimac, Ph. D Associate professor	Credits (ECTS)		4			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	15	0	0	
Status of the course	Mandatory	Percentage of application of e-learning		10%			
COURSE DESCRIPTION							
Course objectives	The course aims to underline the significant role played by the Ottoman Empire at the Adriatic region. Students will obtain information on the basic processes of development of the Ottoman Empire and its political and cultural influence in the wider Adriatic area.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After the end of the class students would be able to:</p> <ul style="list-style-type: none">- Explain the key political processes in the Mediterranean and Adriatic region in the early modern period.- Recognize the crucial role of the Ottoman Empire in the formation of social relations in the observed area.- Interpret the role of Venice and the Ottoman Empire in the area of the Dalmatian hinterland.- Spotting the interdependence of the entire Mediterranean area.- To interpret the results of Ottoman rule in fields of social development.						
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. General development of the Ottoman Empire2. Conquest of Constantinople and the Byzantine heritage preservation3. Consequences of the Ottoman conquest of Egypt and Syria4. North African pirates and their relationship with Spain5. Ottoman Empire in the Mediterranean6. Control over the East Mediterranean7. Relations with the Venetian Republic - from coexistence to wars8. Borderland in the Dalmatian hinterland9. Trade relations between Bosnia-Dalmatian Coast10. The Phanariotes and the Ottoman Empire11. Multi-perspective of Thessaloniki12. The role of Sephardic Jews and Armenians in the Mediterranean trade13. Reform attempts and failures14. The Ottoman Empire and Bosnia15. The fall of the Empire						
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Regular class attendance. Preparation of a written seminar paper and its oral presentation. As part of the seminar, a workshop on selected published historical sources with individual and group assignments for students is planned. Students						

	are required to read the required literature in accordance with the dynamics of the teaching units and keep a reading diary. Taking the tests is a prerequisite for taking the oral exam.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	/	Reading diary	0,5
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	0,5	(Other)	
	Tests	0,5	Oral exam	1	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	The entire course work during the semester is assessed. A submitted literature reading diary and a passed tests are a condition for taking the oral exam. The final grade comes from the oral exam (100%). Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Goffman, Daniel. The Ottoman Empire and Early Modern Europe. Cambridge, 2007.				1	No
	Quataert, Donald. The Ottoman Emipe 1700-1922. Cambridge, 2007.				1	No
	Braudel, Fernand. Sredozemlje i sredozemni svijet u doba Filipa II. Zagreb, 1997.				1	No
	Vrandečić, Josip. Borba za Jadran u ranom novom vijeku: mletačko-osmanski ratovi u venecijanskoj nuncijaturi. Split, 2013.				5	No
Optional literature (at the time of submission of study programme proposal)	Cardini, Franco. Europa i islam. Zagreb, 2009. Ivetic, Egidio-Drago Roksandić. Tolerance and intolerance on the Triplex confinium. Padova, 2007. Mazower, Mark. Salonica-city of ghosts: Christians, Muslims and jews 1430-1950. London, 2004.					
Quality assurance methods that ensure the acquisition of exit competences	Individual consultations, regular class attendance, active participation in discussions, student questionnaire on the quality of teaching and teachers at the university level.					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		ARCHIVISTIC AND HISTORIOGRAPHY					
Code	FPDIP22	Year of study	1 st year, graduate study				
Course teacher	Marko Trogrlić, Ph. D Full Professor	Credits (ECTS)	2				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	Elective	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	Students will be introduced with the basic facts about Croatian archival heritage, about history of Croatian and European archives and other institutions (libraries.						

	museums) in which preserve archival materials. Students will learn basic literature and various types of archival tools that are important for the study of sources. they will learn the basic concepts of archival science as a separate discipline that deals with historical sources.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completion of the course and passing the exam, students will be able to: Describe the history of the archives and types of the archival materials in croatian and foreign archives. Explain the importance of archival materials in historiography. Identifay and interpret archival sources in their researches. Use and apply archival tools, guides, inventories and web sources. Deal and work with archival materials in archival and other institutions.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction in course, the basic concepts, terminology and literature. 2. History of the archives and importance of archival sources in history 3. Development of modern archival institutions of the 18 th century until today. 4. Archival materials as sources: types and evaluations. 5. Basic concepts, principles and terminology of archival science. 6. The archival heritage in Croatia: history, types and preservation of materials. 7. The development of modern archives in Croatia and contemporary archive network. 8. Archival sources and its use in the state archives. 9. Archival sources important for Croatian history in foreign archives. 10. Archival sources in non-archival institutions. 11. Archival sources on-line. 12. Archival tools: types and how to use. 13. Visit and work in archive. 14. Visit and work in department of manuscripts in library. 15. Short repetition, concluding observations and discussion.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Studentres possibilities	Attending classes, presentation of papers, actively participating in classes, passing the oral exam.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	0,5	(Other)	
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	0,5	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Oral exam 70% Paper 20% Teaching activities 10% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the	Title			Number of copies in	Availability via other media	

library and via other media)	<i>Arhivski fondovi i zbirke u arhivima i arhivskim odjelima u SFRJ. SR Hrvatska.</i> Beograd, 1984. Napose uvodni rad: Josip Kolanović, „Arhivi u Socijalističkoj Republici Hrvatskoj“: 11-37.	1	No
	<i>Pregled arhivskih zbirki i fondova u Republici Hrvatskoj.</i> sv. 1 i 2 (kazala) Zagreb, 2006. Napose uvodne tekstove: Stjepan Čosić, „Predgovor“ i „Arhivska služba u Republici Hrvatskoj“: XVII-XXVI.	1	Yes
	<i>Enciklopedija Jugoslavije</i> , svezak 1 (2. ed.). Parts: „Arhivi“ and „Strani arhivi“: 250-294.	1	No
Optional literature (at the time of submission of study programme proposal)	Jozo Ivanović, <i>Priručnik iz arhivistike</i> . Zagreb, 2010. Other archival tools and inventories in print and online.		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process 		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		ART OF WARFARE IN THE ANCIENT WORLD					
Code	FPDIP18	Year of study	1 st year of graduate study				
Course teacher	Ivan Matijević, Ph.D, Associate professor	Credits (ECTS)	2				
Associate teachers	Zvonimir Forker, MA	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	Elective	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	To introduce the students with the ways of warfare in ancient times.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After examination the students will to be able to: - Identify ways of functioning of antique armies - Note the reasons for the restructuring of the army over time and get to know the scope of reforms - Note the basic difference in the battle order of the army of opposing sides - Understand the importance of geo-strategic circumstances of certain military conflicts - Interpret the ways of functioning of society during the war						
Course content broken down in	1. Thoughts about the war in the ancient world; sources 2. Materials, tools and weapons, military branches						

detail by weekly class schedule (syllabus)	3. Warriors and soldiers, war leaders and commanders 4. The selected battles of the Old East 5. Selected battles of ancient Greece I. 6. Selected battles of ancient Greece II. 7. Selected battles of ancient Macedonia 8. Selected battles of the Roman Republic I. 9. Selected battles of the Roman Republic II. 10. Selected battles in the Croatian historical area 11. Roman military operations in the Julio-Claudian era 12. Roman military operations in the Flavian era 13. Roman military operations in the second century in the period of the reign of Marcus Aurelius 14. Roman military operations in the 3rd century 15. Concluding remarks					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Participate in the teaching process: lectures 80%. Behave in accordance with ethical and scientific principles in higher education. Get information about teaching during the teacher's consultation. Pass the oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	1	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Oral exam 100%. Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	August Musić, Nikola Majnarić, „Ratne starine“, „Pomorstvo“, „Odnosaji među državama“, „Ratne starine“, <i>Nacrt grčkih i rimskih starina</i> Zagreb: Nakladni odjel Hrvatske državne tiskare 1942, pretpisak Zagreb: Ex libris 2002, str. 26 – 42; 130 – 144			1	No	
	Vladimir Brnardić, „Kratak pregled razvoja i ustroja rimske vojske“, <i>Publike Flavije Vegecije Renat, Sažetak vojne vještine</i> , prev. T. Shek Brnardić, Uvod V. Brnardić, Zagreb: Golden marketing 2002, str. 27 – 35			1	No	
	Viktor Hoffiller, „Oprema rimskog vojnika u prvo doba Carstva I“, <i>Vjesnik Hrvatskog arheološkog društva</i> 11/1910 - 1911, str. 145 - 140			1	No	
	Viktor Hoffiller, „Oprema rimskog vojnika u prvo doba Carstva II“, <i>Vjesnik Hrvatskog arheološkog</i>			1	No	

	<i>društva</i> 12/1912, str. 16 – 123 Pierre Cabanes, „Kraljevi u Iliriji“, „Izvori“, „Razdoblje rimske intervencije u Iliriji“ (230 – 167)“, <i>Iliri od Bardileja do Gencija (IV- II. st. pr. Kr.)</i> , Zagreb: Svitava 2002, str. 73 – 96; 137 - 182	1	No
	Marin Zaninović, „Politička povijest i teritorijalna rasprostranjenost Delmata“, „Oružje i oruđe“, <i>Ilirsko pleme Delmati</i> , Šibenik, Ogranak Matice hrvatske i Gradska knjižnica „Juraj Šižgorić“, str. 15 – 26; 184 - 187	1	No
Optional literature (at the time of submission of study programme proposal)	<i>Publike Flavije Vegecije Renat, Sažetak vojne vještine</i> , prev. T. Shek Brnardić, Uvod V. Brnardić, Zagreb: Golden marketing 2002. A. Goldsworthy, <i>The complete Roman army</i> , 2003. B. Campbell, <i>War and society in imperial Rome 31 BC- AD 284</i> , 2002. <i>Cambridge ancient history</i> , Third edition, vol. 1-13, Cambridge University Press 1970. The Cambridge history of Greek and Roman warfare, vol. II, <i>Rome from the late Republic to the late Empire</i> , ur. P. Sabin, H. van Wees, M. Whitby, Cambridge University press 2008. P. de Souza, W. Heckel, L. Llewellyn-Jones, <i>The Greeks at war from Athens to Alexander</i> , Osprey publishing 2004.		
Quality assurance methods that ensure the acquisition of exit competences	Regular class attendance. Individual consultations. Student questionnaire on the quality of teaching and teachers at the university level. The achievement of learning outcomes is checked by an exam.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		AUXILIARY HISTORICAL SCIENCES III					
Code	FPDPZ3	Year of study	1 st year of graduate study				
Course teacher	Tonija Andrić, Ph. D, Associate professor	Credits (ECTS)	3				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			15	0	15	0	
Status of the course	Mandatory	Percentage of application of e-learning	10%				
COURSE DESCRIPTION							
Course objectives	The aim of this course is to enable the students to mastering the basic skills for independent scientific research, as well as the related technical procedures, in particular for the work on the medieval archival material.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	At the end of this course the student should be able to: - understand the origin of historical documents, - describe the structure of the historical document, - compare the Croatian medieval sources with the similar European sources, - understand the criteria of evaluation of authenticity of documents, - critically interpret the original historical texts, - describe the main characteristics of all auxiliary historical sciences.						

Course content broken down in detail by weekly class schedule (syllabus)	Week 1: Introduction. Latin paleography. Week 2: Epigraphy I. Week 3: Epigraphy II. Week 4: Public documents. Week 5: Private documents. Week 6: Forms. Week 7: Tradition of documents. Week 8: Forgeries. Week 9: Egdotics of diplomatic sources. Week 10: Chronology. Week 11: Heraldry. Week 12: Genealogy. Week 13: Sfragistics (sigillography). Week 14: The rules on issuing the archives. Week 15: The practical use of chronological aids (Easter tables, etc.).					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Active participation in the teaching process as a prerequisite for taking the exam; passed a written exam or two tests.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	1
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	/	(Other)	
	Written exam or two tests	1	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Written exam or two tests - 100%. Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	DELONGA, Vedrana, <i>Latin epigraphic inscriptions in early medieval Croatia</i> , Split 1996.			2	No	
	FUČIĆ, Branko, "Glagolitic inscriptions", <i>Works of JAZU</i> (book 57), Zagreb 1982.			1	No	
	STIPIŠIĆ Jakov, <i>Auxiliary historical sciences in theory and practice: Latin paleography, general diplomatics, chronology, abbreviation dictionary</i> , Zagreb, 1991. (or editions 1972 and 1975)			4	No	
	ANTOLJAK, Stjepan, <i>Auxiliary historical sciences</i> [Library of the magazine "Our Past" – book III], Kraljevo 1971			1	No	
	ZELIĆ-BUČAN, Benedikta, <i>Litte Bosnian scripture of Croatian Cyrillic scripture</i> , Split 2000			3	No	
Optional literature (at the time of submission of study	CAPPELLI, Adriano, <i>Cronologia, cronografia e calendario perpetuo. Dal principio dell' Èra Cristiana ai giorni nostri. Tavole cronologico – sincrone e quadri sinottici per verificare le date storiche.</i> (seconda edizione interamente rifatta ed ampliata)					

program proposal)	[Manuali Hoepli], ed. Ulrico Hoepli, Milano 1930. (reprint from 1952) GROTEFEND, Herman <i>Taschenbuch der Zeitrechnung des Deutschen Mittelalters und der Neuzeit</i> , ed. Hahnsche Buchhandlung, Hannover 1960, 1991 ZMAJIĆ, Bartol, <i>Heraldry, sfragistics, genealogy, vexillology, dictionary of heraldry terms</i> , Zagreb 1996 GULIN, Ante, <i>Croatian ecclesiastical medieval sfragistics</i> , Zagreb 1998
Quality assurance methods that ensure the acquisition of exit competences	- regular class attendance, class activity, successfully completing tasks - studentska anketa o kvaliteti nastave i nastavnika na sveučilišnoj razini - passed written exam
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		CITY IN ANTIQUITY ON THE EASTERN ADRIATIC COAST					
Code	FPDA1	Year of study	1st year of graduate study				
Course teacher	Ivan Matijević, Ph.D, Associate professor	Credits (ECTS)	4				
Associate teachers	Zvonimir Forker, MA	Type of instruction (number of hours)	L	S	E	F	
			30	15	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	To introduce students with the development of urban settlements on the eastern coast of Adriatic which took place in three main stages. The first took place in the prehistoric hillforts surrounded with great walls. The second is strongly marked by Greek colonization which introduces urban principles of orthogonal plan. The third is marked by the establishment of the Roman Empire, which led to a highly developed urban achievements. Because of the frequent invasions of barbarians the time of late antiquity revived the old hillfort positions.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After passing the exam students will be able to: - Observe the basic principles of the development of urban settlements on the eastern coast of Adriatic during three main periods - Identify the main characteristics of the Greek city - Note the difference between the Greek and Roman cities - Describe the circumstances in which certain Roman colony was established - Interpret basic developmental principles of Roman cities						
Course content broken down in detail by weekly class schedule (syllabus)	1. Origin of the city. 2. Characteristics of the city in social and political terms. 3. The Administration in Greek and Roman city. 4. Greek colonization. 5. Converting Illyrian hillforts into cities. 6. Škrip on Brač. 7. Issa and Pharos. 8. Salona. 9. Roman cities on the peninsula. 10. Iader 11. Parentium						

	12. Roman cities on the hills. 13. Narona. 14. Pola. 15. Converting military camps in the cities.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Participate in the teaching process: lectures 80%, seminars 80%. Behave in accordance with ethical and scientific principles in higher education. Prepare and present a seminar paper according to pre-established criteria. To be informed about the teaching and preparation of the seminar paper during the teacher's consultations. Pass the oral exam.					
Screening student work(<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	1	(Other)	
	Tests	/	Oral exam	2	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Seminar paper 30%. Oral exam 70%. Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	N. CAMBI, <i>Antika</i> , Zagreb 2002.			1	No	
	M. SUIĆ, <i>Prošlost Zadra I.</i> , Zadar 1981.			1	No	
	M. SUIĆ, <i>Antički grad na istočnom Jadranu</i> , Zagreb 2003.			1	No	
Optional literature (at the time of submission of study programme proposal)	L. MUMFORD, <i>Grad u historiji</i> , Zagreb 1968., do str. 274. VITRUVIJE, <i>X. knjiga o arhitekturi</i> , Zagreb 2005. (prijevod). J. STAMBAUGH, <i>The Ancient Roman City</i> , Baltimore and London 1988. E. J. OWENS, <i>The City in the Greek and Roman World</i> , London 1994.					
Quality assurance methods that ensure the acquisition of exit competences	Regular class attendance, activities in teaching process. Individual consultations. Student questionnaire on the quality of teaching and teachers at the university level. The achievement of learning outcomes is checked by an exam.					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		CROATIA AND THE ADRIATIC SINCE 1941 UNTIL TODAY					
Code	FPDE4	Year of study		2nd year of graduate study			
Course teacher	Edi Miloš, Ph. D Associate Professor	Credits (ECTS)		4			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	15	0	0	
Status of the course	Mandatory	Percentage of application of e-learning		10%			
COURSE DESCRIPTION							
Course objectives	The aim of the course is understanding the historical issues and processes in the Adriatic Sea from 1941 until today.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	At the end of the college students should be able to: - Show the war and post-war events - Describe the main social and political processes in the mentioned period - Interpret the efforts of the socialist government in the political, economic and ideological processes - Critically interpret the ideological preferences of fascist and communist regimes - Compare the social and ideological values fascist, communist regime and the democratic system - Interpret controversial political and territorial issues with Croatian neighbors						
Course content broken down in detail by weekly class schedule (syllabus)	1. Roman Treaties and the occupation (2L) 2. Concentration camps in Dalmatia (2L) 3. Origins and development of the antifascist movement (2L) 4. Overseas refugees (2L) 5. Adriatic in the Ustasha ideology (2L) 6. War operations in the Adriatic and nearby territories (2L) 7. Merging with motherland (2L) 8. The Paris Peace Treaties (2L) 9. Exodus of optants - esuls (2L) 10. Osimo Treaties (2L) 11. Issue of Trieste (2L) 12. The economic development of the Adriatic basin (2L) 13. Disintegration of Yugoslavia (2L) 14. European and regional Adriatic initiatives (2L) 15. Croatian Adriatic policy (2L)						
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance, prepration and oral presentation of seminar paper, passed written exam.						
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of	Class attendance	1,5	Research	/	Practical training	/	
	Experimental work	/	Report	/	(Other)		
	Essay	/	Seminar essay with presentation	0,5	(Other)		

ECTS credits is equal to the ECTS value of the course)	Tests		Oral exam		(Other)	
	Written exam Or two tests	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam: 80% Seminar with presentation: 20% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Nada Kisić - Kolanović, <i>NDH i Italija; političke veze i diplomatski odnosi</i> , Zagreb, 2001.			2	No	
	Dušan Bilandžić, <i>Hrvatska moderna povijest</i> , Zagreb, 1999.			1	No	
	Ivo Goldstein, <i>Hrvatska povijest</i> , Zagreb, 2003.			1	Yes	
	Hrvoje Matković, <i>Povijest Jugoslavije (1918.-1991.)</i> . Hrvatski pogled, Zagreb, 1998.			1	Yes	
Optional literature (at the time of submission of study programme proposal)	Tomislav Jonjić, <i>Hrvatska vanjska politika: 1939.-1942.</i> , Zagreb, 2000. Vid Jakša Opačić, "Bitka za Trst Bitka za Trst: uz pedesetu godišnjicu Londonskog memoranduma", <i>Hrvatska revija</i> 4 (2004.), 4 ; str. 116. - 120.					
Quality assurance methods that ensure the acquisition of exit competences	Regular class attendance, student questionnaire of evaluation of teaching work at the university level, passed written exam and realized other syllabus-prescribed obligations, individual consultations and self-assessment of students of achieved learning outcomes.					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		CROATIA AND THE ADRIATIC (1918 - 1941)					
Code	FPDE2	Year of study	2 nd year of graduate study				
Course teacher	Edi Miloš, Ph. D Associate Professor	Credits (ECTS)	4				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	15	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	10%				
COURSE DESCRIPTION							
Course objectives	The aim of the course is a comparative understanding of "Adriatic policy" during the First World War and the Kingdom of Yugoslavia. To familiarize students with the importance of "Adriatic questions" for the course of the First World War, and the dynamics of the struggle for dominance over the eastern coast between the kingdoms of Yugoslavia and Italy.						
Course enrolment requirements and entry competences required for the course	/						

Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the end of the college students should be able to: - Show the development of geopolitical relations in the Adriatic before and during the First World War - Compare the war and the economic potential of the Adriatic countries in the said period - Interpret questions of continuity / discontinuity between the old and the new state - Critically interpret the Yugoslav Adriatic policy - Interpret the Croatian political tradition concerned to the Adriatic					
Course content broken down in detail by weekly class schedule (syllabus)	1. Development of the Austro-Hungarian Navy and the Italian Navy (2L) 2. London Pact (2L) 3. Fight for Dalmatia in the First World War (2L) 4. Combat operations in the Adriatic Sea during the First World War (2L) 5. Corfu Declaration and the Pact of Rome (2L) 6. Demarcation between the Kingdom of Italy and the Kingdom of SHS (2L) 7. Yugoslav navy 1918-1941 (2L) 8. Rijeka question (2L) 9. Adriatic Guard (2L) 10. Adriatic in ideology of ORJUNA (2L) 11. Rapallo Treaty (2L) 12. Traffic junction of sea with the hinterland (2L) 13. Adriatic diplomacy (2L) 14. Dalmatian mayors (2L) 15. Summary of knowledge before the exam (2L)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Lectures are realized with the use of multimedia teaching aids and are supported by teaching resources available on the website of the course. Students are required to attend lectures regularly and participate in discussions on topics to be covered.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	/	Practical training	/
	Experimental work	/	Report	/	Other)	
	Essay	/	Seminar essay	1	(Other)	
	Tests	/	Oral exam	/	(Other)	
	Written exam	1,5	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Seminar paper - 20% Oral exam - 80% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Dragovan Šepić, Italija, saveznici i jugoslavensko pitanje. Zagreb 1970.			2		No
	Isti, Sudbinske dileme rađanja Jugoslavije. Italija, saveznici i jugoslavensko pitanje 1914.-1918., Pula 1989.			1		No
	Ivo Lederer, Yugoslavia at the Paris Peace Conference. A Study in Frontiermaking, New Haven/London 1963.			1		No

	Grga Novak, <i>Jadransko more u sukobima i borbama kroz stoljeća II.</i> , Split 2004.	2	No
	Angelo Vivante, <i>Jadranski iredentizam</i> , Zagreb, 2002.	1	No
Optional literature (at the time of submission of study programme proposal)	Grga Novak, <i>Prošlost Dalmacije II.</i> , Split, 2004.; Franko Potočnjak, <i>Rapalski ugovor</i> , Zagreb, 1921. Ivo Šišević, "Sporazum Trumbić – Bertolini u sklopu rješavanja jadranskog pitanja", <i>Pomorski zbornik</i> , Zadar, 3 (1965.), 917. - 948.		
Quality assurance methods that ensure the acquisition of exit competences	Individual consultations, regular class attendance, active participation in discussions, student questionnaire on the quality of teaching and teachers at the university level.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		CONTRIBUTION OF CHRISTIANITY TO CROATIAN SOCIETY AND CULTURE IN EARLY MODERN AND CONTEMPORARY PERIOD					
Code	FPDIP12	Year of study	1 st year of graduate study				
Course teacher	Marko Trogrlić, Ph.D, Full professor	Credits (ECTS)	2				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	Elective	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	Students should gain a knowledge of fundamental contribution of Christianity to Croatian society and culture, noticing achievements of these influences, their main protagonists and, in that regard, the acquired heritage. Students still would have the ability to meet basic permeation of Christian thought and Croatian society for centuries, taking it in comparative consideration in the broader regional and European context.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students would be able to: - Explain the significance of the contribution of Christianity to Croatian culture and society for its future work - Interpret the continuity and changes of this contribution on Croatian territory throughout history - Interpret the basic processes that affected on formation of a specific Christian values - Critically interpret different aspects in the field of relations between Christianity and Croatian society of modern era						
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction: The concept and the place of Christian thought in the specific Croatian circumstances. 2. Croats taking part in European Humanism and Renaissance. Contribution that prominent Christians gave to these movements 3. Crisis of institutional Christian activity and regular religious life during Turkish invasions and conquests. 4. Christian renewal in the areas liberated from the Ottomans.						

	5. Christianity after the fall of the Venetian Republic, then under the Habsburg Empire. 6. Conflicts with liberalism and Catholic movement. 7. Croatian Catholics between the two world wars and during wartime. 8. Suffering during postwar rigid communist rule. 9. Post-conciliar renewal at the time of failure of communist party pressure. 10. Christian institutions and Croatian statutory law. 11. Social role of Christianity to the civil codes. 12. Social role of Christian holy sites. 13. Prominent personalities of the Christian milieu and their contribution to Croatian society. 14. Importance and role of dr. Ivan Merz 15. Concluding remarks.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input 6"="" type="checkbox/>(other)</td></tr><tr><td>Student responsibilities</td><td colspan="/> Regular class attending, oral presentation of papers, actively participating in teaching process, passed oral exam.		
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	0,5	(Other)	
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	0,5	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Oral exam 70 % Report 20 % Class activity 10 % Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	BUTURAC- A.IVANDIJA, <i>Povijest Katoličke crkve među Hrvatima</i> , Zagreb 1973 str.138-317, ili M. VIDOVIĆ, <i>Povijest Crkve u Hrvata</i> , Split 1996. Dijelovi koji se odnose na novi vijek;			1	yes	
	F. ŠANJEK, <i>Kršćanstvo na hrvatskomu prostoru. Pregled religiozne povijesti Hrvata</i> , Zagreb 1996, str. 289-543			1	no	
	<i>Katoličanstvo u Bosni i Hercegovini</i> , Sarajevo 1993, 60-135.			1	no	
Optional literature (at the time of submission of study programme proposal)	Jure Krišto, <i>Hrvatski katolički pokret (1903.-1945.)</i> , Zagreb, 2004.					
Quality assurance methods that ensure the acquisition of exit	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level					

competences	<ul style="list-style-type: none"> - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		CROATIAN PEASANT MOVEMENT FROM ITS BEGINNING UNTIL 1918					
Code	FPDIP13	Year of study	1 st year of graduate study				
Course teacher	Edi Miloš, Ph. D Associate Professor	Credits (ECTS)	2				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	Elective	Percentage of application of e-learning	0 %				
COURSE DESCRIPTION							
Course objectives	The main objective of the course is to introduce students to the action of the peasant movement and Croatian political life in the context of the last decades of the Habsburg monarchy and the First World War.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After passing the exam students will be able to: - Explain the basic thoughts and development of the conceptual system of Croatian peasant movement - Explain the key processes political life of Croatian and Central European space milestones 19th and 20th centuries. - Present the main cultural and social processes of that period - Identify the causal link between the development of a political phenomenon and its wider context - Apply a critical approach to the treated themes and national myths						
Course content broken down in detail by weekly class schedule (syllabus)	1. Political, cultural and social conditions of Compromise Croatian 2. The Youth of Radic brothers 3. Entry of Stjepan Radic to the political scene in Banska Hrvatska and his activity by the end of the 19th century 4. Cultural work, conceptual maturation and first contacts with politics of Antun Radic 5. Determination of the position of the Radic brothers in the Croatian public stage, their attempts to set new directions and origins of awakening peasantry 6. Relations of Radic brothers with Croatian political circles and the elite in the early 20th century 7. Radic brothers and political situation of the first years of the 20th century 8. The Establishment and structuring of the Croatian Peasant Party (HPSS)						

	9. Preliminary System of HPSS 10. The first steps of HPSS in the country's political arena 11. HPSS during Rijeka Resolution and the rule of Croatian-Serbian coalition 12. HPSS in a time of crisis related with annexation of Bosnia and Herzegovina and its consequences 13. HPSS in the pre-war years 14. HPSS during the First World War 15. HPSS during the break up of the Austro-Hungarian Empire, the creation of the State of SHS and the beginning of the Kingdom of SHS					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input 6"="" type="checkbox/>(other)</td></tr><tr><td>Student responsibilities</td><td colspan="/> Regular class attendance, passed written exam.		
Screening student work(<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	/	(Other)	
	Written exam or two tests	1	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Written exam: 100%					
	Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	BOBAN Branka, <i>Stjepan Radić u vrijeme Prvoga svjetskog rata</i> , Zagreb, Alinea, 2006.			1	No	
	CIPEK Tihomir, <i>Ideja hrvatske države u političkoj misli Stjepana Radića</i> , Zagreb, Alinea, 2001.			1	No	
	MATKOVIĆ Hrvoje, <i>Povijest Hrvatske seljačke stranke</i> , Zagreb, Naklada P.I.P. Pavičić, 1999.			1	No	
	PERIĆ Ivo, <i>Antun Radić 1868.-1919. Etnograf, književnik, političar</i> , Zagreb, Dom i Svijet, 2002.			1	No	
	PERIĆ Ivo, <i>Stjepan Radić 1871.-1928.</i> , Zagreb, Dom i Svijet, 2003.			1	No	
Optional literature (at the time of submission of study programme proposal)	BIONDICH Mark, <i>Stjepan Radić, The Croat Peasant Party, and the Politics of Mass Mobilization, 1904-1928</i> , Toronto/Buffalo/London, University of Toronto Press, 2000. BOBAN Branka, <i>Demokratski nacionalizam Stjepana Radića</i> , Zagreb, Zavod za hrvatsku povijest Filozofskog fakulteta Sveučilišta u Zagrebu, 1998. FILIPAN Božena (ur.), <i>Kukuljevićevi dani u Varaždinskim Toplicama 1995-2000</i> , Varaždinske Toplice, Matica hrvatska, 2002. KOŠČAK Vladimir, „Mladost Stjepana Radića“, <i>Hrvatski znanstveni zbornik</i> , Zagreb, 1971, br. 2, str. 123-165.					

	<p>KRIŠTO Jure, „Hrvatsko katoličanstvo i ideološko formiranje Stjepana Radića (1893.-1914.)“, <i>Časopis za suvremenu povijest</i>, Zagreb, sv. 23, 1991, br. 1-3, str. 129-163.</p> <p>KRIZMAN Bogdan, „Stjepan Radić 1918. godine“, <i>Historijski pregled</i>, Zagreb, sv. 5, 1959, br. 3, str. 266-295.</p> <p>KRIZMAN Bogdan, „Stjepan Radić i Hrvatska pučka seljačka stranka u prvom svjetskom ratu“, <i>Časopis za suvremenu povijest</i>, Zagreb, sv. 2, 1970, str. 99-166.</p> <p>KRIZMAN Bogdan, „Stjepan Radić na pariškoj političkoj školi (1897.-1899.)“, <i>Naše teme</i>, Zagreb, sv. 15, 1971, br. 6, str. 1072-1090.</p> <p>KRIZMAN Bogdan, „Osnivanje Hrvatske pučke seljačke stranke (1904.-1906.)“, <i>Radovi Instituta za hrvatsku povijest</i>, Zagreb, sv. 2, 1972, str. 105-179.</p> <p>MATKOVIĆ Stjepan, „Viđenje Stjepana Radića o preobražaju Habsburške monarhije (1905.-1906)“, <i>Časopis za suvremenu povijest</i>, Zagreb, sv. 25, 1993, br. 1, str. 125-139.</p> <p>MATKOVIĆ Stjepan, „Odnos braće Radić prema politici 'novog kursa' na primjeru Riječke i Zadarske rezolucije“, <i>Časopis za suvremenu povijest</i>, Zagreb, sv. 26, 1994, br. 3, str. 475-485.</p> <p>MATKOVIĆ Stjepan, „Politički odnosi Josipa Franka i frankovaca prema radićevskoj ideologiji“, <i>Radovi Zavoda za hrvatsku povijest</i>, Zagreb, sv. 32-33, 1999-2000, str. 277-283.</p>
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		CROATIAN SOCIETY IN THE 20 TH CENTURY, I				
Code	FPDE1	Year of study	2 nd year of graduate study			
Course teacher	Aleksandar Jakir, Ph.D, Full Professor	Credits (ECTS)	4			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The goal of the course is to develop a critical sense for understanding basic processes of modernization in different segments of urban and rural living during the first half of the 20th century in Croatia, with special reference to the situation in Split and Dalmatia. Students attending the seminars will be stimulated toward independent research and evaluation of sources and literature in order to develop critical thought and to be able to form their own opinion about essential questions included in the subject. It will be dealt with demographic and spacial developments, everyday culture, changes in the educational system and in culture in urban and rural spaces, economic foundations of changes, migration processes as consequence of the crisis of society and economy.					
Course enrolment	/					

requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	At the end of the course students should be able: - to identify key developments and processes with regard to Croatian society in the first half of 20th century - to recognize and explain the emergence and key features of relevant phenomena connected with occurring changes in Croatian society during the period - to explain basic processes connected with developments in the sphere of economy in the given period - to have an understanding of concepts concerning social and cultural history of the period					
Course content broken down in detail by weekly class schedule (syllabus)	1. Demographic and spacial change 2. Everyday culture 3. Educational system 4. Examples of rural and urban life 5. Economic foundation of development in society 6. Emigration in connection to economic conditions 7. The impact of the crisis of Austria-Hungary on society 8. The Croatian lands during the First World War 9. Unsolved problems of society in the Kingdom of Serbs, Croats and Slovenes 10. The development of urban spaces in Dalmatia 11. Consequences of the World economic crisis on Dalmatia 12. The impact of ideologies on society 13. Art and Culture 14. Yugoslav sport 15. Summarizing results. Preparation for the exam					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Lectures are realized with the use of multimedia teaching aids and are supported by teaching resources available on the website of the course. Students are required to regularly attend lectures and participate in discussions on topics that will be covered, and to prepare and present a seminar paper.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	0,5	(Other)	
	Tests	/	Oral exam	2	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	The entire course work during the semester is assessed. The final grade arises from participation in teaching and assessment of seminar work in the oral exam. Teaching activities: 20% Seminar paper with presentation: 30%					

	Oral exam: 50% Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature (available in the library and via other media)		Number of copies in the library	Availability via other media
	Duško Kečkemet, <i>Prošlost Splita</i> , Split, 2002.	3	No
	Hrvoje Matković, <i>Povijest Jugoslavije (1918.-1991.)</i> , Zagreb, 1990.	1	Yes
	Zdenka Šimončić - Bobetko, <i>Agrarna reforma i kolonizacija u Hrvatskoj 1918.-1941.</i> , Zagreb, 1997.	1	Yes
Optional literature (at the time of submission of study programme proposal)	Bogdan Radica, <i>Vječni Split</i> , Split, 2002. Rudolf Bičanić, <i>Ekonomska podloga hrvatskoga pitanja</i> , Zagreb, 1995.		
Quality assurance methods that ensure the acquisition of exit competences	Active participation in discussions, evaluation of seminar work, presentation and oral exam, student questionnaire on the quality of teaching and teachers at the university level.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		CROATIAN SOCIETY IN THE 20 TH CENTURY, II					
Code	FPDE1	Year of study	2 nd year of graduate study				
Course teacher	Aleksandar Jakir, Ph.D, Full Professor	Credits (ECTS)	4				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	15	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	10%				
COURSE DESCRIPTION							
Course objectives	Research into social changes after the seizure of government by the Communist Party of Yugoslavia in various segments of urban and rural life during the second half of the 20th century in Croatia with a particular emphasis on conditions in Split and Dalmatia. Selection of themes: cultural and social revolution, agrarian reform, life in socialism in the cities and villages, economic foundations of development, emigration as a consequence of social and economic crises, etc. The goal of the course is to develop a critical sense for understanding basic processes of modernization in different segments of urban and rural living during the second half of the 20th century in Croatia, with special reference to the situation in Split and Dalmatia. Students attending the seminars will be stimulated toward independent research and evaluation of sources and literature in order to develop critical thought and to be able to form their own opinion about essential questions included in the subject.						
Course enrolment requirements and entry competences required for the	/						

course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	At the end of the course students should be able: - to identify key developments and processes with regard to Croatian society in the second half of 20th century - to recognize and explain the emergence and key features of relevant phenomena connected with occurring changes in Croatian society during communist rule - to explain basic processes connected with developments in the sphere of economy in the given period - to have an understanding of concepts concerning social and cultural history of the period					
Course content broken down in detail by weekly class schedule (syllabus)	1. Demographic and spacial change 2. Everyday culture 3. Educational system 4. Examples of rural and urban life 5. Economic foundation of developments in society 6. Social and cultural revolution after 1945 7. Agrarian reform 8. The working class in Croatia during socialism 9. Life during the times of socialism in Croatia 10. Cultures and counter-cultures in a socialist society 12. The impact of ideology on society 13. Yugoslav sport 14. Transformations of society in times of political changes 15. Summarizing results. Preparation for the exam					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance; oral presentation; written seminar paper; written exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	1,5	(Other)	
	Tests	/	Oral exam	1	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	The entire course work during the semester is assessed. The final grade arises from participation in teaching and assessment of seminar work in the oral exam. Teaching activities: 20% Seminar paper with presentation: 30% Oral exam: 50% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	.			Number of copies in the library	Availability via other media	
	Marija Matićka. <i>Agrarna reforma i kolonizacija u</i>			1	No	

	<i>Hrvatskoj 1945.-1948.</i> , Zagreb 1990. Zdenko Radelić, <i>Hrvatska u Jugoslaviji 1945.-19991. Od zajedništva do razlaza</i> , Zagreb 2006. Zdenka Šimončić - Bobetko, <i>Agrarna reforma i kolonizacija u Hrvatskoj 1918.-1941.</i> , Zagreb, 1997.	1	No
		1	Yes
Optional literature (at the time of submission of study programme proposal)	Sabrina P. Ramet, <i>Balkan Babel</i> , Westview Press 2002.		
Quality assurance methods that ensure the acquisition of exit competences	Active participation in discussions, evaluation of seminar work, presentation and oral exam, student questionnaire on the quality of teaching and teachers at the university level.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		EARLY MODERN MEDITERRANEAN WORLD				
Code	FPDC3	Year of study	1 st year of graduate study			
Course teacher	Josip Vrandečić, Ph. D Full Professor	Credits (ECTS)	4			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			30	15		
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The course aims are to define the historical process in the early modern Mediterranean.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the end of the class students would be able to: - Underline the stages in the growth and decline of the states - Describe the main historical political and cultural processes in the Mediterranean - Interpret questions of continuity / discontinuity between economic flows - Critically interpret the new forms of social organization of some countries - Interpret the territorial structure of the Mediterranean countries					
Course content broken down in detail by weekly class schedule (syllabus)	1. Trade of spices 2. Maritime security 3. Asia-Africa-Europe trade 4. Supply of grain 5. Venetian merchant convoys 6. Monetary circulation 7. Internal situation in the Ottoman Empire and Spain 8. History of piracy 9. The transhumance and port registers					

	11. Battle for Corfu and Malta 12. Cypriot war 13. Candian war 14. Wars of Morea 15. Review of the course					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance, preparation and presentation of seminars, active participation in classes, passing a written exam.					
Screening student work(<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1,5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	0,5	(Other)	
	Tests	/	Oral exam	/	(Other)	
	Written exam	2	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Teaching activities 10% Seminar paper 20% Written exam 70% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Fernand Braudel, <i>Sredozemlje i sredozemni svijet u doba Filipa II.</i> , Zagreb, 1997.-98			3	No	
	M. Bertoša, <i>Istra, Jadran, Sredozemlje: Identiteti i imaginariji</i> , Zagreb - Dubrovnik 2003.			1	No	
Optional literature (at the time of submission of study programme proposal)	J. J. Norwich, <i>The Middle Sea: A History of the Mediterranean</i> , Doubleday, 2006. P. Matvejević, <i>Mediteranski brevijar</i> , Zagreb					
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		DIDACTICS				
Code	HZX002	Year of study	1 st year of graduate study			
Course teacher	Assistant Professor, Morana Koludrović, PhD	Credits (ECTS)	5			
Associate teachers	Antonela Mrsić, mag. paed., asiss.	Type of instruction (number of hours)	L	S	E	F
			30	30	0	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	Course objectives are to introduce students with the concept of didactics; to learn about the theoretical and methodological grounding of didactics and about basic didactic terms; to learn about didactic systems of education and teaching with a critical and creative attitude to didactic theory and practice; to get acquainted with the process of planning and programming teaching process and to be able to create the teaching curriculum; to get acquainted with the theory of curriculum; to get acquainted with the elements of teaching situations and other educational situations; to learn about the communication processes in the classroom; to get acquainted with the elements that affect the educational atmosphere; to be able to transfer and interference of knowledge of didactics on different situations of teaching and educational process; to motivate students for research in the field of didactics and the teaching profession.					
Course enrolment requirements and entry competences required for the course	None					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of this course, students will be able to: <ul style="list-style-type: none">• Identify didactics as a pedagogical discipline and analyze its relationship to other disciplines• Identify and explain the relationship between didactics and methodics• Identify the causal relationship between the various didactic phenomena• Identify different didactic theories, trends, models and systems• Distinguish types of teaching styles and explain their impact on the teaching process• List and describe the elements of the teaching process• Properly define and formulate the objectives and learning outcomes• Describe the phases, approaches and aspects of the planning and programming of the teaching process• Prepare and analyze the teaching curriculum• Explain the stages of the teaching process• Describe the articulation of learning and teaching• Distinguish the didactic principles, methods, social forms and media in the process of teaching and learning• Create and analyze materials for teaching process• Define and analyze the concept of educational ecology					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Scientific, practical, methodological and epistemological merits of the didactics (2P + 2S)2. The basic didactic concepts and training system (2L + 2S)3. Didactic theories, trends, models and systems (2L + 2S)4. Educational and teaching situations (2L + 2S)5. Education and teaching (goals, outcomes and activities; Bloom's Taxonomy)					

	(2L + 2S) 6. Analyzing and creating the curriculum (4L + 2S) 7. Planning and programming teaching classes (2L + 4S) 8. The National Curriculum Framework and various strategies of education (2L + 2S) 9. Educational Standards (2L + 2S) 10. Theories about the selection and structuring of teaching content (2L + 2S) 11. Didactic cycle and its stages (preparation, implementation and evaluation of teaching and education) (4L + 2S) 12. The articulation of the situation of learning and teaching (2L + 2S) 13. Communication processes in teaching (2L + 2S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Participate in the educational process: lectures 80% and seminars 80%. Behave in accordance with ethical and scientific principles in higher education. Plan, organize and present the plan of the teaching unit. Actively and constructively participate in the teaching process. Participate and perform teaching and extracurricular (individual, group and research) activities that enable the acquisition of learning outcomes provided by the course. Create and present a seminar paper according to established criteria. Pass the written exam (passed two colloquia are equivalent to a written exam).					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research	/	Practical training	1
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	1	(Other)	
	Tests	/	Oral exam	/	(Other)	
	Written exam	1	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade in the course is formed with regard to the realization of the following elements: 1. Written exam (i.e. successfully passed two colloquia) - 50% 2. Seminar paper - 20% 3. Success in solving individual and group tasks - 20% 4. Class activity, participation in discussions during classes and seminars - 10% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Miljković, D.; Strugar, V.; Cindrić, M. (2016), <i>Didaktika i kurikulum</i> . Zagreb: Učiteljski fakultet.				10	No
	Bognar, L., Matijević, M. (2005). <i>Didaktika</i> . Zagreb: Školska knjiga. (odabrana poglavlja)				2	No
	Pivac, J. (2010), <i>Izazovi školi</i> . Zagreb: Školska				1	No

	knjiga		
	Vizek Vidović, V. i sur. (2014), Psihologija odgoja obrazovanja. Zagreb: IEP-VERN. (odabrana poglavlja)	5	No
	Previšić, V. (ur.) (2007), Kurikulum: Teorije Metodologija – Sadržaj – Struktura. Zagreb: Zavod za pedagogiju Filozofskog fakulteta Sveučilišta u Zagrebu, Školska knjiga. (odabrana poglavlja)	2	No
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Koludrović, M.; Rajić, V. (2019), Što je (ne)suvremeno u suvremenom školstvu? Suvremene teme u odgoju i obrazovanju - STOO Pedagogija i psihologija: od ispravljanja nedostataka do poticanja osobnih snaga i vrlina. Zagreb: Sveučilište u Zagrebu, Učiteljski fakultet, 139-152. 2. Rijavec, M.; Miljković, D. (2010), Pozitivna disciplina u razredu. Zagreb: IEP. 3. Koludrović, M. (2013), Mogućnosti razvijanja kompetencija učenja u suvremenoj nastavi. Pedagogijska istraživanja, 10(2), 295-307. 4. Koludrović, M.; Kolobarić, M. (2016), Stjecanje životno – praktičnih vještina u hrvatskom školstvu nekad i danas. Život i škola, 62(3), 65-75. 5. Gudjons, H. (1994), Pedagogija – temeljna znanja. Zagreb: Educa. 6. Kyriacou, C. (1995). Temeljna nastavna umijeća. Zagreb: Educa. 7. Marsh, J.C. (1994). Kurikulum: temeljni pojmovi. Zagreb: Educa. 8. Meyer, H. (2002). Didaktika razredne kvake. Rasprave o didaktici, metodici i razvoju škole. Zagreb: Educa. 9. Stoll, L., Fink, D. (2000), Mijenjajmo naše škole. Zagreb: Educa. 10. Koludrović, M. (2013), Problemsko učenje u kurikulumu obrazovanja nastavnika. Zagreb: Sveučilište u Zagrebu. 11. Studenti prema preporuci nastavnika, a sukladno odabiru seminarske teme odabiru i drugu znanstvenu i stručnu te on line i tiskanu literaturu. 12. Relevant and current laws in the field of education 		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process 		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		EASTERN ADRIATIC AND MEDIEVAL ECONOMIES					
Code	FPDB3	Year of study	2 nd year of graduate study				
Course teacher	Tonija Andrić, Ph.D, Associate professor	Credits (ECTS)	4				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	15	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	10%				
COURSE DESCRIPTION							
Course objectives	Course objective is not the economic history in the narrow sense of the word, but the observation of the impact of economy on the everyday life of people and their societies. The course attempts at interpreting the economic phenomena of the						

	Middle Ages in connection to social phenomena.	
Course enrolment requirements and entry competences required for the course	/	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>At the end of the course students are expected to:</p> <ul style="list-style-type: none"> - discuss and write about medieval societies on the Adriatic - describe economic phenomena and the economic development of medieval societies on the Adriatic - distinguish types and functions of economic activities of communal societies, both synchronically and diachronically - critically analyze the interrelations between economic systems and political power 	
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction and methods (space, time, approach) (2L + 1S) 2. State of scholarship (2L + 1S) 3. Space of medieval Croatia and its social areas (2L + 1S) 4. Eastern Adriatic – the space of towns and urban economies (2L + 1S) 5. Communal space and economic activities. Economic development and political power (2L + 1S) 6. Differences in relations: urban economies and the Arpad & Anjou dynasties, Venice and the rulers of Balkan hinterland. Economic systems of eastern Adriatic societies (2L + 1S) 7. Economic system of Venice. Features of agricultural economy: exploiting the land, grain and hunger, wars and epidemics (2L + 1S) 8. Mercantile links: between the Balkan-Pannonian area and the Adriatic/Mediterranean. Centers of the Mediterranean (Venice, Dubrovnik) and the peripheral economies of the Adriatic (case-study: Split 1475-1500) (2L + 1S) 9. Peripheral economies on the eastern Adriatic, the areas of their commercial connections: Pannonian-Balkan hinterland, Adriatic/Mediterranean (2L + 1S) 10. Business technologies: commercial societies and the medieval entrepreneurship of as an integral part of Mediterranean level of business (2L + 1S) 11. Economies and incomes. Levels of income: servants, farmer and serf, craftsman. Incomes of the social elite (2L + 1S) 12. Economic power (case-studies: Zadar noble families Detrico or Begna, Camurtius q. Francisci of Split) and economic dependence (2L + 1S) 13. Wealth and class differences as a backdrop to political power. Case-studies: Great Assembly of Split in the 14th century, Great Assembly of Zadar in the 15th century (2L + 1S) 14. Medieval economies on the eastern Adriatic in a Euro-Mediterranean context (2L + 1S) 15. Review of the course content; revision and preparation of students for the exam (2L + 1S) 	
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)
Student responsibilities	Participation in the teaching process as a prerequisite for taking the exam; timely oral presentation; timely submitted written seminar paper; passed the oral exam.	

Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	/	Practical training	/
	Experimental work	/	Report	0,5	(Other)	
	Essay	/	Seminar essay	0,5	(Other)	
	Tests	/	Oral exam	1,5	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Oral exam - 70%; Written seminar paper - 20% Oral presentation - 10%. Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Tomislav Raukar, <i>Hrvatsko srednjovjekovlje. Prostor, ljudi, ideje</i> , Zagreb 1997.				2	No
	Tomislav Raukar, <i>Srednjovjekovne ekonomije i hrvatska društva</i> , Zagreb 2003.				1	Yes
	Tomislav Raukar, <i>Jadranski gospodarski sustavi: Split 1475.-1500. godine, Rad HAZU 480</i> , Zagreb 2000, pp. 49-114.				1	Yes
	Tomislav Raukar, <i>Splitska trgovačka društva XIV. stoljeća, Vojetov zbornik</i> , Ljubljana 2007, pp. 379-394.				1	No
	<i>Nova zraka u europskom svjetlu: Hrvatske zemlje u ranome srednjem vijeku (oko 550 – oko 1150)</i> , ed. Z. Nikolić Jakus, Zagreb, 2015.				1	No
Optional literature (at the time of submission of study programme proposal)	Josip Kolanović, <i>Šibenik u kasnome srednjem vijeku</i> , Zagreb 1995.					
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching proces					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		EVERYDAY LIFE OF THE ADRIATIC MIDDLE AGES					
Code	FPDB2	Year of study	1 st year of graduate study				
Course teacher	Tonija Andrić, Ph. D Associate professor	Credits (ECTS)	4				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	15	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	20 %				
COURSE DESCRIPTION							
Course objectives	The main aim of this course is to introduce the students with everyday life of medieval societies in the eastern Adriatic, and, in the context of Croatian Middle Ages, highlight the fundamental phenomena and processes of social history. The main goal of the course is to develop the critical thinking of students during their use of historical sources, and to teach them how to argumentative express their opinions in a constructive discussion with colleagues.						
Course enrolment requirements and entry competences required for the course	Enrollment in graduate history study.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	At the end of this course the student should be able to: - explain the structure of medieval societies in the eastern Adriatic and to classify the level of social gatherings during the Middle Ages, - interpret the development features of municipal economy and their main industries in different socio-political systems, - describe the position and influence of the Church in everyday life of Croatian Middle Ages, - explain the importance of health, social care and education during the Middle Ages - interpret the cultural and artistic heritage of the Adriatic Middle Ages as part of communal identity of Dalmatian towns, - present the culture of living, dressing and eating in everyday life of east Adriatic communes.						
Course content broken down in detail by weekly class schedule (syllabus)	Week 1: Introduction to the course: student obligations and seminar topics. Week 2: Social history and the history of everyday life: a European and domestic historiography, sources and research methods. Week 3: Social structures of eastern communes in the Middle Ages: societies, legal classification, marginal groups. Week 4: Family and family links: marital relations, the position of women and children, dowry system, inheritance, illegitimate children, medieval households. Week 5: Local economy: the main industries - agricultural economy, animal husbandry, trade, maritime and shipbuilding, handicrafts. Week 6: Local economy: economic systems - communal, Anjou economic system, Venetian economic policies in medieval Dalmatia. Week 7: Church in medieval everyday life: Benedictines, Franciscans, Dominicans - pastoral work, effects on society, processions, religious ceremonies. Week 8: Health and social care: hygienic living conditions, the Black Death, quarantine, hospitals, leprosarium, orphanage, pharmacy. Week 9: Literacy and education: Latin, Glagolitic and Cyrillic literacy, monastic and cathedral schools, development of higher education, publishing, libraries. Week 10: Artistic creation: Pre-Romanesque, Romanesque, Gothic, early						

	Renaissance - stylistic features and the most significant examples. Week 11: Personal sensitivity of the Middle Ages: devotion, piety, charity, love, fear, security and belonging. Week 12: The housing culture: type of houses, building materials, external appearance, interior equipment. Week 13: Clothing: clothing as a status symbol, patrician and plebeians male and female clothing, colors and materials, decorations and jewelry. Week 14: Food: the perception of food in the Middle Ages, nutritional foods, ways of preparing food, water and wine, kitchen equipment and dining room. Week 15: Final view. Preparation of students for the exam.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Active participation in the teaching process as a prerequisite for taking the exam; timely oral presentation, timely submission of written seminar paper, passed written exam.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	/	Practical training	/
	Experimental work	/	Report	0,5	(Other)	
	Essay	/	Seminar essay	0,5	(Other)	
	Tests	/	Oral exam	/	(Other)	
	Written exam	1,5	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Written exam - 70% Written seminar paper - 20% Oral presentation - 10% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Raukar, Tomislav, "Communal societies in Dalmatia in the 14th century", <i>Historical collection</i> , no. XXXIII-XXXIV, Zagreb 1980-1981,p p. 139-209 (Reprinted in <i>Studies of Dalmatia in the Middle Ages</i> , Split 2007, pp. 69-140			1	Yes	
	Raukar, Tomislav, "Communal societies in Dalmatia in the 15th and the first half of 16 th century", <i>Historical collection</i> , no. XXXV, Zagreb 198s ,pp. 43-118 (Reprinted in <i>Studies of Dalmatia in the Middle Ages</i> , Split 2007, pp. 141-212			1	Yes	
	Raukar, Tomislav, "Cives, habitatores et forenses in the medieval dalmatian cities", <i>Historical collection</i> , no. XXIX-XXX, Zagreb 1976-1977., pp. 139-149 (Reprinted in <i>Studies of Dalmatia in the Middle Ages</i> , Split 2007, pp. 43-52)			1	Yes	

Optional literature (at the time of submission of study programme proposal)	<p>Benyovsky, Irena, "Fraternities in the Croatian lands", <i>History of Croats: the Middle Ages</i>, vol. I (ed. Šanjek, Franjo), Zagreb 2003, pp. 430-436.</p> <p>Benyovsky, Irena, "Mendicants and Dalmatian Towns in the Middle Age", <i>Historical Contributions</i>, no. 15, Zagreb, 1996, p. 241-26.</p> <p>Krasić, Stjepan, "Beginnings of Croatian higher education within the early university movement in Europe", <i>Proceedings of the Department for Historical Research of the Institute for Historical and Social Sciences of Croatian Academy of Sciences and Arts</i>, no. 22, Zagreb 2004, p. 121-172.</p> <p>Ladić, Zoran, "Legats of late medieval Dalmatian testator as a source for the study of some forms of daily life and material culture", <i>Proceedings of the Department of Historical Research of the Institute for Historical and Social Sciences of Croatian Academy of Sciences and Arts</i>, no. 21, Zagreb 2003, p. 1-28.</p> <p>Ravančić, Gordan, "Contribution to the study of Black death in the Dalmatian town (1348-1353): a range of sources and state of research on examples of Dubrovnik, Split and Zadar", <i>Historical Contributions</i>, no. 26, Zagreb 2004, p. 7-18.</p> <p>Janeković Roemer, Zdenka, "Family relations in Dalmatian society in 13th and 14th centuries", <i>Historical collection</i>, no. XXXV, Zagreb 1992, p. 179-194.</p>
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		FUNDAMENTALS OF PEDAGOGY					
Code	HZX001	Year of study	1st year of graduate study				
Course coordinator(s)	Tonča Jukić, Ph.D., Assoc. Professor	Credit value (ECTS)	5				
Associates	Sani Kunac, assist.	Course delivery types (hours per semester)	L	S	P	T	
			30	30	0	0	
Course status	Mandatory	E-learning percentage	20%				
COURSE DESCRIPTION							
Course objectives	To enable students to undertake the critical scientific study of pedagogy as the theory and practice of developing competencies for life, for organisational skills and effective professional and scientific engagement with pedagogical issues and activities in education and training.						
Course admission requirements and entrance competences required	None.						

Expected learning outcomes at a course level (4-10 outcomes)	<ul style="list-style-type: none">- to explain the epistemological characteristics of pedagogy- to critically analyze and compare traditional and modern definitions of basic pedagogical terms and different understandings of pedagogy as a science- to argue the basic postulates of pedagogy as a theory of competencies- to identify the advantages and disadvantages of pedagogical theories of personality development- to distinguish the qualitative levels in an individual's development and teachers' tasks in their implementation- to explain aspects and methods of pedagogical work in the development of competencies- to set pedagogy and andragogy in relation- to explain the need for the theoretical and practical development of competencies for intercultural relations- to explain the reasons why curriculum development is a pedagogical problem- to critically reflect and discuss on basic pedagogical conceptions and reform pedagogies and identify their strengths and weaknesses- to take a stand on the need to respect the rights, needs and interests of each individual and his uniqueness					
Course content elaborated in detail according to the timetable	<ul style="list-style-type: none">- Introduction to the course. (2L + 2S)- Scientific definition - epistemological characteristics of pedagogy. Pedagogy in scientific systems and the scientific system of pedagogy. (2L + 2S)- Socio-historical dimensions and the development of pedagogy. The basic postulates of pedagogy as theory of competencies. (4L + 4S)- Different pedagogical paradigms. (4L + 4S)- Reform pedagogies. (2L + 2S)- Basic characteristics of the school system. (2L + 2S)- Development of curriculum as a pedagogical problem. (2L + 2S)- Pedagogical theories of personality development. Competence approach in pedagogy. The qualitative levels in individual's development. (4L + 4S)- Aspects and methods of pedagogical work in development of competencies. (2L + 2S)- The relation between pedagogy and andragogy in the system of lifelong learning. (2L + 2S)- Development of competencies for sustainable development and life in a plural society (2L + 2S)- Conclusions of the course. (2L + 2S)					
Course delivery types	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> tutorials <input type="checkbox"/> completely <i>on line</i> <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field teaching			<input type="checkbox"/> independent tasks <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (note down other types)		
Students' duties	Students are required to participate in lectures (80%) and seminars (80%), present a seminar paper and pass 2 preliminary exams.					
Following up students' work (<i>note down ECTS credits</i>)	Course attendance	2	Researching	/	Practical work	/
	Experimental work	/	Term paper	/	(Other)	

for each activity so that the total of ECTS credits matches the course credit value):	Essay	/	Seminar paper	0,5	(Other)	
	Preliminary exams	2,5	Oral exam	/	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating students' work during the course and in the final exam	The final grade for the course is formed according to the completion of the following elements: presenting the seminar paper (20%) and passing 2 preliminary exams (80%) or a written exam. The assessment and marking criteria of individual elements can be found in the course repository.					
Obligatory reading list (available in the library and in other media)	Title				Number of copies in the library	Available in other media
	Lenzen D. (2002). Vodič za studij znanosti o odgoju – što može, što želi, Zagreb: Educa (selected chapters)				4	No
	König E. Zedler, P.(2000). Teorije znanosti o odgoju. Zagreb: Educa (selected chapters)				3	No
	Malić, J., Mužić, V. (1981). Pedagogija, Zagreb: Školska knjiga (selected chapters)				1	No
	Milat, J. (2005). Pedagogija – teorija osposobljavanja. Zagreb: Školska knjiga				1	No
	Vukasović, A. (1990). Pedagogija. Zagreb: HKZ „Mi” (selected chapters)				1	No
Additional reading list	1. Giesecke, H. (1993). Uvod u pedagogiju. Zagreb: Educa 2. Gudjons, H. (1994). Pedagogija - temeljna znanja. Zagreb: Educa - (selected chapters) 3. Delors, J. (1998). Učenje - blago u nama. Zagreb: Educa - (selected chapters) 4. Hentig, von H. (2008), Što je obrazovanje? Zagreb: Educa 5. Hentig, von H. (2007). Kakav odgoj želimo? Zagreb: Educa 6. Glasser, W. (2005). Kvalitetna škola. Zagreb: Educa 8. Mijatović, A. (ur.) (1999). Osnove suvremene pedagogije, Zagreb: Hrvatski pedagoško- književni zbor 9. Morin, E. (2002). Odgoj za budućnost. Zagreb: Educa					
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.					

NAME OF THE COURSE		HABSBURG MONARCHY AND THE ADRIATIC AREA (1526 -1790)					
Code	FPDC2	Year of study	2 nd year of graduate study				
Course teacher	Marko Rimac, Ph.D, Associate professor	Credits (ECTS)	5				
Associate teachers	Nikša Varezić, Ph.D, Professor Assistant	Type of instruction (number of hours)	L	S	E	F	
			30	15	0	0	
Status of the course	Elective	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	Using the comparative-historical perspective the aim of this course is to meet the basic ways of spreading the Habsburg influence on the Adriatic area and determine their main facilities under the political, cultural, religious and other social aspects.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students should be able to: - Explain the basic ways of spreading the Habsburg influence on the Adriatic area - Spot the main contents of intertwining between the Habsburg Dominion and the Adriatic area - Interpret the basic sources and basic historical processes of early modern permeation of the imperial heritage in the Mediterranean under the political, cultural, religious and other social aspects - Interpret the fundamental historical processes on the eastern Adriatic coast, especially in Istria, and perceive their cause-effect relationships						
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the subject 2. The Adriatic area at the time of Ferdinand of Habsburg 3. The Ottoman incursions, the Adriatic area and the Habsburg Monarchy from Maximilian to Ferdinand III. 4. The fall of Klis 5. Croatian borderlands 6. Habsburg and the Uskoks of Senj 7. Habsburg and Venetian Istria. 8. Dubrovnik Republic and the Habsburgs. 9. The Habsburgs and the Venetian-Ottoman wars. 10. The Adriatic area and the Habsburg-Ottoman war (1684.- 1699.) 11. Maria Theresa and Joseph II. and the Adriatic area. 12. The Habsburgs and the Christian Church in the Adriatic. 13. Croatian institutions in Rome. 14. Cultural permeating in the Adriatic region. 15. Final considerations.						
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Regular class attendance. Writing a seminar paper and its oral presentation. Students are required to read the required literature in accordance with the						

	dynamics of the teaching units and keep a reading diary. Taking the colloquium is a prerequisite for taking the oral exam.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	/	Practical training	/
	Experimental work	/	Report	/	Reading diary	1
	Essay	/	Seminar essay	0,5	(Other)	
	Tests	1	Oral exam	1	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	The entire course work during the semester is assessed. A submitted literature reading diary and a passed colloquium are a condition for taking the oral exam. The final grade comes from the oral exam (100%). Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Josip Vrandečić - Miroslav Bertoša, <i>Dalmacija, Dubrovnik i Istra u ranom novom vijeku</i> , Zagreb, 2007.				2	No
	Željko Holjevac- Nenad Moačanin, <i>Hrvatsko-slavonska Vojna krajina i Hrvati pod vlašću Osmanskoga carstva</i> , Zagreb, 2007.				2	No
	Stjepan Krasić, <i>Počelo je u Rimu</i> , Dubrovnik, 2009				1	No
Optional literature (at the time of submission of study programme proposal)	Miroslav Bertoša, <i>Istra, Jadran, Sredozemlje: Identiteti i imaginariji (Feljtoni, elzeviri, kolumne)</i> , Durieux, Zagreb 2003.					
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching proces					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		History of Government in Croatian Lands (1848-1918)						
Code	FPDIP8		Year of study		1 st year of graduate study			
Course teacher	Marko Trogrlić, Ph.D, Full Professor		Credits (ECTS)		2			
Associate teachers	/		Type of instruction (number of hours)		L	S	E	F
					30	0	0	0
Status of the course	Elective		Percentage of application of e-learning		0%			
COURSE DESCRIPTION								

Course objectives	Introduction to the basic processes of development institutions of government in the Croatian lands and insight into the history of the juridic and governmental administration as the backbone of a modern civil society and the state.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completion of the course and passing the exam, students will be able to: Recognize the importance of vertical and horizontal networks of governmental administration in modern history and society, to distinguish the specifics in the development of central and local government and the concept of division of powers, explain the development of government as part of the modernization of society, but also as a framework given in capitals (Vienna and Budapest) Noted the role of indigenous and local institutions of government in the context of national integration, Interpret the history of the each institution within the wider social (political and economic) history.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introductory lecture: The notion of government institutions and review of the literature. 2. Croatian lands in pre-1848. period, the institutional framework and the authorities in the pre-modern society. 3. The first Croatian electoral Parliament in 1848 and the organization of the supreme administrative authorities 1848-1850. Ban the Ban's Council. 4. The structure of government and institutions of public administration in Croatia after the imposed constitution in 1849. 5. Neo-apsolutistic administration in Croatia from 1854 to 1961. 6. The central administrativ institutions of the October diploma to the Hungarian-Croatian Settlement (1860-1868). 7. Government institutions in Croatia to the Settlement in 1868 (Royal dicastery, Royal Office, the Royal Regency Council). 8. Austro-Hungarian Compromise of 1867 and the reorganization of the state. 9. Croatian-Hungarian agreement and joint authorities and institutions. 10. Croatian autonomous institutions in the period of settlement. 11. The joint Austro-Hungarian army and the Royal Hungarian Honvéd. 12. Government in the Croatian-Slavonian Military Border. 13. Government in the "Hungarian coast", Rijeka and Istra 1848 to 1918 . 14. Government in the Kingdom of Dalmatia 1848-1918. 15. Recap: Government and social modernization as a scholarly topic.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input 6"="" type="checkbox/>(other)</td></tr><tr><td>Student responsibilities</td><td colspan="/> Regular attenndance, essay.		
Screening student work(name the proportion of ECTS	Class attendance	1	Research	/	Practical training	/
	Experimental	/	Report	0,5	(Other)	

credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	work					
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	0,5	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Oral exam 70% Paper 20% Teaching activities 10% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Ivan Beuc, <i>Povijest institucija državne vlasti Kraljevine Hrvatske, Slavonije i Dalmacije</i> . Zagreb: Pravni fakultet, 1985. (dio knjige od 1848. do 1918.)			2	No	
	Ivo Perić, <i>Hrvatski državni Sabor 1848-2000</i> . I-II. Zagreb: Hrvatski državni sabor i Dom i svijet, 2000.			1	No	
Optional literature (at the time of submission of study programme proposal)	Vjekoslav Maštrović, <i>Razvoj sudstva u Dalmaciji</i> . Zagreb: JAZU, 1959. Agneza Szabo, <i>Središnje institucije Hrvatske u Zagrebu 1860-1873</i> . I-II, Zagreb: - Filozofski fakultet, Zavod za hrvatsku povijest, 1987/8. Mirjana Gross, <i>Počeci moderne Hrvatske</i> . Zagreb: Globus, 1985. <i>Hrvatske županije kroz stoljeća</i> (skupina autora). Zagreb: Školska knjiga, 1996. Mirko Valentić, <i>Vojna Krajina i pitanje njezina sjedinjenja s Hrvatskom 1849-1881</i> . Zagreb: Sveučilište u Zagrebu, 1981. Ivo Perić, <i>Dalmatinski sabor 1861-1912</i> . Zadar: JAZU, 1978.					
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching proces.					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		HISTORY OF MONASTICISM IN CROATIA					
Code	FPDIP15	Year of study	1 st year of graduate study				
Course teacher	Marko Trogrlić, Ph.D, Full Professor	Credits (ECTS)	2				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	Elective	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	Students gain the ability to share knowledge about the history of the phenomenon of monasticism, especially in the context of Croatian history. Furthermore, students						

	acquire the basic knowledge about the extraordinary contribution of monasticism to Croatian society and culture, in widest sense. Presence of religious orders during Croatian history resulted with famous and numerous contributions. Students can finally consider this phenomenon in comparative perspective of broader regional and European context.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students would be able to: - Understand the significance of the contribution of monasticism to Croatian culture and society - Interpret the continuity and changes of such contributions - Explain the basic processes that effected creation of religious communities within Croatian territory, considering in a special way those organized in a specific Croatian circumstances. - Critically interpret different aspects of the history of monasticism and its correlation with other institutions of the Croatian society in a modern era					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction: The concept and significance of monastic life and monastic thought 2. Monasticism in a specific Croatian circumstances 3. Benedictines and their contribution to Croatian society and culture. 4. Crises of benedictine order in Croatian regions 5. Appearance of the mendicant orders, the Franciscans and Dominicans 6. Monasticism in Croatian regions at the time of Turkish invasions and conquests 7. Renewal of monasticism in the area liberated from the Ottomans 8. Pauline order in Croatia 9. Jesuits among the Croats 10. Monasticism in Croatian history: educational and scientific contribution 11. Monasticism in Croatian history: cultural and artistic contribution 12. Monasticism in Croatia between two world wars and during wartime 13. Monasticism in Croatia during postwar rigid communist rule 14. Post-conciliar renewal of monastic life at the time of failure of communist party pressure 15. Concluding remarks					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Studentresponsibiliti es	Attending classes, presentation of papers, actively participating in classes, passing the oral exam					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	0,5	(Other)	
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	0,5	(Other)	
	Written exam	/	Project	/	(Other)	

Grading and evaluating student work in class and at the final exam	Oral exam 70% Paper 20% Teaching activities 10% Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Vicko Kapitanović, <i>Povijest redovništva u Hrvatskoj</i> (script)	1	Yes
Optional literature (at the time of submission of study programme proposal)	F. ŠANJEK, <i>Kršćanstvo na hrvatskomu prostoru. Pregled religiozne povijesti Hrvata</i> , Zagreb 1996, pp. 289-543.; BUTURAC- A.IVANDIJA, <i>Povijest Katoličke crkve među Hrvatima</i> , Zagreb 1973 pp.138-317, or M. VIDOVIĆ, <i>Povijest Crkve u Hrvata</i> , Split 1996. (specific chapters)		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process 		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		HISTORY OF THE DUBROVNIK REPUBLIC THROUGH THE ROMAN ARCHIVES				
Code	FPDIP24	Year of study	1 st year of graduate study			
Course teacher	Nikša Varezić, Ph.D, Assistant professor	Credits (ECTS)	2			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			20	10	0	0
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Introducing students to the palaeography and diplomatics as fundamental historical subdiscipline, pointing to their importance in the study of the original archive material. At the same time, selecting a different types of archive materials, the aim is to meet all levels, official and unofficial, at which mutual diplomatic relations between the Dubrovnik Republic and the Roman Curia were taking place, as well as the different contexts that constitute them. One of the goals is to introduce student with the diverse typology of papal documents.					
Course enrolment requirements and entry competences required for the course	Passive knowledge of the Latin language, knowledge of Italian					
Learning outcomes expected at the level of the course (4 to 10 learning	- understanding the different levels of organization of the Roman Curia, with accompanying their competencies, as well as the mechanism of government of the Dubrovnik Republic - distinction of different types of documents of the papal office					

outcomes)	- understanding the context that defines the diplomatic relations between Roman Curia and the secular authorities. - getting a skill of reading the original archive material					
Course content broken down in detail by weekly class schedule (syllabus)	1. Palaeography and diplomacy as auxiliary historical sciences 2. Diplomatic relations between the Dubrovnik Republic and the Roman Curia during the Early Modern Period. 3. History of the Vatican and the Dubrovnik archives: papal office, offices of the Dubrovnik Republic 4. diplomatic analysis: internal and external characteristics of documents 5. Humanistic letter (definition, characteristics, abbreviations...) 6. Typology of papal documents 7. Other curial documents (other offices, councils, cardinals, college of cardinals) 8. Office registers (Secret Vatican Archives, National Archives of Dubrovnik) 9. Reading the document: Papal <i>breve</i> 10. Reading the document: <i>Motu Proprio</i> 11. Reading the document: Papal Bull 12. Reading office register: <i>Segretaria di Stato, Venezia</i> (ASV - Secret Vatican Archives) 13. Reading office register: <i>Segretaria di Stato, Germania</i> (ASV - Secret Vatican Archives) 14. Reading office register: <i>Litterae et commissiones ponentis</i> (DAD - National Archives of Dubrovnik) 15. Recapitulation					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance, active participation in classes (workshops), taking a written exam					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	0,5
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	/	(Other)	
	Written exam	0,5	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade in the course is formed mostly on the result of the written exam (90%). Prerequisite for taking the exam is regular attendance at lectures and participation in practical work during classes. The final grade also includes teaching activities (10%). Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Jakov Stipišić, <i>Pomoćne povijesne znanosti u teoriji i</i>			3		No

	<i>praksi: latinska paleografija, opća diplomatika, kronologija, rječnik kratica</i> , Zagreb 1975. (selected chapters)		
	Franjo Šanjek, <i>Latinska paleografija i diplomatika</i> , Zagreb, 2004. (selected chapters)	1	No
	Vicko Kapitanović, <i>Povijesna vrela i pomoćne znanosti</i> , Split 2012. (selected chapters)	5	No
Optional literature (at the time of submission of study programme proposal)	Jadranka Neralić, <i>Put do crkvene nadarbine. Rimska kurija i Dalmacija u 15. st.</i> , Književni krug, Split, 2007. (selected chapters) Thomas Frenz, <i>I documenti pontifici nel medioevo e nell'età moderna</i> , Città del Vaticano, 2008.		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process 		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		HISTORY OF THE REPUBLIC OF DUBROVNIK					
Code	FPDIP5	Year of study	1 st year of graduate study				
Course teacher	Nikša Varezić, Ph. D Assistant Professor	Credits (ECTS)	2				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	Elective	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	Getting to know the specific continuum of Dubrovnik's history, the fundamental economic, political, social and cultural features and processes. Pointing out the importance of the Adriatic - Balkan and Mediterranean area as well, as the broader context of the Croatian medieval and early modern history. Reading relevant literature.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students should be able to: - distinguish socio-economic dynamics of medieval Dubrovnik from those manifested during the early modern period. - describe notable heritage of the Republic of St. Blaise, recognizing Dubrovnik as economic and cultural center, for centuries, both in the Adriatic and the Mediterranean context. - identify the institutional and political structures of Dubrovnik Republic as a unique						

	state and entity on Croatian territory, existed since the late Middle Ages					
Course content broken down in detail by weekly class schedule (syllabus)	1. Earliest history of Dubrovnik 2. Dubrovnik under Byzantine rule 3. Venetian supremacy 4. The period of the Hungarian -Croatian supreme authority 5. Relationship with the Ottoman Empire 6. Special reference to the economic prosperity of Dubrovnik 7. Social structures and institutions of governance 8. A special reference to the cultural history of Dubrovnik 9. Between East and West 10. Consular and diplomatic relations of Dubrovnik Republic with other states 11. Relations of Dubrovnik Republic with the Holy See 12. Earthquake in 1667 and its consequences 13. Dubrovnik in the 18th century 14. Place of the Republic 15. Dubrovnik in the 19th century					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input 6"="" type="checkbox/>(other)</td></tr><tr><td>Studentresponsibiliti
es</td><td colspan="/> /		
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Discussion	1
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	/	(Other)	
	Written exam	1	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade in the course is formed mostly on the result of the oral exam (90%). Prerequisite for taking the exam is regular attendance at the course and knowledge of literature. The final grade also includes activities in the classroom, by participating in discussions during classes (10%). Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Robin Harris, <i>Dubrovnik: A History</i> , Zagreb: Golden Marketing, 2006.			1	No	
	Ilija Mitić, <i>Dubrovačka država u međunarodnoj zajednici (od 1358. do 1815.)</i> , Zagreb, JAZU i NZMH, 1988.			1	No	
Optional literature (at the time of submission of study	Vinko Foretić, <i>Povijest Dubrovnika do 1808</i> , Knjiga prva, Knjiga druga, Zagreb, 1980.			1	No	
	Zdenka Janeković, <i>Okvir slobode. Dubrovačka vlastela između srednjovjekovlja i humanizma</i> , Zagreb-Dubrovnik, 1999;					

programme proposal)	V. Miović Perić, <i>Dubrovačka diplomacija u Istanbulu</i> , Zagreb-Dubrovnik, 2003; Stjepan Ćosić i Nenad Vekarić, <i>Dubrovačka vlastela između roda i države: salamankezi i sorbonezi</i> , Zagreb-Dubrovnik, 2005; Stjepan Ćosić, <i>Dubrovnik nakon pada Republike (1808-1848)</i> , Zagreb-Dubrovnik, 1999.
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		HISTORY OF THE BAY OF KOTOR DURING THE VENETIAN RULE (1420-1797)					
Code	FPDIP16	Year of study	1 st year of graduate study				
Course teacher	Josip Vrandečić, Ph.D, Full Professor	Credits (ECTS)	2				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	Elective	Percentage of application of e-learning	15%				
COURSE DESCRIPTION							
Course objectives	The course includes a historical overview of the rise of the Bay of Kotor during the Venetian rule (1420-1797). The aim of the course is to familiarize students with the following topics: The political geography of the Gulf after the establishment of Venetian and Ottoman rule. The efforts of the great powers to seize Herceg-Novi. Growth of Perast as a maritime center. The development of the Boka merchant navy. Venetian occupation of the bay during the Morean war. Secular and religious culture of the Bay.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the end of the course students would be able to: -Explain major political and social processes of development of the Bay of Kotor during the Venetian rule - Interpret traffic, urban, geographical and other features of Boka - Compare the features of the political model with those in other parts of the Venetian Stat da Mar - To explain the share of Croatian component in Montenegrin development						
Course content broken down in detail by weekly class schedule (syllabus)	1. Economic rise in the Bay during the Middle Ages 2. Political Geography of the bay 3. Efforts of major powers to seize Herceg Novi 4. Growth of Perast as a maritime center 5. Development of Boka merchant navy						

	6. Venetian occupation of the Bay during the War of Morea 7. Boka's merchant family 8. Demographic history of the Bay 9. Church History 10. Boka's expatriates in Venice 11. Piracy and brigands 12. Boka and Dubrovnik 13. The legal history 14. Measurement system in the Bay 15. Secular and religious culture of the Bay					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	To attend the lectures and to pass a final exam.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	/	(Other)	
	Written exam	1	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Class activity 10% Written exam 90% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Lovorka Čoralić, <i>Iz prošlosti Boke: odabrane teme</i> , Samobor, 2007., 9-136.			2	No	
	Miloš Milošević, <i>Boka Kotorska, Bar i Ulcinj od kraja XV do kraja VIII vijeka</i> , Podgorica, 2008.			1	No	
Optional literature (at the time of submission of study programme proposal)	- Ivo Stjepčević, <i>Arhivska istraživanja Boke Kotorske</i> , Perast, 2003. - M. Milošević, <i>Hajduci u Boki Kotorskoj: 1648-1716</i> , Titograd, 1998. - P. Butorac, <i>Kulturna povijest grada Perasta</i> , Perast, 1999. - S. Prosperov Novak, <i>Boka Kotorska – od kampanila do kampanila</i> , Zagreb, 2012.					
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching proces					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		LANDSCAPE HISTORY				
Code	FPIP21	Year of study	1 st year of graduate program			
Course teacher	Marko Rimac, Ph.D, Associate professor	Credits (ECTS)	2			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	Elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The aim of the course “Landscape history” is to enable the students to draft an independent research paper on a topic chosen at the beginning of semester as consulted with course teacher. It aims to motivate students for further research through practical experience in recognizing and interpreting landscape phenomena.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	At the end of the course students should be able to: Recognize landscape phenomena and explain their historical development Differentiate modern from historical landscapes Interpret the historical context of human influence on landscape Complete preliminary research and interpretation of a chosen rural landscape					
Course content broken down in detail by weekly class schedule (syllabus)	1. Why the Landscape history? 2. Mythical landscapes 3. Retrograde analysis of cadastre 4. Settlement history 5. Archeology of space 6. Aerial archeology 7. Centurations 8. Communications in space 9. Man and carst 10. Agrarian history; field systems 11. Open field 12. Mediterranean landscapes 13. Planed landscapes 14. Industrial landscapes; European Landscape Convention 15. Final discussion					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Studentresponsibiliti es	Regular class attendance. Preparation of a written project of analysis of the selected historical landscape. Students are required to read the required literature in accordance with the dynamics of the teaching units and keep a reading diary. A dedicated literature reading diary is a prerequisite for taking the oral exam.					

Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Reading diary	0,5
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	/	(Other)	
	Written exam	/	Project	0,5	(Other)	
Grading and evaluating student work in class and at the final exam	The entire course work during the semester is assessed. The final grade comes from the project grade (40%) and the oral exam (60%). Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Donald J. Hughes: <i>Što je povijest okoliša?</i> ; Disput Zagreb 2011. (SVKST 1 primjerak)			1	No	
	R. Delort & F. Walter: <i>Povijest europskog okoliša</i> ; Barbat Zagreb 2002. (SVKST 2 primjerka)			2	No	
	Boris Olujčić (ur.): <i>Povijest u kršu</i> - zbornik radova projekta "Naselja i komunikacije u kontekstu veza jadranskog priobalja i unutrašnjosti"; Zagreb FF PRESS 2008. (SVKST 1 primjerak)			1	No	
Optional literature (at the time of submission of study programme proposal)	1. Michael Aston: <i>Interpreting the landscape - Landscape Archeology and Local History</i> ; London-New York Rutledge 2002. 2. Vitomir Belaj: <i>Hod kroz godinu</i> ; Golden marketing – Tehnička knjiga Zagreb 2007. 3. Predrag Novaković: <i>Osvajanje prostora - Razvoj prostorske in krajinske arheologije</i> ; Ljubljana 2003.					
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching proces					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		LANGUAGE, NATION AND IDEOLOGY OF CROATIAN NATIONAL MOVEMENT IN 19 TH CENTURY					
Code	FPDIP7	Year of study		1 st year of graduate study			
Course teacher	Marko Trogrlić, Ph.D, Full Professor	Credits (ECTS)		2			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	Elective	Percentage of application of e-learning		0%			
COURSE DESCRIPTION							
Course objectives	Students will become familiar with (proto) modernization process and the croatian19						

	th century process of national integration, in the wider context of the similar initiatives in Central European region as a framework for the process of creating the modern Croatian standard language and alphabet (orthography).					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students would be able to: - Understand the meaning of terms - nation, nationalism, national, nationalization - in the historical context of the first half of Croatian 19 th century - Interpret the continuity and changes in the process of forming the modern nation - Explain the basic process that effected creation of pre-national, later national community - Critically interpret different aspects of formation of the modern croatian nation, especially in the area of continental Croatia (Banska Hrvatska) and Slavonia					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction: The concept of the nation and national in historical changes 2. (Proto) modernization processes in Central Europe and on croatian territories 3. Cultural uniformity. The standardization of the croatian language and a Štokavian and kajkavian dialect base 4. Western "political" nationalism and Central European "ethnic nationalism". 5. Central European model of national ideology: linguistic nation. 6. Slavic linguistic classification and its use as an element of national integration ideologies. 7. National ideology of Croatian Pre-national and National Movement period. 8. Croatian national integration ideology and linguistic issue. 9. Croatian and South-Slav ideology, particular provincial initiatives 10. Formation of unique orthography of unique Croatian / "Illyrian" standard language, from the period of Maximilian Vrhovec to Ljudevit Gaj. 11. Nation and <i>national</i> in the programmatic writings of Croatian national ideologists, I. part. 12. Nation and <i>national</i> in the programmatic writings of Croatian national ideologists, II. part 13. Creation of modern nation in contiental Croatia (Banska Hrvatska) and Slavonia: reflections on the other Croatian regions. 14. National issue during revolutionary years of 1848/49 15. Concluding remarks.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance, class activity, pass written exam.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	/	(Other)	

ECTS credits is equal to the ECTS value of the course)	Tests	/	Oral exam	1	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Oral exam 90% Teaching activities 10% Criteria for evaluating and grading individual elements are described in the course repositior					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Stančić, Nikša, <i>Hrvatska nacija i nacionalizam u 19. i 20. stoljeću</i> , Zagreb: Barbat, 2002.			1	no	
	Šidak, Jaroslav i dr., <i>Hrvatski narodni preporod. Ilirski pokret</i> , Zagreb: Školska knjiga – Mladost, 1988.			1	no	
	Šidak, Jaroslav i dr., <i>Hrvatski narodni preporod. Ilirski pokret</i> , Zagreb: Školska knjiga – Mladost, 1988.			1	no	
Optional literature (at the time of submission of study programme proposal)	Fancev, Franjo (prir.), <i>Dokumenti za naše podrijetlo Hrvatskoga preporoda (1790-1832)</i> , Građa za povijest književnosti hrvatske, knj. 12., Zagreb: JAZU, 1933.; Sikirić-Assouline, Zvezdana, <i>U obranu hrvatskih municipalnih prava i latinskoga jezika. Govori na Hrvatskom saboru 1832. godine</i> , Zagreb: Srednja Europa, 2006.;					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none">- class attendance, class activity, successfully completing tasks- student questionnaire on the quality of teaching and teachers at the university level- passed exam and the fulfillment of the other obligations prescribed by the syllabus- individual consultations- students' self-assessment of the learning outcomes they achieved- collaborative assessment of the implementation and quality of the teaching process					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		LATIN EPIGRAPHY					
Code	FPDA4	Year of study	2 nd year of graduate study				
Course teacher	Ivan Basić, Ph.D, Associate professor	Credits (ECTS)	2				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			15	0	15	0	
Status of the course	Mandatory	Percentage of application of e-learning	10 %				
COURSE DESCRIPTION							
Course objectives	The aim of the course is to introduce to the students the ancient Latin inscriptions on the monuments in the Croatian historical area. By participating in the theory and practice, students will gain the skill of understanding Latin inscriptions.						
Course enrolment requirements and entry competences	/						

required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	At the end of the course, students should be able to: - differentiate the types and features of inscriptions, - resolve the shortcuts in inscriptions using the specialized manuals - perceive the specifics of the Roman onomastic system and its transformation over the time - fully understand the content of the inscriptions and to use it as a historical source					
Course content broken down in detail by weekly class schedule (syllabus)	1. Subject and methods (1L + 1 E) 2. History and basics of epigraphy (1L + 1E) 3. Epigraphical manuals and inscriptions (1L + 1E) 4. Structure of Latin inscription in Roman era (1L + 1E) 5. Roman noun system (1L + 1E) 6. Epitaphs (1L + 1E) 7. Military inscriptions (1L + 1E) 8. Dedicational Inscriptions (1L + 1E) 9. Imperial inscriptions and imperial nomenclature (1L + 1E) 10. Public, slave and building inscriptions (1L + 1E) 11. Boundary inscriptions (1L + 1E) 11. Roman military diploma (1L + 1E) 12. Inscriptions on the utensils (1L + 1E) 13. Internet database of inscriptions (1L + 1E) 14. Classes in the Archaeological Museum in Split (1L + 1E) 15. Review of the whole; repetition and preparation of students for the exam (1L + 1E)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Lectures are realized with the use of multimedia teaching aids and are supported by teaching resources available on the website of the course. Students are required to: 1. participate in the teaching process (regular attendance at lectures, seminars) 2. participate in and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course 3. participate in practical work in the epigraphic collection of the Archaeological Museum in Split 4. pass the oral exam and achieve a minimum of 50% accuracy on the exam 5. stick to the time frames required to perform activities in the course 6. perform individual and group tasks in a timely and quality manner 7. actively and constructively participate in classes (in the discussion of topics to be addressed)					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is	Class attendance	1	Research	/	Practical training	0,5
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	0,5	(Other)	

<i>equal to the ECTS value of the course)</i>	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Criteria for evaluating and grading individual elements are described in the course repository. In accordance with the learning outcomes of the course and the obligations of the students, the final grade in the course is formed with regard to the realization of the following elements: 1st oral exam - 75% 2. practical work on the inscriptions of the epigraphic collection of the Archaeological Museum in Split - 25%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Robert MATIJAŠIĆ, <i>Uvod u latinsku epigrafiju</i> , Filozofski fakultet, Pula 2002.				1	No
	Jakov STIPIŠIĆ, <i>Latinsko pismo rimskog razdoblja</i> (str. 29. - 54.) in: <i>Pomoćne povijesne znanosti u teoriji i praksi</i> , Školska knjiga, Zagreb 1991.				1	No
	Franjo ŠANJEK, <i>Razvoj latinskog pisma (plan)</i> (str. 9. -10.), <i>Pismo rimskog kulturnog ozračja</i> (str. 11. - 18.) and <i>Razvoj latinskog pisma (shematski prikaz)</i> (str. 123. - 125.) in: <i>Latinska paleografija i diplomatika</i> , Sveučilište u Zagrebu, Hrvatski studiji, Zagreb 2004.				1	No
Optional literature (at the time of submission of study programme proposal)	Duje RENDIĆ MIOČEVIĆ, <i>Ilirska onomastika na latinskim natpisima Dalmacije</i> , u: <i>Iliri i antički svijet</i> , Književni krug, Split 1989. Raymond BLOCH, <i>Latinska epigrafika</i> , Arheološko društvo Jugoslavije, Beograd 1971. Lawrence KEPPIE, <i>Understanding Roman inscriptions</i> , Batsford, London 1991. Ida CALABI LIMENTANI, <i>L'epigrafia latina</i> , Cisalpino, Bologna 1991. Ernst MEYER, <i>Einfuehrung in die lateinische Epigraphik</i> , Wissenschaftliche Buchgesellschaft, Darmstadt 1973. Adriano CAPPELLI, <i>Dizionario di abbreviature latine ed italiani</i> , Ulrico Hoepli, Milano 1979.					
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching proces					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		LATIN LANGUAGE FOR HISTORIANS, I				
Code	FPDLP1	Year of study	1 st year of graduate study			
Course teacher	Marko Dragić, Ph. D, Full Professor	Credits (ECTS)	2			
Associate teachers	Jure Hrgović, Ph.D	Type of instruction (number of hours)	L	S	E	F
			15	0	15	0
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	After completed courses of Latin Language I and II, this course presents to the graduated students in research career a deeper knowledge of the Latin language in the historical profession.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the exam, students will be able to: - Understand the meaning of the basic concepts of Latin historiography; - Explain basic Latin constructions in historical texts; - Critically interpret different aspects of fundamental historiographical texts; - Auto-translate basic departments of the most important writers of historiography in Latin					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction: Latin language for historians I 2. Latin language for historians I. implies theoretical introduction and practical mastering of Latin language in which were written the medieval sources for Croatian history since 9th to the 12th century. 3. Croatian Medieval Latin, its characteristics and its particular national characteristics, as in other nations. 4. Language of epigraphic monuments and diplomatic material. 5. Diplomatic materials (imperial documents and the old documents), epigraphic monuments. 6. Language of legal documents; 7. Reading, translation and analysis of selected key documents, part I; 8. Reading, translation and analysis of selected key documents, part II; 9. Reading, translation and analysis of selected key documents, part III; 10. Reading, translation and analysis of selected key documents, part IV; 11. Reading, translating and analysis of selected key documents, part V; 12. Reading, translation and analysis of selected key documents, part VI; 13. Reading, translation and analysis of selected key documents, part VII; 14. Reading, translation and analysis of selected major documents., part VIII; 15. Concluding remarks.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance.					

Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research	/	Practical training	0,5
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	/	(Other)	
	Written exam	1	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Students' knowledge is assessed in a written exam. During the semester, two tests are organized through which students can take the written material and thus be exempted from taking the written part of the exam at the end of the semester. Regular class attendance is also valued.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	TEKAVČIĆ, Pavao, <i>Uvod u vulgarni latinitet</i> (s izborom tekstova), Udžbenici Sveučilišta u Zagrebu, Zagreb 1970.				2	No
	<i>Supetarski kartular – Chartulae sancti Petri (Jura Sancti Petri de Goma)</i> , uredio i popratio uvodnim arheološkim, historijsko-topografskim, diplomatskim i hronološkim studijama Viktor NOVAK, lingvistička analiza Petar SKOK, Djela JAZU, knj. 43, Zagreb 1952., str. 246. - 251.				2	No
Optional literature (at the time of submission of study programme proposal)	PERIĆ, Olga, <i>Jezični slojevi Trpimirove darovnice, Živa antika</i> , god. XXXIV, sv. 1-2, Skopje 1984. MANTELLO, F. A. C. – RIGG, A. G., <i>Medieval Latin. An introduction and Bibliographical Guide</i> , Washington ² 1999.; <i>Codex diplomaticus regni Croatiae, Dalmatiae et Slavoniae – Diplomatski zbornik kraljevine Hrvatske, Dalmacije i Slavonije</i> , sabrali Jakov Stipišić i Miljen Šamšalović, JAZU, sv. I, Zagreb 1967. (izbor tekstova); Priručnici: <i>Lexicon latinitatis medii aevi Iugoslaviae</i> , sv. I - II, Zagreb 1973. - 1978					
Quality assurance methods that ensure the acquisition of exit competences	Discussion during lectures and exercises, individual consultations, two tests or written exam.					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		LATIN LANGUAGE FOR HISTORIANS, II					
Code	FPDLP2	Year of study		1 st year of graduate study			
Course teacher	Marko Dragić, Ph. D, Full Professor	Credits (ECTS)		2			
Associate teachers	Jure Hrgović, Ph.D	Type of instruction (number of hours)	L	S	E	F	
			15	0	15	0	
Status of the course	Mandatory	Percentage of application of e-learning		0%			
COURSE DESCRIPTION							
Course objectives	After completed courses of Latin Language I and II, this course presents to the graduated students in research career a deeper knowledge of the Latin language in the historical profession.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the exam, students will be able to: - Understand the meaning of the basic concepts of Latin historiography; - Explain basic Latin constructions in historical texts; - Critically interpret different aspects of fundamental historiographical texts; - Auto-translate basic departments of the most important writers of historiography in Latin						
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction: Latin language for historians II 2. Theoretical introduction and practical mastering of Latin language in which were written the medieval sources 3. Sources for Croatian history since 9 th to the 12 th centuries 4. Language of diplomatic historical documents 5. Language of narrative sources, 6. Language of legal documents 7. Reading, translation and analysis of selected key documents, part I 8. Reading, translation and analysis of selected key documents, part II 9. Reading, translation and analysis of selected key documents, part III 10. Reading, translation and analysis of selected key documents, part IV 11. Reading, translating and analysis of selected key documents, part V 12. Reading, translation and analysis of selected key documents, part VI 13. Reading, translation and analysis of selected key documents, part VII 14. Reading, translation and analysis of selected major documents., part VIII 15. Concluding remarks.						
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance.						
Screening student work (name the proportion of ECTS)	Class attendance	1	Research	/	Practical training	0,5	
	Experimental	/	Report	/	(Other)		

credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	work					
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	/	(Other)	
	Written exam	0,5	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Students' knowledge is assessed in a written exam. During the semester, two tests are organized through which students can take the written material and thus be exempted from taking the written part of the exam at the end of the semester. Regular class attendance is also valued.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Toma Arhiđakon, <i>Historia Salonitana</i> . Povijest salonitanskih i splitskih prvosvećenika – <i>Thomae Archidiaconi, Historia Salonitanorum atque Spalatinorum pontificum</i> , predgovor, latinski tekst, kritički aparat i prijevod na hrvatski jezik Olga PERIĆ, povijesni komentar Mirjana MATIJEVIĆ - SOKOL, studija <i>Toma Arhiđakon i njegovo djelo</i> . Radoslav KATIČIĆ, Književni krug, Split 2003. (izbor poglavlja)			2	No	
	- <i>Codex diplomaticus regni Croatiae, Dalmatiae et Slavoniae</i> – <i>Diplomatički zbornik kraljevine Hrvatske, Dalmacije i Slavonije</i> , JAZU - HAZU, sv. II-XVIII, Zagreb 1904. - 1990. (izbor tekstova)			1	No	
Optional literature (at the time of submission of study programme proposal)	<i>Lexicon latinitatis medii aevi Iugoslaviae</i> , sv. I-II, Zagreb 1973. - 1978. DU CANGE, Charles du Fresne, <i>Glossarium mediae et infimae latinitatis</i> , Graz 1954. - BARTAL, Antonius, <i>Glossarium mediae et infimae latinitatis regni Hungariae</i> , In aedibus B. G. Teubneri, Lipsiae-Budapestini 1901. - BELLOSZTENECZ, Joannis, <i>Gazophylacium seu Latino-Illyricorum onomatum aerarium</i> , Typis Joannis Baptistae Weitz, Zagrabiae 1740. (reprint: 1972. i 1998.)					
Quality assurance methods that ensure the acquisition of exit competences	The discussion during lectures and exercises, individual consultations, two tests or written exam.					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		LATIN PALEOGRAPHY					
Code	FPDLPA	Year of study	1 st year of graduate study				
Course teacher	Tonija Andrić, Ph.D Associate professor	Credits (ECTS)	3				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			15	0	15	0	
Status of the course	Mandatory	Percentage of application of e-learning	10 %				
COURSE DESCRIPTION							

Course objectives	The main goal of this course is to introduce to the students the history and development of Latin scriptures, and Latin paleography in general.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	At the end of this course, the student should be able to: - present the stages in the development of medieval Latin scriptures - describe the types and purpose of the letters - interpret the stylistic features of individual letters - critically interpret the characteristics of a particular scripture - interpret the texts of medieval sources					
Course content broken down in detail by weekly class schedule (syllabus)	Week 1: Introduction. The concept, purpose and methods of Latin paleography. Week 2: Genesis and development of Latin paleography. Week 3: The material of manuscripts. Week 4: Forms of the manuscripts. Week 5: The Development of Latin scriptures. Week 6: Classification of Latin scriptures. Week 7: General periodization of Latin scriptures. Week 8: Scriptures of the Roman period. Week 9: Medieval scriptures. Week 10: Abbreviations. Week 11: Beneventanian scripture. Week 12: Carolingian scripture. Week 13: Gothic scripture. Week 14 Humanistic scripture. Week 15: Final view; repetition and preparation of students for the exam.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input 6"="" type="checkbox/>(other)</td></tr><tr><td>Student responsibilities</td><td colspan="/> Active participation in the teaching process as a prerequisite for taking the exam; passed a written exam or two tests.		
Screening student work(<i>name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research	/	Practical training	1
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	/	(Other)	
	Written exam or two tests	1	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Written exam or two tests - 100%. Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other	Title			Number of copies in the library	Availability via other media	

media)	Jakov Stipišić, <i>Auxiliary Historical Sciences in theory and practice: Latin paleography, general diplomatics, chronology, abbreviation dictionary</i> , Zagreb, 1991. (or editions 1972 and 1975)	4	no
	Franjo Šanjek, <i>The basics of Latin paleography of the Croatian Middle Ages</i> , Zagreb 1996.	2	yes
	Viktor Novak, <i>Latin paleography</i> , Belgrade 1952 (or editions 1966, 1980, 1987, 1991)	1	no
	Viktor Novak, <i>Beneventanian scripture with a special regard to the type of Dalmatian Beneventanian scripture. The paleographic study</i> , Zagreb 1920.	1	no
Optional literature (at the time of submission of study programme proposal)	Adriano, Capelly, <i>Lexicon abbreviaturarum. Dizionario di abbreviature latine ed italiane. Usate nelle carte e codici specialmente del medio-evo riprodotte con oltre 14000 segni incisi: con l'aggiunta di uno studio sulla brachigrafia medioevale, un prontuario di Sigle Epigrafiche, l'antica numerazione romana ed arabica ed i segni indicanti monete, pesi, misure, etc.</i> , izd. Ulrico Hoepli, Milano 1996. (reprint from 1929)		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process 		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		MEDIEVAL CITY ON THE EASTERN ADRIATIC COAST: ORIGINS AND SOCIAL GROWTH					
Code	FPDB1	Year of study	1 st year of graduate study				
Course teacher	Ivan Basić, Ph.D., Associate professor	Credits (ECTS)	4				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	15	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	10%				
COURSE DESCRIPTION							
Course objectives	Main course objective is to acquaint the students with the genesis, spatial situation and social structure of Medieval urban communities on the eastern Adriatic.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	At the end of the course students are expected to: <ul style="list-style-type: none">- describe the urban development of urban communities and the expansion of their respective districts- interpret the development of social structures of communes in Dalmatia, the						

	organization of city life and the legislation as well as administrative institutions of autonomous communes					
	<ul style="list-style-type: none">- describe the relations of urban and rural societies and contextualize the communes in relation to the centres of political power nearby- critically interpret the relevant texts and, by way of making the seminar report, view the problem from different aspects					
Course content broken down in detail by weekly class schedule (syllabus)	<p>1. Notions of spatial and symbolic continuity between the Late Antiquity and Early Middle Ages; the types of urban settlements - <i>civitas</i> and <i>castrum</i>; Byzantine Dalmatia: case of Split and Zadar (2L + 1S)</p> <p>2. The city in the territory of Kingdom of Croatia in the Early Middle Ages - Biograd, Šibenik; the city in the territory of Narentan area - Pharos (3L)</p> <p>3. Church structure, genesis of bishoprics - cases of Split and Zadar; new dioceses - Nin, Hvar (1L + 2S)</p> <p>4. Towards a communal city - proto-communal period; the shaping of communal administration - citizens' assembly, council, communal statutes (2L + 1S)</p> <p>5. Shaping of urban space - surface area, population, demographic density; urban features - social and economic topography (3L)</p> <p>6. Communal space, models and their peculiarities: city as a center (litoral communes), commune with two towns (Hvar), communes with no towns (Brač), communes with no villages (Rab) (1L + 2S)</p> <p>7. Modes of forming the communal territory; economic expansion and later political aggregation into communal area (Zadar); other modes of expansion: conflict with vicinal rural societies (Split and Ostrog) (2L + 1S)</p> <p>8. Rural societies of the eastern Adriatic - village in the Zadar district, the "komun" of Istria; legal texts and common law (<i>Istarski razvod</i>, <i>Vranski zakon</i>) (2L + 1S)</p> <p>9. Rural and urban societies under feudal lordship (Poljica, Vinodol); codification and social separation (the Statutes of Poljica and Vinodol) (2L + 1S)</p> <p>10. The city and the highest political authority (the Trpimirovići dynasty, Coloman and the Arpad dynasty, Anjou dynasty) (2L + 1S)</p> <p>11. The city and the magnates (duke Domald, the Šubići-Bribirski) (2L + 1S)</p> <p>12. Ideologies of communes (Thomas the Archdeacon, Miha Madijev, <i>Obsidio Jadrensis</i>) (2L + 1S)</p> <p>13. East-Adriatic communes and other Euro-Mediterranean communes (especially in Italy) (2L + 1S)</p> <p>14. Tracing the overall development of medieval towns on the eastern Adriatic (2L + 1S)</p> <p>15. Review of the course content; revision and preparation of students for the exam (2L + 1S)</p>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Lectures are realized with the use of multimedia teaching aids and are supported by teaching resources available on the website of the course. Students are required to regularly attend lectures and seminars, participate in discussions on topics to be covered, make a seminar presentation.					
Screening student work (name the	Class attendance	1	Research	/	Practical training	/

proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work	/	Report	1	(Other)	
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	2	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	The entire course work during the semester is assessed. The final grade arises from participation in teaching and assessment in the oral exam. In addition to the grade on the oral exam, the final grade includes the evaluation of class attendance and seminar presentations.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Nada Klaić, Ivo Petricioli, <i>Zadar u srednjem vijeku</i> , Zadar 1976.			1	No	
	Mirjana Matijević-Sokol, <i>Toma Arhiđakon i njegovo djelo: rano doba hrvatske povijesti</i> , Jastrebarsko 2002.			3	No	
	Tomislav Raukar, <i>Hrvatsko srednjovjekovlje. Prostor, ljudi, ideje</i> , Zagreb 1997.			3	No	
	Tomislav Raukar, <i>Studije o Dalmaciji u srednjem vijeku</i> , Split 2007.			3	No	
	Mate Suić, <i>Antički grad na istočnom Jadranu</i> , Zagreb 2003.			4	No	
	Željko Rapanić, <i>Od carske palače do srednjovjekovne općine</i> , Split 2007.			3	No	
Optional literature (at the time of submission of study programme proposal)	Tomislav Raukar, <i>Seljak i plemić hrvatskoga srednjovjekovlja</i> , Zagreb 2003.					
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - individual consultations - collaborative assessment of the implementation and quality of the teaching proces					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		METHODOLOGY OF HISTORY TEACHING, I					
Code	FPDMN1	Year of study	1 st year of graduate study				
Course teacher	Mladenko Domazet, Ph.D, Associate Professor	Credits (ECTS)	5				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	15	10	0	
Status of the course	Mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							

Course objectives	The main objective of this course is to enable students that they can teach on their own history classes in primary and secondary school education, i.e. they will be enabled to develop didactical and methodical competences necessary for successfully teaching history. Students will be acquainted with the school system of the Republic of Croatia (legal framework, teaching plans and programs of primary and secondary school education in Croatia). Besides fact-orientated knowledge, particular stress is placed on the need for developing skills and abilities among the students on the basis of historical concepts (chronology, causality, continuity-change, multi-perspectives...), analysis of primary and secondary sources and historical interpretations. Students are also acquainted with basic teaching skills, the use of multi-media presentations in the teaching of history, the integration of native contents in regular and out-of-teaching instruction, the organizing of field teaching, meaningful and methodical placing of selected topics, verification and reviewing of student achievements, the keeping of pedagogical documentation, teaching and class indebtedness and critical assessment of the teaching process and one's own work. It will be possible for students to practically apply knowledge and skills by way of attendance at demonstration classes in primary and secondary schools.
Course enrolment requirements and entry competences required for the course	/
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After the exam, students should be able to:</p> <ul style="list-style-type: none"> - create and organize the teaching process (programming and didactical shaping) - shape the learning process by using cognitive domains - establish criteria for evaluation and assessment of pupils - understand and apply the concept of keeping pedagogical documentation and work in class - apply information and communication technology in the pedagogical and teaching process - organize and guide field teaching - conceptualise and lead out of school activities and individual programs
Course content broken down in detail by weekly class schedule (syllabus)	<p>1. Schedule, assignments, literature <u>Distribution of seminars</u></p> <p>2. Teaching plans and programs in Croatia / planning of history teaching <u>Seminar:</u> Law on Education in Primary and Secondary Schools, National Curriculum Framework</p> <p>3. Setting objectives / learning outcomes (Blooms taxonomy in a revised version) <u>Seminar:</u> Annual planning (exercise)</p> <p>4. Daily preparation and their different parts / scenario of teaching process <u>Seminar:</u> Cognitive processes and dimensions of knowledge (exercise)</p> <p>5. Students' competence in teaching history (chronological thinking and understanding of historical narratives) <u>Seminar:</u> Planning a lesson (practice)</p> <p>6. Working with historical documents (analysis, interpretations, attitudes) <u>Seminar:</u> European experience and history teaching in compulsory education</p> <p>7. Simulation of a lesson / Teaching and learning methods <u>Seminar:</u> Teaching strategies</p> <p>8. Assessment and evaluation of students' achievements / Criteria <u>Seminar:</u> The use of new technologies in history teaching.</p> <p>9. Examples of deepening teaching material / vertical perspective of history</p>

	<u>Seminar:</u> Field work - Detection as learning method 10. Children with special needs in the teaching of history <u>Seminar:</u> Creation of customized and individual programs 11. Out of school activities / Examples of local history <u>Seminar:</u> Legal framework concerning methods, procedures and elements of evaluation of educational achievements of students in primary and secondary schools 12. Teaching a class <u>Seminar:</u> Classroom management and discipline in class 13. Communication skills / social and emotional aspects <u>Seminar:</u> Historians, textbooks and history teaching in contemporary Croatia 14. School documents <u>Seminar:</u> Panel plans / mental maps 15. Final lecture / Professional competences of teachers <u>Seminar:</u> Basic teaching skills					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input checked="" type="checkbox"/> visits to schools		
Student responsibilities	Regular class attendance, preparation and presentation of seminars, actively participate in classes, pass a written exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	0,5	(Other)	
	Tests	/	Oral exam	/	(Other)	
	Written exam Or two tests	2	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Success in solving individual and group tasks 10% Seminar paper with presentation 20% Written exam 70% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)				Number of copies in the library	Availability via other media	
	R. Stradling, Nastava europske povijesti 20. stoljeća, Srednja Europa, Zagreb 2003.			1	Yes	
	D. Trškan, Provjera i ocjenjivanje znanja u nastavi povijesti, Srednja Europa, Zagreb 2005.			1	No	
	M. Matijević i D. Radovanović, Nastava usmjerena na učenika. Zagreb 2011.			1	No	
	C. Kyriacou, Temeljna nastavna umijeća, Zagreb 2001.			1	No	
Additional literature	Dodatak Preporuci Vijeća Europe o nastavi povijesti u 21. stoljeću, Povijest u nastavi 1/2003., str. 7-13.			1	Yes	

	Nastavni planovi i programi iz povijesti za osnovnu i srednju školu S. Koren, Promjene u nastavnom planu i programu za osnovne škole u Republici Hrvatskoj tijekom posljednjeg desetljeća, Povijest u nastavi 2/2003., str. 155-163. I. Rendić - Miočević, Učenik istražitelj prošlosti, Zagreb 2000., Poglavlja: Spoznaja prošlosti: povijesno mišljenje, shvaćanje i znanje str. 26 - 31, Problemska nastava povijesti str. 38- 49.		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process 		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		METHODOLOGY OF HISTORY TEACHING, II					
Code	FPDMN2	Year of study	2 nd year of graduate study				
Course teacher	Mladenko Domazet, Ph.D, Associate Professor	Credits (ECTS)	5				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			15	15	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	The objective of this course is to enable students to realize on their own teaching of history classes in primary and secondary school education. Students will be enabled to cope with different situations that can occur in the classroom. Besides obtaining didactical and methodological theoretical knowledge, students will learn to connect historical concepts, historiographical results in the field of methodology within the context of learning and of teaching history, as well as they are expected to gain teachers' competences by practical work in primary and secondary schools.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students should be able after the exam: - to apply historical concepts and develop competences of historical understanding within the teaching process - implement historiographical trends in history teaching - apply models of field work and historical empathy - to continue to develop didactic-methodological training in the apprenticeship system, for taking the professional exam and for continuing lifelong learning						

	- be encouraged to focus on self-evaluation of their work in the classroom						
Course content broken down in detail by weekly class schedule (syllabus)	Introduction. Schedule, assignments, literature Distribution of seminars Chronological skills and terminology in history teaching Seminar: How to develop an overview, chronology and narratives Historical Concepts - causality, continuity and change / Implementation in teaching Seminar: Visualization of classes and work on pictorial sources Multiperspectivity / Implementation in teaching Seminar: Controversial and sensitive issues in history teaching Empathy in the teaching of history Seminar: Work on written sources and perspective of contextualization Textbooks in history teaching (learning about interpretations) Seminar: Local history Classes out of school (places of special historical significance and museums) Seminar : Analytical interpretative framework and work on written records I. The approach of Micro-History and History of everyday life / Implementation in teaching Seminar: Horizontal and vertical perspectives in history teaching A visit to the school with a lecture: The National Curriculum Seminar: Thematic teaching Models of teaching history and its historical context Seminar: Causality (short-term and long-term causes) Internship / work supervisor / Professional exam Seminar: interactions and reciprocal influences How to organize a field trip? / Visiting Salona Seminar: Analytical and interpretative framework and work on written records Analysis and evaluation of teaching hours I. Seminar: Multiperspectivity in history teaching / an example Analysis and evaluation of teaching hours II. Seminar: An international perspective Final lecture Seminar: Observing classroom work in schools						
	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> visits to schools			
	Format of instruction						
	Student responsibilities	Regular class attendance, preparation and presentation of seminars, actively participate in classes, pass a written exam.					
	Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	/	Practical training	/
		Experimental work	/	Report	/	(Other)	
		Essay	/	Seminar essay	0,5	(Other)	
		Tests	/	Oral exam	/	(Other)	
		Written exam	1	Project	/	(Other)	

Grading and evaluating student work in class and at the final exam	Class activity 10% Seminar with presentation 20% Written exam 70% Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature (available in the library and via other media)		Number of copies in the library	Availability via other media
	R. Stradling, <i>Nastava europske povijesti 20. stoljeća, Srednja Europa</i> , Zagreb 2003.	1	No
	R. Stradling, <i>Multiperspektivnost u nastavi povijesti, Srednja Europa</i> 2005.	1	No
	M. Matijević i D. Radovanović, <i>Nastava usmjerena na učenika</i> . Zagreb 2011.	1	No
	Vlasta Vizek Vidović, Majda Rijavec, Vesna Vlahović - Štetić, Dubravka Miljković, <i>Psihologija obrazovanja</i> , Zagreb 2003. D. Modrić - Blivajs, <i>Obrazovna tehnologija u funkciji nastave povijesti, Povijest u nastavi 2005/2.</i> , Zagreb 2004. I. Rendić - Miočević, <i>Didaktičke inovacije u nastavi povijesti (odabrana poglavlja)</i> , Školska knjiga, Zagreb 1989.	1	No
Additional literature			
Quality assurance methods that ensure the acquisition of exit competences	Regular class attendance, class activity, successfully completing tasks, student questionnaire on the quality of teaching and teachers at the university level, passed exam and the fulfillment of the other obligations prescribed by the syllabus, individual consultations, students' self-assessment of the learning outcomes they achieved, collaborative assessment of the implementation and quality of the teaching proces.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		METODOLOGY OF SCIENTIFIC WORK					
Code	FPDME	Year of study	2 nd year of graduate programme				
Course teacher	Marko Trogrlić, Ph. D Full Professor, Aleksandar Jakir, Ph.D Full Professor	Credits (ECTS)	2				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			15	0	15	0	
Status of the course	Mandatory	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	Gaining knowledge of historiography as a scientific discourse. Critical knowing the problems of modern science, in particular the reasons for the crisis and falling confidence in science. Introduction of research and methodological approaches and scientific standards in historiographical and research practice. Making the training of students for independent research and writing.						
Course enrolment	/						

requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completion of the course and passing the exam, students will be able to: Explain specific importance and position of historiography among other intelectual disciplines. Identify the reasons for the problems that led to the crisis of modern sciences and humanities. Explain the importance of scientific and methodological approach and accept them as the principles of researching history and writing historiography. Create the basic techniques and strategies of writing scientific texts. Use the materials in scientific institutions, archives, libraries, and gain self-confidence in the work.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the course, review of the literature. 2. Science : history of science and contemporary dilemmas. 3. Historiography as a discipline between literature and science. 4. The development and professionalization of historiography as part of general scientific rise (traditional historiography). 5. General scientific methods and methods in historiography (historiographical epistemology). 6. Topics and schools in contemporary historiography. 7. Scientific research in historiography: approaching to sources and literature 8. Institutions: sorcies in libraries, archives, museums, other academic institutions and on-line. 9. Interdisciplinarity in historiographical research. 10. Writing and academic writing: basic instructions and tips. 11. Structure of academic text: methodology and elements. 12. The notes and bibliography: citation and citation styles. 13. Types, genres, evaluation and publication of scientific texts. 14. Work in archives. 15. Recap and discussion.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attending, classes activity, passing the oral exam.					
Screening student work(<i>name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0,5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	0,5	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Oral exam 90% Class activities 10% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other	Title			Number of copies in the library	Availability via other media	

media)	Z. Blažević Jakus, <i>Uvod u studij povijesti. Historiografski praktikum</i> . (2. izd.) Zagreb, 2012. (dio knjige)	3	No
	D. Oraić Tolić, <i>Akademsko pismo. Strategije i tehnike klasične retorike za suvremene studentice i studente</i> . Zagreb, 2011. (dijelovi knjige)	2	No
	E. H. Carr, <i>Što je povijest</i> . Zagreb, 2004.	1	No
	K. Jenkins, <i>Promišljanje povijesti</i> . Zagreb, 2008.	1	No
	M. Gross, <i>Suvremena historiografija</i> . Zagreb, više izdanja. (dijelovi knjige)	4	No
Optional literature (at the time of submission of study programme proposal)	Z. Sardar, <i>Znanost za početnike</i> . Zagreb, 2005. J. Black i D. M. Macrailld, <i>Izučavanje istorije</i> . Beograd, 2007.		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process 		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		MILITARY REVOLUTION IN THE MEDITERRANEAN IN THE 16 TH CENTURY					
Code	FPDIP20	Year of study	1 st year of graduate study				
Course teacher	Josip Vrandečić, Ph.D, Full Professoe	Credits (ECTS)	2				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	Elective	Percentage of application of e-learning	15%				
COURSE DESCRIPTION							
Course objectives	Introduction to the basic issues of military revolution <i>alla moderna trace italienne</i> in the Mediterranean during the early modern period. The course aims to introduce students to the blend of science and military technology. The innovations in military are monitored through the dynamics of the Venetian-Ottoman wars.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the end of the class students would be able to: -Explain the main requirements of the war in the early modern period - Explain the technical innovations in the military - Compare mediaeval siege to the modern concepts of defense of the city - Interpret bastion construction						
Course content broken down in	1. Medieval battlefield 2. Bastion revolution						

detail by weekly class schedule (syllabus)	3. Siege of Rodos, 1521 4. Siege of Malta, 1560 5. Battle for Sienna in 1550ies 6. Ottoman military force 7. Battle of Lepanto in 1571 8. Dalmatian battlefield in the Candian War 9. Venetian military engineers 10. Military Revolution in Dalmatia 11. Conquest of Herceg-Novi 1687 12. Battle of Ulcinj, 1718 13. Spanish Tercios 14. The War at Sea 15. Military remodeling of Dalmatia in the 18th century					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input 6"="" type="checkbox/>(other)</td></tr><tr><td>Student responsibilities</td><td colspan="/> Class attendance, active participation in classes, pass a written exam.		
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	/	(Other)	
	Written exam	1	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Class activity 10% Written exam 90% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Andrej Žmegač, <i>Bastioni jadranske Hrvatske</i> , Zagreb, 2009.			2	No	
	Geoffrey Parker, <i>Military Revolution 1500-1800</i> , Cambridge University Press, 1996.			1	No	
	Darka Bilić, <i>Inženjeri u službi Mletačke Republike – Inženjeri i civilna arhitektura u 18. stoljeću u mletačkoj Dalmaciji i Albaniji</i> , Split, 2013.			1	No	
Optional literature (at the time of submission of study programme proposal)	- Josip Vrandečić, “The military revolution in sixteenth and seventeenth-century Dalmatia”, <i>Melikov zbornik</i> , Ljubljana, 2001, 293-310. - Josip Vrandečić, „Islam Immediately beyond the Dalmatian Coast: The Three Reasons for Venetian Success“, <i>Balcani occidentali</i> , 1 (2009), 287-307. - Josip Vrandečić, <i>Borba za Jadran u ranom novom vijeku: Mletačko-osmanski ratovi u venecijanskoj nuncijaturi</i> , (Odsjek za povijest Filozofskog fakuleta u Splitu, Split), 2013. - Josip Vrandečić, „La Dalmazia nell'eta moderna: L'influsso della „rivoluzione militare“ sulla società dalmata“, <i>Venezia e Dalmazia</i> (ur. Uwe Israel e Oliver Jens Schmitt), Centro Tedesco di Studi Veneziani, Venetiana 12, Viella, Roma-Venezia, 2013, 151-163.					
Quality assurance	- class attendance, class activity, successfully completing tasks					

methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		NOTARIAL DOCUMENTS AS HISTORICAL SOURCES: DIPLOMATIC AND PALEOGRAPHIC WORKSHOP					
Code	FPDIP23	Year of study	1 st year of graduate study				
Course teacher	Tonija Andrić, Ph.D Associate professor	Credits (ECTS)	2				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			15	0	15	0	
Status of the course	Electoral	Percentage of application of e-learning	10 %				
COURSE DESCRIPTION							
Course objectives	The aim of this course is to introduce the students with paleography and diplomatics as a fundamental historical sub disciplines so that students become aware of their importance in the study of original archival documents, especially those from the period of Croatian Middle Ages. Students need to understand the development of the institution of notaries and notarial services in Dalmatian communes of the Middle Ages, with special emphasis on the importance of notarial offices in everyday life. The primary goal of the course is to introduce to the students the types of medieval notarial documents and to present them the methods of their research. They will adopt the basics of reading cursive Gothic scripture and they will be trained for the diplomatic analysis of the various types of notarial documents.						
Course enrolment requirements and entry competences required for the course	Enrollment in history graduate study. Passed course of Auxiliary Historical Sciences I.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	At the end of this course the student should be able to: - do the autonomously archival research based on the data of notarial documents, - read, interpret and collect the relevant archive material, - create a computerized database on the basis of the notarial sources, - systematize and classify the archival records, - create their own method of processing notary documents, - identify specific data series in the surviving sources, quantify them and compare with others - interpret archival data by qualitative analysis of treated sources.						
Course content broken down in detail by weekly class schedule (syllabus)	Week 1: Paleography and diplomatics as an auxiliary historical sciences; historical development in the context of Croatian Medieval history. Week 2: Paleography - basic terms and definitions: the scriptures, manuscripts forms, methods. Week 3: Diplomatsics - basic terms and definitions; types of documents; external and internal characteristics of the document, methods of research. Week 4: Development of the institution of notaries and notarial services in the cities of the eastern Adriatic (12 th -14 th century.)						

	Week 5: Notary concepts, forms and imbreviatories. Week 6: Types of notarial instruments and their diplomatic analysis. Week 7: Research Methods of notarial documents: database processing, quantitative and qualitative analysis, interpretation of results. Week 8: Cursive Gothic script - the scripture of notarial documents: forms of letters, ligatures, abbreviations. Week 9: Purchase contracts: reading and diplomatic analysis. Week 10: Commercial contracts: reading and diplomatic analysis. Week 11: Contracts for taking the apprentices: reading and diplomatic analysis. Week 12: Premarital documents and dowry contracts: reading and diplomatic analysis. Week 13: Last wills: reading and diplomatic analysis. Week 14: Inventories: reading and diplomatic analysis. Week 15: Final view. Preparation of the students for the exam.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Active participation in the teaching process as a prerequisite for taking the exam; passed written exam.					
Screening student work(<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research	/	Practical training	0,5
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	/	(Other)	
	Written exam	0,5	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Written exam – 100%. Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Jakov Stipišić, <i>Auxiliary Historical Sciences in theory and practice: Latin paleography, general diplomatics, chronology, abbreviation dictionary</i> , Zagreb, 1991. (selected chapters)				1	No
	Vicko Kapitanović, <i>Historical sources and auxiliary sciences</i> , Split, 2012. (selected chapters)				5	No
Optional literature (at the time of submission of study programme proposal)	Branka Grbavac, <i>Notary on the east Adriatic coast from the second half of the 12th to the late 14th century</i> , Zagreb, 2010. (selected chapters) Jakov Stipišić, "Development of the split notary office", <i>Proceedings of the Historical Institute of the Yugoslav Academy</i> , vol. I, Zagreb 1954, p. 111-123					
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved					

	- collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		PAGANISM AND CHRISTIANITY IN MUTUAL RELATIONSHIP				
Code	FPDA4	Year of study	1 st year of graduate study			
Course teacher	Ivan Matijević, Ph.D, Associate professor	Credits (ECTS)	4			
Associate teachers	Zvonimir Forker, MA	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Set the historical framework in which it will be possible to look at the reasons why Christianity was incompatible with existing pagan polytheistic systems. Describe the way of development of the original Apostolic Church - from the effects of the apostles over St. Paul and St. Peter to the development of several Christian centers in the Middle East. Monitor the strengthening of the Church that is simultaneously suppressed by the Roman state and the final affirmation in the time of Emperor Constantine. Description of the way in which Christianity is changing the urban landscape of the settlement around the Roman state.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the end of the college students should be able to: - Understand the basic principles of Christianity and paganism and the reasons why they could not co-exist - Adopt the basic facts about Jesus Christ, his teachings, the New Testament and the life of the first, Apostolic Church - Understand why Christianity was persecuted and how it prevailed in the time of Constantine - Critically interpret literary sources that testify the life of the first Christians					
Course content broken down in detail by weekly class schedule (syllabus)	1. Subject and methods (spatial and temporal determinants, approach) (2L) 2. Jesus Christ - Life and Work (2L) 3. Roman army and administration in the canonical New Testament (2L) 4. Apostolic activity of St. Paul and the spread of Christianity in the Middle East (2L) 5. The persecution of the Church in the first century (2L) 6. Relationship between young Church and Judaism (2L) 7. Archaeological traces of Christianity during functioning in the illegality (2L) 8. Catacombs in Rome (2L) 9. Christians in the eyes of the Roman written sources (2L) 10. Hierarchical structure of the Church (2L) 11. Sharpest opponents of Christianity among the emperors (2L) 12. Christian archeology in the provinces (2L) 13. Paganism and Christianity in direct conflict (2L) 14. Emperor Constantine and the Edict of Milan in 313 (2L) 15. Review of the whole; repetition and prepares students for the exam (2L)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor			

	<input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input type="checkbox"/> (other)		
Student responsibilities	Participate in the teaching process: lectures 80%, seminars 80%. Behave in accordance with ethical and scientific principles in higher education. Prepare and present a seminar paper according to pre-established criteria. To be informed about the teaching and preparation of the seminar paper during the teacher's consultations. Pass the oral exam.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	0,5	(Other)	
	Tests	/	Oral exam	2	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Seminar paper 30%. Oral exam 70%. Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	W. Kasper, <i>Isus Krist</i> , Split 2004. R. Penna, <i>Povijesno-kulturno okruženje kršćanskih početaka</i> , Split 2005. B. Jozić, <i>Problemi religijske ne/tolerancije. Kršćanstvo u rimskom svijetu do Julijanove vladavine</i> , Split 1995. L. Paretti, P. Brezzi, L. Petech, <i>Stari svijet. Od početka nove ere do 500. god.</i> , Zagreb 1967., 248. - 313. W. Keller, <i>Povijest Židova od biblijskih vremena</i> , Zagreb 1997., 1. - 146. N. Cambi - B. Lučin, <i>Laktancije. O smrtnima progonitelja</i> , Split 2005. V. Kapitanović, <i>Ilirik u svjetlu kršćanske literature</i> , Split 2006.			1	No	
Optional literature (at the time of submission of study programme proposal)	A. H. M. Jones, <i>Constantine and the Conversion of Europe</i> , Toronto 2001., W. Keller, <i>Biblija je imala pravo</i> , Dubrovnik 2005. Biblijski priručnik, <i>Mala enciklopedija</i> , Zagreb 1989. V. Kapitanović, <i>Kršćanska arheologija</i> , Split 2006. H. Jedin, <i>Velika povijest Crkve</i> , Zagreb 1971. (sv. I.).					
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching proces					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		POLEOGENESIS OF SPLIT AT THE TURN OF LATE ANTIQUITY AND THE EARLY MIDDLE AGES				
Code	FPDIP19	Year of study	1 st year of graduate study			
Course teacher	Ivan Basić, Ph.D., Associate professor	Credits (ECTS)	2			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	Elective	Percentage of application of e-learning	10 %			
COURSE DESCRIPTION						
Course objectives	Course objective is to define the respective periods in the appropriation of urban attributes as a result of different transformations of the Split peninsula from the 4th to 10th century. This entails an analysis of features, processes and structures connected to Late Antique and Early Medieval transformations of Diocletian's palace as well as of the Split peninsula, i.e. an interdisciplinary view of the post-Diocletian, Early Christian, pre-Carolingian and Carolingian periods in the history of the mentioned area.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	At the end of the course students are expected to: <ul style="list-style-type: none">- present the respective periods in the appropriation of urban attributes as a result of different transformations of the Split peninsula from the 4th to 10th century- describe the types and functions of objects constructed in the area of the Split peninsula during the aforementioned period (i.e. their material and spiritual dimension) in the context of different modifications thereof- interpret the questions of continuity/discontinuity between the Late Antique urban culture and the new, Early Medieval principles of structuring a urban municipality- critically (re)interpret the historical texts relevant for the poleogenesis of Split, seeing the problems from different aspects- explain the territorial structure of the Early Medieval municipality of Split					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction: approach and methods (2L) 2. State of scholarship on the poleogenesis of Split (2L) 3. Terminology (urbanisms, toponyms, city name) (2L) 4. Pre-urban period I (early Roman village; geomorphology, communications; centuriation; toponymy and spatial organization) (2L) 5. Pre-urban period II (<i>ager Salonitanus</i> or imperial property?; urbogen elements of the Diocletian's palace; <i>Gynaeceum Iovense Dalmatiae-Aspalatho</i>) (2L) 6. Proto-urban period I («Dalmatian dynasty»; spatial transformations: Diocletian's <i>villa</i> in interaction with the surroundings) (2L) 7. Proto-urban period II (Ostrogoths and Justinian; <i>finis Salonae</i>) (2L) 8. The settlement of Split (2L) 9. Shaping of the urban core (2L) 10. The role of the Church in the poleogenesis I (2L) 11. The role of the Church in the poleogenesis II (2L) 12. <i>Origo episcopatum</i> (2L) 13. Artistic artifacts and material culture of the poleogenesis (2L) 14. Poleogenesis of Split and the poleogeneses in a Euro-Mediterranean context (2L) 15. Review of the course content; revision and preparation of students for the exam (2L)					

Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Lectures are realized with the use of multimedia teaching aids and are supported by teaching resources available on the website of the course. Students are required to: 1. participate in the teaching process (regular attendance at lectures, seminars) 2. participate in and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course 3. prepare a seminar paper according to pre-established criteria 4. present a seminar paper according to pre-established criteria 5. pass the oral exam and achieve a minimum of 50% accuracy on the exam 6. stick to the time frames required to perform activities in the course 7. perform individual and group tasks in a timely and quality manner 8. actively and constructively participate in classes (in the discussion of topics to be addressed)					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Participating in the teaching process	0,5
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	0,5	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Criteria for evaluating and grading individual elements are described in the course repository. In accordance with the learning outcomes of the course and the obligations of the students, the final grade in the course is formed with regard to the realization of the following elements: 1. oral exam - 75% 2. class activity, participation in discussions during classes and field classes - 25%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Željko Rapanić, <i>Od carske palače do srednjovjekovne općine</i> , Split, 2007.				3	No.
	Ivan Basić, Najstariji urbonimi kasnoantičkog i ranosrednjovjekovnog Splita, in: <i>Munuscula in honorem Željko Rapanić</i> , ed. M. Jurković, A. Milošević, Zagreb–Motovun–Split, 2012, pp. 115-155.				1	Yes.
	Ivan Basić, Miljenko Jurković, Prilog opusu <i>Splitske klesarske radionice</i> kasnog VIII. stoljeća, in: <i>Starohrvatska prosvjeta</i> , ser. III, 38, Split, 2011, pp. 149-185.				1	Yes.
	Ivan Basić, Diocletian's <i>villa</i> in Late Antique and Early Medieval Historiography: A Reconsideration, in: <i>Hortus Artium Medievalium</i> , 20, Zagreb–Motovun, 2014, pp. 63-76.				1	Yes.
	Mirjana Matijević-Sokol, <i>Toma Arhiđakon i njegovo djelo: rano doba hrvatske povijesti</i> , Jastrebarsko, 2002.				3	Yes.

Optional literature (at the time of submission of study programme proposal)	Grga Novak, <i>Povijest Splita</i> , vol. 1, Split, 1957. (2nd ed. Split, 1978, 3rd ed. Split, 2005)
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - regular class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		PRACTICUM OF ANTIQUE HISTORY				
Code	FPDPR	Year of study	1 st year of graduate study			
Course teacher	Ivan Matijević, Ph.D, Associate professor	Credits (ECTS)	3			
Associate teachers	Zvonimir Forker, MA	Type of instruction (number of hours)	L	S	E	F
			15	0	15	0
Status of the course	Mandatory	Percentage of application of e-learning	10 %			
COURSE DESCRIPTION						
Course objectives	The main goal is to deep the knowledge of students about the monument and archives, methods and issues inherent in research of Antique history. Students will be inform into independent research through the collection of data for research (sources and archaeological sites as historical sources), through a review of specialist publications for research of Antique history, and through a practical work on the monumental structure					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	At the end of this course, students should be able to: - distinguish the basic historical sources used in the study of ancient history, - overcome the basics of auxiliary historical sciences that are used in the processing of sources for Antique history, - be able to interpret the subject and written sources, - critical access to analysis of written sources, knowing how to isolate historically usable data					
Course content broken down in detail by weekly class schedule (syllabus)	1. Challenges to study of Antique history (2L) 2. Types of the sources (2L) 3. Auxiliary historical sciences in the study of Antique history (2L) 4. Archaeological site as a historical source I (2L) 5. Archaeological site as a historical source II (2L) 6. Methods of analysis of material historical sources (2L) 7. Importance of literary sources - problems of interpretation (2L) 8. Spotting contamination of some historical sources (2L) 9. Compliance of written and material resources (2L)					

	10. Use of specialized publications I (2L) 11. Use of specialized publications II (2L) 12. Examples of Latin epigraphic inscriptions from Dalmatia (2L) 13. Numismatics examples of Greek and Roman coins from Dalmatia (2L) 14. Interdisciplinary methods in the study of ancient history (2L) 15. Review of the whole; repetition and preparation of students for the exam (2L)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Participate in the teaching process: lectures 80%, exercises 80%. Behave in accordance with ethical and scientific principles in higher education. Present the paper according to pre-established criteria. To be informed about the teaching and preparation of the seminar paper during the teacher's consultations. Pass the oral exam.					
Screening student work(<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	1	(Other)	
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	1	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Report 30%. Oral exam 70%. Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	D. Rendić-Miočević, <i>Iliri i antički svijet</i> , Split 1989. Grčki utjecaj na istočnoj obali Jadrana, Zbornik radova, Split 1998.			1	No	
	J. Brundšmid, <i>Natpisi i novac grčkih gradova u Dalmaciji</i> , Split 1998.			1	No	
	N. Cambi, <i>Antika</i> , Zagreb 2002.			1	No	
	N. Cambi, <i>Kiparstvo rimske Dalmacije</i> , Split 2005.			1	No	
	Scientific papers from specialized magazines: <i>Bullettino di archeologia e storia dalmata</i> , VAHD/VAPD, <i>Diadora</i> , <i>Asseria</i> , <i>Histria Antiqua</i> , <i>Hortus Artium Medievalium</i> , <i>Starohrvatska prosvjeta</i> and other.			1	No	
Optional literature (at the time of submission of study programme proposal)	Grga Novak, <i>Povijest Splita</i> , knj. 1, Split, 1957 (2nd ed. Split, 1978; 3rd ed. Split, 2005)					
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus					

	- individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		PSYCHOLOGY OF NURTURE AND EDUCATION					
Code	HZX003	Year of study	1 st year of graduate study				
Course coordinator(s)	Goran Kardum, Ph.D Full Professor	Credit value (ECTS)	5				
Associates	Vesna Antičević, Ph.D Professor Assistant	Course delivery types (hours per semester)	L	S	P	T	
			30	30	0	0	
Course status	Mandatory	E-learning percentage	0%				
COURSE DESCRIPTION							
Course objectives	Theoretical, empirical approaches and methodological features of psychology of nurture and education.To introduce students to the specific areas of education and development in childhood and adolescents with an emphasis to cognitive, emotional, social and culture dimensions in practical work with children and adolescents.						
Course admission requirements and entrance competences required	None						
Expected learning outcomes at a course level (4-10 outcomes)	Upon completion of the course, students will be able to: 1. distinguish scientific and nonscientific approach in psychology of nurture and education 2. understanding the elements of development and development theories 3. operacionalization of basic concepts of behavioral approach 4. operacionalization of basic concepts of psychodynamic approach 5. operacionalization of basic concepts of cognitive approaches of memory and learning processes 6. explain and understanding environmental factors that affect learning and memory 7. analyse and understanding the role of temeperamen and personality traits in the context of learning and memory 8. understand the basic principles of psychometric characteristics of knowledge tests and assessment						
Course content elaborated in detail according to the timetable	1. Psychology of nurture and education; science and practice 2. Methodological principles in the field of nurture and education 3. Biological basis of neuronal signalization and neurotransmitters in the behavior regulation 4. Genetics, nurture and education, epigenetics and behavioral genetics 5. Psychodynamic theory; scientific evaluation 6. Behavioral theories						

	7. Cognitive and social cognitive approach of development, learning and memory 8. Intelligence; different theories and approaches 9. Emotion; the role, theory and researches in the field of nurture and learning 10. Motivation and attribution theories 11. Abnormal behavior – concepts and theory 12. Abnormal behavior – classification and main deviating behaviour 13. Cross-cultural research and finding 14. Social and communication skills 15. Pre-exam II					
Course delivery types	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> tutorials <input type="checkbox"/> completely <i>on line</i> <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field teaching			<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (note down other types)		
Students' duties	Course attendance, class activity, successfully completing tasks; write and present a seminar paper in line with previously determined criteria; pass a written exam (or an equivalent of 2 tests)					
Following up students' work (<i>note down ECTS credits for each activity so that the total of ECTS credits matches the course credit value</i>):	Course attendance	2	Researching	/	Practical work	/
	Experimental work	/	Term paper	/	(Other)	
	Essay	/	Seminar paper	1	(Other)	
	Preliminary exams	2	Oral exam	/	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating students' work during the course and in the final exam	Final grade is a result of course attendance and activity in in-class assignments (40%), seminar paper (20%) and preliminary tests/written exam (40%). The assessment and marking criteria of individual elements can be found in the course repository.					
Obligatory reading list (available in the library and in other media)	Title			Number of copies in the library	Available in other media	
	Handouts, lectures			/	/	
	Selected scientific articles from databeses			/	Yes	
	Vlasta Vizek Vidović, Majda Rijavec, Vesna Vlahović - Štetić, Dubravka Miljković, Psihologija obrazovanja, Zagreb 2003.			1	/	
Additional reading list	Berk, L. (2006). <i>Psihologija cjeloživotnog razvoja</i> (chapters 1-3). Jastrebarsko: Naklada Slap. Nietzel M. T., Bernstein D. A., Milich, R. (2001). Dječja klinička psihologija, u: Uvod u kliničku psihologiju (365-413). Jastrebarsko: Naklada Slap. Santrock, J. W. (2003). Life-Span Development. New York: McGraw Hill. Vasta, R., Haith, M., Miller, S. (1998 or other). <i>Dječja psihologija</i> . Jastrebarsko: Naklada Slap. Wenar, C. (2003). Razvojna psihopatologija i psihijatrija: od dojenačke dobi do adolescencije. Jastrebarsko: Naklada Slap.					

The ways of a quality follow-up which enable acquisition of the defined learning outcomes	Regular class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
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NAME OF THE COURSE		PROFESSIONAL PRACTICE IN THE TEACHING BASE					
Code	HZX009	Year of study	2 nd year of graduate study				
Course teacher	All teachers in scientific-teaching professions who participate in teaching	Credits (ECTS)	5				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			0	30	40	80	
Status of the course	Elective	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	Introduce students to specific practical conditions in the teaching base and train them to independently identify and solve more complex practical problems in a real work environment.						
Course enrolment requirements and entry competences required for the course	Students have the right to apply for the Internship Competition before the beginning of the second year of graduate study. Considering the available places for internships in teaching bases, in the case of a larger number of registered students than the number of available places for internships in host organizations, a selection procedure is carried out according to the Ordinance on professional internships at the Faculty of Humanities and Social Sciences.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Course learning outcomes:</p> <ol style="list-style-type: none">1. Apply the knowledge and skills acquired during the undergraduate and graduate studies necessary for independent observation and solving more complex specific problems in a real work environment.2. Prepare a Report on Professional Practice Prepare a Report on Professional Practice and explain and critically evaluate the performed tasks with the attachment of relevant documentation <p>Individual learning outcomes:</p> <ol style="list-style-type: none">1. Explain the structure of the selected teaching base.2. Identify and illustrate the challenges posed by the work environment and create processes to deal with specific challenges.3. Analyze and evaluate specific practical situations based on recent scientific sources.4. (Co) organize, monitor, document and evaluate processes in the teaching base.5. Analyze the problems arising from specific work tasks in the teaching base and suggest processes for solving them.6. Document personal practice and reflexively evaluate it critically.						

Course content broken down in detail by weekly class schedule (syllabus)	Professional practice is realized through the performance of specific work tasks with work with a mentor from the teaching base. Professional practice lasts 80 working hours. With the consent of the mentor from the Faculty the mentor from the teaching base plans work tasks. The remaining 70 working hours relate to mentoring (10 hours mentor / teacher from the Faculty, 20 working hours mentor from the teaching base), literature research (10 working hours), preparation of the Report on professional practice (20 working hours), preparation and implementation of defense Reports to the mentor from the Faculty (10 working hours).					
Format of instruction	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> independent tasks <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	<ul style="list-style-type: none">- Behave in accordance with ethical and scientific principles in higher education and the principles of organization / teaching base in accordance with the instructions of the mentor.- Participate in the work of the teaching base and perform the obligations of professional practice defined in accordance with the schedule by the professional mentor, which enables the acquisition of learning outcomes provided by the course.- Adhere to the time frames required to perform professional practice.- Actively and constructively act in the teaching base and report to the mentor on Faculty during the performance of this course.- Develop and defend a Report on Professional Practice.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Literature research and consultation with mentors	0,5	Practical training	3
	Experimental work	/	Preparation and defense of professional practice Report	0,5	(Other)	
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	/	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	<p>Professional practice is descriptively evaluated by mentors of the teaching base and of the Faculty. The mentor from the teaching base continuously monitors the regularity of coming to practice, diligence and success in solving the set work tasks.</p> <p>At the end of the internship, the mentor assigns one of the following two descriptive grades to the student:</p> <ul style="list-style-type: none">• The student has successfully completed a professional internship• The student did not successfully complete the internship. <p>In case the student has not successfully completed the internship, the internship mentor should explain the grade in writing, and the mentor from the Faculty enters the grade of the internship "Not passed".</p> <p>If the mentor's grade from the teaching base "Student has successfully completed a professional internship" is a mentor from the Faculty, analyzes the Professional Practice Report, discusses work assignments with the student and assigns one of the following two descriptive grades:</p> <ul style="list-style-type: none">• The student has successfully prepared and defended the Internship Report					

	<ul style="list-style-type: none"> The student did not successfully prepare and defend the Professional Practice Report. <p>If the mentor from the Faculty gave the grade "Student did not successfully prepare and defend the Report on professional practice" the grade should be explained in writing.</p> <p>The subject Professional Practice is considered passed only if the descriptive grades of both mentors have confirmed the successful implementation of professional practice / Report on professional practice. If the descriptive grades of both mentors are positive, the mentor from the Faculty enters the descriptive grade "Passed" in the student index.</p> <p>In accordance with the learning outcomes of the course and the obligations of the student, a descriptive grade is formed with regard to the realization of the following elements:</p> <ol style="list-style-type: none"> Achieved practical work, - 60% Prepared and presented Report, in accordance with the instructions of mentors - 20% Consultations with mentors and independent research - 20%
Required literature	Professional literature is defined by the mentor from the teaching base.
Optional literature	Optional literature is defined by the mentor from the teaching base.
Quality assurance methods that ensure the acquisition of exit competences	<p>Before joining the professional practice in the teaching base the mentor / teacher from the Faculty explains the instructions for performing the practice, documenting the process and compiling the Report on professional practice.</p> <p>During the professional practice, the mentor / teacher from the Faculty, the mentor in the teaching base and the student hold consultations on the process, records are kept on the student's presence and activities. The realized professional practice is continuously monitored as a team through discussion, (self) analysis and (self) evaluation</p> <p>After completing the internship, the student fills out a survey on the quality of the internship in accordance with the Rules.</p>
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		RELIGIONS IN ANTIQUITY: SIMILARITIES AND DIFFERENCES BETWEEN GREEK, ETRUSCAN AND ROMAN RELIGIONS					
Code	FPDA3	Year of study	1 st year of graduate study				
Course teacher	Ivan Matijević, Ph. D, Associate professor	Credits (ECTS)	4				
Associate teachers	Zvonimir Forker, MA	Type of instruction (number of hours)	L	S	E	F	
			30	15	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	10%				
COURSE DESCRIPTION							
Course objectives	Considering ways in which Greek and Roman religion are intertwined and determine their similar and distinctive elements. Determination of the diversity of religious practice in the eastern and western Mediterranean. Analysis of religious base that existed in pre-Roman and Illyrian substrate in the province of Dalmatia and the way in which it over <i>interpretatio romana</i> introduced local religious concepts into the roman religious system.						
Course enrolment	-						

requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the end of the college students should be able to: - determine the reasons for the emergence of syncretism on the examples of major deities of Greco-Roman world - establish the extent of occurrence of <i>interpretatio romana</i> on the examples of pre-Roman Illyrian deities - understand why religion was important in daily private, public and especially the political life of the Roman state - note the importance of certain deities for giving the legitimacy to certain Roman emperors - critically analyze literary sources that testify of the attributes of individual deities					
Course content broken down in detail by weekly class schedule (syllabus)	1. Basic characteristics of the Greek and Roman pantheon (2P) 2. The ways of deifying natural forces and concepts (2P) 3. Traditional Roman religion (2P) 4. Introduction in the mystery religions of the Roman world (2P) 5. The worship of deities of similar or identical characteristics (2P) 6. Roman religion under influences of Etruscan heritage (2P) 7. Greek temple architecture - from the Athens Acropolis to the temples in Sicily (2P) 8. Traces of worship of Greek gods on the east coast of Adriatic (2P) 9. <i>Interpretatio romana</i> in Dalmatia and Pannonia (2P) 10. The Role of Religion in the rule of certain Roman emperors (2P) 11. Characteristics of worship of the Capitoline Triad (2P) 12. Special features of the cult of Cybele and Mithras - examples from the province of Dalmatia (2P) 13. Imperial cult as an instrument of implementation of Romanization (2P) 14. Holders of priesthoods (2P) 15. Review of the whole; repetition and prepares students for the exam (2P)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Participate in the teaching process: lectures 80%, seminars 80%. Behave in accordance with ethical and scientific principles in higher education. Prepare and present a seminar paper according to pre-established criteria. To be informed about the teaching and preparation of the seminar paper during the teacher's consultations. Pass the oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	0,5	(Other)	
	Tests	/	Oral exam	2	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Seminar paper 30%. Oral exam 70%. Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature	Title			Number of	Availability via	

(available in the library and via other media)		copies in the library	other media
	L. Paretti, P. Brezzi, L. Petech, Stari svijet. Od 500. god. prije n.e. do nove ere, Zagreb 1967., 262. – 299., Isti autori, Stari svijet. Od početka nove ere do 500., Zagreb 1967., 234. - 238. R. Katičić, Illyricum Mythologicum, Zagreb 1995. W.F. Otto, Bogovi Grčke. Slika božanskog u zrcalu grčkog duha, Zagreb 2004.	1	No
Optional literature (at the time of submission of study programme proposal)	R. Turcan, The Gods of Ancient Rome, Edinburgh 2000. M. Beard, J. North, S. Price, Religions of Rome, Cambridge 1998. (dva sveska) C. Kerény, The Herose of the Greeks, London 1997. (rep.)		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process 		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		SELECTED TOPICS OF ECONOMIC AND CULTURAL HISTORY OF THE 18 TH CENTURY SPLIT					
Code	FPPIP2	Year of study	1 st year of graduate study				
Course teacher	Marko Trogrlić, Ph.D, Full Professor	Credits (ECTS)	2				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	Elective	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	The aim of this course is to introduce students with history of everyday life in the 18th and 19th century Dalmatia. Getting familiar with the social and private life, and not only political history, has the main purpose to point out the importance of material preserved in the museums and other collections, which represent an important link in the introduction of this segment of history.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the exam, the students will be able to: - understand the meaning of fundamental economic and cultural improvements of the 18th century Split - interpret continuity and changes in the process of economic and cultural modernization in the 18th century Split - explain the basic processes that affected the appearance of economic						

	associations and cultural organizations - critically interpret different aspects of economic and cultural history of 18th century Split					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introductory lecture: Split in the 18th century - basic historical processes 2. History of private and social life of certain Dalmatian, cities, such as Trogir, Split and Kaštela 3. Appearance and equipment of residential and communal buildings 4. Nutrition habits of the population 5. The manner of dressing 6. Types of entertainment and procurement methods 7. Cultural societies and associations 8. Economic societies, special focus on agricultural academy 9. Architectural works 10. Prominent and meritorius individuals 11. Health and disease regime 12. Great epidemic 13. Split seminary and gymnasium 14. Paštrić library 15. Concluding remarks.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input 6"="" type="checkbox/>(other)</td></tr><tr><td>Student responsibilities</td><td colspan="/> Regular class attendance, report presentation, class activity, passing oral exam.		
Screening student work(<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	0,5	(Other)	
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	0,5	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Oral exam 70% Report 20% Teaching activities 10% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	N. Bajić - Žarko, Split kao trgovačko i tranzitno središte na razmeđu Istoka i Zapada u 18. st., Književni krug, Split 2004.				2	No
	D. Božić - Bužančić, Privatni i društveni život u Splitu u osamnaestom stoljeću, Školska knjiga, Zagreb 1981.				2	No
Optional literature (at the time of submission of study programme proposal)	A.Ercegović, Pučka arhitektura starih splitskih pregrada, Književni krug, Split 2002.; H. Zglav - Martinac, Tako su jeli naši stari, (Katalog izložbe), Split 1997.; and other specific chapters					
Quality assurance methods that	- class attendance, class activity, successfully completing tasks					

ensure the acquisition of exit competences	<ul style="list-style-type: none"> - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		SOCIOLOGY OF EDUCATION						
Code	HZX004		Year of study		1 st year of graduate study			
Course teacher	Dr.sc. Ivanka Buzov, Assistant Professor		Credits (ECTS)		5			
Associate teachers	Tea Gutović, Teaching Assistant	Type of instruction (number of hours)	L	S	E	F		
			30	30	0	0		
Status of the course	Mandatory		Percentage of application of e-learning		20%			
COURSE DESCRIPTION								
Course objectives	The aim of the course is to acquire knowledge about the basic terms of sociology of education, and particularly about the relationship between educational subsystems and global social system. Then the aim is also to introduce students about the major sociological theories of education and contemporary educational perspectives in sociology. Also, gaining knowledge about the social basis of the teaching profession and the processes of action of educational institutions in modern society.							
Course enrolment requirements and entry competences required for the course	None.							
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of this course, students will be able to: 1. Describe and define the basic concepts of the sociology of education; 2. Explain the social context of education; 3. Recognize sociological theoretical perspectives on education; 4. Identify the impact of social and technological change on the development of education; 5. Link the system of educational institutions and the social importance of the role of teachers (characteristics of professions).							
Course content broken down in detail by weekly class schedule (syllabus)	1.Introduction to course (guideline through course topics, mode, literature, methods, deadlines, exam), clarification of basic concepts.(2L+2S) 2. The creation and development of the sociology of education; Subject and methods of sociology of education, relation to other sociological disciplines.(2L+2S) 3. Sociological approach and relevant theoretical concepts of education, Part I.: functionalist, liberal and socialdemocratic perspectives. (2L+2S) 4. Sociological approach and relevant theoretical concepts of education, Part II.: Conflict and Interactionist perspectives. (2L+2S) 5. The social character of education: inequalities in education; educational opportunity inequalities (2L+2S) 6. The sociology of school education.(2L+2S)							

	7. Colloquium (1st), Service Learning (1+1L+2S) 8. Central European and Scandinavian Structure of Education (PISA project) / Bologna process in higher education (2L+2S) 9. Transition problems of education; education and globalization(2L+2S) 10. Education and European Integration (2L+2S) 11. Contemporary Perspectives in the Sociology of Education - Education for Democracy and Human Rights, Environmental Education, Intercultural education (2L+2S). 12. Education for entrepreneurship (2L+2S) 13. Sociology of curriculum (2L+2S) 14. Sociology of profession; status, role and reputation of teacher. (2L+2S) 15. Colloquium (2nd) and Evaluation (2L+2S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Participate in the teaching process: lectures 70%, seminars (80%). - Behave in accordance with ethical and scientific principles in higher education. - Participate and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course. - Analytically approach and discuss the topic at seminars / workshops. - Prepare and present a seminar paper according to pre-established criteria. - Pass the oral exam (equivalent to the oral exam are 2 passed colloquia) - To be informed about the classes he / she missed during the consultations of teachers and with other students. - Adhere to the time frames required to perform activities in the course. - Actively and constructively participate in teaching					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research	/	Practical training	-
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	1	(Other)	
	Tests	/	Oral exam	2	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade in the course is formed with regard to the realization of the following elements: 1. Oral exam, - 70% 2. Prepared and presented seminar paper in accordance with the instructions of teachers - 20% 3. Class activity: success in solving individual and group tasks - 10% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	1. Haralambos, M., Holbron, M. (2002). Sociologija:			10		No

	Teme i perspektive. (str. 773-882). Zagreb: Golden marketing.		
	2. Ledić, J., Miočić, I., Turk, M. (2016). Europska dimenzija u obrazovanju: Pristupi i izazovi: Rijeka: Filozofski fakultet.	1	Yes
	3. Pilić, Š. (2008.), /ur./, Obrazovanje u kontekstu tranzije. Split: HPKZ, pp.. 45-57; 59-66; 129- 145; 149-162; 165-174; 239-244	10	No
Optional literature (at the time of submission of study programme proposal)	<p>- Ballantine, J. H. (1993). The Sociology of Education. Englewood Cliffs: Prentice Hall.</p> <p>- Baranović, B. /ur./ (2006). Nacionalni kurikulum u europskim zemljama i Hrvatskoj: komparativan prikaz. Sociologija i prostor: časopis za istraživanje prostornog i sociokulturnog RAZVOJA, 44(2/3):181-200.</p> <p>- Barber, B. (1963.) Some problems in the Sociology of Professions, <i>Daedalus</i>, 92(4): 669-688.</p> <p>- Bernstein, B. (1994.), Jezik i društvene klase. Beograd: BIGZ.</p> <p>- Bourdieu, P. i Passeron, J. C. (2000.), Reproduction in Education, Society and Culture. London: Sage Publications.</p> <p>- Buzov, I. (2009). Obrazovanje za okoliš: kratak pregled razvoja koncepta, Godišnjak TITIUS, 1(1): 303-315.</p> <p>- Durkheim, E. (1996.), Obrazovanje i sociologija, Societas, Zagreb. 11.</p> <p>- Giddens, A. (2007.), Sociologija, Zagreb: Nakladni zavod, (16. Poglavlje – Obrazovanje, str. 494-536)</p> <p>- Hagège, H. (2019). <i>Education for Responsibility. Science, Society and New Technologies Series- Education Set</i>. London and New York: ISTE Ltd & John Wiley and Sons.</p> <p>- Jal, M. & Scott, D. (2018) Education in a New Society: Renewing the Sociology of Education 1st Edition, University of Chicago Press</p> <p>- Lesourne, J. (1993.) Obrazovanje i društvo: izazovi 2000. godine. Educa, Zagreb, str. 79-104.</p> <p>- Liessmann, K.P. (2006.), Teorija neobrazovanosti: zablude društva znanja, Zagreb, Naklada Jesenski i Turk.</p> <p>- Ninčević, M. (2009). Interkulturalizam u odgoju i obrazovanju, Drugi kao polazište, Nova prisutnost 7, 59-84 26.</p> <p>- Obrazovanje za poduzetništvo - E4E: Znanstveno stručni časopis o obrazovanju za poduzetništvo, Zagreb: Visoka škola za ekonomiju, poduzetništvo i upravljanje Nikola Šubić Zrinski.</p> <p>- Pastuović, N. (2012). Obrazovanje i razvoj, Institut za društvena istraživanja i učiteljski fakultet, Zagreb.</p> <p>- Pastuović, N. (1999). Edukologija. Integrativna znanost o sustavu cjeloživotnog obrazovanja i odgoja, Znamen, Zagreb (V. Poglavlje: Sociologija cjeloživotnog obrazovanja i odgoja, str. 316-371).</p> <p>- Pilić, Š. (2008). <i>Knjiga o nastavnicima</i>. Split: Filozofski fakultet, dostupno na https://www.ffst.unist.hr/download/repository/Pilic_nastavnici.pdf</p> <p>- Stanić S., Hren D., Buzov I. (2016) Schools, Local Communities and Communication: Above and Beyond the Stakeholders. In: Alfirević N., Burušić J., Pavičić J., Relja R. (eds.) <i>School Effectiveness and Educational Management</i>. Palgrave Macmillan,</p> <p>- Štulhofer, A. (1992). Mitologija obrazovnih šansi. Theleme, 38, 2, 61-72. 36.</p> <p>- Vujčić, V. (1990.), Obrazovne šanse, Školske novine, Zagreb.</p> <p>- Vujčić, V. (1989.), Obrazovanje i društvo, CDD, Zagreb.</p> <p>- Waller, R. (2012). Sociologija obrazovanja. U: Duffour, B. i Curtis, W. Studij odgojno-obrazovnih znanosti. Zagreb: Educa, str. 123-151.</p> <p>NOTE: Optional literature also serves as a basis for seminar literature, which is usually supplemented by newer bibliographic units from the sociology of education.</p>		
Quality assurance	Class attendance, class activity, individual consultations, success in performing		

methods that ensure the acquisition of exit competences	tasks. Student survey on the quality of teaching and teachers at the university level. Passed the exam and fulfilled other syllabus obligations. Students' self-assessment of achieved learning outcomes, collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		TEACHING PRACTICE IN SCHOOL				
Code	FPDNP	Year of study	2 nd year of graduate study			
Course teacher	Mladenko Domazet, Ph.D, Professor Assistant	Credits (ECTS)	5			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			0	0	30	0
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	This course aims to develop teachers competences and application of knowledge and skills at the level of planning, teaching, design of pupils activities, implementation and management of the teaching process. Elaboration of selected teaching units in practical work in schools, alongside the guidance of a supervisor and incumbent of the course.					
Course enrolment requirements and entry competences required for the course	Completion of all requirements for 'Methodology of History Teaching I and II'					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the exam, students should be able to: - apply acquired knowledge and skills in practical teaching (planning, programming and implementation of lessons) - interpret teaching strategies on different school levels - implement and design methods of learning and teaching - know how to write daily preparation of a lesson - recognize the need and encourage students, learn motivational techniques, monitoring their work and progress					
Course content broken down in detail by weekly class schedule (syllabus)	With this teaching practice it is desired that students are stimulated into developing their own style of teaching history, applying didactic-methodical standards. Elaboration of selected teaching units in practical work in schools, alongside the guidance of a supervisor and incumbent of the course.					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input checked="" type="checkbox"/> teaching in schools			
Student responsibilities	Attendance during teaching hours of mentor - 20 hours (10 in primary and 10 in secondary schools); presence during lessons of other students (5 hours). Standalone 4 teaching hours (2 at Primary and 2 in High school). Sample hour with mentor and course teacher from Faculty of Humanities and Social Sciences. Keeping records of school practice and diary of teaching practice. Individual consultations 10 hours (analysis of held classes at school).					

Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Field work	/
	Essay	/	Seminar essay	/	Diary of instruction	/
	Tests	/	Oral exam, teaching class at school	2	Exercises/Analysis of the class	0,5
	Written exam	/	Project	/	Daily praperation for the class	0,5
Grading and evaluating student work in class and at the final exam	Exercises/Analysis of the class) 10% Daily preparation for the class 20% Oral exam (Teaching class at school) 70% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)					Number of copies in the library	Availability via other media
	Nastavni planovi i programi za osnovne i srednje škole u RH				1	yes
	M. Marinović, <i>Nastava povijesti usmjerena prema ishodima učenja</i> , Zagreb 2014.				1	yes
	C. Kyriacou, <i>Temeljna nastavna umjeća</i> , Zagreb, 2001. H. Klippert, <i>Kako uspješno učiti u timu: zbirka praktičnih primjera</i> , Zagreb, 2001. Nacionalni okvirni kurikulum za predškolski odgoj i obrazovanje te opće obvezno i srednjoškolsko obrazovanje, Zagreb, 2011 (PDF)				-	-
	R. Stradling, <i>Nastava europske povijesti 20. stoljeća</i> , Zagreb, 2003. M. Matijević – D. Radovanović, <i>Nastava usmjerena na učenika</i> , Zagreb, 2011.					
Additional literature						
Quality assurance methods that ensure the acquisition of exit competences	Personal consultations, exams, surveys, mentoring, evidence of the presence in lectures and classes, active participation in discussions. Student evaluation.					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		TYPES OF ROMAN AUTHORITY: KINGDOM-REPUBLIC-EMPIRE					
Code	FPDA2	Year of study	1 st year of graduate program				
Course teacher	Ivan Matijević, Ph. D, Associate professor	Credits (ECTS)	4				
Associate teachers	Zvonimir Forker, MA	Type of instruction (number of hours)	L	S	E	F	
			30	15	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	10%				
COURSE DESCRIPTION							
Course objectives	Overview of the ways in which during almost eight centuries profiled basic levers of power in the Roman state: over the Kings to Republican magistrate to the emperor						

	and his confidants among the senators and knights in the Principate. Analysis of how the basic principles of government and display of their reflected on life in newly conquered regions. Examples of coming to power over dictatorship and a triumvirate through qualifying services of knights and senatorial grade.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the exam, students should be able to: - figure out a way the Roman state functioned during the royal, republican and imperial age - examine as many differences in the functioning of the country during these periods - detect conditioning of new form of government with the expansion of the territory of the Roman state - recognize the importance of Augustus Principate for the functioning of Roman Empire in the next three centuries					
Course content broken down in detail by weekly class schedule (syllabus)	1. Subject and methods (spatial and temporal determinants, access) (2L) 2. The state of research of the forms of government in ancient Rome (2L) 3. From the village on the Palatine to the Alliance of Seven Hills (2L) 4. Characteristics of forms of government during era of Kings (753.-509. BC) (2L) 5. Impact of Etruscan components on the formation of the Roman system of rule (2L) 6. The establishment of the Republic and the new levers of power: the consulate, the dictatorship, the Senate (2L) 7. The establishment of the Republic and the new levers of power: plebeian tribunate, Act of 12 boards, a military tribunate with the consulate authorities II. (2L) 8. Transformation of Rome during the Middle Republic (2L) 9. Roman state in the 1st century BC - a time of political turmoil and dictatorship (2L) 10. Institution of triumvirate (2L) 11. Consolidation of state institutions at the time of Octavian Augustus and the establishment of the Empire (2L) 12. The role of senators and knights in the administration of the state (2L) 13. Provincial Administration (2L) 14. Empire in times of crisis: Severi and military emperors (2L) 15. Review of the whole; repetition and prepares students for the exam (2L)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor		
Student responsibilities	Participate in the teaching process: lectures 80%, seminars 80%. Behave in accordance with ethical and scientific principles in higher education. Prepare and present a seminar paper according to pre-established criteria. To be informed about the teaching and preparation of the seminar paper during the teacher's consultations. Pass the oral exam.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is	Class attendance	1,5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	0,5	(Other)	
	Tests	/	Oral exam	2	(Other)	

<i>equal to the ECTS value of the course)</i>	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Seminar paper 30%. Oral exam 70%. Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	B. Kanlif, Rimsko carstvo. Narodi i civilizacija, Beograd 1982. P. Brezzi - L. Petech, Stari svijet od 500. god. pr. n.e. do nove ere, Zagreb 1967., 36. - 51., 194. -243. P. Brezzi - L. Petech, Stari svijet. Od početka nove ere do 500. godine, Zagreb 1967., 24. - 53., 152. - 210. P. Grimal, Rimaska civilizacija, Beograd 1968., 21. - 149. M. Cazenave-R. Auget, Ludi carevi, Zagreb 1990.			1	No	
Optional literature (at the time of submission of study programme proposal)	M. Le Glay, J.L. Voisin, Y. Le Bohec, A History of Rome, Cambridge Mass. 1996. K. Galinsky, Age of Augustus D.S. Potter, The Roman Empire at Bay AD 180 – 395 M. Cary-H.H. Scullard, A history of Rome, London (više raznih izdanja). F. Braudel, The Mediterranean in the Ancient World, London 2001.					
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		Urban Historical Geography					
Code	FPDIP17	Year of study	1 st year of graduate study				
Course teacher	Nikola Glamuzina, Ph.D Full Professor	Credits (ECTS)	2				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	Elective	Percentage of application of e-learning	0 %				
COURSE DESCRIPTION							
Course objectives	Introduction to study of history and development of urban civilization through the relevant historical periods, historical development of city functions, urban culture and the role of the city in various civilizations throughout history. Applying of scientific knowledge of various disciplines which deal with the study of the historical development of the city - geography, archaeology, architecture, anthropology and art history. Understanding the importance of interdisciplinary approach to the study of the city and understanding of urban civilization and culture.						
Course enrolment	-						

requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After finishing the course students will adopt the curriculum and be able to: - Explain the significance of interdisciplinary studies of urban settlements - Interpret the knowledge about the city and urban civilization - Describe the main processes in the development of urban civilization and understand modern tendencies of urban development in certain parts of the world - Interpret different aspects of the urbanization process, with particular emphasis on Croatia					
Course content broken down in detail by weekly class schedule (syllabus)	1 Introduction to the course 2 The term of the city, city functions, the appearance of the city and urban civilization in history 3 Development of the first cities in the prehistory 4 Development of the ancient city in Europe 5 Development of an ancient city in Asia 6 Development of the medieval city in Christian Europe 7 Development of the medieval city in Christian Europe 8 Development of the medieval town in Oriental (Islamic) civilization and the rest of the world 9 Development of a European city in the Renaissance and Baroque 10 Development of the city in the non-European territory during the period of the Great geographical discoveries 11 Development of the city in the non-European territory during the period of the Great geographical discoveries 12 Development of the colonial city in the non-European areas 13 Development of the city in the industrial period 14 Modern tendencies of urban development 15 Final interview					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance.					
Screening student work(<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	0,5	(Other)	
	Written exam Or two tests	0,5	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Students' knowledge is assessed in the written and oral semesters. During the semester, two tests are organized through which students can take the written material and thus be exempted from taking the written part of the exam at the end of the semester.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Glamuzina, N., 2013: Urbana historijska geografija, available on-line				No	Yes

Optional literature (at the time of submission of study programme proposal)	Milić, B. (1994.), Razvoj grada kroz stoljeća – I. prapovijest-antika, Školska knjiga, Zagreb Milić, B. (1995.), Razvoj grada kroz stoljeća – II.srednji vijek, Školska knjiga, Zagreb Milić, B. (2002.), Razvoj grada kroz stoljeća – III. novo doba, Školska knjiga, Zagreb Mumford, L. (1968.), Grad u historiji – njegov postanak, njegovo mijenjanje, njegovi izgledi, Naprijed, Zagreb Vresk, M. (2002.), Razvoj urbanih sistema u svijetu, Školska knjiga, Zagreb
Quality assurance methods that ensure the acquisition of exit competences	Discussion during lectures, consultations, two tests or written exam, oral exam.
Other (as the proposer wishes to add)	/

3.PERFORMING CONDITIONS OF STUDY PROGRAMME

3.1. Places of perform of study programme

Integral buildings (specify the existing buildings, buildings under construction and planning of construction)	
Identification of the building	Poljičanka, No. of cadastral plot 7840/28 K. O. Split
building location	Poljička cesta 35, 21000 Split
Year of construction	1991.
The total area in the squar meter	7967,10 m2

3.2. List of techers and associates by the courses

Course	Teacher and Associates
Adriatic Area and the Ottoman Empire	Marko Rimac
Archivistic and Historiography	Marko Trogrlić
Art of Warfare in the Ancient World	Ivan Matijević, Zvonimir Forker
Auxiliary Historical Sciences III.	Tonija Andrić
City in Antiquity on the Eastern Adriatic Coast	Ivan Matijević, Zvonimir Forker
Croatia and the Adriatic since 1941	Edi Miloš
Contribution of Christianity to Croatian Society and Culture in Early Modern and Contemporary Period	Marko Trogrlić
Croatian Peasant Movement from Its Beginning until 1918	Edi Miloš
Croatian Society in the 20 th Century, I	Aleksandar Jakir
Croatian Society in the 20 th Century, II	Aleksandar Jakir
Didadctics	Morana Koludrović, Antonela Mrsić
Early Modern Mediterranean World	Josip Vrandečić
Croatia and the Adriatic (1918 - 1945)	Edi Miloš
Eastern Adriatic and Medieval Economies	Tonija Andrić
Everyday Life of the Adriatic Middle Ages	Tonija Andrić
Fundamentals of Pedagogy	Tonča Jukić, Sani Kunac
Habsburg Monarchy and the Adriatic Area (1526 -1790)	Nikša Varezić, Marko Rimac
History of Government in Croatian Lands (1848-1918)	Marko Trogrlić
History of Monasticism in Croatia	Marko Trogrlić
History of the Dubrovnik Republic through the Roman Archives	Nikša Varezić
History of the Republic of Dubrovnik	Nikša Varezić
History of the Bay of Kotor During the Venetian Rule (1420-1797)	Josip Vrandečić
Landscape History	Marko Rimac

Language, Nation and Ideology of Croatian National Movement in 19 th century	Marko Trogrlić
Latin Epigraphy	Ivan Basić
Latin Language for Historians, I	Marko Dragić, Jure Hrgović
Latin Language for Historians, II	Marko Dragić, Jure Hrgović
Latin Paleography	Tonija Andrić
Medieval City on the Eastern Adriatic Coast: Origins and Social Growth	Ivan Basić
Methodology of History Teaching, I	Mladenko Domazet
Methodology of History Teaching, II	Mladenko Domazet
Metodology of Scientific Work	Marko Trogrlić
Military Revolution in the Mediterranean in the 16 th century	Josip Vrandečić
Notarial Documents as Historical Sources: Diplomatic and Paleographic Workshop	Tonija Andrić
Paganism and Christianity in Mutual Relationship	Ivan Matijević, Zvonimir Forker
Poleogenesis of Split at the Turn of Late Antiquity and the Early Middle Ages	Ivan Basić
Practicum of Antique History	Ivan Matijević, Zvonimir Forker
Professional Practice in the Teaching Base	All teachers in science-teaching professions who participate in teaching
Religions in Antiquity: Similarities and Differences Between Greek, Etruscan and Roman Religions	Ivan Matijević, Zvonimir Forker
Selected Topics of Economic and Cultural History of the 18 th Century Split	Marko Trogrlić
Sociology of Education	Gorana Bandalović, Ivanka Buzov
Teaching Practice in School	Mladenko Domazet
Types of Roman Authority: Kingdom-Republic-Empire	Ivan Matijević, Zvonimir Forker
Urban Historical Geography	Nikola Glamuzina

3.3. Datas about Teachers

First and last name and title of teacher	Tonija Andrić , Ph. D, Associate professor
The course he/she teaches in the proposed study programme	Auxiliary Historical Sciences III., Everyday Life of the Adriatic Middle Ages, Latin Paleography, Notarial Documents as Historical Sources: Diplomatic and Paleographic Workshop
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, Split
Telephone number	021 541 919
E-mail address	tonija@ffst.hr
Personal web page	https://ffst.academia.edu/tandric
Year of birth	/
Scientist ID	309854
Research or art rank, and date of last rank appointment	Senior research associate
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor 15/09/2021
Area and field of election into research or art rank	Humanities, History
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	01/10/2008
Name of position (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	National and world history of the Middle Ages
Function	Head of the Department for History
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D
Institution	Croatian study, University of Zagreb
Place	Zagreb
Date	25/04/2004
INFORMATION ON ADDITIONAL TRAINING	
Year	2010
Place	Vienna
Institution	Department fr History of Southeast Europe, University of Vienna
Field of training	Medieval history
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Latin (4)
COMPETENCES FOR THE COURSE	
Earlier experience as course	-

teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Auxiliary Historical Sciences, III; Notarial Documents as Historical Sources: Diplomatic and Paleographic Workshop and Latin Paleography:</p> <p>- "Nekoliko starih recepata za pravljenje pisaće tinte iz knjižnice franjevačkog samostana u Zaostrugu", („A few old recipes for making writing ink from the library of the Franciscan monastery in Zaostrug") <i>Portal – godišnjak Hrvatskog restauratorskog zavoda</i>, br. 8, Zagreb 2016, str. 81-97 (with Jurica Matijević i Jelica Zelić).</p> <p>- „Matrikula splitske bratovštine Gospe od Dobrića iz 16. st. Paleografsko-diplomatička i sadržanja analiza s kritičkim prijepisom teksta" („Rules of Split's Confraternity of Our Lady of Dobrić from the 16th Century. Paleographic, Diplomatic and Historical Analysis with Critical Transcription of the Text"), <i>Croatia Christiana Periodica</i>, br. 85, Zagreb 2020., str. 37-50.</p>
	<p>Everyday Life of the Adriatic Middle Ages:</p> <p>- „Urban Space and Economic Activity in Late Medieval Split", <i>Reform and Renewal in Medieval East and Central Europe: Politics, Law and Society</i> (ur. Suzana Miljan, Eva B. Halasz, Alexandru Simon), Cluj-Napoca – Zagreb – London 2019., str. 563-583.</p> <p>- „Social and Economic History in the Work of F. C. A. Tomislav Raukar", <i>Annales in Perspective: Designs and Accomplishments</i>, vol. 1 (ed. Roksandić, Drago; Šimetin Šegvić Filip; Šimetin Šegvić, Nikolina), Zagreb 2019., str. 431-436.</p> <p>- „The Middle-Class Entrepreneurial Elite in Šibenik and Split (15th century), <i>Povijesni prilozi</i>, br. 56, Zagreb 2019., str. 109-130. (u koautorstvu s Antom Birinom)</p> <p>- <i>Život u srednjovjekovnom Splitu. Svakodnevica obrtnika u 14. i 15. stoljeću (Life in the medieval Split: Daily Life of artisans in the 14th and 15th centuries)</i>, Zagreb-Split 2018.</p> <p>- „Brodarstvo kasnosrednjovjekovnog Splita. Brodograditelji i brodovlasnici kao dio onodobne društvene elite" („Shipping of late medieval Split. Shipbuilders and shipowners as part of the social elite of that time"), <i>Pomorski Split do početka 20. stoljeća. Zbornik radova s međunarodnog znanstvenog skupa održanog u Splitu 26. i 27. rujna 2016.</i> (ur. Cambi, Nenad; Duplančić, Arsen), Splir 2019., str. 157-183.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5	<p>URBES. Cities of Croatian Middle Ages. Urban space and urban Elites (2015-2019) (CSF)</p> <p>The Latin sources, studies and tools for social and economic</p>

at most)	history (2005-2008) (MZOS)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Croatian Studies, University of Zagreb, a group of teaching subjects in the major study of history
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Ivan Basić , Ph. D., Associate professor
The course he/she teaches in the proposed study programme	Poleogenesis of Split at the turn of Late Antiquity and the Early Middle Ages, Medieval city on the eastern Adriatic coast: origins and social growth Latin Epigraphy.
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	(021) 545 571
E-mail address	ibasic@ffst.hr
Personal web page	https://ffst.academia.edu/IvanBasic
Year of birth	/
Scientist ID	304961
Research or art rank, and date of last rank appointment	Senior research associate
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor (15/09/2021)
Area and field of election into research or art rank	Humanities, History
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	01/07/2011
Name of position (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	Medieval history
Function	Head of Chair for Ancient and Medieval History & Historical Methodology (Department of History)
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph.D.
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	23/12/2013
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Latin (4)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<ul style="list-style-type: none"> - Late Antique and Early Medieval Art (undergraduate level, History of Art, Faculty of Humanities and Social Sciences, University of Zagreb) - Early medieval stonecarvers' workshops in Dalmatia and Histria (undergraduate level, History of Art, Faculty of Humanities and Social Sciences, University of Zagreb) - Transformations of the ancient world (graduate level, History of Art, Faculty of Humanities and Social Sciences, University of Zagreb) - Art of ancient Illyricum (graduate level, History of Art, Faculty of Humanities and Social Sciences, University of Zagreb)
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p><u>Latin epigraphy:</u></p> <ul style="list-style-type: none"> - The Inscription of Gaius Orchivius Amemptus, <i>Vjesnik za arheologiju i historiju dalmatinsku</i>, 108, Split, 2015, pp. 37-77. - Natpis nadbiskupa Ursa kao izvor za crkvenu povijest ranosrednjovjekovnog Zadra (The inscription of archbishop Ursus as a source for ecclesiastical history of early medieval Zadar), <i>Starohrvatska prosvjeta</i>, ser. III, 44-45 (2017-2018), Split, 2018, pp. 153-179. - The sarcophagus with sanction-formula from Trogir (Aspects of the Byzantine diplomatics tradition in early medieval epigraphy of the Adriatic), <i>Vjesnik za arheologiju i historiju dalmatinsku</i>, 111, Split, 2018, pp. 281-330. - What can epigraphy tell us about <i>partitio Imperii</i> in 5th-century Dalmatia?, <i>Journal of Late Antiquity</i>, 12/1, Baltimore, 2019, pp. 88-135. (co-author: Maja Zeman)
	<p><u>Poleogenesis of Split at the turn of Late Antiquity and the Early Middle Ages:</u></p> <ul style="list-style-type: none"> - New evidence for the re-establishment of the Adriatic dioceses in the late eighth century, in: <i>Imperial Spheres and the Adriatic: Byzantium, the Carolingians and the Treaty of Aachen (812)</i> (eds. M. Ančić, J. Shepard, T. Vedriš), London–New York: Routledge, 2018, pp. 261-287. - Pagan tomb to Christian church: The case of Diocletian's mausoleum in Spalatum, in: <i>Pagans and Christians in the Late Roman Empire: New Evidence, New Approaches (4th-8th centuries)</i>, (eds. M. SÁghy, E. M. Schoolman), Budapest: CEU Press, 2017, pp. 241-271. - <i>Spalatensia Porphyrogenitiana [II]</i>. Notes on the poleogenesis and urban development of early medieval Split, in: <i>Towns and</i>

	<p><i>cities of the Croatian Middle Ages. Image of the Town in the Narrative Sources: Reality and/or Fiction?</i> (eds. I. Benyovsky Latin, Z. Pešorda Vardić), Zagreb: Croatian Institute of History, 2017, pp. 61-114.</p>
	<p><u>Medieval city on the eastern Adriatic coast: origins and social growth:</u></p> <ul style="list-style-type: none"> - Sjeverna i srednja Dalmacija u ranome srednjem vijeku (Northern and central Dalmatia in the Early Middle Ages), in: <i>Nova zraka u europskom svjetlu: Hrvatske zemlje u ranome srednjem vijeku (oko 550 – oko 1150)</i> (ed. Z. Nikolić Jakus), [Povijest Hrvata, vol. I], Zagreb: Matica hrvatska, 2015, pp. 427-462. - New evidence for the re-establishment of the Adriatic dioceses in the late eighth century, in: <i>Imperial Spheres and the Adriatic: Byzantium, the Carolingians and the Treaty of Aachen (812)</i> (eds. M. Ančić, J. Shepard, T. Vedriš), London–New York: Routledge, 2018, pp. 261-287. - <i>Spalatensia Porphyrogenitiana [II]</i>. Notes on the poleogenesis and urban development of early medieval Split, in: <i>Towns and cities of the Croatian Middle Ages. Image of the Town in the Narrative Sources: Reality and/or Fiction?</i> (eds. I. Benyovsky Latin, Z. Pešorda Vardić), Zagreb: Croatian Institute of History, 2017, pp. 61-114. - Bilješke o problemu konstituiranja tribunata u dalmatinskim pretkomunalnim društvima (Notes on the problem of the institution of tribunate in pre-communal Dalmatian societies), in: <i>Splitski statut iz 1312. godine: povijest i pravo. Povodom 700. obljetnice. Zbornik radova sa međunarodnoga znanstvenog skupa održanog od 24. do 25. rujna 2012. godine u Splitu</i> (eds. Ž. Radić, M. Troglić, M. Meccarelli, L. Steindorff), Split: Književni krug - Odsjek za povijest Filozofskog fakulteta - Pravni fakultet, 2015, pp. 173-202. - The sarcophagus with sanction-formula from Trogir (Aspects of the Byzantine diplomatics tradition in early medieval epigraphy of the Adriatic), <i>Vjesnik za arheologiju i historiju dalmatinsku</i>, 111, Split, 2018, pp. 281-330.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	2013-2015 Collaborative project <i>Pontes Adriatici: The Network of Cultural Exchange on the Adriatic</i> , University of Zagreb, head of project: prof. dr. Igor Fisković, fellow of Croatian Academy of Sciences and Arts
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Faculty of Humanities and Social Sciences, University of Zagreb, group of pedagogical courses at the study of History and History of Art
PRIZES AND AWARDS, STUDENT EVALUATION	

Prizes and awards for teaching and scholarly/artistic work	/
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First and last name and title of teacher	Ivanka Buzov , Ph. D, Assistant Professor
The course he/she teaches in the proposed study programme	Sociology of Education
GENERAL INFORMATION ON COURSE TEACHER	
Address	Split, Poljička cesta 35
Telephone number	(021) 545 552
E-mail address	ibuzov@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	298413
Research or art rank, and date of last rank appointment	Scientific Associate, 14.11. 2014.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 14.03. 2016.
Area and field of election into research or art rank	Social Sciences, Sociology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	01.10.2007.
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Scientific and teaching activity
Function	Head of Department of Sociology (2017-2020); Coordinator for professional practice in teaching bases (from 2016)
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Zagreb, Faculty of Humanities and Social Sciences
Place	Zagreb
Date	09.10. 2013.
INFORMATION ON ADDITIONAL TRAINING	
Year	2016
Place	Erfurt and Kassel, Germany
Institution	University of Erfurt and University of Kassel
Field of training	Service Learning
INFORMATION ON ADDITIONAL TRAINING	
Year	2019
Place	Porto, Portugal
Institution	University of Porto, Faculty of psychology and educational sciences
Field of training	Intervention in education – research approaches.
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 4
Foreign language and command of foreign language on a scale from 2	French, 2

(sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Sociology of education, Educational perspectives in new integration, Contemporary perspectives in sociology of education- <i>Undergraduate study in sociology: Sociology of education - Teacher Studies (integrated)</i> ; Sociology of education - <i>Study of preschool education</i> .
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> 1. Buzov, I. (2020). Education, Migration and Sustainable Development – Perspectives og Agenda 20930. In: <i>NORDSCI Conference Proceedings</i>, Book 1, Volume 3. SAIMA CONSULT LTD Sofia, Bulgaria, pp. 49-56. 2. Buzov, I., Cvitković, E., Rončević, N. (2020). Prema mogućnostima implementacije obrazovanja za održivi razvoj na sveučilištu, <i>Socijalna ekologija</i>, 29(1):3-25. 3. Stanić S., Hren D., Buzov I. (2016). Schools, Local Communities and Communication: Above and Beyond the Stakeholders. In: Alfirević N., Burušić J., Pavičić J., Relja R. (eds.) <i>School Effectiveness and Educational Management</i>. Palgrave Macmillan, pp.49-65. 4. Buzov, I. (2014). Social network sites as area for students' pro-environmental activities, <i>Procedia Social and Behavioral Sciences</i>, 152:1233-1236
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<ol style="list-style-type: none"> 1. 2018. –2020. “P:A:Z:I: Praktično-Aktivno-Zajedno-Interdisciplinarno! - programi društveno korisnog učenja za okoliš i održivi razvoj / Practically-Active-Together-Interdisciplinary! - service learning programs for the environment and sustainable development/ – European Social Fund (NGO „Sunce“ Split and University of Split) 2. Od 2016.g. – “Youth Aspirations, Identity, and Demographic Change in Rural Croatia: Implications for Education and Rural Regional Development (University of Split and Penn State University, USA). 3. 2016- August 2018. COMMIX: Empowering Literacy in Adolescents through Creative Engagement with Comics (ERASMUS plus – University of Split and research centres form Bulgaria, Cyprus, Great Britain, Poland and Romania. 4. 2014-2016: Boys’ reading (ERASMUS plus - Strategic Partnerships – University of Split and research centres and faculties form Austria, Cyprus, Greece, Poland, Portugal and Romania. 5. 2014-2016, Znanstveni centar izvrsnosti za školsku efektivnost i menadžment/ Science Centre of Excellence for School Effectiveness and management/, Ministarstvo znanosti, obrazovanja i športa - Institut za društvena istraživanja “Ivo Pilar”, Ekonomski fakultet Zagreb, Filozofski fakultet Split)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Graduate study (acquired the title of professor of sociology), within which was acquired MPDP competencies.
PRIZES AND AWARDS, STUDENT EVALUATION	

Prizes and awards for teaching and scholarly/artistic work	/
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First and last name and title of teacher	Mladenko Domazet , Ph. D, Associate Professor
The course he/she teaches in the proposed study programme	Methodology of History Teaching, I and II Teaching Controversial and Sensitive Issues in History Teaching, I and II Teaching Practice in School
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 545 595
E-mail address	mdomazet@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	331610
Research or art rank, and date of last rank appointment	Senior scientific associate 2017.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor 2017.
Area and field of election into research or art rank	Humanities, History
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1./IX./2007.
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Humanities
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D
Institution	Faculty of Humanities and Social Sciences
Place	Zagreb
Date	2./VII./ 2011.
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/

MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	The history of everyday life on the examples of Kaštela, Solin and Split in the first half of the 20th century (undergraduate level of history studies).
Authorship of university/faculty textbooks in the field of the course	<ul style="list-style-type: none"> - <i>Donja Kaštela everyday life 1900.-1939.</i> (M. Domazet - M. Vuletin), Zagreb 2002. - The twilight of the sailingships fleet of Stari Grad (M. Domazet), Zagreb 2004. - <i>Stari Grad on the Island of Hvar – The Island Town at the Crossroads of the 19th and 20th Centuries</i> (M. Domazet), Stari Grad 2011. - <i>Donja Kaštela Carnival</i> (M. Domazet - R. Marić), Zagreb 2014.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Books:</p> <ul style="list-style-type: none"> - <i>Clips from Life - Stari Grad on the Island of Hvar (1914 - 1941)</i>, Stari Grad 2016. - <i>Memories from the land of our ancestors (Late 19th and early 20th century emigrants from the central area of Hvar Island)</i>, Jelsa 2020. <p>Articles:</p> <ul style="list-style-type: none"> - <i>Rejected among his own – micro localisms as a destruction</i>, Historijski zbornik, Zagreb 2016. - <i>Similarities and differences of the ports of Split and Stari Grad of Hvar at the end of the 19th and the beginning of the 20th century</i>, Zbornik; Pomorski Split do početka XX. stoljeća, Split, Split, 2019. - <i>The people of the Poljica peasant principality in military units from the mid 15th until the early 19th centuries</i>, Književna baština 45, Split 2019.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<p>At the inter-county professional gatherings of history teachers of Zadar, Šibenik-Knin, Split-Dalmatia and Dubrovnik-Neretva counties, he gave presentations:</p> <ul style="list-style-type: none"> - <i>From Traditional towards Contemporary Teaching of History</i> (M. Domazet - L. Miletić), 2014. - Activity of the elementary school in Stari Grad on the island of Hvar in

	<p>the circumstances of the First World War, 2017.</p> <ul style="list-style-type: none"> - Is Salona a misery, or is our attitude towards it miserable and futile?, 2018. - Relationships, critical thinking and developing awareness of preserving historical and cultural heritage, KlioFest 2018. - Micro historical potential in the context of teaching and learning (on the example of Sinjska Alke, Građa i prilozi za povijest Dalmacije, 27, 2017.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<ul style="list-style-type: none"> - Expert consultant for the National History Curriculum of the Year, 2016. - Reviewer of the Manual and Psychometric Analysis of the state final examination - matura in History (2013-2015), National Center for External Evaluation of Education, 2018. - Member of the working group for finalizing the Proposal of the National Curriculum for the History subject, 2019. - Reviewer of the Exam Catalog for the state final examination - matura in the school year 2021/2022., National Center for External Evaluation of Education, 2020. - has been a member of the Examination Committee for professional exams since 2012. - President of the State Commission for History Competition, 2014., 2015. and 2019.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	<ul style="list-style-type: none"> - Supplementary Psychological Education Program - Faculty of Natural Sciences, Mathematics and Education, University of Split, 1999. - Certificate of passing the professional exam on May 17, 2000.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Marko Dragić , Ph.D, Full Professor
The course he teaches in the proposed study programme	Latin Language for Historians, I and II
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000
Telephone number	021 541 910
E-mail address	mdragic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	263153
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching	Full Professor, October 26 th 2016

rank, and date of last rank appointment	
Area and field of election into research or art rank	Humanistic sciences, philology, theory and history of literature
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split, Faculty of Philosophy
Date of employment	October 2 nd 2005
--Name of position (professor, researcher, associate teacher, etc.)	Full Professor
Field of research	Theory and history of literature i
Function	Head of Croatian department's division for literature and culture and the head of the Module for Literature and Culture at the Postgraduate Doctoral Study in Humanities Member of the Scientific Field Committee for the Humanities – field of philology
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD.
Institution	University of Zagreb, Faculty of Philosophy
Place	Zagreb
Date	July 18 th 2000
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Russian (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Slovenian (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Latin (4)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	I have been lecturing at the University of Split since year 2003.
Authorship of	Dragić, M. (2006). Hrvatska književnost katoličke obnove i prvog

university/faculty textbooks in the field of the course	prosvjetiteljstva (Hrvatska barokna književnost) (sveučilišni priručnik). Split: Filozofski fakultet Sveučilišta u Splitu.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>1. Dragić, M. (2020). Štovanje sv. Josipa u hrvatskoj crkveno-pučkoj baštini. Nova prisutnost: časopis za intelektualna i duhovna pitanja, XVIII (2), Kršćanski akademski krug (KRAK). Zagreb. 145-170.</p> <p>2. Dragić, M. (2019). Tijelovo u hrvatskoj katoličkoj crkveno-pučkoj kulturnoj baštini. Crkva u svijetu 54 (1). Katolički bogoslovni fakultet Sveučilišta u Splitu. Split. 59-81.</p> <p>3. Dragić, M. (2019). Suzaštitnik Splita sv. Arnir u kulturnoj baštini Splita i okolice, Kulturna baština, časopis za pitanja prošlosti splitskoga područja 45. Društvo prijatelja kulturne baštine Split, Split. 299. – 320.</p> <p>4. Dragić, M.; Dragić, H. (2019). Sveti Ivan Krstitelj u hrvatskoj tradicijskoj baštini, Croatica et Slavica Iadertina 15 (1). Odjel za kroatistiku i slavistiku, Sveučilište u Zadru. 275-329.</p> <p>5. Dragić, M. (2018). Hrvatski i crnogorski mitovi o Ilirima i tradicijske predaje o ilirskom kralju Agronu i kraljici Teuti, Cetinjski filološki dani I. (ur. Novica Vujović) Fakultet za crnogorski jezik i književnost. Cetinje. 703-734.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	<p>Croatian and Latin language and literature study programme at the University of Split, Faculty of Philosophy in Zadar. Postgraduate doctoral study programme at the University of Zagreb, Faculty of Philosophy. Fifteen years of work at the University. Lecturer of the following courses: Croatian oral literature (Croatian language and literature, undergraduate study programme), Croatian traditional culture in the European context (Croatian language and literature, graduate study programme), Literature and reality (Croatian language and literature, graduate study programme), Historic tales (Croatian language and literature, graduate study programme), Latin language I, Latin language II, Latin language for historians I, Latin language for historians II.</p> <p>Previously lectured the following courses: Theory of literature (Croatian language and literature, undergraduate study programme), World literature (Croatian language and literature, old study programme), Literary practicum (Croatian language and literature, old study programme), Croatian literature Catholic restoration and the first Enlightenment (Croatian language and literature, undergraduate study programme), Croatian pre-Realism, Realism and Modern literature (Croatian language and literature, undergraduate study programme).</p>
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and	Award for Excellence in Teaching and Working with Students. Faculty of Humanities and Social Sciences, University of Split 2020.

scholarly/artistic work	“Top 20 University Professors in academic year 2013/2014” award – students’ choice.
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First and last name and title of teacher	Zvonimir Forker, MA, Assistant
The course he teaches in the proposed study programme	Art of Warfare in the Ancient World, City in the Antiquity in the Eastern Adriatic Coast, Paganism and Christianity in Mutual Relations, Practicum of Antique History, Religions in Antiquity: Similarities and Differences Between Greek, Etruscan and Roman Religions, Types of Roman Authority: Kingdom-Republic-Empire.
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 545 571
E-mail address	zforker@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	374520
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	/
Area and field of election into research or art rank	/
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Filozofski fakultet u Splitu
Date of employment	01. 01. 2019.
Name of position (professor, researcher, associate teacher, etc.)	Assistant
Field of research	Antique history
Function	ECTS commissioner on the Department for History
INFORMATION ON EDUCATION – Highest degree earned	
Degree	History teacher and an archeologist
Institution	University in Zadar
Place	Zadar
Date	17. 10. 2006.
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
Foreign language and command of foreign language on a scale from 2	/

(sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	/
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Graduate study programme at University of Zadar
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Nikola Glamuzina , Ph. D, Associate Professor
The course he teaches in the proposed study programme	Urban Historical Geography
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 541 911
E-mail address	Nikola.Glamuzina@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	228301
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, 20/12/ 2013
Area and field of election into research or art rank	Interdisciplinary fields of research, geography
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1/7/2007
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Geography

Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D
Institution	Faculty of Natural Sciences, University of Zagreb
Place	Zagreb
Date	10/4/ 2002.
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Seminars on Regional geography of Croatia, Urban geography, Study of Geography, 4 years of teaching study
Authorship of university/faculty textbooks in the field of the course	Glamuzina; N., Fuerst-Bjeliš, B. (2015), Historijska geografija Hrvatske, Filozofski fakultet Sveučilišta u Splitu, Split
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Urban Historical Geography: Ćosić, S. – Glamuzina, N. (2018.), Dubrovačka kartografija potkraj 17. stoljeća, Anali Zavoda za povijesne znanosti HAZU u Dubrovniku, 56/1, pp. 199-251
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Geography teacher
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Jure Hrgović, Ph.D
The course he/she teaches in the proposed study programme	Latin Language for Historians, I Latin Language for Historians, II
GENERAL INFORMATION ON COURSE TEACHER	
Address	Fratarski prolaz 4, Sinj
Telephone number	/
E-mail address	frajure@gmail.com
Personal web page	/
Year of birth	/
Scientist ID	/
Research or art rank, and date of last rank appointment	Postdoctoral title, 10/2020.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	/
Area and field of election into research or art rank	Humanities, classical philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Franciscan grammar school in Sinj
Date of employment	1. 9. 2013.
Name of position (professor, researcher, associate teacher, etc.)	Titular assistant lecturer
Field of research	Latin and Greece language
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ma.
Institution	Univesita pontificia Salesiana
Place	Rome – Italy
Date	18. 1. 2011.
INFORMATION ON ADDITIONAL TRAINING	
Year	2011
Place	Washington DC, SAD
Institution	The Catholic University of America
Field of training	Latin and Greece language
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 3
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name	/

title of course, study programme where it is/was offered, and level of study programme)	
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	/
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	/
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Aleksandar Jakir , PhD, Full Professor
The course he/she teaches in the proposed study programme	Croatian Society in the 20 th Century, I Croatian Society in the 20 th Century, II
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Spli
Telephone number	021 545 558
E-mail address	ajakir@ffst.hr
Personal web page	http://www.ffst.unist.hr/aleksandar.jakir
Year of birth	/
Scientist ID	295432
Research or art rank, and date of last rank appointment	Senior Academic Adviser, 2013
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full professor, 2013
Area and field of election into research or art rank	Historical science, Croatian History and Contemporary and Modern History
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split, Croatia, Faculty of Humanities and Social Sciences
Date of employment	01/03/2007
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Croatian History and Contemporary and Modern History

Function	Dean of the Faculty of Humanities and Social Sciences University of Split since October, 1 st 2013
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Erlangen-Nuremberg (Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany)
Place	Erlangen
Date	1997
INFORMATION ON ADDITIONAL TRAINING	
Year	2009
Place	Zagreb
Institution	Agency for Science and Higher Education
Field of training	Quality Assurance Auditor in Higher Education
MOTHER TONGUE AND FOREIGN LANGUAGES	
First languages	German / Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Russian 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<p>From 1997-99 Scientific collaborator at the Historical Institute at the University in Jena (Friedrich-Schiller-Universität Jena, Germany)</p> <p>From 1999-2006 Assistant professor at the Department for East European History at University of Marburg (Philipps-Universität Marburg, Germany)</p> <p>Guest professor: 1998-99 and 2006-2007 for Southeast European History at University of Basel (Switzerland).</p> <p>At all these institutions I have taught courses in my field of expertise.</p>
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Croatian Society in the First Half of the 20th Century, I and II:</p> <ul style="list-style-type: none"> - Rimski ugovori između NDH i Italije. In: Rimski ugovori : Kraljevina Italija, Kraljevina Hrvatska (NDH), 18. svibnja 1941. / priredili Marin Kuzmić, Boris Vušković. - Split : Udruga antifašista i antifašističkih boraca grada Splita, 2016, 24-53. - O nekim značajkama razvoja Splita u međuratnom razdoblju. In: Drago Roksandić i Ivana Cvijović Javorina (eds.), <i>Vladan Desnica i Split 1920. – 1945. Zbornik radova sa znanstvenog skupa Desničini susreti 2014.</i>, Zagreb: FF-press - Split: Filozofski fakultet 2015, 13-25. - Dalmatien (together with Marko Trogrlić). In: Oliver Schmitt i Thomas Metzelin (eds.): <i>Das Südosteuropa der Regionen; Sitzungsberichte der phil.-hist. Klasse 858</i> Verlag der Österreichischen Akademie der Wissenschaften, Wien 2015, 91-131.

	<ul style="list-style-type: none"> - Die 7. SS-Freiwilligen-Gebirgs-Division „Prinz Eugen“ in Dalmatien (7. dobrovoljačka SS divizija „Prinz Eugen“ u Dalmaciji). In: Ingo Loose / Burkhard Olschowsky (eds.): Nationalsozialismus und Regionalbewusstsein im östlichen Europa. Ideologie – Machtausbau – Beharrung. München-Berlin 2016, DE GRUYTER OLDENBOURG 2016, 369-386. - Dalmacija u procesima stvaranja moderne nacije u 19. i 20. stoljeću. In: Ivan Basić/Marko Rimac (eds.): <i>Spalatumque dedit ortum – U Splitu bio je rođen. Zbornik povodom desete godišnjice Odsjeka za povijest Filozofskog fakulteta u Splitu, Filozofski fakultet 2014</i>, 451-477. - Konfessionelle Prägungen und kulturelle Milieus im Prozess der Herausbildung moderner nationaler Identitäten am Beispiel Dalmatiens in der Zeit zwischen den Weltkriegen. In: Aleksandar Jakir/Marko Trogrlić (eds.): Klerus und Nation in Südosteuropa vom 19. bis zum 21. Jahrhundert. (=PRO ORIENTE. Schriftenreihe der Kommission für südosteuropäische Geschichte Herausgegeben von Alois Mosser. Band 6) PETER LANG Internationaler Verlag der Wissenschaften, Frankfurt am Main · Bern · Bruxelles · New York · Oxford · Warschau · Wien 2014., 99-122. - Die Sokol-Bruderschaft zwischen den Weltkriegen in Dalmatien, u: Tanja Zimmermann (ur.): Brüderlichkeit und Bruderzwist. Mediale Inszenierungen des Aufbaus und des Niedergangs politischer Gemeinschaften in Ost- und Südosteuropa (Kultur- und Sozialgeschichte Osteuropas / Cultural and Social History of Eastern Europe, Band 2 - Vandenhoeck & Ruprecht), Göttingen 2014, 99-14. - <i>Wirtschaft und Wirtschaftsreformen im sozialistischen Jugoslawien</i>. In: Hannes Grandits/Holm Sundhaussen (eds.): Jugoslawien in den 60er Jahren. Auf dem Weg zu einem (a)normalen Staat? Wiesbaden (Harrasowitz) 2013, 83-108. - <i>Memories in Conflict. Remembering the Partisans, the Second World War and Bleiburg in Croatia</i>, in: Tanja Zimmermann (ed.): <i>Balkan Memories: Media Constructions of National and Transnational History</i> (transcript) Bielefeld 2012, 187-205. - <i>Nemoguća misija i početak kraja? Gospodarske reforme u SFR Jugoslaviji tijekom 1960ih godina</i>. In: VPOGLEDI 4. <i>Iz hrvatske povijesti 20. stoljeća – Iz hrvatske zgodovine 20. stoletja</i>. Uredniki: Iskra Iveljić, Stjepan Matković in Žarko Lazarević. (Inštitut za novejšo zgodovino). Ljubljana 2012, 91-110. - <i>Anti-communist guerilla in Croatia, 1945 – 1951</i>. In: Peter Jašek (ed.): <i>Protikomunistický odboj v strednej a východnej Európe / Anti-Communist resistance in Central and Eastern Europe</i>. (Nations Memory Institute) Bratislava 2012, 434 – 449. - <i>The Economic Trigger - The status of 'Nationality' in a 'Self-Managed' Economy During the 1960s and 1970s in Socialist Yugoslavia</i>. In: Marie-Janine Calic, Dietmar Neutatz, Julia Obertreis (eds): <i>The Crisis of Socialist Modernity. The Soviet Union and Yugoslavia in the 1970s</i>. (Vandenhoeck&Ruprecht) Göttingen 2011, 134-155.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<ul style="list-style-type: none"> - <i>Cultural science network for South-East European Studies "Media and Memoria in South-Eastern Europe"</i> - <i>Das Südosteuropa der Regionen</i>
The name of the programme and the volume in which the main	/

teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	In all Student Evaluations organised by University Centre for Quality Assurance at the University of Split all indicators show very good feedback.

First and last name and title of teacher	Tonča Jukić , Ph.D., Associate Professor
The course he/she teaches in the proposed study programme	Fundamentals of Pedagogy
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split
Telephone number	+385 21 545 586
E-mail address	tjukic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	290210
Research or art rank, and date of last rank appointment	senior research associate, 7. 2. 2018.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	associate professor, 1. 10. 2019.
Area and field of election into research or art rank	social sciences, pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1.12. 2006.
Name of position (professor, researcher, associate teacher, etc.)	associate professor
Field of research	teaching process, pedagogical science
Function	Teacher
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	16. 5. 2011.
INFORMATION ON ADDITIONAL TRAINING	
Year	2002./2003.
Place	Split
Institution	Forum for Freedom in Education, Zagreb
Field of training	Pedagogy, Didactics
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (3)

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Systematic Pedagogy, Study of Pedagogy, Undergraduate study Fundamentals of Pedagogy, Study of Pre-school Education, Undergraduate study Fundamentals of Pedagogy, Teacher Study, Integral study Pedagogy, Health Studies, Graduate studies Creativity as pedagogical challenge, Pedagogy, Undergraduate study
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>1. Jukić, T. (2019). Creativity in Education. In <i>Proceedings of the Seventh International Science Conference Contemporary Education – Conditions, Challenges and Perspectives</i>. Blagoevgrad: Southwest University Neofit Rilski (pp. 11.- 16).</p> <p>2. Jukić, T. & Mandarić Vukušić, A. (2017/2018). Crisis of Upbringing and Education: How to become a part of the solution rather than being part of the problem. <i>Vospitanie: Journal of Educational Sciences, Theory and Practice</i>. 10(14), 11-20.</p> <p>3. Bubić, A. & Jukić, T. (2017). Jedna lasta (ne) čini proljeće: perspektiva pojedinca u kontekstu održivog razvoja. <i>Napredak: časopis za pedagoškijsku teoriju i praksu</i>, 158 (3), 271-289.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<p>1. Jukić, T. & Nemeth-Jajić, J. (2020). Motiviranje adolescenata na čitanje: primjeri dobre prakse. In I. Batarelo Kokić, A. Bubić, T. Kokić & A. Mandarić Vukušić (Eds.) <i>Čitanje u ranoj adolescenciji</i>. Split: Filozofski fakultet (pp. 97-121).</p> <p>2. Jukić, T., Anđelić, M. & Reškov, M. (2015). Poimanje i poticanje kreativnosti u visokoškolskoj nastavi. In H. Ivon & B. Mendeš (Eds.). <i>Kompetencije suvremenog učitelja i odgajatelja – izazov za promjene: znanstvena monografija / Competencies of modern teachers and educators – challenge for change: scientific monograph</i>. Split: Filozofski fakultet u Splitu (pp. 25-34).</p> <p>3. Jukić, T., Kostović-Vranješ, V. & Kunac, S. (2015). Poticanje kreativnosti u visokoškolskoj nastavi s ciljem unaprjeđenja kvalitete života studenata. In S. Kaljača & M. Nikolić (Eds.), <i>Unapređenje kvalitete života djece i mladih. Tematski zbornik (1 book)</i>. Tuzla: Udruženje za podršku i kreativni razvoj djece i mladih i Edukacijsko-rehabilitacijski fakultet Univerziteta u Tuzli (pp. 314-323).</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>Member of the project team: Erasmus Plus K2 Boys reading No. 2014-1-HR01-KA200-007171 (2014-2016).</p> <p>Member of the project team: Erasmus Plus K2 project <i>COMMIX</i> No. 2016-1-BG01-KA201-023657 (2016 - 2018).</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	<p>Faculty of Natural Sciences and Education University of Split, 6 teaching methodologies</p> <p>Forum for Freedom in Education, Project Reading and Writing for Critical Thinking (RWCT), (since 2006 leads workshops for teachers)</p>
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Goran Kardum , Ph.D, Full Professor
The course he/she teaches in the proposed study programme	Psychology of Nurture and Education
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	
E-mail address	gkardum@ffst.hr
Personal web page	http://www.ffst.unist.hr/goran.kardum
Year of birth	/
Scientist ID	276756
Research or art rank, and date of last rank appointment	Scientific counselor, 2019.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Professor, 31 th October 2019.
Area and field of election into research or art rank	Social Sciences, Psychology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	1.11.2008.
Name of position (professor, researcher, associate teacher, etc.)	Full Professor
Field of research	Psychology
Function	-
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences
Place	University of Zagreb, Zagreb
Date	July / 4 / 2007
INFORMATION ON ADDITIONAL TRAINING	
Year	-
Place	-
Institution	-
Field of training	-
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	-
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name	Psychology of Nurture and Education, Faculty of Humanities and Social Sciences

title of course, study programme where it is/was offered, and level of study programme)	
Authorship of university/faculty textbooks in the field of the course	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>1. Malenica, K., Kovačević, V., & Kardum, G. (2019). Impact of Religious Self-Identification and Church Attendance on Social Distance toward Muslims. <i>Religions</i>, 10(4), 276. MDPI AG. http://dx.doi.org/10.3390/rel10040276</p> <p>2. Lehmann, O. V., Kardum, G., & Klempe, S. H. (2018). The search for inner silence as a source for Eudemonia. <i>British Journal of Guidance & Counselling</i>, 0(0), 1–10. https://doi.org/10.1080/03069885.2018.1553295</p> <p>3. Kralj, Ž. & Kardum, G. (2018). Attitudes toward complementary and alternative medicine, beliefs in after death and religiosity among psychiatrists, psychologists and theologians. <i>Psychiatria Danubina</i>, doi: 10.31219/osf.io/ndc7y</p> <p>4. Klarin, M., Antičević, V., Kardum, G., Proroković, A. & Sindik, J. (2018). Communication And Social Skills In Education Of Health Occupation Students: Attitudes And Validation On Nationwide Parallel Group Randomized Study. <i>Suvremena psihologija</i>, 20 (1), 39-52.</p> <p>5. Antičević, V., Kardum, G., Klarin, M., Sindik, J. i Barač, I. (2018). Academic Achievement and Study Satisfaction: The Contribution of High School Success and Personality. <i>Društvena istraživanja</i>, 27 (2), 243-260. https://doi.org/10.5559/di.27.2.03</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Regular studying during the graduate study of psychology as well as through continuous education during the regular teaching work
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Morana Koludrović , Ph. D, Associate professor
The course he/she teaches in the proposed study programme	Didactics
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 545 586
E-mail address	morana@ffst.hr
Personal web page	/

Year of birth	/
Scientist ID	306406
Research or art rank, and date of last rank appointment	Senior research associate, 15/4/2020
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, 17/2/2021
Area and field of election into research or art rank	Social sciences, Pedagogy, Didactics
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	15.4.2008.
Name of position (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	Didactics, curriculum design, school pedagogy
Function	Professor
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph.D.
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	15/3/2013.
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 2
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Since 2009. she continuously maintains classes in these courses
Authorship of university/faculty textbooks in the field of the course	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Koludrović, M.; Reić Ercegovac, I. (2014), Uloga razredno – nastavnog ozračja u objašnjenju ciljnih orijentacija učenika. <i>Društvena istraživanja</i> , 124, 23(2), 283-302. 2. Koludrović, M. (2013), Mogućnosti razvijanja kompetencija učenja u suvremenoj nastavi. <i>Pedagogijska istraživanja</i> , 10(2), 295-307. 3. Koludrović, M. (2013), Mogućnosti primjene i istraživanja problemskog učenja u suvremenoj nastavi. <i>Zrno – Časopis za obitelj, vrtić i školu</i> , 107-108, 133-134. 4. Koludrović, M.; Radnić, I. (2013), Doprinos nekih osobnih i

	socijalnih čimbenika u objašnjenju školskog uspjeha u ranoj adolescenciji. <i>Pedagogijska istraživanja</i> , 10(1), 65-79. 5. Koludrović, M. (2012), Nastavno okruženje kao važan čimbenik ostvarivanja suvremene visokoškolske nastave. U: Ljubetić, M., Zrilić, S. (ur.), <i>Pedagogija i kultura. Kultura kao polje pedagoške akcije: odgoj, obrazovanje i kurikulum</i> . Zagreb: Hrvatsko pedagogijsko društvo, 2, 72-78.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Koludrović, M. (2013), Mogućnosti razvijanja kompetencija učenja u suvremenoj nastavi. <i>Pedagogijska istraživanja</i> , 10(2), 295-307. 2. Koludrović, M. (2012), Nastavno okruženje kao važan čimbenik ostvarivanja suvremene visokoškolske nastave. U: Ljubetić, M., Zrilić, S. (ur.), <i>Pedagogija i kultura. Kultura kao polje pedagoške akcije: odgoj, obrazovanje i kurikulum</i> . Zagreb: Hrvatsko pedagogijsko društvo, 2, 72-78. 3. Mandarić, A.; Koludrović, M.; Reić Ercegovac, I. (2011), Uloga službenih web stranica odgojno – obrazovnih ustanova u razvijanju partnerskih odnosa s roditeljima./The role of educational institution official websites in developing partnership with parents. U: J. Milat (ur.), <i>Digital Technologies and New Forms of Learning</i> . Split: Filozofski fakultet Sveučilišta u Splitu, 233-248. 4. Koludrović, M.; Reić Ercegovac, I. (2010), Kompetencije učitelja iz perspektive kurikulumskog pristupa: Stavovi učenika o „idealnom učitelju“. U: Nikolić, M.; Huremović, A.; Imamović, S. (ur.), <i>Unapređenje kvalitete života djece i mladih</i> . Tuzla, BIH: Udruženje za podršku i kreativni razvoj djece i mladih, 17-23. 5. Koludrović, M.; Reić Ercegovac, I. (2010), Poticanje učenika na kreativno mišljenje u suvremenoj nastavi. <i>Odgojne znanosti</i> , 12:2(20), 427-439.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	/
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Sani Kunac , MA, Assistant
The course he/she teaches in the proposed study programme	Fundamentals of Pedagogy
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 554 586
E-mail address	skunac@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	352646

Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	/
Area and field of election into research or art rank	Social sciences, pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1.4.2016.
Name of position (professor, researcher, associate teacher, etc.)	Teaching assistant
Field of research	Higher Education
Function	Teacher
INFORMATION ON EDUCATION – Highest degree earned	
Degree	mag. paed. and mag. educ. philol. croat.
Institution	Faculty of Humanities and Social Sciences, University of Split
Place	Split
Date	15.7.2014.
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Systematic Pedagogy, Study of Pedagogy, undergraduate study Fundamentals of Pedagogy, double major teachers' studies, graduate studies Creativity as pedagogical challenge, Study of Pedagogy, undergraduate study
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Kunac, S. (2015.), Kreativnost i pedagogija. <i>Napredak</i> , 156(4), 423-446. 2. Kunac, S. i Frania, M. (2018). Necessary Skills and Competencies of the 21st Century Teacher – Croatian and Polish Students' Attitudes. In: Dedić Bukvić, E. i Bjelan-Guska, S. (eds.), <i>Zbornik radova 2. međunarodna znanstveno-stručne konferencije „Ka novim iskoracima u odgoju i obrazovanju“</i> . Sarajevo: Filozofski fakultet Univerziteta u Sarajevu, pp. 65-84. 3. Kunac, S. i Batarelo Kokić, I. (2019). Media Coverage of

	<p>School Behaviour Issues: A Content Analysis of Digital Media Messages. In: Beseda, J., Rohlíková, L., Duffek, V. (eds.), <i>E-learning: Unlocking the Gate to Education around the Globe: 14th conference reader</i>, Prag: Centre for Higher Education Studies, pp. 259-270.</p> <p>4. Kunac, S. (2020). Učestalost čitanja adolescenata i njihovi stavovi o čitanju. U: I. Batarelo Kokić, Bubić, A.; Kokić, T. i Mandarić Vukušić, A. (eds.). <i>Čitanje u ranoj adolescenciji</i>. Split: Sveučilište u Splitu, Filozofski fakultet, pp. 61.-78.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<p>1. Frania, M. i Kunac, S. (2018). Variety of Gamification in the Education - the Polish and Croatian Perspective. In: Beseda, J. i Rohlikova, L. (eds.). <i>DisCo 2018: Overcoming the Challenges and Barriers in Open Education, 13th conference reader</i>. Prag : Centre for Higher Education Studies, pp. 5-20.</p> <p>2. Jukić, T., Kostović-Vranješ, V., Kunac, S. (2015). Poticanje kreativnosti u visokoškolskoj nastavi s ciljem unaprjeđenja kvalitete života studenata. In: Kaljača, S. i Nikolić, M. (eds.), <i>Unapređenje kvalitete života djece i mladih. Tematski zbornik (1 book)</i>. Tuzla: Udruženje za podršku i kreativni razvoj djece i mladih i Edukacijsko-rehabilitacijski fakultet Univerziteta u Tuzli, pp 314-323.</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. 2016.-2018., researcher, Erasmus Plus K2 project – TaSDI-PBS (2016-1-HR01-KA201-022147)., leader Dr. Ivana Batarelo Kokić, Full Professor
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Study of Pedagogy and Study of Croatian language and literature - teacher orientation (graduate level) on Faculty of Humanities and Social Sciences, University of Split.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Ivan Matijević , Ph. D, Associate professor
The course he/she teaches in the proposed study programme	Paganism and Christianity in Mutual Relationship, Religions in Antiquity: Similarities and Differences between Greek, Etruscan and Roman Religions, The Art of Warfare in the Ancient World, The City in Antiquity on Eastern Adriatic Coast, Types of Roman Authority: Kingdom-Republic-Empire.
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	+ 385 21 545 571
E-mail address	ivan.matijevic@ffst.hr
Personal web page	http://ffst.academia.edu/IvanMatijevic
Year of birth	/
Scientist ID	320090

Research or art rank, and date of last rank appointment	Senior research associate
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor 15/12/2021
Area and field of election into research or art rank	Humanities, History
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	29/04/2016
Name of position (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	History of the Roman Empire, Roman army and administration
Function	Professor Assistant
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D
Institution	Zadar University
Place	Zadar
Date	24/04/2015
INFORMATION ON ADDITIONAL TRAINING	
Year	2013.
Place	Rome
Institution	École française de Rome
Field of training	Roman history
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Authorship of university/faculty textbooks in the field of the course	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>The City in Antiquity on Eastern Adriatic Coast: 2016. „Gaj Julije Avit Aleksijan - namjesnik rimske provincije Dalmacije“, <i>Tusculum – časopis za solinske teme</i> 9, Solin 2016, pp. 69-82.</p> <p>Paganism and Christianity in Mutual Relationship and Religions in Antiquity: Similarities and Differences between Greek, Etruscan and Roman Religions: 2015. „Štovanje božanstava među vojnicima u Saloni tijekom principata“, <i>Tusculum – časopis za solinske teme</i> 8, Solin 2015, pp. 25-32</p> <p>The Art of Warfare in the Ancient World: 2016. „Četiri neobjavljena portreta iz Salone“, suautor Nenad</p>

	<p>Cambi, Tusculum – časopis za solinske teme 9, Solin 2016, pp. 61-68.</p> <p>2015. „Rimski vojnici i njihovi oslobođenici na natpisima iz Salone iz doba principata“, Vjesnik za arheologiju i historiju dalmatinsku 108, Split 2015, pp. 131-156.</p> <p>Types of Roman Authority: Kingdom-Republic-Empire: 2014. „Spominje li natpis C/L 3, 8738 konzularnog kornikularija ili beneficijarija?“, Spalatumque dedit ortum. Zbornik povodom desete godišnjice Odsjeka za povijest Filozofskog fakulteta u Splitu (ur. Basić, Ivan; Rimac, Marko), Split 2014, pp. 109-117.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	/
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Edi Miloš , Ph.D, Associate Professor
The course he/she teaches in the proposed study programme	Croatia and the Adriatic since (1918-1941) Croatia and the Adriatic since 1941 Croatian Peasant Movement from its Beginning until 1918
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 545 571
E-mail address	edi.milos@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	310.614
Research or art rank, and date of last rank appointment	Senior scientific associate
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, 24. 05. 2017.
Area and field of election into research or art rank	Humanities, history
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	01.10.2008
Name of position (professor, researcher, associate teacher, etc.)	Associate professor

Field of research	Contemporary history
Function	Head of the Chair of Modern and Contemporary History
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph.D.
Institution	Paris IV Sorbonne
Place	Paris
Date	12.04.2012.
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian, French
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Croatian Peasant Movement from its Beginning until 1918 :</p> <ul style="list-style-type: none"> - <i>Antun Radić (1868-1919) – Homme de lettres engagé et théoricien du mouvement paysan croate</i>, Paris, Sorbonne Université Presses, 2018. - « “Dernières nouvelles” du Congrès de Vienne. La contribution des historiens français au bicentenaire » », in Marko Trogrić, Edi Miloš (ed.), <i>Bečki kongres (1814./1815.). Historiografske refleksije o 200. obljetnici</i>, Zagreb/Split, Leykam international/Odsjek za povijest Filozofskog fakulteta u Splitu, 2016, p. 147-165. - « La Révolution française et Napoléon dans l'œuvre d'Antun Radić », in Jacques-Olivier Boudon (ed.), <i>Les Provinces illyriennes dans l'Europe napoléonienne</i>, Paris, Éditions SPM, 2015, p. 333-345.
	<p>Croatia and the Adriatic since (1918-1941) and Croatia and the Adriatic since 1941:</p> <ul style="list-style-type: none"> - (Edi Miloš, Charlotte Nicolle) « Bogdan Radica i Charles Maurras », in Marko Trogrić, Ivan Bosković (ed.), <i>Bogdan Radica, život i vrijeme</i>, Split, Književni krug Split/Odsjek za povijest Filozofskog fakulteta u Splitu, 2019, p. 255-264. - « Les Slaves méridionaux d'Autriche-Hongrie et la question adriatique (1914-1915) », in Jean-Paul Bled, Jean-Pierre Deschodt (ed.), <i>De Tannenberg à Verdun, la guerre totale</i>, Paris, Éditions SPM, 2017, p. 299-309.
Professional and scholarly articles	

published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	/
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Marko Rimac , Ph.D, Associate professor
The course he/she teaches in the proposed study programme	Habsburg Monarchy and Adriatic Space (1526-1790) Adriatic Space and the Otoman Empire Landscape History
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 541 917
E-mail address	mrimalc@ffst.hr
Personal web page	http://www.ffst.unist.hr/marko.rimalc
Year of birth	/
Scientist ID	298270
Research or art rank, and date of last rank appointment	Senior research associate
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor 20/7/2022
Area and field of election into research or art rank	Humanities, History
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split, Department for history
Date of employment	1/12/2016
Name of position (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	History
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D
Institution	Faculty of Humanities and Social Sciences, University of Zagreb, Department for history
Place	Zagreb
Date	2014
INFORMATION ON ADDITIONAL TRAINING	
Year	/

Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English – 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian – 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German – 3
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Habsburg Monarchy and Adriatic Space (1526-1790) and Adriatic Space and the Otoman Empire:</p> <p>1. Marko Rimac – Josip Dukić: Pismo fra Pavla iz sužanjstva u Urfi (Edesa) 1699. godine; <i>Crkva u svijetu</i> 55 (2020), 2; str. 197-207.</p> <p>2. Izvještaj Zorziya Balba o opsadi Sinja 1715. godine; <i>300. obljetnica slavne obrane Sinja 1715. godine (1715.-2015.)</i> str. 167-181; Sinj 2018.</p> <p>3. Marko Rimac: Stanovništvo Vrane u svjetlu jedne seobe Morlaka početkom Morejskog rata; <i>Braća Vranjani i vransko područje tijekom povijesti: zbornik radova</i> str. 301-312; Zadar 2017.</p>
	<p>Landscape History:</p> <p>1. Mletački katastar Sinja 1705. godine; <i>300. obljetnica slavne obrane Sinja 1715. godine (1715.-2015.)</i> str. 127-133; Sinj 2018.</p> <p>2. Milan Lažeta – Marko Rimac: <i>Budići od Gornjih Poljica do Gornjih Ričica</i>; Zagreb 2018.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>- COST CA18129 – Islamic legacy: Narratives East, West, South, North of the Mediterranean (1350-1750) (2019.-)</p> <p>- The Modern Geopolitics of the Adriatic Sea, 1493-1914 (2013.-2017.)</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-	/

didactic-pedagogical group of competences	
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	Annual award of the Society of university teachers and other scientists of the University of Zagreb to young scientists and artists for the year 2011

First and last name and title of teacher	Marko Trogrić, Ph.D, Full Professor
The course he/she teaches in the proposed study programme	The Habsburg Monarchy and the Adriatic Area (1526 -1790), The Habsburg Monarchy and the Adriatic Area (1790 -1918), History of Monasticism, Contribution of Christianity to Croatian Society and Culture in Early Modern and Contemporary Period, Language, Nation and Ideology of Croatian National Movement in 19th century
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 545 558
E-mail address	mtroglic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	252851
Research or art rank, and date of last rank appointment	Senior Research Scientist, 27/3/2014
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, April, 2014
Area and field of election into research or art rank	Humanities, History
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	01/10/2006
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Croatian and European Modern and Contemporary history
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Phd
Institution	Faculty of Humanities and Social Sciences, University of Vienna (Austria)
Place	Vienna
Date	29/03/2001
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	

Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (3)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Lecturer in Croatian History in the Department of History, Faculty of Humanities and Social Sciences, University of Zadar
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>The Habsburg Monarchy and the Adriatic Area (1526 -1790) and The Habsburg Monarchy and the Adriatic Area (1790 - 1918):</p> <ul style="list-style-type: none"> - Trogrlić, Marko; Šetić, Nevio. Dalmacija i Istra u 19. stoljeću. Zagreb : Leykam international d.o.o., 2015; - Matković, Stjepan; Trogrlić, Marko. Iz korespondencije Josipa Franka s Bečom: 1907.-1910. Zagreb - Split : Hrvatski institut za povijest u Zagrebu - Odsjek za povijest Filozofskog fakulteta u Splitu, 2014; - Trogrlić, Marko. Im Dienst des Schulwesens in Dalmatien. Ivan Skakoc (1752-1837) .Wien : LIT Verlag Berlin – Münster – Wien – Zürich – London, 2013.
	<p>Language, Nation and Ideology of Croatian National Movement in 19th century:</p> <ul style="list-style-type: none"> - Dr. Ante Trumbić (1864. - 1938.). Životopis kroz spise osobnog arhiva u Sveučilišnoj knjižnici u Splitu. Katalog u povodu 150. obljetnice rođenja dr. Ante Trumbića / Kovačić, Mihaela; Trogrlić, Marko (ur.). Split : Sveučilišna knjižnica u Splitu - Odsjek za povijest Filozofskog fakulteta u Splitu, 2015 - Trogrlić, Marko. Erazmo Handel, "Sjećanja", Zagreb : Dom i svijet, 2007
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ul style="list-style-type: none"> - Jakir, Aleksandar; Trogrlić, Marko. Dalmatien // Das Südosteurupa der Regionen. / Schmitt, Oliver Jens ; Metzeltin, Mihael (ur.). Wien : Verlag der Österreichischen Akademie der Wissenschaften, 2015., 91-132.; - Matković, Stjepan; Trogrlić, Marko. Frank i hrvatsko pitanje u korespondenciji Moritza von Aufferberg-Komarówa (1907.- 1910.) // Iz korespondencije Josipa Franka s Bečom: 1907.-1910. / Matković, Stjepan ; Trogrlić, Marko (ur.). Zagreb - Split : Hrvatski institut za povijest - Odsjek za povijest Filozofskog fakulteta u Splitu, 2014., 19-48.; - Trogrlić, Marko; Vrandečić, Josip. Studij povijesti na Filozofskom fakultetu u Splitu: od samostalnog splitskog studija povijesti do jednog među studijima povijesti u Europskoj Uniji // SPALATUMQUE DEDIT ORTUM. Zbornik

	<p>povodom desete godišnjice Odsjeka za povijest Filozofskog fakulteta u Splitu / Collected papers on the occasion of the 10th anniversary of the Department of History, Faculty of Humanities and Social Sciences in Split / Basić, Ivan ; Rimac, Marko (ur.). Split : Filozofski fakultet u Splitu - Odsjek za povijest, 2014., 25-47;</p> <p>- Vrandečić, Josip; Trogrlić, Marko, Dnevnik jednog hodočasnika: Konstantin Vojnović, Bilješke s puta po Italiji 1877. godine // BERTOŠIN ZBORNIK. Zbornik u čast Miroslava Bertose, knj.2 / Jurković, Ivan (ur.), Pula - Pazin 2013. : Sveučilište Jurja Dobrile u Puli - Državni arhiv u Pazinu, 2013.; 607-627;</p> <p>- Trogrlić, Marko, Dopo Venezia: le trasformazioni politiche e istituzionali in Dalmazia dal 1797 al 1848 // L'Adriatico: incontri e separazioni (XVIII-XIX secolo). Atti del convegno internazionale di Studi, Corfù, 29-30 aprile 2010. / Bruni, Francesco ; Maltezou, Cryssa (ur.), Venezia - Atene : Istituto Veneto di Scienze, Lettere ed Arti - Istituto Ellenico di Studi Bizantini e postbizantini di Venezia, 2011., 137-155.</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>- Research project (MZOS): Dalmatia and the Viennese central institution in the 19th century (2007.-2014.),</p> <p>- Research project (Croatian Science Foundation): Adriatic geopolitics, 16-20. century (2014.-2019.)</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	/
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	<p>Annual Croatian Academy of Sciences and Arts Award for the highest achievement in the field of humanities (2019),</p> <p>University of Split Award for Scientific, (2020),</p> <p>Faculty of Philosophy in Split Award for scientific work (2020),</p> <p>City of Split Award for Scientific Achievement (2020)</p>

First and last name and title of teacher	Nikša Varezić, Ph.D
The course he/she teaches in the proposed study programme	Habsburg Monarchy and the Adriatic Area History of the Dubrovnik Republic through the Roman Archives History of the Republic of Dubrovnik
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	+38521 545567
E-mail address	nvarezic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	309843
Research or art rank, and date of last rank appointment	Research Assistant – 19/12/2018
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Professor Assistant – 16/04/2019

Area and field of election into research or art rank	Humanities, field of history, branch of Croatian and world modern and contemporary history.
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	01/10/2008
Name of position (professor, researcher, associate teacher, etc.)	Professor Assistant
Field of research	Humanities, Croatian and Mediterranean History of the Early Modern period
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph.D
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	5/03/2015
INFORMATION ON ADDITIONAL TRAINING	
Year	2009/2010., 2014., 2016.
Place	Rome, Italy
Institution	Vatican School of Palaeography, Diplomatic and Archival; Pontifical Gregorian University; École française de Rome
Field of training	Archival, Early Modern History of the Church and Papacy
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Latin (3)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Introduction to History (Teacher undergraduate study) Historical Phenomenology (Teacher undergraduate study)
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	History of the Dubrovnik Republic through the Roman Archives and History of the Republic of Dubrovnik: - "Dosta je reći u Rimu da bi se reklo čitavom svijetu. Dubrovačka Republika i Sveta Stolica tijekom 16. i 17. stoljeća", Hrvatska akademija znanosti i umjetnosti, Zavod za povijesne znanosti u Dubrovniku, Zagreb-Dubrovnik, 2018., 392 str. - "La Santa Sede e la Repubblica di Ragusa nella prima età moderna: Continuità e mutamenti di una complessa storia diplomatica", u: Römische Historische Mitteilungen, 60,

	<p>Wien: Österreichische Akademie der Wissenschaften, Historisches Institut beim Österreichischen Kulturforum in Rom, 2018, 117-147.</p> <p>- "Solidarnost u doba krize: rimski kardinal „zaštitnik“ i Dubrovačka Republika tijekom velikih izazova 17. stoljeća", u: Sačuvaj nas bože rata, kuge, gladi i velike trešnje. Dubrovnik kroz krize, sukobe i solidarnost. Zbornik radova iz sesije „Dubrovnik kroz krize, sukobe i solidarnosti“ održane u sklopu v. kongresa hrvatskih povjesničara na Sveučilištu u Zadru od 5. do 8. listopada 2016. ur. Gordan Ravančić, Zagreb: Hrvatski institut za povijest, 2017, 35- 76.</p>
	<p>Habsburg Monarchy and the Adriatic Area: "Josip Juraj Strossmayer i Dalmacija", u: Josip Juraj Strossmayer 1815.-2015. Zbornik radova Međunarodnog znanstvenog simpozija prigodom 200. obljetnice Strossmayerovog rođenja. Đakovo 1.—2. listopada 2015. ur. Grgo Grbešić, Darija Damjanović Barišić, Đakovo: 2017. 295-322.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>Research project (MZOS): Dalmatia and the Habsburg central institution in the 19th century (2008.-2014.),</p> <p>Research project (Croatian Science Foundation): Adriatic geopolitics, 16-20. century (2014.-2019.)</p> <p>Research project (Croatian Science Foundation): MEDEA, Modern European Diplomacies and Eastern Adriatic (2020.-2024.)</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Faculty of Humanities and Social Sciences, University of Zagreb, a group of teaching subjects in the major study of history
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Josip Vrandečić , Ph. D, Full Professor
The course he/she teaches in the proposed study programme	<p>Early Modern Mediterranean World</p> <p>History of the Bay of Kotor During the Venetian Rule (1420-1797)</p> <p>Military Revolution on the Mediterranean in the 16th Century</p>
GENERAL INFORMATION ON COURSE TEACHER	
Address	Antofagaste 16, 21000 Split
Telephone number	091/5688819
E-mail address	jvrandecic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	169364

Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Tenured Professor 19 December 2019
Area and field of election into research or art rank	Humanities, History
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Philosophy
Date of employment	1 October 2006
Name of position (professor, researcher, associate teacher, etc.)	Tenured Professor
Field of research	Humanities
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	Yale University
Place	New Haven, Connecticut, SAD
Date	4 December 2000
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French (3)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Teaching assistant, Yale University
Authorship of university/faculty textbooks in the field of the course	<ol style="list-style-type: none"> 1. Tihomir Cipek, Josip Vrandečić (ur.), <i>Hrestomatija liberalnih ideja u Hrvatskoj</i>, (Friedrich Neumann Stiftung - Disput, Zagreb 2004). 2. Josip Vrandečić, Miroslav Bertoša, <i>Dalmacija, Dubrovnik i Istra u ranom novom vijeku</i>, (Leykam international, Zagreb), 2007. 3. Josip Vrandečić, Marko Trogrlić (ur.), <i>Dalmacija 1870-ih u svjetlu bečke politike i "istočnoga pitanja"</i>, (Odjel za povijest Sveučilišta u Zadru, Zadar), 2007. 4. Tihomir, Cipek, Josip Vrandečić (ur.), <i>Nacija i nacionalizam u hrvatskoj povijesnoj tradiciji</i>, (Alinea, Zagreb), 2007. 5. Josip Vrandečić, <i>Borba za Jadran u ranom novom vijeku: Mletačko-osmanski ratovi u venecijanskoj nuncijaturi</i>, (Odsjek za povijest Filozofskog fakuleta u Splitu, Split), 2013.

Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Military Revolution in the Mediterranean in the 16 th century: “Bitka kod Graca 1666. u izvješćima Mletačke nuncijature u Tajnom vatikanskom arhivu“, u: <i>Prilozi poznavanju književnosti Nike Andrijaševića (1882.-1951.) i povijesti Gradca</i> , Gradski muzej Makarska, Makarska, 2020., 31-42. (Social History of Dalmatia in the 16 th and 17 th Centuries)
	Early Modern Mediterranean World: <i>Zadarski nadbiskup Minuccio Minucci i njegova jadranska misija</i> , Zagreb : Leykam international ; Split : Filozofski fakultet, Odsjek za povijest, 2017., 383. (Social History of Dalmatia in the 16 th and 17 th Centuries)
	The History of the Bay of Kotor during the Venetian Rule (1420-1797): M. Trogrlić - J. Vrandečić, „Dalmacija i Boka kotorska od 1797. do 1918.“ u: <i>Temelji moderne hrvatske : hrvatske zemlje u „dugom“ 19. stoljeću</i> , Zagreb : Matica hrvatska, 2016, 495-528.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Scientific project (MZOS) French Rule in Dalmatia Scientific project (Hrvatska zaklada za znanost) The Modern Adriatic Geopolitics
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Faculty of Philosophy in Zadar, the group of pedagogical courses
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/

3.4. Optimal number of students

Enrolment quota for the first year of the graduate study programme is 40 students. Enrolment quota for elective courses is variable, which depends on the number of students in each year.

3.5. Financing

The cost per student has been calculated based on the same criteria (total study expenses in relation to the number of students per year) for all double-major and single-major study programmes at the Faculty of Humanities and Social Sciences. According to all the above criteria the annual cost per student of the graduate study programme *History* is 12,500,00 Croatian Kunas.

3.6. Plan of procedures of study programme quality assurance

In keeping with the European standards and guidelines for internal quality assurance in higher education institutions (according to “Standards and Guidelines of Quality Assurance in the European Higher Education Area”) on the basis of which the University of Split defines procedures for quality assurance, the proposer of the study programme is obliged to draw up a plan of procedures of study programme quality assurance.	
Documentation on which the quality assurance system of the constituent part of the University is based:	
<ul style="list-style-type: none"> Regulations on the quality assurance system of the Faculty of Humanities and Social Sciences (www.ffst.unist.hr/images/50013762/Pravilnik%20o%20sustavu%20osiguravanja%20kvalitete%20FF.pdf) Handbook on the quality assurance system of the Faculty of Humanities and Social Sciences (www.ffst.unist.hr/images/50013762/Prirucnik%20o%20sustavu%20osiguranja%20kvalitete%20FF_lipanj%202014..pdf) 	
Description of procedures for evaluation of the quality of study programme implementation:	
Evaluation of the work of teachers and part-time teachers	<p>Student evaluation of teachers' work, evaluation of mentoring, self-evaluation of teaching, evaluation of teaching by colleagues, the assessment of the availability and adequacy of learning materials, institutional coordinated communication with student representatives done by the Quality Improvement Committee and the Management.</p> <p>Student survey at the end of the semester (CIRCO, https://www.ffst.hr/centri/circo) (<i>Handbook on the quality assurance system of the Faculty of Humanities and Social Sciences, article 4.4.2.</i>)</p>

Monitoring of grading and harmonization of grading with anticipated learning outcomes	<p>Student survey at the end of the semester (CIRCO, https://www.ffst.hr/centri/circo)</p> <p>Self-evaluation</p> <p>Internal student evaluations via anonymous questionnaires once per semester</p> <p><i>(Handbook on the quality assurance system of the Faculty of Humanities and Social Sciences, article 4.3.)</i></p>
Evaluation of availability of resources (spatial, human, IT) in the process of learning and instruction	<p>Student survey at the end of the semester (CIRCO, https://www.ffst.hr/centri/circo)</p> <p>All resources are procured regularly whereas, if necessary, resource adequacy is evaluated towards the end of each academic year.</p> <p><i>(Handbook on the quality assurance system of the Faculty of Humanities and Social Sciences, article 4.5.1.)</i></p>
Availability and evaluation of student support (mentorship, tutorship, advising)	<p>Student survey at the end of the semester (CIRCO, https://www.ffst.hr/centri/circo)</p> <p>Self-evaluation</p> <p>Internal student evaluations via anonymous questionnaires</p> <p><i>(Handbook on the quality assurance system of the Faculty of Humanities and Social Sciences, article 4.4., article 4.5.)</i></p>
Monitoring of student pass/fail rate by course and study programme as a whole	<p>ISVU system</p> <p><i>(Handbook on the quality assurance system of the Faculty of Humanities and Social Sciences, article 4.2.4., article 4.3.1.)</i></p>
Student satisfaction with the programme as a whole	<p>Student survey at the end of the semester (CIRCO, https://www.ffst.hr/centri/circo)</p> <p>Self-evaluation</p> <p>Internal student evaluations via anonymous questionnaires</p> <p><i>(Handbook on the quality assurance system of the Faculty of Humanities and Social Sciences, article 4.2.6.)</i></p>
Procedures for obtaining feedback from external parties (alumni, employers, labour market and other relevant organizations)	<p>E-mail communication with members of the Department</p> <p>Questionnaire</p> <p><i>(Handbook on the quality assurance system of the Faculty of Humanities and Social Sciences, article 4.2.6.)</i></p>
Evaluation of student practical education (where this applies)	<p>Evaluation of student practical education is conducted orally. Students are interviewed by their teacher.</p>
Other evaluation procedures carried out by the proposer	<p>Formal and informal counselling with colleagues from the field on Departmental level and elsewhere</p> <p>Class-shadowing with feedback by colleagues from the field</p> <p><i>(Handbook on the quality assurance system of the Faculty of Humanities and Social Sciences)</i></p>
Description of procedures for informing external parties on the study programme (students, employers, alums)	<p>Faculty Web-pages</p> <p>Prospectus (updated every year)</p> <p>University Open Day</p> <p><i>Universitas</i> –University of Split supplement in <i>Slobodna Dalmacija</i> daily newspaper</p> <p>Participation of teachers and students at the Festival of Science</p>

	and other similar events
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