



UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

UNDERGRADUATE STUDY PROGRAMME

History (double-major)

Class: 602-04/16-02/0002

Reg. No.: 2181-190-02-5/1-16-0006

Split, Decembar, 2015

GENERAL INFORMATION ABOUT HIGHER EDUCATION INSTITUTION

| | |
|--------------------------------------|---|
| Name of higher education institution | Faculty of Humanities and Social Sciences in Split |
| Address | Poljička cesta 35, 21000 Split, Croatia |
| Phone | 021 32 92 84 |
| Fax | 021 32 92 88 |
| E-mail | dekanat@ffst.hr |
| Internet address | www.ffst.unist.hr |

GENERAL INFORMATION ABOUT THE STUDY PROGRAMME

| | | | |
|---|---|---|--|
| Name of the study programme | Undergraduate university study programme <i>History</i> (double-major) | | |
| 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 checked="" type="checkbox"/> | Graduate <input 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 | Bachelor (baccalaureus/baccalaurea) of Arts (BA) in History (univ.bacc.hist.) | | |

1. INTRODUCTION

1.1. Reasons for starting the study programme

Prior to starting the process of establishing study programmes in humanities at the University of Split in 2001, it was confirmed that there exists a social need to educate students in the field of history to work in schools and different other organizations in Dalmatia and the wider Split area. The study programme in history at the University of Split was founded in 2003, as a part of the School of Humanities and in collaboration with the Department of History of the Faculty of Humanities and Social Sciences of the University of Zagreb. Split and Dalmatia are incredibly rich in history and heavily steeped in the humanistic tradition; the legacy of the well-known figures of Diocletian, St. Domnius, Thomas the Archdeacon, Marko Marulić, Markantun de Dominis, Stjepan Cosmi, and Frane Bulić, who lived and/or worked in Split, prompted the establishment of the study programme in history. Although this study programme is relatively new, it is deeply rooted in the historiographic tradition of Split, where some of the leading names in science of history in Croatia originated. *Historia Salonitana* by Thomas the Archdeacon is the fundamental piece on Croatian ethnogenesis, *De regno Dalmatiae et Croatiae* by Johannes Lucius is the fundamental piece on Croatian historiography in general, Julije Bajamonti is a well-known name in the historiography of the enlightenment, Šime Ljubić and Grga Novak were instrumental in the synthesis of local and national history. Likewise, the development of modern-day Split necessitated the establishment of a study programme in history that would give the city a recognizable intellectual stamp and contribute in addressing challenges and problems, largely shared with other Mediterranean urban areas.

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

There is a need for educated historians who will, upon completion of undergraduate 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. The program of the Department of History is based on cooperation with: other departments of history (both nationally and internationally), the Agency for Education, and numerous local scientific and cultural institutions such as the Archaeological Museum Split, the National Archives in Split, and the Croatian Academy of Sciences and Arts in Split. Members of the aforementioned institutions will actively participate in the implementation of the programme. The programme encourages the participation of scientists who have returned to Croatia after working abroad and who can help improve collaboration with international scientific and academic institutions. It also encourages the mobility of students and teachers and aims to create, in the Croatian framework, a unique educational experience, which will be attractive for students and professors from Croatia and beyond. Finally, the programme has a continuing obligation to contribute to the promotion of local and national area.

1.3. Compatibility with requirements of professional organizations

When making decisions about study programmes in history, the model was a good practice of similar renowned and successful programs of studies in the world as well as the recommendations of European and other international professional organizations (such as the Association for Teacher Education in Europe (ATEE)). The recommendations of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region (1997) as well as most of the recommendations of the Council of the European Union also helped in the formation of the study programme History. 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

Primary and secondary schools, media, various cultural and tourist institutions.

1.5. Financing

Ministry of Science, Education, and Sport (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 was 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, University of Ljubljana, and University of Maribor. Erasmus+ agreements for the mobility of teachers and students at the European level have been concluded. 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. Current experiences in equivalent or similar study programmes

The double-major undergraduate programme in History (according to the Bologna principles) has been implemented since the academic year 2003/2004.

2. DESCRIPTION OF THE STUDY PROGRAMME

2.1. General information

| | |
|---|---|
| Scientific/artistic area of the study programme | Humanities |
| Duration of the study programme | 6 semesters (3 years) |
| The minimum number of ECTS required for completion of study | 90 (180 ECTS) |
| Enrolment requirements and admission procedure | Secondary school diploma ('matura') in Croatian language (A), English (B) and Mathematics (B) |

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

Upon completion of the undergraduate study programme *History* the Bachelor of Arts will be able to:

1. define the basic concepts in the field of history and apply them in further study of national and world history
2. explore the meaning and structure of the historical process
3. study the scientific and professional literature taking into account factors of comparison
4. apply reflective and critical methods in forming their own assumptions about historical concepts and the impact of different ideologies and hegemonies
5. discuss research approaches that are used in the field of intellectual history and conceptual theories of different ideologies
6. to discuss key issues in the field of history and humanistic paradigms at the local, national and international level
7. apply the knowledge gained to write professional and scientific papers
8. explain and interpret the structure of historical thinking
9. apply the acquired knowledge and analyse historical material
10. interpret and compare different methodologies and evaluate new historiographical methodologies
11. develop professional terminology
12. adopt a fundamental overview of national and world history
13. do field research exploring Croatian history, especially the archives and localities

14. form their own opinions on the relation between national history and ancillary sciences: ethnology, anthropology, history, archaeology, theology, and art history.
15. inform tourists about Croatian traditional culture and the Croatian intangible cultural heritage
16. develop research curiosity
17. apply writing styles of different historical schools and methodologies in order to write professional and scientific papers
18. interpret their own native heritage

2.3. Employment possibilities

Upon completion of the undergraduate study programme *History* the Bachelor of Arts acquires the competences in and the knowledge of the science of history as well as skills needed for work in public and private sector institutions, in cultural institutions (publishing houses, libraries, and museums), economic and administrative institutions, media and tourism.

2.4. Possibilities of continuing studies at a higher level

The Bachelor of Arts can enrol in a double-major graduate study programme specializing in teacher education or scientific research at the Department of History at the Faculty of Humanities and Social Sciences in Split. The Bachelor of Arts can enrol in comparable graduate studies offered at other universities in Croatia and abroad.

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

N/A

2.6. Structure of the study

The undergraduate study programme *History* is structured as a double-major degree programme and can thus be combined with any other double-major study programme at the Faculty of Humanities and Social Sciences in Split. The programme lasts three years with two semesters a year (six semesters in total). One study year carries 30 ECTS points. 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 Ordinance on Study Programmes and Study System of the University of Split. Students have the option of taking one elective course from another study programme at the Faculty of Humanities and Social Sciences in Split.

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 third year students choose their supervisor who will then supervise their research and the writing of their final thesis during the summer semester. In 2013 the Centre for Student Counselling was opened at the Faculty of Humanities and Social Sciences. The Head of Department is responsible for advice regarding the study programme. 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 as well (name which language)

All courses are taught in Croatian; if necessary mentor-consultations could be held in English. If necessary, all courses could be taught in English.

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 had 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 English language and literature. 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 fifth (winter) semester of the third year. | |
| <i>Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis</i> | Final thesis must be graded positively by the supervisor and two other members of the Defence Committee. There is no oral defence of the thesis. | |

2.12. List of mandatory and elective courses

| LIST OF COURSES | | | | | | | |
|------------------|---------|---|--------------------|----|----|---|------|
| Year of study: 1 | | | | | | | |
| Semester: 1 | | | | | | | |
| STATUS | CODE | COURSE | HOURS PER SEMESTER | | | | ECTS |
| | | | L | S | E | F | |
| Mandatory | FPPH | Historiography Practicum | 15 | 15 | 0 | 0 | 2 |
| | FPPRC | History of Early Civilizations | 30 | 15 | 0 | 0 | 4 |
| | FPPA | History of Greece and Rome with Ancient History of Croatian Lands | 30 | 30 | 0 | 0 | 5 |
| | FPPL1 | Latin Language I* | 15 | 0 | 15 | 0 | 2 |
| | | Elective course** | 30 | | | | 2 |
| | Total | | 120 | 60 | 15 | 0 | 15 |
| Elective | FPIIP9 | Church and Christianity in the first centuries | 30 | 0 | 0 | 0 | 2 |
| | FPIIP8 | Material heritage as a historical source, I | 30 | 0 | 0 | 0 | 2 |
| | FPIIP22 | History of Split in the Late Middle Ages | 30 | 0 | 0 | 0 | 2 |
| | FPIIP20 | Historical Cartography | 30 | 0 | 0 | 0 | 2 |
| Total | | | 120 | 0 | 0 | 0 | 8 |

* Latin *Language* courses are offered by the Faculty of Humanities and Social Sciences to all students. Students of history who attended *Latin Language* course through Secondary school education are obliged to take one of the Elective courses instead of Latin language I and II.

** Students can choose from a list of elective courses offered, but at least one elective course must be taken at the Department of History

| LIST OF COURSES | | | | | | | |
|------------------|---------|--|--------------------|----|----|---|------|
| Year of study: 1 | | | | | | | |
| Semester: 2 | | | | | | | |
| STATUS | CODE | COURSE | HOURS PER SEMESTER | | | | ECTS |
| | | | L | S | E | F | |
| Mandatory | FPPB | European and World History in the Middle Ages | 30 | 15 | 0 | 0 | 4 |
| | FPPBH | Croatian Medieval History | 30 | 15 | 0 | 0 | 5 |
| | FPPLJ2 | Latin Language II | 15 | 0 | 15 | 0 | 2 |
| | | Elective course | 30 | 0 | 0 | 0 | 2 |
| | | Elective course | 30 | 0 | 0 | 0 | 2 |
| | Total | | 135 | 30 | 30 | 0 | 15 |
| Elective | FPIIP18 | The Roman Army in Salona | 30 | 0 | 0 | 0 | 2 |
| | FPIIP19 | History of the University. The birth and development of an European institution. | 30 | 0 | 0 | 0 | 2 |
| | FPIIP8A | Material Heritage as a Historical Source, II | 30 | 0 | 0 | 0 | 2 |
| | FPIIP21 | Church and Christianity in the First Centuries | 30 | 0 | 0 | 0 | 2 |
| | Total | | 120 | 0 | 0 | 0 | 8 |

| LIST OF COURSES | | | | | | | |
|------------------|---------|--|--------------------|----|----|---|------|
| Year of study: 2 | | | | | | | |
| Semester: 1 | | | | | | | |
| STATUS | CODE | COURSE | HOURS PER SEMESTER | | | | ECTS |
| | | | L | S | E | F | |
| Mandatory | FPPC | Early Modern European and World History | 30 | 15 | 0 | 0 | 4 |
| | FPPCH | Croatian History in the Early Modern Period | 30 | 15 | 0 | 0 | 5 |
| | FPPPZI | Auxiliary Historical Sciences I | 15 | 0 | 15 | 0 | 2 |
| | | Elective course | 30 | 0 | 0 | 0 | 2 |
| | | Elective course | 30 | 0 | 0 | 0 | 2 |
| | Total | | 135 | 30 | 15 | 0 | 15 |
| Elective | FPIIP13 | Early Modern History of France | 30 | 0 | 0 | 0 | 2 |
| | FPIIP17 | Migrations within Dalmatia in the Modern Age | 30 | 0 | 0 | 0 | 2 |
| | FPDIP11 | History of Everyday Life in the First Half of the 20 th Century with Examples from Kaštela, Solin and Split | 30 | 0 | 0 | 0 | 2 |
| | FPIIP16 | History of the Venetian Republic | 30 | 0 | 0 | 0 | 2 |
| | Total | | 90 | 0 | 0 | 0 | 6 |

| LIST OF COURSES | | | | | | | |
|------------------|---------|---|--------------------|----|----|---|------|
| Year of study: 2 | | | | | | | |
| Semester: 2 | | | | | | | |
| STATUS | CODE | COURSE | HOURS PER SEMESTER | | | | ECTS |
| | | | L | S | E | F | |
| Mandatory | FPPD | European and World History in the 19 th Century | 30 | 15 | 0 | 0 | 4 |
| | FPPDH | Croatian History in the 19 th Century | 30 | 15 | 0 | 0 | 5 |
| | FPPPZ2 | Auxiliary Historical Sciences, II | 15 | 0 | 15 | 0 | 2 |
| | | Elective course | 30 | 0 | 0 | 0 | 2 |
| | | Elective course | 30 | 0 | 0 | 0 | 2 |
| | Total | | 135 | 30 | 15 | 0 | 15 |
| Elective | FPIIP23 | Social History of Dalmatia in the 16 th and 17 th Century | 30 | 0 | 0 | 0 | 2 |
| | FPIIP25 | Historiography of the Early Modern Mediterranean | 30 | 0 | 0 | 0 | 2 |
| | FPIIP28 | Croatian Glagolitic and Cyrillic Palaeography | 20 | 10 | 0 | 0 | 2 |
| | FPIIP26 | History of the Croatian Glagolitic | 30 | 0 | 0 | 0 | 2 |
| | FPIIP5 | Croatian National Movement in Dalmatia | 30 | 0 | 0 | 0 | 2 |
| | Total | | 140 | 0 | 0 | 0 | 10 |

| LIST OF COURSES | | | | | | | |
|------------------|----------|--|--------------------|----|----|---|------|
| Year of study: 3 | | | | | | | |
| Semester: 1 | | | | | | | |
| STATUS | CODE | COURSE | HOURS PER SEMESTER | | | | ECTS |
| | | | L | S | E | F | |
| Mandatory | FPPE | European and World History in the 20 th century I | 30 | 15 | 0 | 0 | 4 |
| | FPPEH | Croatian history 1918 - 1945 | 30 | 15 | 0 | 0 | 5 |
| | FPPPH | History of Historiography | 15 | 15 | 0 | 0 | 2 |
| | | Elective course | 30 | 0 | 0 | 0 | 2 |
| | | Elective course | 30 | 0 | 0 | 0 | 2 |
| | Total | | 135 | 45 | 0 | 0 | 15 |
| Elective | FPIIP14 | Political Portraits from the Croatian 20 th Century | 30 | 0 | 0 | 0 | 2 |
| | FPIIP16A | Historical Geography of Croatia | 30 | 0 | 0 | 0 | 2 |
| | FPIIP27 | The World of the Island Hvar at the Dawn of the Modernity | 30 | 0 | 0 | 0 | 2 |
| | FPIIP15 | History of Kaštela, I | 30 | 0 | 0 | 0 | 2 |
| | HZX008 | Professional practice in the teaching base | 0 | 30 | 40 | 0 | 5 |
| | Total | | 120 | 30 | 40 | 0 | 13 |

| LIST OF COURSES | | | | | | | |
|------------------|--------|--|--------------------|----|----|---|--------------|
| Year of study: 3 | | | | | | | |
| Semester: 2 | | | | | | | |
| STATUS | CODE | COURSE | HOURS PER SEMESTER | | | | ECTS |
| | | | L | S | E | F | |
| Mandatory | FPPE2 | European and World History in the 20 th Century, II | 30 | 15 | 0 | 0 | 4 |
| | FPPEH2 | Croatian History after 1945 | 30 | 15 | 0 | 0 | 5 |
| | FPPSH | Contemporary Historiography | 15 | 0 | 0 | 0 | 1 |
| | FPPZR | Final Thesis | 0 | 0 | 0 | 0 | 5 (+5=10) |
| | Total | | 75 | 35 | 0 | 0 | 15 |
| Elective | HZX008 | Professional practice in the teaching base | 0 | 30 | 40 | 0 | 5 |
| | Total | | 0 | 30 | 40 | 0 | 5 |

2.13 Description of the courses

| NAME OF THE COURSE | | AUXILIARY HISTORICAL SCIENCES, I | | | | |
|---|---|--|--|---|----|---|
| Code | FFPPZI | Year of study | 2 nd year of undergraduate 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 | Mandatory | Percentage of application of e-learning | 50 % | | | |
| COURSE DESCRIPTION | | | | | | |
| Course objectives | The aim of the course is to inform the students about the basic auxiliary historical sciences, their historical development and methods of their application to the historical sources. The main goal of the course is to teach the students how to use the archival documents as relevant historical sources, to inform them about the methods of collecting, classifying and systematic of original archival documents, to develop the critical deliberation of students, and to teach them how to interpret and objective evaluate the preserved 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: - classified the written historical sources according to their nature and provenance, - present the historical development of auxiliary historical sciences of the first group, - explain the basic approaches and paradigms of paleography and diplomatic, - apply the basic methods of paleography and diplomatic to the preserved medieval and early modern documents, - interpret historical sources in the spirit of the times in which they occur. | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | Week 1: Introduction of the course - work schedule and student obligations. Week 2: Latin paleography - materials and forms of manuscripts (wax tables, papyrus, parchment, paper); an overview of the development of Latin scripture; classification and periodization of medieval alphabets. Week 3: Scripture of the Roman period - majuscule and minuscule, uncial script and half uncial script. Week 4: Scripture to the early Middle Ages: preecarolingian minuscule; curial scripture; beneventanian scripture - historical development, the form of letters and the abbreviations. Week 5: - Beneventanian scripture - selected examples and reading practice. Week 6: Other national letters of the Middle Ages: Merovingian scripture, Visigothic scripture, insular scripture. Week 7: Gothic scripture - historical development, types, shapes, style characteristics, abbreviations. Week 8: Humanistic scripture and letters papal office - historical development, selected examples. Week 9: The first test: paleography. Week 10: Diplomatics - definition, classification of documents, the main participants of document, scriptures, materials, graphic symbols, language and style of documents. Week 11: Public and private documents - origin and structure. Week 12: Diplomatic analysis of private documents - selected examples. Week 13: Diplomatic analysis of public documents - selected examples. Week 14: Tradition of documents – forms: originals, transcripts, fakes; copy books. Week 15: The second test: diplomatic. | | | | | |

| | | | | | | |
|--|--|-----|--|---|--|-------------------------------------|
| 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 checked="" 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 checked="" type="checkbox"/> tests | | | |
| Student responsibilities | Active participation in the teaching process as a prerequisite for taking the exam; passed a written exam or two colloquia. | | | | | |
| 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 Or two tests | 0,5 | Project | / | (Other) | |
| Grading and evaluating student work in class and at the final exam | Write 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 |
| | 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) | Ante Gulin, "Contribution of the knowledge of Croatian sfragistics", <i>Proceedings of the Department for Historical Research of the Institute for Historical and Social Sciences of Croatian Academy for sciences and arts</i> , vol. 8, Zagreb 1977, p. 431-446; Mirjana Matijević Sokol, "Notae epigraphicae, paleographicae, chronologicae, historiographicae (...) in the work of M. Barada", <i>Historical Contributions</i> , no. 40, Zagreb 2011, p. 23-33. | | | | | |
| Quality assurance methods that ensure the acquisition of exit competences | - class attendance, class activity, success in performing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam or two tests | | | | | |
| Other (as the proposer wishes to add) | / | | | | | |

| NAME OF THE COURSE | | AUXILIARY HISTORICAL SCIENCES, II | | | | | |
|---|--|--|--|---|----|---|--|
| Code | FFPPZII | Year of study | 2 nd year of undergraduate study | | | | |
| Course teacher | Tonija Andrić, 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 | 50 % | | | | |
| COURSE DESCRIPTION | | | | | | | |
| Course objectives | The aim of the course is to introduce to the students the basic approaches and methods of research of epigraphy, egdotics and chronology, but also and other, so-called secondary historical sub disciplines: heraldry, vexillology, genealogy and historical cartography. The main goal of the course to enable the students to use material sources (epigraphic inscriptions, heraldic symbols, cartographic sources etc.) in historical research. One of the goal of this course is also to teach the students how to prepare the written sources for the publication. | | | | | | |
| 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: - classify auxiliary historical sub disciplines and display their historical development, - apply the methods and approaches of auxiliary historical sciences to the preserved sources, - do the independent research based on the preserved archival material or material remains (epigraphic inscriptions, cartographic sources etc.) - interpret the historical sources in the spirit of the times in which they occur, - edit the collection of diplomatic documents or narrative sources for publishing. | | | | | | |
| Course content broken down in detail by weekly class schedule syllabus) | Week 1: Introduction of the course - work schedule and student obligations. Week 2: Early Medieval epigraphy - royal epigraphic inscriptions of Višeslav, Trpimir, Branimir and queen Helen. Week 3: Romanesque and Gothic epigraphy - Romanesque inscriptions in Zadar, epigraphs in Trogir cathedral, the epitaph of Toma Archdeacon, epigraphic memory of king Zvonimir, the inscription from the ciborium of the Euphrasian basilica in Poreč. Week 4: Epigraphy of Renaissance and early modern times - Renaissance epigraphs from the mansion of Petar Hektorović, Dubrovnik inscriptions, Early Modern Continental inscriptions. Week 5: Egdotics - definition of the term, methods and rules for the publication of written sources; the legend, the header and the text of the published document; abbreviations, orthography, punctuation, usage of critical signs and symbols. Week 6: Publishers of archive material - Marko Lauro Ruić and Tadija Smičiklas. Week 7: The first test - epigraphy and egdotics. Week 8: Chronology - definition of the term, basic parts of the date, dating by feasts and days of the week, dating after movable feasts, auxiliary and Easter tables, the reform of calendar, the issue of the era. Week 9: Styles in the chronology - the types and methods of conversion; the control elements of the date. Week 10: Heraldry - definition of the term, coats of arms and armorial bearing, the development in Croatia, heraldic rules, heraldic colors, contemporary Croatian heraldry. Week 11: Vexillology - definition of the term, the historical development of the flag, the system of bandera, signal flag, the flag of modern cities and counties in Croatia. Week 12: Genealogy - definition of the concept, historical development, types of | | | | | | |

| | | | | | | |
|--|---|-----|------------------|---|---------------------------------------|---------------------------------|
| | genealogy sources. Week 13: The historical cartography - definition of the concept, historical development, classification of maps, showing relief, portolans. Week 14: The final review of the auxiliary historical sciences in Croatia. Week 15: The second test - chronology, heraldry with vexillology, genealogy, historical cartography. | | | | | |
| 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 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) | | |
| Studentresponsibiliti es | Active participation in the teaching process as a prerequisite for taking written exam; 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 | 0,5 |
| | Experimental work | / | Report | / | (Other) | |
| | Essay | / | Seminar essay | / | (Other) | |
| | Written exam or two tests | 0,5 | Oral exam | / | (Other) | |
| | | | 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 |
| | Jakov Stipišić, <i>Auxiliary historical sciences in theory and practice: Latin paleography, general diplomatics, chronology, abbreviation dictionary</i> , Zagreb, 1991. (selected chapters) | | | | 1 | No |
| | Bartol Zmajić, <i>Heraldry, sfragistics, genealogy, vexillology, dictionary of heraldic terminology</i> , Zagreb, 1996. | | | | 1 | No |
| Optional literature (at the time of submission of study programme proposal) | Robert Matijašić, <i>Introduction to the Latin epigraphy</i> , Pula 2002 (selected chapters) Mirela Slukan-Altić, <i>Historical cartography: cartographic sources into historical sciences</i> , Samobor 2003 (selected chapters) | | | | | |
| Quality assurance methods that ensure the acquisition of exit competences | - class attendance, class activity, success in performing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam or two tests | | | | | |
| Other (as the proposer wishes to add) | | | | | | |

| NAME OF THE COURSE | | CHRISTIANITY AND CHURCH IN DALMATIA IN THE EARLY MIDDLE AGES | | | | | |
|---|--|--|--|---|---|---|--|
| Code | FPPIP21 | Year of study | 1 st year of undergraduate 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 acquaint the students with the genesis, profile and transformations of the Christianity and Church in Dalmatia in the Early Middle Ages. | | | | | | |
| 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">- interpret the beginnings and development of early medieval church structure on the eastern Adriatic- critically analyse the relations between the Late Antique and Early Medieval state of the Church in Dalmatia, and sources thereof- adopt and apply the terminology of church hierarchy and ecclesiastical administrative units (priest, bishop, archbishop, metropolitan etc.; parish, diocese, archdiocese, metropolis etc.)- contextualize the development of church centers on the Adriatic in relation to other Euro-Mediterranean church communities of the Early Middle Ages | | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | <p>1. Introduction to the course (2L)</p> <p>2. Approach and methods (space, time, notions, terminology) (2L)</p> <p>3. State of scholarship – historiography – sources (2L)</p> <p>4. Structure of the Church in Dalmatia at the end of the 6th century (2L)</p> <p>5. Continuity / discontinuity of church structure at the threshold of 6th and 7th century (2L)</p> <p>6. Church history of Dalmatia in 7th and 8th century – possibilities of interpretation (2L)</p> <p>7. Regional context: Church in Istria, Italy and Byzantine provinces of Europe (2L)</p> <p>8. Spheres of church influences at the beginning of the 9th century – jurisdiction, politics, liturgy; cults in the service of church communities (St. Domnius, St. Anastasia, St. Tryphon etc.) (2L)</p> <p>9. Missionaries and Christianisation on the eastern Adriatic between the 7th and 9th centuries – hypotheses, development, directions (2L)</p> <p>10. Church and state in Byzantine Dalmatia – Church and state in Early Medieval Croatia; the founding of the diocese of Nin (2L)</p> <p>11. Church councils of Split in the early 10th century – ecclesiastical integration of eastern Adriatic (2L)</p> <p>12. Attempts and realisations of new dioceses: new archbishoprics (Dubrovnik, Bar) (2L)</p> <p>13. Church reform of the 11th century and its reflection on the eastern Adriatic (2L)</p> <p>14. Tracing the overall development of the Church in the Early Middle Ages on the eastern Adriatic (2L)</p> <p>15. Review of the course content; revision and preparation of students for the exam (2L)</p> | | | | | | |
| Format of | <input checked="" type="checkbox"/> lectures | | <input type="checkbox"/> independent assignments | | | | |

| | | | | | | |
|--|---|---|---------------|---|-------------------------------------|------------------------------|
| instruction | <input 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"/> 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 they are supported by teaching resources available on the website of the course. Students are required to: 1. participate in the teaching process (regular attendance of lectures and seminars) 2. perform in teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course 3. pass the oral exam and achieve a minimum of 50% accuracy on the exam 4. stick to the time frames required to perform activities in the course 5. perform individual and group tasks in a timely and quality manner 6. actively and constructively participate in classes (in the discussion of topics to be addressed) | | | | | |
| 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 | / | participate 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 seminars - 25% | | | | | |
| Required literature (available in the library and via other media) | Title | | | | Number of copies in the library | Availability via other media |
| | Salonitansko-splitska crkva u prvom tisućljeću kršćanske povijesti, ed. J. Dukić, S. Kovačić, E. Višić-Ljubić, Split, 2008. | | | | 1 | / |
| | Mirjana Matijević Sokol, Toma Arhiđakon i njegovo djelo: rano doba hrvatske povijesti, Jastrebarsko, 2002. | | | | 3 | Yes. |
| | Počeci hrvatskog kršćanskog i društvenog života od VII. do kraja IX. stoljeća. Zbornik radova II. međunarodnog simpozija o hrvatskoj crkvenoj i društvenoj povijesti, Split, 30. rujna-5. listopada 1985, ed. D. Šimundža, Split, 1990. | | | | 1 | / |
| | Rajko Bratož, Vpliv oglejske cerkve na vzhodnoalpski in predalpski prostor od 4. do 8. st., Ljubljana, 1990. | | | | 1 | / |
| | Franjo Šanjek, Kršćanstvo na hrvatskom prostoru. Pregled religiozne povijesti Hrvata (7.-20. st.), Zagreb, 1996. | | | | 1 | / |
| | Neven Budak, Pokrštenje Hrvata i neki problemi crkvene organizacije, u: Starohrvatska spomenička baština. Rađanje prvog hrvatskog kulturnog pejzaža, ur. M. Jurković, T. Lukšić, Zagreb, 1996., str. 127-136. | | | | 1 | / |

| | |
|---|--|
| Optional literature (at the time of submission of study programme proposal) | <p>Slavko Kovačić, <i>Kršćanstvo i Crkva u staromu i srednjemu vijeku</i>, Split, 2004.</p> <p>Rajko Bratož, Razvoj organizacije zgodnjekršćanske cerkve na ozemlju Jugoslavije od 3. do 6. stoletja, <i>Zgodovinski časopis</i>, XL/4 (1986), pp. 363-395.</p> <p>Josip Lučić, Crkvene prilike u Hrvatskoj za kneza Branimira (879–892), <i>Croatica Christiana Periodica</i>, X/17 (1986), pp. 1-16.</p> <p><i>Tisuću godina uspostave dubrovačke (nad)biskupije. Zbornik radova znanstvenoga skupa u povodu tisuću godina uspostave dubrovačke (nad)biskupije / metropolije (998.-1998.)</i>, ed. Ž. Puljić, N. A. Ančić, Dubrovnik, 2001.</p> <p>Mladen Ančić, Zadarska biskupija u okviru splitske metropolije do 1154., u: <i>Sedamnaest stoljeća zadarske crkve. Zbornik radova znanstvenog skupa o 1700. obljetnici mučeništva sv. Stošije (Anastazije) 16.-18. studenog 2004.</i>, vol. I, ed. L. Marijan, Zadar, 2009., pp. 105-130.</p> |
| Quality assurance methods that ensure the acquisition of exit competences | <ul style="list-style-type: none"> - class attendance, class activity, success in performing tasks - student questionnaire of evaluation of teaching work at the university level - passed exam and fulfilled other obligations prescribed by syllabus - individual consultations - 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 | | CHURCH AND CHRISTIANITY IN THE FIRST CENTURIES | | | | | |
|---|---|--|---------------------------------|---|---|---|--|
| Code | FPPIP9 | Year of study | 1st year of undergraduate study | | | | |
| Course teacher | Marko Trogli, Ph.D, Full professor | Credits (ECTS) | 2 | | | | |
| Associate teachers | Ivan Basić, Ph.D, Assistant professor | 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 | - To study the history of Church up until the death of Gregory the Great (604) - To develop critical thinking and deliberating - To get to know the theology of Church, its cult and its organizational 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 the course students are expected to: - view the historical context of the spread of Church and Christianity in the first centuries - describe the main areas and places of the spread of Christianity - interpret the teachings of the Church, its cult and organisational structure - critically approach the analysis of sources and documents - develop a reasoned public debate on the topic | | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1. Notion, method and division of Church history (2L) 2. Administrative division of Roman Empire and Europe until the beginning of the 6th century (2L) 3. Archaeological sources for the study of Church history in Antiquity and the Middle Ages (2L) 4. Epigraphical sources for the study of Church history in Antiquity and the Middle Ages (2L) | | | | | | |

| | | | | | | |
|--|--|---|---------------|---|---|------------------------------|
| | 5. Legal sources for the study of Church history in Antiquity and the Middle Ages (2L) 6. Liturgical sources for the study of Church history in Antiquity and the Middle Ages (2L) 7. Ecclesiastical historiography in Antiquity and the Middle Ages (2L) 8. Political and religious background of the shaping of Christianity (2L) 9. Church during the Constantinian dynasty (306-364) (2L) 10. Church during the Theodosian dynasty (394-455) (2L) 11. Church and non-Roman nations (2L) 12. Church fathers and apologetics (2L) 13. Church writers of the 4th, 5th and 6th century (2L) 14. Monasticism in Late Antiquity (2L) 15. Cult of martyrs (Istria, Pannonia, Dalmatia) (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 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 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. pass the oral exam and achieve a minimum of 50% accuracy on the exam 4. adhere to the time frames required to perform activities in the course 5. perform individual and group tasks in a timely and quality manner 6. actively and constructively participate in classes (in the discussion of topics to be addressed) | | | | | |
| 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 | 0,5 |
| | Experimental work | / | Report | / | activities in the course (reading, questions, discussion) | 0,5 |
| | Essay | / | Seminar essay | / | (Other) | |
| | Tests | / | Oral exam | / | (Other) | |
| | Written exam | / | Project | / | (Other) | |
| Grading and evaluating student work in class and at the final exam | Class activity 25% Oral exam 75% 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 |
| | Salonitansko-splitska crkva u prvom tisućljeću kršćanske povijesti, ur. J. Dukić, S. Kovačić, E. Višić-Ljubić, Split, 2008. | | | | 1 | ne |
| | Mirjana Matijević Sokol, Toma Arhiđakon i njegovo djelo: rano doba hrvatske povijesti, Jastrebarsko, 2002. | | | | 3 | e-oblik |
| | Počeci hrvatskog kršćanskog i društvenog života od | | | | 1 | ne |

| | | | |
|---|--|---|----|
| | VII. do kraja IX. stoljeća. Zbornik radova II. međunarodnog simpozija o hrvatskoj crkvenoj i društvenoj povijesti, Split, 30. rujna-5. listopada 1985, prir. D. Šimundža, Split, 1990. | | |
| | Rajko Bratož, <i>Vpliv oglejske cerkve na vzhodnoalpski in predalpski prostor od 4. do 8. st.</i> , Ljubljana, 1990. | 1 | ne |
| | Franjo Šanjek, <i>Kršćanstvo na hrvatskom prostoru. Pregled religiozne povijesti Hrvata (7.-20. st.)</i> , Zagreb, 1996. | 1 | ne |
| | Neven Budak, Pokrštenje Hrvata i neki problemi crkvene organizacije, u: <i>Starohrvatska spomenička baština. Rađanje prvog hrvatskog kulturnog pejzaža</i> , ur. M. Jurković, T. Lukšić, Zagreb, 1996., str. 127-136. | 1 | ne |
| Optional literature (at the time of submission of study programme proposal) | Slavko Kovačić, <i>Kršćanstvo i Crkva u staromu i srednjemu vijeku</i> , Split, 2004. Rajko Bratož, Razvoj organizacije zgodnjekršćanske cerkve na ozemlju Jugoslavije od 3. do 6. st. <i>Zgodovinski časopis</i> , XL/4 (1986), str. 363-395. Josip Lučić, Crkvene prilike u Hrvatskoj za kneza Branimira (879–892), <i>Croatica Christiana Periodica</i> , X/17 (1986), str. 1-16. <i>Tisuću godina uspostave dubrovačke (nad)biskupije. Zbornik radova znanstvenoga skupa u povodu tisuću godina uspostave dubrovačke (nad)biskupije / metropolije (998.-1998.)</i> , prir. Ž. Puljić, N. A. Ančić, Dubrovnik, 2001. Mladen Ančić, Zadarska biskupija u okviru splitske metropolije do 1154., u: <i>Sedamnaest stoljeća zadarske crkve. Zbornik radova znanstvenog skupa o 1700. obljetnici mučeništva sv. Stošije (Anastazije) 16.-18. studenog 2004.</i> , sv. I, ur. L. Marijan, Zadar, 2009., str. 105-130. | | |
| Quality assurance methods that ensure the acquisition of exit competences | - class attendance, class activity, success in performing tasks - student questionnaires on the quality of teaching and teachers at the university level - passed oral exam and fulfilled other obligations prescribed by syllabus - individual consultations - 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 | | CONTEMPORARY HISTORIOGRAPHY | | | | | |
|----------------------|---|--|---|---|---|---|--|
| Code | FPPSH | Year of study | 3 rd year of undergraduate study | | | | |
| Course teacher | Edi Miloš, Ph. D Associate Professor | Credits (ECTS) | 1 | | | | |
| Associate teachers | / | Type of instruction (number of hours) | L | S | E | F | |
| | | | 15 | 0 | 0 | 0 | |
| Status of the course | Mandatory | Percentage of application of e-learning | 0% | | | | |
| COURSE DESCRIPTION | | | | | | | |
| Course objectives | To show the development of modern historiography and to present various theoretical and methodological settings, schools, currents, routes which have | | | | | | |

| | | | | | | |
|--|--|---|---------------|---|------------------------------|---|
| | improved the historical science to date. | | | | | |
| 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 completing the course and passing the exam students will be able to: - Explain the context of historical science. - Recognize the relationship between the development of historiography and the general intellectual and scientific context. - Critically interpret historiographical works. - To interpret the different approaches and paradigms in historiography. - Explain the epistemology and the development of theoretical principles of historical science. | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1. Introduction 2. Context and preconditions for the development of historiography in the 19th century 3. Jules Michelet: ferryman between the old and new knowledge flows 4. German historiography and its ruling position in the 19th century 5. German historicism 6. The French historiography of the 19th century – until the forming of a methodical school 7. French historiography of the 19th century - methodical school 8. Anglo-Saxon historiography of the 19th century 9. Croatian historiography until the First World War 10. Marxist historiography 11. The European historiography in the early 20th century 12. Lucien Febvre and Marc Bloch 13. Annals 14. A comparative view the current historiography of the 20th and 21st century - Part 1 15 Comparative Review of current historiography of the 20th and 21 centuries - Part 2 | | | | | |
| 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>Studentresponsibilities</td><td colspan="/> Class attendace, 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 | / | Project | / | (Other) | |
| Grading and evaluating student work in class and at the final exam | Written exam – 100 % Two tests in the agreement with the students. | | | | | |
| Required literature (available in the | Title | | | Number of copies in | Availability via other media | |

| | | | |
|---|--|--------------------|-----|
| library and via other media) | | the library | |
| | GROSS Mirjana, <i>Suvremena historiografija</i> , Zagreb, Novi Liber/Zavod za hrvatsku povijest Filozofskog fakulteta Sveučilišta u Zagrebu, 2001. | 2 | Yes |
| | ANTOLJAK Stjepan, <i>Hrvatska historiografija</i> , Zagreb, Matica hrvatska, 2004 | 2 | No |
| | CARR Edward H., <i>Što je povijest?</i> , Zagreb, Srednja Europa, 2004. | 1 | No |
| | NIKIĆ Andrija, <i>Razvoj povijesne znanosti ili uvod u povijest. Za studente i znanstvenike</i> , Mostar, Franjevačka knjižnica i arhiv/Pedagoški fakultet, 2002. | 1 | No |
| Optional literature (at the time of submission of study programme proposal) | BOURDÉ Gérard, Martin Henri, <i>Les Écoles historiques</i> , Paris, Seuil, 1985. CAIRE-JABINET Marie-Paule, <i>Introduction à l'historiographie</i> , Paris, Armand Colin, 2013. CARBONELL Charles-Olivier, <i>Istoriografija</i> , Beograd, Plato/XX. vek, 1999. OFFENSTADT Nicolas, <i>L'Historiographie</i> , Paris, Presses universitaires de France, 2011. | | |
| Quality assurance methods that ensure the acquisition of exit competences | Class attendance, individual consultations, 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 GLAGOLITIC AND CYRILIC PALEOGRAPHY | | | | | |
|---|--|---|---|----|---|---|--|
| Code | FPPIP28 | Year of study | 2 nd year of undergraduate study | | | | |
| Course teacher | Marko Rimac, Ph.D, Associate 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 | 10% | | | | |
| COURSE DESCRIPTION | | | | | | | |
| Course objectives | The course „Croatian glagolitic and cyrillic paleography“ aims for the students to understand the importance and historical role of Croatian glagolitic heritage. During the classes and through independent assignments students acquire the skills necessary for reading and interpreting historic sources written in Croatian glagolitic and cyrillic script. | | | | | | |
| 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: <ul style="list-style-type: none">- Interpret the sources written/printed in Croatian glagolitic and cyrillic script- Transcribe texts written in Croatian glagolitic and cyrillic script- Interpret the content of sources written in Croatian glagolitic and cyrillic script- Explain the context of the apperance of sources written in Croatian glagolitic | | | | | | |

| | | | | | | |
|--|---|---|---------------|--|------------------------------|-----|
| | and cyrillic script | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | <div>1. Introduction to glagolitic paleography</div> <div>2. Old Slavic canon manuscripts</div> <div>3. Glagolitic stone inscriptions</div> <div>4. Square glagolitic script</div> <div>5. Glagolitic illuminations</div> <div>6. Glagolitic print</div> <div>7. Hand written glagolitic script</div> <div>8. Glagolitic script in church vital records</div> <div>9. Introduction to Croatian cyrillic paleography</div> <div>10. Cyrillic outside of Croatian space</div> <div>11. Croato-bosnian cyrillic in medieval age</div> <div>12. Charters from Poljica</div> <div>13. Croatian cyrillic in church vital record</div> <div>14. Ottoman letters in Croatian cyrillic</div> <div>15. Final discussion (1P+1S)</div> | | | | | |
| 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 checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> other) | | |
| Student responsibilities | Regular class attendance, mastering the palaeographic skills needed to read and understand selected Glagolitic and Cyrillic documents, as well as regular delivering of practical papers and independent assignments. | | | | | |
| 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 | / | independent assignments | 0,5 |
| | Essay | / | Seminar essay | / | (Other) | |
| | Tests | / | Oral exam | / | (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 derives from the submitted practical papers and independent assignments (70%) and the grade from the written exam (30%). 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 | |
| | Anica Nazor: „Ja slovo znajući govorim“ – knjiga o hrvatskoj glagoljici; Zagreb 2008. | | | 2 | No | |
| | Benedikta Želić-Bučan: Bosančica ili hrvatska ćirilica u srednjoj Dalmaciji; Split 2000. | | | 3 | No | |
| | Mateo Žagar: Uvod u glagoljsku paleografiju I; Institut za hrvatski jezik i jezikoslovlje Zagreb 2013. | | | 1 | No | |
| Optional literature (at the time of submission of study programme) | According the agreement | | | | | |

| | |
|---|---|
| proposal) | |
| 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 | | CROATIAN HISTORY AFTER 1945 | | | | | |
|---|---|---|---------------------------------|----|---|---|--|
| Code | FPPEH2 | Year of study | 3rd year of undergraduate study | | | | |
| Course teacher | Aleksandar Jakir, Ph.D, Full Professor | Credits (ECTS) | 5 | | | | |
| 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 | 0% | | | | |
| COURSE DESCRIPTION | | | | | | | |
| Course objectives | The aim is to develop a critical sense for understanding the basic processes and structures which characterized Croatian history in the second half of the 20 th century and adoption of analytical and interpretative skills. Students attending the seminars will be stimulated toward independent research and evaluation of sources and literature in order to develop critical thought and form their own opinion about essential questions covered by 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) | Students should be able after the examn: - to identify key political developments and processes with regard to Croatian history in the second half of 20th century - to recognize and explain the emergence and key features of relevant phenomena connected with historical processes that had a strong impact on Croatian society during the time of the second yugoslav state - to explain basic processes connected with developments in the sphere of economy in the given period - to have an understanding of basic concepts concerning social and cultural histroy of the period | | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1. Introduction to the course 2. Establishment and structure of the socialist system 3. Revolution and violence 4. Processes of democratisation and liberalization in the 1960s 5. Economic reforms in socijalist Yugoslavia 6. The Decleration on the Croat language in 1967 7. The „Croatian spring“ 8. The crisis of socialism 9. The death of Tito, and the dissolution of soialist Yugoslavia 10. The establishment of a multi-party system 11. The Homeland War 12. International recognition of the Republic of Croatia as independent state 13. Euro-atlantic integrational processes | | | | | | |

| | | | | | | |
|--|--|-----|---------------|---|------------------------------|---|
| | 14. 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"/> <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) | | |
| Student responsibilities | Regular class attendance; active participation; preparation and presentation of seminars; tests or 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 | 2,5 | (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 | Teaching activities: 10% Seminar paper: 50% Written exam or two tests: 40% 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 | |
| | Dušan Bilandžić, <i>Moderna hrvatska povijest</i> , Zagreb 1999. | | | 1 | No | |
| | Zdenko Radelić, <i>Hrvatska u Jugoslaviji 1945.-1991. Od zajedništva do razlaza</i> , Zagreb 2006. | | | 1 | No | |
| | Ivo Goldstein, <i>Hrvatska povijest</i> , Zagreb 2003. | | | 1 | No | |
| Optional literature (at the time of submission of study programme proposal) | Hrvoje Matković, <i>Povijest Jugoslavije (1918.-1991.)</i> , Zagreb 1990. Anđelko Milardović, <i>Dokumenti o državnost RH</i> , Zagreb 1992. | | | | | |
| Quality assurance methods that ensure the acquisition of exit competences | Participating in discussions and writing a seminar paper with the aim of developing the ability to collect, select and systematize facts and concepts, and their understanding and evaluation. Written exams will be conducted at the end of classes and graded, and the final grade will be performed based on the assessment of individual contributions in teaching and on the basis of the assessment from the exam and seminar paper. Student questionnaire on the quality of teaching and teachers at the university level will also be conducted. | | | | | |
| Other (as the proposer wishes to add) | / | | | | | |

| NAME OF THE COURSE | | CROATIAN HISTORY IN EARLY MODERN PERIOD | | | | |
|---|--|--|---|----|---|---|
| Code | FPPCH | Year of study | 2 nd year, undergraduate 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 | Mandatory | Percentage of application of e-learning | 0 % | | | |
| COURSE DESCRIPTION | | | | | | |
| Course objectives | The aim of the course is to gain insight into major facts, structures and processes in the history of Croatian land from the early 16th to the late 18th century. | | | | | |
| 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: Distinguish concepts and terminology for the analysis of early modern history. Interpret the most important political and social facts, events and processes of the Croatian early modern history. Distinguish specific problems of Croatian history in the social, political, cultural and regional aspects. Apply the knowledge to the understanding of Croatian history in a broader European context . Conduct independent work with a relevant academic literature. | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1.Introduction: scope, topics and periodization of Croatian early modern period, review of relevant literature. 2. Historical and geographical determinants of Croatian lands, polycentricity and disintegration of the Croatian Kingdom in the early 16th century. 3. Conflict of three empires on Croatian territory: The Habsburgs in the Croatian throne, Ottoman expansion, the rise of the Venetian power in coastal areas. Chronology of political occurrences in 16-18 century . 4. The institutional structure of the Croatian-Slavonian Kingdom, the Hungarian-Croatian crown institutions and Habsburg policy. 5. The institutional and political structure of the Croatian lands under Ottoman rule. 6. The institutional and political structure in the Venetian Dalmatia, Istria and the Dubrovnik Republic. 7. Military Border until half of the 17th century: the emergence and institutional development of the Croatian-Slavonian Military Border; Serhat Ottoman and Venetian landscape. 8. Military Border from the 17th to the late 18th century: territorialisation, militarization, reform and enlargement. 9. Demographic Complexity: migration and population mobility, ethnic, religious and cultural identity. 10. Habsburg-Ottoman and Venetian-Ottoman wars in Croatian lands: a comparative review, pushing the boundaries and the main protagonists. 11. Social structures I. The preferential stocks, social classes, privileges, new groups and social dynamics. 12. Social structures II. Feudal and military subjugation, systems duties, taxes, land and material obligations, peasant revolt. 13. Various forms of economy, communications and commerce. Early-modernization effects in apsolutistic period. 14. Written Culture: printing, literature and cultural circles along the coast and inland, the protagonists and the works. 15. Recap and final considerations: The main characteristics and structure of | | | | | |

| | | | | | | |
|--|--|-----|---------------|---|------------------------------|---|
| | Croatian early modern period. | | | | | |
| 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 type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other) | | |
| Student responsibilities | Regular attendance as a prerequisite for taking the exam, preparation of a written seminar paper and its oral presentation, taking tests as a prerequisite for 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 | 1,5 | Research | / | Practical training | / |
| | Experimental work | / | Report | / | (Other) | |
| | Essay | / | Seminar essay | 0,5 | (Other) | |
| | Tests | 1 | Oral exam | 2 | (Other) | |
| | Written exam | 0,5 | Project | / | (Other) | |
| Grading and evaluating student work in class and at the final exam | The overall work of students during the semester is evaluated. Passed tests are the condition for taking the oral exam. The final grade comes out 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 | |
| | <i>Povijest Hrvata</i> . Druga knjiga (skupina autora). Zagreb: Školska knjiga, 2005: do str. 341. | | | 1 | No | |
| | <i>Društveni razvoj u Hrvatskoj</i> od 16. do početka 20. stoljeća (skupina autora, ur. Mirjana Gross). Zagreb Liber, 1981 do str 153. | | | 1 | No | |
| Optional literature (at the time of submission of study programme proposal) | <i>Hrvatska i Europa: Barok i prosvjetiteljstvo</i> . Svezak 3. (ur. Ivan Golub). Zagreb Školska knjiga, 2003. Neven Budak, <i>Hrvatska i Slavonija u ranome novom vijeku</i> . Zagreb, Leykam international 2007. Željko Holjevac i Nenad Moačanin, <i>Hrvatsko-slavonska Vojna krajina i Hrvati pod vlašću Osmanskoga Carstva u ranome novome vijeku</i> . Zagreb, Leykam international, 2007. Josip Vrandečić i Miroslav Bertoša, <i>Dalmacija, Dubrovnik i Istra u ranome novome vijeku</i> . Zagreb, Leykam international i Barbat 2007. | | | | | |
| Quality assurance methods that ensure the acquisition of exit competences | Individual consultations, regular attendance of the class, active participation in the discussion, 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 HISTORY OF THE 19 TH CENTURY | | | | | |
|---|--|--|---|----|---|---|--|
| Code | FPPDH | Year of study | 2. year of undergraduate study | | | | |
| Course teacher | Marko Trogrlić, Ph.D, full professor | Credits (ECTS) | 5 | | | | |
| Associate teachers | doc. dr. sc. Nikša Varezić, assistant professor | Type of instruction (number of hours) | P | S | V | T | |
| | | | 30 | 15 | 0 | 0 | |
| Status of the course | Mandatory | Percentage of application of e-learning | 5 % | | | | |
| COURSE DESCRIPTION | | | | | | | |
| Course objectives | The main goal of the course is to present the basic processes of Croatian history during the so-called long 19 th century. In a particular way the focus will be on the modernization and national-integration processes, considered in the narrow context of Central and Southeastern Europe and the wider, that is, generally European and world 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) | At the end of the course students should be able to: - explain the basic historical processes of the 19 th century Croatian history in the context of the Habsburg monarchy - explain the basic historiographical concepts of the 19 th century - notice the cause-and-effect relationships of political and other, especially modernization processes in the considered period - interpret critically the historiographic analyses, syntheses and interpretations of the essential determinants of 19 th century Croatian history. | | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | Week 1: Introductory lecture: characteristics of the late feudal Croatian society and the modernisation processes between 1790 and 1835; Week 2: National movement in Croatia 1835-1848/49; Week 3: Military frontier from the late 18 th century to 1848 and to 1881; Week 4: Istria and Dalmatia in the first half of the 19 th century; Week 5: Year 1848 in Croatian Countries; Week 6: Upward and downward modernization efforts in the neo-absolutism period; Week 7: Austro-Hungarian and Croatian-Hungarian settlements; Week 8: Development of modern civil society "post-contract Croatia"; Week 9: Development of the Croatian national revival in Dalmatia and Istria; Week 10: Basic problems of the history of the Croats in Bosnia and Herzegovina 1878-1918; Week 11: Croatia during the "Khuen Hedervary period"; Week 12: Crises of dualism (1895-1906) in Croatia, Dalmatia and Istria. Week 13: Croatian countries on the eve of World War I. Week 14: Disintegration of the Austro-Hungarian Monarchy and the creation of the SHS State Week 15: Fieldwork - National Archives Zadar. | | | | | | |
| 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"/> 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 | Regular attendance of the class; oral presentation of seminar paper; class activities; 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 | 3 | (Other) | |
| | Written exam | / | Project | / | (Other) | |
| Grading and evaluating student work in class and at the final exam | Oral exam 70% Seminar with presentation 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 | |
| | Nikša Stančić: Hrvatska nacija i nacionalizam u 19. i 20. stoljeću. Zagreb, 2002., str. 71. - 211. | | | 2 | No | |
| | Jaroslav Šidak et al., <i>Hrvatski narodni preporod. Ilirski pokret</i> , Zagreb, 1988. | | | 2 | No | |
| | Iskra Iveljić: Banska Hrvatska i Vojna krajina od prsroviječnog Absolutizma do 1848. godine. Zagreb, 2010. | | | 2 | No | |
| | Marko Trogrić – Nevio Šetić, Dalmacija i Istra u 19. stoljeću. Zagreb, 2015. | | | 2 | No | |
| | Josip Vrandečić, <i>Dalmatinski autonomistički pokret u 19. stoljeću</i> , Zagreb, 2002. | | | 2 | No | |
| | J. Šidak-D. Šepić-I. Karaman-M. Gross, <i>Povijest hrvatskog naroda 1860.-1914.</i> , Zagreb, 1968. | | | 1 | No | |
| Optional literature (at the time of submission of study programme proposal) | Mirjana Gross, ur., <i>Društveni razvoj u Hrvatskoj od 16. do početka 20. stoljeća</i> , Zagreb, 1981., str. 231. - 416.; Mirjana Gross - Agneza Szabo, <i>Prema hrvatskom građanskom društvu</i> , Zagreb, 1992.; Igor Karaman, <i>Hrvatska na pragu modernizacije</i> , Zagreb, 2000.; | | | | | |
| Quality assurance methods that ensure the acquisition of exit competences | - class attendance, class activity, success in performing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by syllabus - individual consultations - 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 | | CROATIAN HISTORY 1918-1945 | | | | | |
|---|--|--|---|----|---|---|--|
| Code | FPPEH | Year of study | 3 rd year of undergraduate study | | | | |
| Course teacher | Aleksandar Jakir, Ph.D, Full professor | Credits (ECTS) | 5 | | | | |
| 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 | 0% | | | | |
| COURSE DESCRIPTION | | | | | | | |
| Course objectives | The aim of the course is to develop a critical sense for understanding basic processes and structures which characterized Croatian history in the first half of the 20 th century and adoption of analytical and interpretative skills. Students attending the seminars will be stimulated toward independent research and evaluation of sources and literature in order to develop critical thought and form their own opinion about essential questions encompassed by 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) | Students should be able after the examn: - to identify key political developments and processes with regard to Croatian history between the World Wars and during WW II - to recognize and explain the emergence and key features of relevant phenomena connected with historical processes that had a strong impact on Croatian society during this period - to explain basic processes connected with developments in the sphere of economy in the given period - to have an understanding of basic concepts concerning social and cultural histroy of the period between the World Wars | | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1. Introduction to the course 2. Establishment and structure of the first yugoslav state 3. Political parties and their programs: centralčism and unitarism, the unsolved national question 4. Occuring problems in the course of development of society and economy 5. The peasant question during the interwar years 6. Development of urban centers, cultural development and position of religious communities 7. Impact of international factors on the position of Croats within the yugoslav state 8. Status and positionj of national minorities 9. The dissolution of the first yugoslav state 10. Organisation and functioning of the Independent Sate of Croatia 11. Antifascist Movement 12. Material and demographic consequences of the war 13. Establishment of the second yugoslav state 14. Croats within the second yugoslav state 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"/> <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) | | | | |

| | | | | | | |
|--|--|-----|---------------|---------------------------------|------------------------------|---|
| Student responsibilities | Regular class attendance; active participation; preparation and presentation of seminars; two tests or 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 | / | (Other) | |
| | Essay | / | Seminar essay | 2,5 | (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 | Teaching activities: 10% Seminar paper: 50% Written exam or two tests: 40% 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 | |
| | Ivo Banac, <i>Nacionalno pitanje u Jugoslaviji</i> , Zagreb 1988. | | | 3 | No | |
| | Dušan Bilandžić, <i>Hrvatska moderna povijest</i> , Zagreb 1999. Ivo Goldstein, <i>Hrvatska povijest</i> , Zagreb 2003. | | | 1 | No | |
| | Hrvoje Matković, <i>Povijest Jugoslavije</i> (1918.-1991.) | | | 1 | No | |
| Optional literature (at the time of submission of study programme proposal) | Ljubo Boban, <i>Maček i politika HSS</i> , knj. I-II, Zagreb 1974. Ljubo Boban, <i>Hrvatske granice 1918.-1992.</i> , Zagreb 1993. Hodimir Sirotković, <i>ZAVNOH. Rasprave i dokumenti</i> , Zagreb 2002. | | | | | |
| Quality assurance methods that ensure the acquisition of exit competences | Participating in discussions and writing a seminar paper with aim to develop the ability to collect, select and systematize facts and concepts, their understanding and evaluation. Written or oral exams will be conducted at the end of the class and graded, and the final grade will be performed based on the grade of individual contributions in class and based on the grade from the exam and seminar paper. Student questionnaire on the quality of teaching and teachers at the university level will be also conducted. | | | | | |
| Other (as the proposer wishes to add) | / | | | | | |

| NAME OF THE COURSE | | CROATIAN MEDIEVAL HISTORY | | | | | |
|----------------------|--|---|---------------------------------|----|---|---|--|
| Code | FPPBH | Year of study | 1 st (undergraduate) | | | | |
| Course teacher | Ivan Basić, Ph.D., Associate Professor | Credits (ECTS) | 5 | | | | |
| 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 | Basic objective of the course is to implement the elementary knowledge on the Croatian Middle Ages and its study, to acquaint the students with the ways the historians use the sources and interpret them, and instruct them into ways of constructing the past, i.e. to adopt the basic terminology associated with the Croatian Middle Ages. | |
| 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"> - explain the basic notions and chronology of Croatian Middle Ages - describe the most important corpora of published sources, most important archival collections as well as the historiography of Croatian Middle Ages - interpret the key themes of Croatian medieval studies - adopt a historian's approach to medieval sources and critically discuss and analyze both the approach and the sources | |
| Course content broken down in detail by weekly class schedule (syllabus) | <ol style="list-style-type: none"> 1. Introduction and methods (space, time, approach, sources, state of scholarship) (2L + 1S) 2. Space and chronology of Croatian Middle Ages (with special reference to boundary changes and the names of territorial units) (3L) 3. Problems of the origin, ethnogenesis and the formation of identity of Early Medieval Croats – key paradigms (1L + 2S) 4. Croats between Franks and Byzantium; Christianisation of the Croats; problems of continuity and discontinuity in early medieval Dalmatia (2L + 1S) 5. Establishment of ducal authority and the development of Croatian principality until the beginning of the 10th century; establishment of the diocese of Nin and the problem church jurisdiction (3L) 6. Croatia in the 10th century: establishment of kingdom, church councils of Split, problems of the reign of Tomislav and his heirs (1L + 2S) 7. Development of royal power, relations of Croatian rulers towards the Dalmatian cities and the beginning of church reform on the Adriatic in the 11th century (2L + 1S) 8. Croatian kingdom in the second half of the 11th century, Byzantium, Venice and the Papacy; the reign of king Zvonimir (2L + 1S) 9. Disappearance of Trpimirović dynasty, arrival of the Hungarians and the transfer of power to Arpadović dynasty – the relations of Arpadović dynasty towards the towns of Dalmatia (2L + 1S) 10. Arpadović dynasty and Croatia/Dalmatia: development of Dalmatian cities (ca. 1150-1250); beginnings of communal development (2L + 1S) 11. Slavonia at the time of Arpadović dynasty: establishment of the diocese of Zagreb, spatial organization, Mongol incursions and their consequences, development of towns in Slavonia (2L + 1S) 12. Crisis of the late 13th century, development of Croatian nobility, new Anjou dynasty and the stabilizing of royal power (2L + 1S) 13. 14th century, changing dominions: the Šubići Bribirski, Venice, Anjou dynasty, stabilization of Venetian dominance in 1409, appearance of the Turks (2L + 1S) 14. Historical development of Croatia in the Middle Ages – periodization and chronology (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"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor |

| | | | | | | |
|---|---|-----|---------------|----------------------------------|--|------------------------------|
| | <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work | | | <input type="checkbox"/> (other) | | |
| Student responsibilities | Lectures are realized by the use of multimedia teaching aids and they are supported by teaching resources available on the website of the course. Students are required to: 1. participate in the teaching process (regular attendance of the class) 2. participate in teaching activities and perform 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. create a specialized bibliography on the selected topic 6. pass the oral exam and achieve a minimum of 50% accuracy on the exam 7. adhere to the time frames required to perform the activities of the course 8. perform individual and group tasks in a timely and quality manner 9. 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 | 1,5 | Research | / | Practical training | / |
| | Experimental work | / | Report | 0,5 | Compiling a bibliography | 0,5 |
| | Essay | / | Seminar essay | 0,5 | Activities during the seminar (reading, questions, discussion) | 0,5 |
| | Tests | / | Oral exam | 1,5 | (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 - 60% 2. prepared and presented seminar paper in accordance with the instructions of the teacher - 10% 3. success in solving individual and group tasks - 10% 4. class activity, participation in discussions during classes and seminars - 10% 5. prepared specialized bibliography in accordance with the instructions of teacher – 10% | | | | | |
| Required literature (available in the library and via other media) | Title | | | | Number of copies in the library | Availability via other media |
| | Ferdo Šišić, <i>Pregled povijesti hrvatskog naroda 600.-1526.</i> (vol. 1.) Past editions: Zagreb, 1962. (Matica hrvatska); Zagreb, 1975. (Nakladni zavod Matice hrvatske); Split, 2004. (Marjan tisak) | | | | 6 | No |
| | Neven Budak, Tomislav Raukar, <i>Hrvatska povijest srednjeg vijeka</i> , Zagreb, 2006. | | | | 1 | No |
| | Nova zrak u europskom svjetlu: <i>Hrvatske zemlje u ranome srednjem vijeku (oko 550 – oko 1150)</i> , ed. Z. Nikolić Jakus, Biblioteka Povijest Hrvata, vol. I, Zagreb, 2015. | | | | 1 | No |
| Optional literature (at the time of submission of study programme proposal) | Nada Klaić, <i>Izvori za hrvatsku povijest do 1526. godine</i> , Zagreb, 1972. Toma Arhidakon, <i>Historia Salonitana</i> , ed. Olga Perić, Mirjana Matijević Sokol, Radoslav Katičić, Split, 2003. <i>Povijest Hrvata, vol. I. Srednji vijek</i> , ed. Franjo Šanjek, Zagreb, 2003. | | | | | |

| | |
|---|--|
| | Hrvoje Gračanin, <i>Južna Panonija u kasnoj antici i ranom srednjovjekovlju (od konca 4. do konca 11. stoljeća)</i> , Zagreb, 2011. |
| Quality assurance methods that ensure the acquisition of exit competences | <ul style="list-style-type: none"> - class attendance, class activity, success in performing tasks - student questionnaire of evaluation of teaching work at the university level - passed the exam and fulfilled other obligations prescribed by syllabus - individual consultations - 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 | | EARLY MODERN EUROPEAN AND WORLD HISTORY | | | | | |
|---|---|--|---|----|---|---|--|
| Code | FPPC | Year of study | 2 nd year of undergraduate 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 | 0 | 0 | |
| Status of the course | Mandatory | Percentage of application of e-learning | 15% | | | | |
| COURSE DESCRIPTION | | | | | | | |
| Course objectives | A comparative understanding of European early modern societies. Particular emphasis is placed on the following topics: Military Revolution <i>Trace italienne</i> . The structures of everyday life of the 16 th century Europe. The political collapse of Italy and the predominance of Charles V. Commercial, scientific and religious revolution. Reformation in Germany and social conflicts. Reformation in England during Henry VIII.. The rise and fall of Spain during Philip II and his successors. A religious war in France. The rebellion in the Netherlands against the Spanish authorities. Eastern Europe in the XVI. Century (Russia, Poland, Turkey); "second feudalism". Peaceful transition of power in England during James I Stuart. The rise of Sweden during Gustavus Adolphus II. Thirty Years War 1618.-1648, winners and defeated. Oliver Cromwell, the English Republic and the restoration of the Stuarts. Absolutism of Louis XIV. The decline of the Netherlands in the struggle for maritime supremacy. Glorious Revolution and the beginnings of British supremacy. France against Europe. The struggle for the Baltic and the rise of Russia during Peter the Great. Diplomatic Revolution. Russia of Catherine the Great. Enlightened absolutism. France on the eve of the revolution, the structural problems of the state and society. | | | | | | |
| 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 major political and societal processes in European early modern Europe - Interpret the main features of internal political and social dynamics - Compare the features of the economic and political development of the great powers - Identify and compare various political forms of government - parliamentary and constitutional monarchy | | | | | | |
| Course content broken down in detail by weekly class schedule | 1. Military Revolution 2. Commercial Revolution 3. Political collapse of Italy 4. Reformation in Germany | | | | | | |

| | | | | | | |
|--|--|-----|---------------|---|------------------------------|---|
| (syllabus) | 5. Reformation in England 6. The rise and fall of Spain 7. Elizabeth 8. Religious War in France 9. Rebellion in the Netherlands 10. Thirty Years War 11. England for Stuart 12. France for Louis XIV. 13. The fight for the Baltic 14. Diplomatic Revolution 15. Enlightened absolutism | | | | | |
| 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 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 type="checkbox"/> (other) | | |
| Student responsibilities | 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 | |
| | S. Bertoša, <i>Svjetska povijest modernog doba (XVI.-XIX. stoljeće) s posebnim osvrtom na Apeninski poluotok</i> , Zagreb 2004. | | | 2 | No | |
| | <i>Povijest</i> , Biblioteka Jutarnjeg lista, sv. 12-16. 2004. | | | 1 | No | |
| Optional literature (at the time of submission of study programme proposal) | - Grupa autora, <i>Velika ilustrirana povijest svijeta</i> , 12 - 14, Rijeka, 1985. - J. Carpentier - F. Lebrun, <i>Povijest Francuske</i> , Zagreb, 1999. - J. F. Nöel, <i>Sveto Rimsko Carstvo</i> , Zagreb, 1998. - G. Procacci, <i>Povijest Talijana</i> , Zagreb, 1996. - J. M. Roberts, <i>Povijest Europe</i> , Zagreb, 2002. | | | | | |
| Quality assurance methods that ensure the acquisition of exit competences | Class attendance, class activity, student questionnaire on the quality of teaching and teachers at the university level, passed exam and other obligations prescribed by syllabus, individual consultations, self-assessment of students achieved learning outcomes. | | | | | |
| Other (as the proposer wishes to add) | / | | | | | |

| NAME OF THE COURSE | | EARLY MODERN HISTORY OF FRANCE | | | | | |
|---|---|--|----------|---|--------------------|---|--|
| Code | FPPIP13 | Year of study | | 2 nd year of undergraduate 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 | | 10 % | | | |
| COURSE DESCRIPTION | | | | | | | |
| Course objectives | The course consists of selected chapters from the French modern history through which are treated events and processes that marked the time of the absolute monarchy, the birth of a modern democratic state, through revolution and attempted various political experiments. In this sense, the course will do analysis of events, system and dialectics of different ideologies, in order to thus ultimately achieve a synthetic image of modern French 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 passing the exam students should be able to: - Explain the fundamental socio-political processes of modern history of France. - Critically interpret the phenomenon of the French Revolution. - Describe the modern history of France as a political and constitutional Lab of Europe. - Explain the process of creating a French modern state. - Display the European and world history in a variety of perspectives. | | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1. Century of Louis XIV. 2. Reign of Louis XV. (I) 3. Reign of Louis XV. (II) 4. The last king of old school 5. French Revolution, from the beginning to Terror 6. The French Revolution, of the Terror and the Napoleonic coup 7. From the Consulate to the Empire 8. Falls od the eagle 9. Restoration 10. July Monarchy 11. Republic and Second Empire 12. Birth of Third Republic 13. Securing the Third Republic 14. The Great War and the failed peace 15. "The darkest moments" and liberation | | | | | | |
| 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, passed written exam. | | | | | | |
| Screening student work (name the proportion of ECTS credits for | Class attendance | 1 | Research | / | Practical training | / | |
| | Experimental work | / | Report | / | (Other) | | |

| | | | | | | |
|--|--|---|---------------|---|---------------------------------|------------------------------|
| each activity so that the total number of ECTS credits is equal to the ECTS value of the course) | 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 |
| | CARPENTIER Jean, LEBRUN François (ur.), <i>Povijest Francuske</i> , Zagreb, Barbat, 1999. | | | | 2 | ne |
| | ROBERTS John M., <i>Povijest Europe</i> , Zagreb, AGM, 2002. | | | | 2 | ne |
| Optional literature (at the time of submission of study programme proposal) | BARJOT Dominique <i>et al.</i> , <i>La France au XIX^e siècle 1814-1914</i> , Paris, Presses universitaires de France, 2014. BÉLY Lucien, <i>La France moderne 1498-1789</i> , Paris, Presses universitaires de France, 2013. BOUDON Jacques-Olivier, <i>Histoire du Consulat et de l'Empire</i> , Paris, Perrin, 2003. DOYLE William, <i>The French Revolution. A very short introduction</i> , New York, Oxford University Press, 2001. DUBY Georges, <i>Histoire de France des origines à nos jours</i> , Paris, Larousse, 2007. FURET François, <i>The French Revolution 1770-1814</i> , Oxford, Blackwell, 1996. MARSEILLE Jacques, <i>Nouvelle histoire de France</i> , Paris, Perrin, 2002. POPKIN Jeremy D., <i>A History of Modern France</i> , London, Pearson, 2012. RÉMOND René, SIRINELLI Jean-François, <i>Le Siècle dernier</i> , Fayard, Paris, 2003. SIRINELLI Jean-François, <i>La France de 1914 à nos jours</i> , Paris, Presses universitaires de France, 2014. TOCQUEVILLE Alexis (de), <i>Stari režim i Revolucija</i> , Zagreb, Politička kultura, 1994. TULARD Jean, <i>Napoléon</i> , Paris, Fayard/Pluriel, 2011. TULARD Jean, <i>La France de la Révolution et de l'Empire</i> , Paris, Presses universitaire de France, 2014. | | | | | |
| 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 | | EUROPEAN AND WORLD HISTORY IN THE MIDDLE AGES | | | | | |
|----------------------|---|---|--|----|---|---|--|
| Code | FPPB | Year of study | 1 st year of undergraduate 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 | 0 % | | | | |
| COURSE DESCRIPTION | | | | | | | |

| | | |
|---|---|---|
| Course objectives | The aim of this course is to introduce the medieval European history to the students by using access of modern historical science. The emphasis is on understanding the basic concepts of Middle Ages, its social structures and processes. One of the main objectives is to enable students to deliberate European medieval history by providing a reference frame to movement through the field of research or other historical periods and contents. | |
| 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 this course, a student should be able to:</p> <ul style="list-style-type: none"> - classify the various periods of European and world history of the Middle Ages - interpret the basic socio-political phenomena and processes of the Middle Ages - interpret the differences in medieval civilizations of East and West - identify the basic features of the feudal system on European soil - apply his knowledge to the surviving narrative sources | |
| Course content broken down in detail by weekly class schedule (syllabus) | <p>Week 1: The Roman world in the 4th century - political affairs, economic and social situation, literature, art, education and religion.</p> <p>Week 2: The Decline of the Roman world in the West; Germanic tribes and migrations, barbarian kingdom, the Church in the Germanic kingdoms, the initial formation of Europe.</p> <p>Week 3: The transformation of Roman Empire in the East, the birth of the Byzantine Empire from Theodosius to Anastasium, Justinian project; Islam and the Arab conquest.</p> <p>Week 4: From the Merovingians to Pepin the Short - attempted reconstruction at the time of Pepin the Short and Charlemagne; Carolingian Renaissance; naval power in the Mediterranean - Venice.</p> <p>Week 5: The collapse of the Carolingian Empire, the heirs of Charlemagne; new barbarian invasion, new nations in Europe. Feudalism, the village in the early Middle Ages, the Church.</p> <p>Week 6: The bridges across the dark times - the civilization of the East, Byzantines and Arabs. Reconstruction of the Western Empire.</p> <p>Week 7: Recovering the West, religious and political reconstruction, France, England, Sicily; economic recovery.</p> <p>Week 8: The dominance of the Church in the West Schism, the relationship of the Church and the Empire. First Crusades, Byzantium for Komen, the reform of the Church in the 12th century; The Renaissance of the 12th century.</p> <p>Week 9: The Rise of Western monarchy - England and France in the 12th century.</p> <p>Week 10: The fight to preserve the dominance of the Church in western societies - pope Innocent III, heresy, mendicant orders; Hohenstaufen, later Crusades; the fall of Constantinople in 1204.</p> <p>Week 11: The expansion of Christian Europe; Scandinavia and Central Europe; Russia; Baltic region; Great Principality of Lithuania; Mongol invasion; power over Russia.</p> <p>Week 12: The rise of secular institutions and interests; lay in the 13th century - intellectual and artistic creation in the High Middle Ages.</p> <p>Week 13: The loss of priority of the Church; centralization in England and France; Babylonian exile; Church councils and papal restoration.</p> <p>Week 14: The dissolution of medieval societies; England and France in the 14th century; The German empire under the Habsburgs; the fall of Byzantium in 1453.</p> <p>Week 15: Finding the solution - the Italian city-states; Renaissance; the northern solution; concluding observations.</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"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other) |

| | | | | | | |
|--|---|-----|---------------|---------------------------------|------------------------------|---|
| | <input type="checkbox"/> field work | | | | | |
| Studentresponsibilities | Participation in the teaching process as a prerequisite for taking the exam; timely oral presentation; timely submitted written seminar paper; passed a written exam or three tests. | | | | | |
| 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 or three tests | 1,5 | Project | / | (Other) | |
| Grading and evaluating student work in class and at the final exam | Written exam or three tests: 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 | |
| | Ivo Goldstein, Borislav Grgin, <i>Europa i Sredozemlje u srednjem vijeku</i> , Zagreb 2006. | | | 1 | Yes | |
| Optional literature (at the time of submission of study programme proposal) | Mirosav Brandt, <i>Srednjovjekovno doba povijesnog razvitka</i> , Zagreb 1995. Johan Huizinga, <i>Jesen srednjeg vijeka</i> , Zagreb 1991. Jacques Le Goff, <i>Civilizacija srednjovjekovnog Zapada</i> , Zagreb 1998., str. 29.-491. Roberto Lopez, <i>Rođenje Europe: st. V.-XIV.</i> , Zagreb 1978. Internet Medieval Source Book – www.fordham.edu/halsall/sbook.html | | | | | |
| Quality assurance methods that ensure the acquisition of exit competences | - regular class attendance, class activity, success in performing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by syllabus | | | | | |
| Other (as the proposer wishes to add) | / | | | | | |

| NAME OF THE COURSE | | EUROPEAN AND WORLD HISTORY IN THE 20 TH CENTURY, I | | | | | |
|----------------------|---|---|---|----|---|---|--|
| Code | FPPE | Year of study | 3 rd year of undergraduate 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 | 0% | | | | |
| COURSE DESCRIPTION | | | | | | | |
| Course objectives | To introduce students to the events, processes, global political, social and cultural situation of 20th century history of the interwar period to the end of the Second | | | | | | |

| | | | | | | |
|--|--|-----|---------------|---|--------------------|------------------------------|
| | 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 examination the students will be able to: Students will be able to examination: - Recognize the consequences of the First World War. - Explain the basic skills, phenomena and processes of the inter-war period - Critically interpret the phenomena of totalitarian and authoritarian ideologies and regime. - Analyze the events that led to World War II. - Explain the importance of the Second World War. - Create an oral presentation of results of the investigations. | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1. Introduction 2. Consequences of World War I. 3. New international problems in Europe and the world 4. The Bolshevik revolution 5. Soviet Union in the interwar period 6. The emergence of fascism 7. Fascist Italy 8. Authoritarian regimes in Europe 9. Temptations democratic system 10. Weimar Republic 11. National Socialism 12. International relations of the 1918th to 1929th 13. International Relations from the 1929th to 1939th 14. World War II - the creation of the oil system in Europe and the world 15. World War II - the collapse of the Axis | | | | | |
| 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 type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other) | | |
| Student responsibilities | Regular class attendance, written exam, oral presentation or written work. | | | | | |
| 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 | 1 | (Other) | |
| | Tests | / | Oral exam | / | (Other) | |
| | Written exam | 1,5 | Project | / | (Other) | |
| Grading and evaluating student work in class and at the final exam | The final exam and seminar paper are evaluated. The test is organized in the agreement with the students. | | | | | |
| Required literature (available in the library and via other media) | Title | | | Number of copies in the library | | Availability via other media |
| | GRENVILLE John A. S., <i>A History of the World in the Twentieth Centurv</i> . Cambridgae (Massachusetts). | | | 2 | | No |

| | | | |
|---|--|---|--------|
| | Belknap Press of Harvard University Press, 2000. | | |
| | MAZOWER Mark, <i>Mračni kontinent. Europsko dvadeseto stoljeće</i> , Zagreb, Prometej, 2004. | 3 | No |
| | DUKOVSKI Darko, <i>Ozračljena povijest. Uvod u suvremenu povijest Europe i Europljana</i> , Zagreb/Rijeka, Leykam international/Filozofski fakultet u Rijeci, 2012. | 1 | No |
| | FERRO Marc, <i>Sedmorica zaraćenih 1918.-1945. Usporedna povijest</i> , Zagreb, Fakultet političkih znanosti, 2008. | 2 | No |
| | BEST Anthony et al., <i>International History of the Twentieth Century and Beyond</i> , London/New York, Routledge, 2008. | 1 | e-form |
| Optional literature (at the time of submission of study programme proposal) | MAZOWER Mark, <i>Hitler's Empire: Nazi Rule in Occupied Europe</i> . Allen Lane: London, 2008. DUKOVSKI Darko, <i>Povijest Srednje i Istočne Europe</i> , Zagreb, Alinea, 2005, sv. 2. DUROSELLE Jean-Baptiste, KASPI André, <i>Histoire des relations internationales</i> , sv. 1, <i>De 1945 à nos jours</i> , Paris, Armand Colin, 2012. COURTOIS Stéphane et al., <i>Crna knjiga komunizma. Zločini, teror, represija</i> , Zagreb, Politička kultura/Golden marketing, 1999. BESANÇON Alain, <i>Stoljeće zla. O komunizmu, nacizmu i jedinstvenosti šoaha</i> , Zagreb, Dom i svijet, 2009. KERSHAW Ian, <i>Hitler</i> , Zagreb, Vizura, 2000. BRUNETEAU Bernard, <i>Totalitarizmi</i> , Zagreb, Politička kultura, 2002. FURET François, <i>Prošlost jedne iluzije. Oglad o komunističkoj ideologiji u XX. stoljeću</i> , Zagreb, Politička kultura, 1997. BEST Geoffrey, <i>Churchill i rat</i> , Zagreb, Naklada Ljevak, 2006. | | |
| 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. | | |
| Other (as the proposer wishes to add) | / | | |

| NAME OF THE COURSE | EUROPEAN AND WORLD HISTORY IN THE 20 TH CENTURY, II | | | | | | |
|-----------------------------------|--|--|---------------------------------|----|---|---|--|
| Code | FPPE2 | Year of study | 3rd year of undergraduate study | | | | |
| Course teacher | Edi Miloš, Ph. D Associate Professor | Credits (ECTS) | 4 | | | | |
| Associate teachers | / | Type of instruction (number of hours) | P | S | V | T | |
| | | | 30 | 15 | 0 | 0 | |
| Status of the course | Mandatory | Percentage of application of e-learning | 0% | | | | |
| COURSE DESCRIPTION | | | | | | | |
| Course objectives | To introduce to the students the events, processes, global political, social and cultural situation of the 20th century since the end of World War II to the fall of the Berlin Wall and the emancipation of Eastern Europe. | | | | | | |
| 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 completing the course and passing the exam, the students will be able to: - recognize the consequences of World War II. - explain the key processes that shaped the world since World War II (the Cold War, decolonization, the beginnings of Western European integration, development and fall of European communism, etc.) - describe the creation of the modern world through a process that spawned it - show the mechanisms of development of international relations | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1. Introduction 2. Consequences of World War II 3. Division of Europe 4. Beginnings of the Cold War 5. Generation of the two blocs and the Korean War 6. Emergence of Israel and Middle East question 7. From "Peaceful Coexistence" to detente 8. Crisis and cracks in the blocks 9. Decolonisation 10. Outbreak in the area of the Third World 11. The first steps of the Western European Integration 12. Bipolar world challenged emerging powers and international factors 13. Asian Awakening 14. "Warm peace" - "Frisk war" 15. Agony of communism in Europe. | | | | | |
| Format of instruction | <input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> excersises <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, written exam, oral presentation or written work. | | | | | |
| 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 | / | (Ostalo upisati) | |
| | Essay | / | Seminar essay | 0,5 | (Ostalo upisati) | |
| | Tests | / | Oral exam | / | (Ostalo upisati) | |
| | Written exam | 2 | Project | / | (Ostalo upisati) | |
| Grading and evaluating student work in class and at the final exam | The final exam and seminar paper are evaluated. The test is organized in the agreement with the students. | | | | | |
| Required literature (available in the library and via other media) | Naslov | | | Broj primjeraka u knjižnici | Dostupnost putem ostalih medija | |
| | GRENVILLE John A. S., <i>A History of the World in the Twentieth Century</i> , Cambridge (Massachusetts), Belknap Press of Harvard University Press, 2000. | | | 2 | / | |
| | WESTAD Odd A., <i>Globalni hladni rat. Velike sile i Treći svijet</i> , Zagreb, Golden Marketing – Tehnička knjiqa, 2009. | | | 1 | / | |

| | | | |
|---|---|---|--------|
| | MAZOWER Mark, <i>Mračni kontinent. Europsko dvadeseto stoljeće</i> , Zagreb, Prometej, 2004. | 3 | / |
| | PAINTER David S., <i>Hladni rat. Povijest međunarodnih odnosa</i> , Srednja Europa, Zagreb 2002. | 2 | / |
| | SOUTOU Georges-Henri, <i>Nesiguran savez. Francusko-njemački političko-strateški odnosi od 1956. do 1996</i> , Zagreb, Fakultet političkih znanosti, 2006. | 2 | / |
| | DUKOVSKI Darko, <i>Ozrcaljena povijest. Uvod u suvremenu povijest Europe i Europljana</i> , Zagreb/Rijeka, Leykam international/Filozofski fakultet u Rijeci, 2012. | 1 | / |
| | HOLZER Jerzy, <i>Komunizam u Europi. Povijest pokreta i sustava vlasti</i> , Zagreb, Srednja Europa, 2002. | 2 | / |
| | BEST Anthony et al., <i>International History of the Twentieth Century and Beyond</i> , London/New York, Routledge, 2008. | / | e-form |
| Optional literature (at the time of submission of study programme proposal) | YOUNG John W., KENT John, <i>International Relations since 1945. A global history</i> , Oxford, Oxford University Press, 2013. DUKOVSKI Darko, <i>Povijest Srednje i Istočne Europe</i> , Zagreb, Alinea, 2005. COURTOIS Stéphane et al., <i>Crna knjiga komunizma. Zločini, teror, represija</i> , Zagreb, Politička kultura/Golden marketing, 1999. SOUTOU Georges-Henri, <i>La Guerre froide 1943-1990</i> , Paris, Fayard/Pluriel, 2011. DUROSELLE Jean-Baptiste, KASPI André, <i>Histoire des relations internationales</i> , sv. 2, <i>De 1945 à nos jours</i> , Paris, Armand Colin, 2009. SELLERS Charles et al., <i>Povijest Sjedinjenih Američkih Država</i> , Zagreb, Barbat, 1996. | | |
| 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. | | |
| Other (as the proposer wishes to add) | / | | |

| NAME OF THE COURSE | | EUROPEAN AND WORLD HISTORY OF THE 19 TH CENTURY | | | | |
|----------------------|--|--|---------------------------------|----|---|---|
| Code | FPPD | Year of study | 2nd year of undergraduate 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 | 0 | 0 |
| Status of the course | Mandatory | Percentage of application of e-learning | 15% | | | |
| COURSE DESCRIPTION | | | | | | |
| Course objectives | Introduction to historical themes and processes of the European "long" 19 th -century society, with particular emphasis on its the political, intellectual, social and economic transformation. Particular emphasis is placed on the following topics: The causes of the French revolution. Napoleonic Wars. Congress system and the Holy Alliance. East question and the Greek revolution. Metternich Italy. Industrial, agricultural and demographic revolution. Ideologies of the 19th century. The Revolution of 1848 and its consequences. Crimean War and the Eastern question. | | | | | |

| | | | | | | |
|--|---|-----|---------------|---|--------------------|---|
| | The Age of Capital, the rise and crisis of liberalism. Second Empire of Napoleon III. The Great Powers and the American Civil War. Unification of Italy. Unification and Development of Germany. Habsburg Empire after the settlement. The modernization of Turkey and change its foreign policy. Victorian Britain. The rise of the United States. French Third Republic. Russia for the last Romanov. Bismarck's system of alliances. Pre-war crisis. | | | | | |
| 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 major political and social processes of the European 19 th -century society - Interpret the main features of internal political and social dynamics of individual countries - Compare the features of the economic and political development of the great powers - Identify and confront various political forms of government - To explain the ideological systems - Interpret economic features of industrialization | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1. French Revolution 2. The Directory and Consulate 3. Napoleonic Empire 4. Restoration 5. Revolution 1848/49 6. The Double Revolution (Economic history of the 19th century) 7. Crimean War 8. The unification of Italy 9. France during Napoleon III. 10. German unification 11. The Great Eastern crisis (1875 - 1878) 12. The Bismarck Alliance System 13. Great Powers at the end of the century 14. Colonialism 15. Pre-war crisis | | | | | |
| 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"/> 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 | Regular class attendance, preparation and presentation of seminars, active participation in classes, passing 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 | 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. | | | | | |

| | Title | Number of copies in the library | Availability via other media |
|---|---|---------------------------------|------------------------------|
| Required literature (available in the library and via other media) | S. Bertoša, <i>Svjetska povijest modernog doba (XVI.-XIX. stoljeće) s posebnim osvrtom na Apeninski poluotok</i> , Zagreb 2004. | 2 | / |
| | Grupa autora, <i>Velika ilustrirana povijest svijeta</i> , 14. i 15., Rijeka, 1985. | 1 | / |
| Optional literature (at the time of submission of study programme proposal) | J. Carpentier - F. Lebrun, <i>Povijest Francuske</i> , Zagreb, 1999. G. Procacci, <i>Povijest Talijana</i> , Zagreb, 1996. J. M. Roberts, <i>Povijest Europe</i> , Zagreb, 2002. Grupa autora, <i>Povijest Mađarske</i> , Zagreb, 1995. Grupa autora, <i>Povijest svijeta</i> , Zagreb, 1990. | | |
| Quality assurance methods that ensure the acquisition of exit competences | Regular class attendance, class activity, student questionnaire on the quality of teaching and teachers at the university level, passed written exam and other obligations prescribed by syllabus, individual consultations, self-assessment of students achieved learning outcomes. | | |
| Other (as the proposer wishes to add) | / | | |

| NAME OF THE COURSE | | HISTORICAL CARTOGRAPHY | | | | | |
|---|--|---|---|---|---|---|--|
| Code | FPPIP20 | Year of study | 2 nd year of undergraduate study | | | | |
| Course teacher | Nikola Glamuzina, 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 | Introducing students to interpretation of historical maps as an important source of information. Mastering knowledge of map-making throughout history, elements of maps, as well as critical reading of historical maps. Acquiring knowledge of historical maps and cartography and cartographers in the past of Croatia | | | | | | |
| 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 course students will be able to: - Understand the significance of historical maps in their future work - Critically interpret historical maps - Interpret certain elements of the natural and cultural landscapes shown on the historical maps and compare them with the current situation - Discuss all elements of historical maps | | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1 Introduction 2 Definition, classification and contemporary way of making geographical maps 3 Cartography and cartographic sources in history 4 Analysis of geographic elements on historical maps 5 Mathematical elements of maps and techniques of cartographic reproduction through history 6 Cartographic presentation of Croatian countries: classical antiquity and Middle | | | | | | |

| | | | | | | |
|--|--|-----|------------------|--|--|---|
| | Ages 7 Cartographic presentation of Croatian countries: early modern period 8 The most important Croatian cartographers of early modern period 9 Period of systematic and modern measurement (18 th – 20 th century.) 10 Properties and possibility of using old topographic maps as sources 11 Old vegetation and hydrographic maps as sources 12 Cartographic Sources for study of borders, roads and administrative-territorial organization of Croatian territory 13 Plans of Croatian towns and fortresses as a source 14 Cadastre in Croatian lands as a source 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 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="/> Regular class attendance in accordance with the applicable regulations of the Faculty. | | |
| 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 | 0,5 | (Other) | |
| | Written exam or two tests | 0,5 | Project | / | (Other) | |
| Grading and evaluating student work in class and at the final exam | The knowledge of students is assessed by the written and oral exams. 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 | |
| | Slukan Altić, M., 2003: <i>Povijesna kartografija – kartografski izvori u povijesnim znanostima</i> , Meridijani, Samobor | | | 0 | Univerity Libraray, City Library | |
| | Čosić, S., 2012: "Topografske karte hrvatskih zemalja do početka 20. stoljeća", u: <i>Topografske karte na području Hrvatske</i> (ur. Frangeš, S.), Državna geodetska uprava, Zagreb, 19-55. | | | 1 | Univerity Libraray, City Library | |
| Optional literature (at the time of submission of study programme proposal) | Slukan Altić, M., 2001: "Razvoj i osobine habsburške vojne kartografije", <i>Hrvatska na tajnim zemljovidima 18. i 19. stoljeća</i> , Hrvatski institut za povijest, Zagreb Slukan Altić, M., 2001: "Kartografski izvori za povijest upravno-teritorijalnog ustroja hrvatskih zemalja", <i>Zbornik Pravnog fakulteta u Zagrebu</i> 3, Zagreb, 645-672. Slukan Altić, M., 2003: "Vegetacijske karte i ostali kartografski izvori za proučavanje transformacije vegetacijskog pokrova", <i>Historijski zbornik</i> , Zagreb | | | | | |
| Quality assurance methods that ensure the acquisition of exit competences | The discussion during the class, individual consultations, tests, written and oral exam. | | | | | |
| Other (as the proposer wishes to add) | / | | | | | |

| NAME OF THE COURSE | | HISTORICAL GEOGRAPHY OF CROATIA | | | | | |
|---|---|--|--|---|---|---|--|
| Code | FPIIP16 | Year of study | 3 rd of undergraduate study | | | | |
| Course teacher | Nikola Glamuzina, PhD, 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 | Introducing students to importance of cooperation between different scientific disciplines and the necessity of an interdisciplinary approach in scientific research of main features, historical processes and historical geographical dimension of shaping of cultural landscape in certain parts of Croatia. | | | | | | |
| 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 will be able to: - Understand the meaning of historical geography for their future work - Interpret geographic changes on Croatian territory throughout history - Set aside and explain the basic processes that affect the evolution of cultural landscape during various periods of Croatian history - Critically discuss some outstanding issues in the field of historical geography of Croatia | | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1 The term and place of historical geography within geography, connection with historical science, research methods 2 Geographic features basis (relief, hydrology, climate, vegetation) and regional structure of Croatia 3 Historical geographical development of Croatia territory during the prehistory 4 Historical geographical development of Croatia territory during antiquity 5 Historical geographical development of Croatia during the early Middle Ages (immigration, borders and formation of national territory during the period of national rulers) 6 Historical geographical development of Croatia during the High Middle Ages (the period of the Hungarian-Croatian state) 7 Historical geographical development of the neighboring countries that during the Middle Ages included parts of present-day Croatian territory (Bosnian state, the Venetian Republic and others.) 8 Historical geographical development of Croatia during the period of Ottoman expansion 9 Historical geographical development of Croatia and formation of national territory during the wars against Ottomans (political formation of the territory) 10 Historical geographical development of Croatia and formation of the national territory the wars against Ottomans (economic changes with a focus on the Danubian-north Adriatic combined transport system) 11 Historical geographical development of Croatia in the Austro-Hungarian monarchy (age of railways) 12 Historical geographical development of Croatia between the two world wars 13 Historical geographical development of Croatia during the period of socialist Yugoslavia 14 Modern tendencies of historical geographical development of Croatia (consequences of the Homeland War, development of the border regions, contemporary regionalization in the period of Euro-Atlantic integrations) 15 The final debate | | | | | | |

| | | | | | | |
|--|---|---|---------------|--|------------------------------|---|
| 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="/> Pass the written exam (or two colloquia) and achieve 60% of the total number of points. Pass the oral exam. To be informed about the classes he / she missed during the consultations with the teacher and other students. | | |
| 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 | During the exam period, students take a written and oral exam. During the semester, two tests are organized through which students can take the material in writing. The condition for joining the second test is passing the first one. Students who pass both tests are exempt from taking the written part of the exam. The 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 student, the final grade in the course is formed with regard to the realization of the following elements: 1. written exam or successfully passed two colloquia (positive grade from both colloquia is equivalent to passed written exam) - 60% 2. oral exam - 30% 3. prepared and presented seminar paper in accordance with the instructions of teachers - 10% | | | | | |
| Required literature (available in the library and via other media) | Title | | | Number of copies in the library | Availability via other media | |
| | Glamuzina; N., Fuerst-Bjeliš, B. (2015), Historijska geografija Hrvatske, Filozofski fakultet Sveučilišta u Splitu, Split | | | 10 | - | |
| Optional literature (at the time of submission of study programme proposal) | Graham, B., Nash, C. (ur.) (2000.), Modern Historical Geography, Longman, London Crkvenčić, I. (gl. ur.) (1991.), Političko-geografska i demografska pitanja Hrvatske. Savez geografskih društava Hrvatske, posebna izdanja, sv. 8, Zagreb Cvitanović, A. (ur.) (1974.), Geografija SR Hrvatske, knj. 1-6, Školska knjiga, Zagreb Rogić, V. (1990.), Regionalna geografija Jugoslavije, knj. 1: Prirodna osnova i historijska geografija, Školska knjiga, Zagreb | | | | | |
| Quality assurance methods that ensure the acquisition of exit competences | The discussion during the class, individual consultations, tests, passed written and oral exam. | | | | | |
| Other (as the proposer wishes to add) | / | | | | | |

| NAME OF THE COURSE | | HISTORIOGRAPHICAL PRACTICUM | | | | |
|---|---|---|---|----|---|---|
| Code | FPPH | Year of study | 1 st year of undergraduate study | | | |
| Course teacher | Marko Trogrlić, Ph. D, Full Professor | Credits (ECTS) | 2 | | | |
| Associate teachers | Nikša Varezić, Ph.D, Professor Assistant | 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 | 5% | | | |
| COURSE DESCRIPTION | | | | | | |
| Course objectives | <p>Students will be enable to make practical use of IT in historical science. Focus is on computer text processing, creating tables and graphs, getting acquainted with databases, graphic and audiovisual and Internet sources.</p> <p>Development of capabilities and skills in collecting sources and literature. Learning to compose seminar essays and graduate thesis, with application of IT in historical sciences. Knowledge of different types of scientific papers and methods of their composing; basic knowledge necessary for computer text processing and tabulated calculations in historical sciences; work on digital graphic and audiovisual sources, and sources found on the Internet.</p> <p>Introductory explanations of what is history, the difference between history and historiography, types of historical sources, methods of time periodization, etc. Basic information on national and foreign history journals, the most important national and foreign published collections of sources, archives and archival funds important for Croatian history, national libraries and museums. Expected visits to the most important archival and museum institutions in the area of the city of Split such as University Library and State Archives. Instructions regarding the technique of computer-aided composing of a scientific paper – composing of scientific notes, bibliographies, summaries and structuring of a paper itself (notes, reviews, articles, seminar essays and graduation theses).</p> | | | | | |
| 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">- explain basic information about domestic and foreign historiographical magazines, major domestic and foreign published collections of historical sources, archives and archival funds significant for Croatian history, and have knowledge of local libraries and museums- write a paper with the help of a computer - making scientific notes, composing a bibliography, learn how to write an abstract and structuring the work itself (learn to write using notes, to write a review, an article, a paper)- apply IT in historical science- create text and process it with a PC using the methodology of historiographical research (drafting tables and charts, introduction to databases, pictorial and audio - visual sources and the Internet in historiography) | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | <p>Week 1: Introduction to the subject. What is history? Relation between history and historiography. The branches of historical science and historical disciplines.</p> <p>Week 2: Sources and literature. Historical sources. Auxiliary Historical Sciences. Collections of published historical sources. Historical sources on the Internet. Historical contents on the Internet.</p> <p>Week 3: How to look for literature? Libraries (general information, work in libraries). Bibliographies, encyclopedias, lexicons and the Internet as sources of information. Databases.</p> <p>Week 4: Scientific publications. Scientific journals - historical newspapers and other magazines of Humanities in Croatia. Historical newspapers. Newspapers on the</p> | | | | | |

| | | | | | | |
|--|---|-----|---------------|---|-------------------------------------|---|
| | <p>Internet.</p> <p>Week 5: Classification of (general terms; categorization of scientific papers, qualification papers, reviews, manuscripts; responsibility for the content of the manuscript). Important international abbreviations in the humanities.</p> <p>Week 6: How to write a scientific paper? Selection of topics and research question. The structure of scientific papers (basic and other parts). The manner and style of writing. Word processing in MS Word. Term papers.</p> <p>Week 7: What is plagiarism? Citing sources and literature and methods of scientific writing notes.</p> <p>Week 8: The structure and methods of composing a bibliography.</p> <p>Week 9: Other parts of the work. Tables and graphs - ways of using IT programs and applications in historical science. Visual and multimedia. Oral and written presentation of scientific and term papers. Using MS PowerPoint.</p> <p>Week 10: Archives and museums. Croatian historical associations.</p> <p>Week 11: Visit to a scientific / cultural institution.</p> <p>Week 12: Visit to a scientific / cultural institution.</p> <p>Week 13: Visit to a scientific / cultural institution.</p> <p>Week 14: Presentation of student work.</p> <p>Week 15: Final considerations</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"/> visits to schools | | |
| Student responsibilities | Regular class attendance; oral presentation; written seminar paper; tests and 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 | / |
| | Experimental work | / | Report | / | Field work | / |
| | Essay | / | Seminar essay | 0,5 | Diary of instruction by mentor | / |
| | Tests | / | Oral exam | / | Colloquium | / |
| | Written exam | 0,5 | Project | / | (Other) | |
| Grading and evaluating student work in class and at the final exam | Regular attendance and participation in classes, seminar work, written and oral presentation, practical work on sources and the final exam are evaluated. The sum of the grades of these components forms the final grade. | | | | | |
| Required literature (available in the library and via other media) | | | | Number of copies in the library | Availability via other media | |
| | Zrinka Nikolić Jakus. <i>Uvod u studij povijesti-Historiografski praktikum</i> . Zagreb: Leykam international, 2008. | | | 3 | / | |
| | Mirjana Gross. <i>Suvremena historiografija. Korijeni, postignuća, traganja</i> . Zagreb: Novi Liber, 2001; Jakov Stipišić. <i>Pomoćne povijesne znanosti u teoriji i praksi</i> . Zagreb: Školska knjiga (više izdanja); <i>Pregled arhivskih fondova i zbirki Republike Hrvatske</i> . Zagreb: Hrvatski državni arhiv, 2007. CD-ROM; | | | 1 | / | |
| Additional literature | Martha Howell, Walter Prevenier. <i>From reliable sources. An Introduction to Historical Methods</i> . | | | | | |

| | | | |
|---|---|--|--|
| | Ithaca, London: Cornell University Press, 2001; William Kelleher Storey. <i>Writing History. A Guide for Students</i> . New York, Oxford: Oxford University Press, 2004. | | |
| 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 | | HISTORIOGRAPHY OF THE EARLY MODERN MEDITERRANEAN | | | | | |
|---|--|--|---|---|---|---|--|
| Code | FPPIP25 | Year of study | 2 nd year of undergraduate study | | | | |
| Course teacher | Josip Vrandečić, Ph.D Full Professor | Credits (ECTS) | 2 | | | | |
| Associate teachers | Nikša Varezić, Ph.D | 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 goal of the course is to introduce students with different methodological approaches of the historiography of Early Modern Mediterranean. On the other hand to spot the totality of relations within the Mediterranean area, whether in terms of social, economic, political and demographic changes, during that turbulent period. | | | | | | |
| 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: - Recognize different historiographical approaches in methodology - Notice the mutual familiarity of Mediterranean societies in the early modern period, despite civilizational differences. To break the stereotypical image of confessional and civilizational boundaries, as a inflexible barriers - Spot the integrative power of trade economy - Notice the importance of the Mediterranean in the context of the world economy, also in the period after the great geographical discoveries, during the 16th and 17th centuries - Spot the presence of pirate activities along the Mediterranean coast, noticing its economic role - Notice the importance of port cities, in terms of economy of early modern state / empires | | | | | | |
| Course content | 1. Braudel's vision of the Mediterranean | | | | | | |

| | | | | | | |
|---|---|---|---------------|---|------------------------------|---|
| broken down in detail by weekly class schedule (syllabus) | 2. Postbraudelien historiography of the early modern Mediterranean 3. Economic and political constellation at the Ponent (15th and 16th century) 4. Significance of the Ottoman expansion 5. Mediterranean as zone of communication: economic and cultural exchange 6. Role of transimperial and transconfesional mediating factors in the historiographical interpretations 7. Role of early modern pirates (16th century) 8. Role of early modern pirates (17th and 18th century) 9. Historiography approach to the issue of slaves and prisoners 10. Story of the port-cities: Marseille 11. Dubrovnik at the crossroads: between East and West 12. Role of Sephardic 13. Mediterranean by David Abulafia 14. Story of the Corrupting Sea 15. The Middle Sea: History of Mediterranean by John Julius Norwich | | | | | |
| 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) | | |
| Studentresponsibili ties | Regular class attendance, passed 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 | 1 | Research | / | Practical training | / |
| | Experimental work | / | Report | / | Discussion | / |
| | 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 | In accordance with the learning outcomes of the course and the obligations of the students, 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 | |
| | Braudel, Ferdinand, Mediterranean and Mediterranean World in the Age of Philip II., 1, 2. voll., London: Collins, 1972/73. | | | 1 | No | |
| | Ella Natalie Rothman, Brokering Empire: Trans-Imperial Subjects between Venice and Istanbul. Ithaca-London: Cornell University Press, 2012. | | | 1 | No | |
| | Abulafia, David. The great Sea. A human history of the Mediteranean. London, 2012. | | | 1 | No | |
| Optional literature (at the time of submission of study programme proposal) | Vrandečić, Josip. Borba za Jadran u Ranom novom vijeku: mletačko-osmanski ratovi u venecijanskoj nuncijaturi. Split, 2013. Goffman, Daniel. The Ottoman Empire and Early Modern Europe. Cambridge, 2007. | | | | | |

| | |
|---|---|
| Quality assurance methods that ensure the acquisition of exit competences | Individual consultations, regular class attendance, active participation in discussions, passed exam and other obligations prescribed by syllabus, student questionnaire on the quality of teaching and teachers at the university level. |
| Other (as the proposer wishes to add) | / |

| NAME OF THE COURSE | | HISTORY OF CROATIAN GLAGOLISM | | | | |
|---|--|---|---|---|---|---|
| Code | FPPIP26 | Year of study | 2 nd year of undergraduate study | | | |
| 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 course “History of Croatian glagolism” introduces students with the importance of glagolism (monuments and heritage) in Croatian ecclesiastical and cultural history, and with the context and conditions of the appearance and development of glagolism in Croatian space. Through practical work students aquire basic skills of reading and writing Croatian glagolitic and cyrilic script. | | | | | |
| 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: Explain the importance of the Saint Cyril and Methods mission for Croatian history Explain the origin of three-lingual and three-literal culture of Croatian medieval age Differentiate types of script used by Croatian glagolitic priests Use the acquired skills of reading and writing Croatian glagolitic and cyrilic script in reading choosen historical sources | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1.The importance of glagolism in Croatian ecclesiastical and cultural history 2.The mission of Saint Cyril and Method 3.Old Slavic canon manuscripts 4.Three-lingual and three-literal culture of Croatian medieval age 5.Glagolitic and cyrilic script stone inscriptions 6.Diplomatic Croatian glagolitic and cyrilic script 7.Missals and illuminations 8.The beginnings of glagolitic print 9.The protestant glagolitic printshop in Urach 10.Glagolitic print and counterreformation; Croatiaanc cyrilic in print 11.Round and square glagolitic script 12.Printed glagolitic script 13.Handwritten glagolitic script 14.Croatian cyrilic script 15.Final discusion | | | | | |

| | | | | | | |
|---|---|-----|---------------|--|--|-------------------------------------|
| 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 type="checkbox"/> work with mentor <input 6"="" type="checkbox/>(other)</td></tr><tr><td>Student responsibilities</td><td colspan="/> Regular class attendance, taking tests, submitting diaries of read literature. | | |
| 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 | / |
| | Experimental work | / | Report | / | Diary of read literature | 0,5 |
| | Essay | / | Seminar essay | / | (Other) | |
| | Tests | 0,5 | Oral exam | / | (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 |
| | Stjepan Damjanović: Slovo iskona; Zgreb 2012. | | | | 1 | / |
| | Anica Nator: „Ja slovo znajući govorim“ – knjiga o hrvatskoj glagoljici; Zagreb 2008. | | | | 2 | / |
| | Benedikta Zelić-Bučan: Bosančica ili hrvatska ćirilica u srednjoj Dalmaciji; Split 2000. | | | | 3 | / |
| Optional literature (at the time of submission of study programme proposal) | Due to agreement. | | | | | |
| 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 | | HISTORY OF CROATIAN NATIONAL MOVEMENT IN DALMATIA | | | | | |
|----------------------|--------------------------------------|---|---|---|---|---|--|
| Code | FPPIP5 | Year of study | 2 nd year of undergraduate 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 | 0% | | | | |

| | | | | | | |
|---|--|---|---------------|---|--------------------|---|
| | of e-learning | | | | | |
| COURSE DESCRIPTION | | | | | | |
| Course objectives | The goal of this course is to process the fundamental determinants, introducing the main protagonists, specific historic context and outcomes of National integrational Movement in Dalmatia (from 1860 to 1882) | | | | | |
| 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: - explain specific circumstances in Dalmatia during the period of Croatian national integration in the 19th century. - Observe the essential processes within the national revival in Dalmatia and Croatian national movement in general - Explain the basic concepts of national integration movement in Dalmatia - Interpret basic published sources for the history of the Croatian National Movement in Dalmatia | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1. Introduction - Historical heritage: Dalmatia under Venetian rule; phenomenon of "two Dalmatia"- coastal and inner Dalmatia: Mediterranean municipal society and rural society of Dalmatian "Krajinasi" 2. The Austrian province of Dalmatia. Role of Dalmatia during Croatian national integration process. Significance of Dalmatian national revival within Croatian nation movement of the 19th century 3. The specifics of the process of Croatian national integration in the coastal and inner Dalmatia, Dubrovnik and the Bay of Kotor. 4. Dalmatian-Slavic, South-Slav and Croatian integrational idea. The preliminary period during the 1 st half of the 19 th century and the year of 1848 in Dalmatia 5. Croatian integrational movement and political constellation in Dalmatia during the 1860 6. The year of 1882 : Dalmatian People`s party and Autonomist party. 7. The issue of unification of Dalmatia with Croatia and Slavonia, revival of national consciousness among Dalmatian population 8. "Dalmatian issue" as a part of the policy of the Croatia-Slavonia, interests of the Vienna, Austrian-Hungarian dualism, Italian irredentism and Eastern issue. 9. Serbian policy, cooperation with Dalmatian People`s party during integrational movement period, untill the brake up in1879./80 10. The political newsletters in the period of integrational movement in Dalmatia. 11. The main protagonists of political events. 12. The civil authorities and the Croatian national movement events. 14. Dalmatian governors and integrational movement in Dalmatia. 15. Final considerations. | | | | | |
| 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="/> Attendance to the classes, oral presentation; written essay; oral 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 | 0,5 | Field work | / |
| | Essay | / | Seminar essay | / | (Other) | |

| | | | | | | |
|---|---|---|-----------|---------------------------------|------------------------------|--|
| ECTS credits is equal to the ECTS value of the course) | 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 | |
| | Marko Trogrlić – Nevio Šetić: <i>Dalmacija i Istra u 19. stoljeću</i> , Zagreb, 2015. | | | 2 | no | |
| | Josip Vrandečić, <i>Dalmatinski autonomistički pokret u XIX. stoljeću</i> , Zagreb 2002. | | | 2 | no | |
| | Dubravka Kolić: <i>Carsko-kraljevsko namjesništvo u Zadru 1814.-1918. Institucija i gradivo</i> , Zadar 2010. | | | 2 | no | |
| Optional literature (at the time of submission of study programme proposal) | Stančić, Nikša, <i>Hrvatska nacionalna ideologija preporodnog pokreta u Dalmaciji (Mihovil Pavlinović i njegov krug)</i> , Zagreb: Centar za povijesne znanosti -Odjel za hrvatsku povijest, 1980. <i>Hrvatski narodni preporod u Dalmaciji i Istri</i> . Zbornik (ur. Ravlić, Jakša), Zagreb: Matica hrvatska, 1969. | | | | | |
| Quality assurance methods that ensure the acquisition of exit competences | <ul style="list-style-type: none">- regular class attendance, class activity, success in performing tasks- student survey on the quality of teaching and teachers at the university level- passed the exam and fulfilled other obligations prescribed by syllabus- individual consultations- 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 | | HISTORY OF EARLY CIVILIZATIONS | | | | | |
|---|--|---|---|----|---|---|--|
| Code | FPPRC | Year of study | 1 st year of undergraduate 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 | The aim of the course is to familiarize students with the conditions of origin and development of early civilizations. It seeks to encourage them to think and reasoning about historical events, scientific and artistic achievements as well as various religious concepts and practices, based on the study of written and material sources and scientific literature. In this respect, enabling them to write a quality term paper with a critical comment on individual phenomena of rich history of early civilizations. | | | | | | |
| 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 examination students will be able to:</p> <ul style="list-style-type: none"> - Recognize and explain the key historical processes in the area of so-called "Fertile crescent moon" (Egypt, Mesopotamia, Iran, Syria, Anatolia, Eastern Mediterranean), from prehistory to the of Hellenism - Explain the origin, development and the importance of political, economic, social and cultural phenomena of the earliest societies in the mentioned areas - Analyze ways of interaction between people, systems of government, communication, migration, trade and cultural diffusion - Simultaneously use material and written historical sources, analyze them and use the information offered - Develop and apply the skills of critical thinking and research skills - Write seminar and have it presented to colleagues adequately | |
| Course content broken down in detail by weekly class schedule (syllabus) | <p>Week 1: Lecture: Introduction with time and space limits of early civilizations, with the types of sources from which we learn about them, disciplines that deal with them and their methods. Seminar: Presentation of the basic elements of the seminar work and the ways of its development.</p> <p>Week 2: Lecture: geological, climatic and vegetation characteristics of the region's earliest civilizations. Older Stone Age. Seminar: Human life from its origin to the creation of the first permanent settlements and more complex social forms. The division of topics for the seminar.</p> <p>Week 3: Lecture: Stone Age, the beginnings of farming and the creation of the first cities. Nagada period in Egypt and Obeid and Uruk period in Mesopotamia. Seminar: Funeral and religious traditions and fine arts of Neolithic.</p> <p>Week 4: Lecture: The period of the Old Egyptian state. Seminar: Building and sculpture of old state; pyramid texts.</p> <p>Week 5: Lecture: Earlydynastic Sumer, Akkadian Empire, III. Dynasty of Ur. The early history of southwestern Iran, the Eastern Mediterranean and Anatolia. Seminar: Development of urban planning, science and writing in Mesopotamia.</p> <p>Week 6: Lecture: Old states of Babylon and Assyria, Mari, Ebla. Seminar: Code of Hammurabi, Enuma Eliš myth, religions in Mesopotamia.</p> <p>Week 7: Lecture: First interim of Egyptian history and age of the Middle State Seminar: Texts crisis, texts sarcophagi, fine arts of the Middle State.</p> <p>Week 8: Lecture: Second interim of Egyptian history, the beginning of period of New State: Expansion Seminar: Egyptian religion, different theogony and cosmogony.</p> <p>Week 9: Lecture: Ekhmaton's time, the time of New Egyptian State to the start of the period of crisis. Seminar: Archive and the Arts in Tel El Amarna, temples of Pharaoh's New State</p> <p>Week 10: Lecture: The formation of large states (Hittite state, Assyria, Babylonia, Elamite kingdom), their intensive diplomatic contacts and reciprocal influences. Seminar: Religion, literature and visual arts of the Hittites.</p> <p>Week 11: Lecture: Third interim and late period of the Egyptian state. Phoenicia, the Kingdom of Israel. Seminar: The Bible as a historical source.</p> <p>Week 12: Field work: Archaeological Museum in Zagreb</p> <p>Week 13: Lecture: New Assyrian state. Seminar: New Assyrian urbanism and written sources.</p> <p>Week 14: Lecture: New Babylonian state and the beginning of the expansion of the Persians. Phrygia and Lydia. Seminar: Trade in the Mediterranean</p> <p>Week 15: Lecture: History of the Persian Empire. The beginning of the Hellenistic period in the area of Egypt. Seminar: Persian art. Alexandria during the first Ptolemies.</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 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%, 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 a written exam and achieve a minimum of 60% accuracy. | | | | | |
| 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 | / | (Other) | |
| | Written exam | 2 | Project | / | (Other) | |
| Grading and evaluating student work in class and at the final exam | Seminar paper 30%. 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 | |
| | Povijest svijeta (The Times), Zagreb 2002, Hena Com, 16-67. | | | 1 | / | |
| | F. Bourbon, Drevne civilizacije. Velike kulture svijeta, Zagreb 2002, Mozaik knjiga, 92-268. | | | 1 | / | |
| | A. Siliotti, Egipat. Hramovi, bogovi, ljudi, Zagreb 1999, Mozaik knjiga. | | | 1 | / | |
| | S. Kochav, Izrael. Zemlja i njezin sjaj, Zagreb 2000, Mozaik knjiga. | | | 1 | / | |
| | B. Kuntić-Makvić, B. Olujić, Mali pojmovnik stare povijesti: Ispitno pomagalo, Zagreb 2004, FF Press. | | | 1 | / | |
| Optional literature (at the time of submission of study programme proposal) | The Cambridge Ancient History 1-3, Cambridge 2002, Cambridge University Press (odabrana poglavlja); Herodot, Povijest (prev. D. Škiljan), Zagreb 2000, Matica hrvatska (odabrana poglavlja), Petar Selem, Izidin trag, Split 1997, Književni krug. | | | | | |
| Quality assurance methods that ensure the acquisition of exit competences | Class attendance, class activities. Individual consultations. Institutional way of monitoring quality (survey). The achievement of learning outcomes is checked by an exam. | | | | | |
| Other (as the proposer wishes to add) | / | | | | | |

| NAME OF THE COURSE | | HISTORY OF GREECE AND ROME WITH ANCIENT HISTORY OF CROATIAN LANDS | | | | | |
|--------------------|---|---|---|----|---|---|--|
| Code | FPPA | Year of study | 1 st year of undergraduate study | | | | |
| Course teacher | Ivan Matijević, Ph.D, Associate professor | Credits (ECTS) | 5 | | | | |
| Associate teachers | Zvonimir Forker, MA | Type of instruction (number of hours) | L | S | E | F | |
| | | | 30 | 30 | 0 | 0 | |

| | | | |
|---|---|---|---|
| Status of the course | Obligatory | Percentage of application of e-learning | 0% |
| COURSE DESCRIPTION | | | |
| Course objectives | The most important peculiarities of research the history of Greece, Rome and the ancient history of Croatian lands. Indication of important processes of Greek and Roman history and ancient history of Croatian lands in their context. Field work. After comparative presentation of the essential lines of Greek and Roman history, and prehistory, proto and antiquity in the Croatian historical area students will be directed to the main features of the historical flow in those periods and regions. The general process will be demonstrated in a suitable ratio by the examples of Croatian historical 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) | After passing the exam the students will be able to: - Explain the basic developmental lines of antique societies and civilizations - Understand the possibilities for exhaustion and treatment of certain historical sources - Note the importance of the archaeological site and a single archaeological artifact - Acquire some historical problems presenting term papers - Observe the basic differences in the functioning of some of antique societies - Recognize the importance of individuals and their influence on the development of historical events | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1. Results of the evaluation test. The distribution of topics for essays. Access to the old history and ancient history of Croatian lands. Echoes of ancient history in the present. The circumstances of studying ancient history. Croatian traditions and science of the oldest history of Croatian historical area. 2. Field work: archaeological site as the original unit, presentation and protection of Salona. Lecture: Prehistory. The ratio of prehistory and history. Overview of prehistory of Croatian historical area. Ancient looking at the oldest history. 3. The dawn of the European history. Contacts between the Aegean Sea, the Apennine peninsula and the Croatian historical area. Mythology of oldest times. Sources. 4. Archaic society between the Alps and the Aegean. Sources. In the context of field work concerned sources in the Archaeological Museum in Split. 5. Exemplary polis of Sparta and Athens. Greeks and Celts in the Croatian historical area. 6. Relations between the ancient civilizations (8. – 4. c. BC). History of Adriatic Greeks. 7. Hellenism. South Illyria and Greek world. 8. Verification of progress in the quarter. 9. Roman expansion. Roman wars for Illyria. 10. Late Republic and the establishment of the Empire. Rome and the Croatian historical territory of the 2nd century BC. - beg. 1st century AD. 11. Principate. History of Illyrian provinces and division of Pannonia. 12. Field work: Andautonia. 13. West and East of the Roman world: life in the provinces. Illyricum at the crossroads. 14. Late Empire. The fall of antiquity in the Croatian historical area. Field work: Diocletian's Palace. 15. Experimental written exam. The final examination. Results. | | |
| 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"/> 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 a written exam or tests and achieve a minimum of 60% accuracy. | | | | | |
| 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 | / | Active participation in field work | 0,5 |
| | Essay | / | Seminar essay | 1 | Active participation in the seminar forms of work | / |
| | Tests | 0,5 | Oral exam | / | (Other) | |
| | Written exam | 1 | Project | / | (Other) | |
| Grading and evaluating student work in class and at the final exam | Seminar paper 30%. Written exam 30%. Colloquium 20%. Field teaching 20%. | | | | | |
| Required literature (available in the library and via other media) | Title | | | Number of copies in the library | Availability via other media | |
| | Ilustrirana povijest svijeta I-VII, Rijeka: O. Keršovani 1974-1976 (brojevi stupaca, ne stranica: I. svezak: 29-78, 89-94, 151-310, 361-366, 405-416; II. svezak: 497-503, 659-726; III. svezak: 977-994, 1016-1038, 1211-1334; IV. svezak: 1476-1481, 1483-1498, 1507-1513, 1521-1551, 1576-1713; V. svezak: 1937-1980, 1985-2050, 2088-2104, 2151-2250; VI. svezak: 2419-2434, 2444-2462, 2465-2614, 2660-2682; VII. svezak: 2897-2926, 2961-3028, 3099-3143.) | | | 2 | No | |
| Optional literature (at the time of submission of study programme proposal) | P. CABANES, <i>Iliri od Bardileja do Gencija</i> , Zagreb: Svitava 2002. M. SUIĆ, <i>Antički grad na istočnom Jadranu</i> , Zagreb: Golden marketing 2003., str. 17-170, 315-378 i izvori na str. 399, 413, 419-423, 437-441 i 453-457. | | | | | |
| Quality assurance methods that ensure the acquisition of exit competences | Class attendance, activities in all forms of teaching. 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 | | HISTORY OF HISTORIOGRAPHY | | | | | |
|---|--|--|--|----|---|---|--|
| Code | FPPPH | Year of study | 2 nd year of undergraduate study | | | | |
| Course teacher | Marko Trogrlić, Ph.D, Full Professor | Credits (ECTS) | 2 | | | | |
| 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 | 10 % | | | | |
| COURSE DESCRIPTION | | | | | | | |
| Course objectives | Getting to know the history of historiography as their own study discipline. Raising awareness of two and a half millennium long development of historiographical discourse in its various forms and genres . | | | | | | |
| Course enrolment requirements and entry competences required for the course | Enrolled undergraduate study of history. | | | | | | |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | After passing the course students will be able: Interpret their study discipline, Interpret the history of history, Describe historiography as an intellectual and scientific disciplines, Interpret various genres, topics and schools in the history of historiography, Interpret and use concrete historical texts (through term papers). | | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1. Introduction: The history of history, 2.5 thousand years of historiography. Basic concepts and approach. A review of the literature. 2. Historiography of ancient world (Greek and Roman). 3. The medieval historiography. 4. Historiography of humanism. The influence of the Reformation and the Catholic renewal. 5. The historical erudition, accumulation of resources and knowledge. 6. The historiography of the Enlightenment and the birth of the scientific approach. 7. Philosophy and history, influence of contemporary philosophical ideas on the 18th and 19th century historiography. "Scientification", design methods and the German historiography of the 19th century. 8. Croatian historiography of the 15th and 17th centuries. 9. Croatian historiography in the 18th, and her "scientification" in the 19th century 10. Historiographical genres. 11. Cultural and global history. 12. Interdisciplinarity, "New History" and School of Annals. 13. Social history (history, societies, the influence of Marxism, economic and demographic history, statistical methods). 14. Structuralism, linguistic turn and postmodern trends. 15. Final lecture: openness of contemporary historiography, new opportunities and topics. | | | | | | |
| 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 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="/> Class attendance, preparation and presentation of seminars, actively participate in classes, 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 | Research | / | Practical training | / |
| | Experimental work | / | Report | / | (Other) | |
| | Essay | / | Seminar essay | / | (Other) | |
| | Tests | 0,5 | Oral exam | / | (Other) | |
| | Written exam | 0,5 | Project | / | (Other) | |
| Grading and evaluating student work in class and at the final exam | Oral exam 70% Seminar with presentation 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 | |
| | Mirjana Gross, <i>Suvremena historiografija. Korijeni, postignuća, traganja</i> . Zagreb: Novi liber, 1996. i kasnija izdanja. Odabrana poglavlja. | | | 1 | / | |
| | John Burrow, <i>Povijest povijesti</i> . (Epovi, kronike, romanse i ispitivanja od Herodota i Tukidida do dvadesetog stoljeća). Zagreb: Algoritam, 2010. Odabrana poglavlja. | | | 1 | / | |
| Optional literature (at the time of submission of study programme proposal) | Stjepan Antoljak, <i>Hrvatska historiografija do 1918</i> . I-II. Zagreb: Nakladni zavod Matice hrvatske, 1992. | | | | | |
| Quality assurance methods that ensure the acquisition of exit competences | - regular class attendance, class activity, success in performing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by syllabus - individual consultations - 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 | | HISTORY OF KAŠTELA, I | | | | | |
|----------------------|--|---|---------------------------------|---|---|---|--|
| Code | FPIP15 | Year of study | 3rd year of undergraduate study | | | | |
| Course teacher | Mladenko Domazet, Ph.D, Associate Professor | Credits (ECTS) | 2 | | | | |
| Associate teachers | / | Type of instruction (number of hours) | L | S | E | F | |
| | | | 22 | 0 | 0 | 8 | |
| Status of the course | Elective | Percentage of application of e-learning | 20% | | | | |
| COURSE DESCRIPTION | | | | | | | |
| Course objectives | This course acquaints students with historical and cultural context of the Kaštela | | | | | | |

| | | | | | | |
|---|---|---|---------------|---|--------------------------------|---|
| | settlements, from the second half of the 15th to mid. 20th century, i.e, its tangible and intangible cultural heritage. The course deals with the general effect of historical processes on the local level in Kaštela and tracks local initiatives and changes, both in society and in the context of spatial transformation. It covers a wide range of primary and secondary historical sources and their critical examination, interpretation and contextualization. The course also focuses on the impact of man to the landscape in the context of his different interventions and devastations. | | | | | |
| 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: - identify key events, processes, historical actors and spatial features of Kaštela from the 15th to the 20th century - explain general and local processes - interpret historical sources and to develop analytical and interpretive skills - develop the habit of visiting historical sites, cultural monuments and museums - identify potential micro-historical levels as a model for other research environments (creating a vertical and horizontal historical picture comprising continuity and change, physical resources and archives) | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1. Introduction (programe, literature, requirements) 2. Medieval settlements below Kozjak mountain 3. The construction of settlements along the coast in the context of the anti-ottoman wars 4. The potential of the Kaštela fields - farmers and wine, merchants 5. Field work (Museum of Kaštela, castle of the Vitturi Family, the parish church) - Taking notes. 6. The parish church as example of great ambitions 7. The Kaštela settlements in the maelstrom of change and opposition to the French administration 8. Urban Development of the Kaštela settlements - the processes of modernization 9. Kaštela brotherhoods / religious and charitable aspects 10. Development of tourism in the castles and its impact on traditional ways of life 11. Everyday life in Kaštela 1900-1929 12. Field work (medieval sites) - Taking notes. 13. Individuals and their impact on space. Examples of family history 14. Continuity and change in the case of the shrine of Our Lady Stomorija in Kaštel Novi 15. The archival material / Analytical interpretative framework | | | | | |
| 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 type="checkbox"/> work with mentor <input type="checkbox"/> visits to schools | | |
| Studentresponsibiliti es | Regular class attendance, participation, presentation in class and taking notes on fieldwork. | | | | | |
| Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is | Class attendance | 1 | Research | / | Practical training | / |
| | Experimental work | / | Report | 0,5 | Field work | / |
| | Essay | / | Seminar essay | / | Diary of instruction by mentor | / |
| | Tests | / | Oral exam | / | Colloquium | / |

| | | | | | | |
|---|---|-----|---------|---|--|-------------------------------------|
| <i>equal to the ECTS value of the course)</i> | Written exam | 0,5 | Project | / | (Other) | |
| Grading and evaluating student work in class and at the final exam | Class activities 10% Report with a 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 |
| | V. Omašić, Kaštela od prapovijesti do početka XX. stoljeća, sv. 1 i 2, Kaštela 2001. | | | | 1 | / |
| | I. Babić, Prostor između Trogira i Splita, Trogir 1984. | | | | 1 | / |
| | M. Domazet - M. Vuletin, Donjokaštelanska svakodnevnica 1900.-1939., Zagreb 2002. | | | | 1 | / |
| | K. Marasović, Kaštel Vitturi u Kaštel Lukšiću, Kaštelanski zbornik 4, Kaštela 1994. | | | | | |
| Additional literature | F. Ivasović, Kaštel Stari (crtice iz njegove povijesti i života), Kaštela 2001. | | | | | |
| | Frane Bego, Valierova vizitacija Kaštelima, Kaštelanski zbornik 3, Kaštela 1993. | | | | | |
| | Frane Bego, Vizitacije biskupa Pax Jordana Kaštelima I, Kaštelanski zbornik 4, Kaštela 1994. | | | | | |
| | Frane Bego, Kaštel Kambelovac - Kaštel Gomilica, Kaštela 1991. | | | | | |
| | M. Domazet, Kaštelanske bratovštine od XVI. do XIX. st., Kaštelanski zbornik 5, Kaštela 1999. | | | | | |
| Quality assurance methods that ensure the acquisition of exit competences | Regular class attendance, class activity, success in interpreting the source material, student questionnaire of evaluation of teaching work at the university level, passed exam and other obligations prescribed by syllabus, individual consultations and self-assessment of students' learning outcomes. | | | | | |
| | | | | | | |
| Other (as the proposer wishes to add) | / | | | | | |

| NAZIV PREDMETA | HISTORY OF THE UNIVERSITY. BIRTH AND DEVELOPMENT OF A EUROPEAN INSTITUTION | | | | | | |
|----------------------|---|---|------------------------------------|---|---|---|--|
| Code | FPIIP19 | Year of study | 1. year of the undergraduate study | | | | |
| Course teacher | Marko Trogrlić, Ph.D, full professor | Credits (ECTS) | 2 | | | | |
| Associate teachers | Zvonimir Forker, MA | Type of instruction (number of hours) | P | S | V | T | |
| | | | 30 | 0 | 0 | 0 | |
| Status of the course | Elective | Percentage of application of e-learning | 20 % | | | | |
| COURSE DESCRIPTION | | | | | | | |
| Course objectives | The aim of this course is to acquaint students with the history of the University from its roots to the modern times. The focus is on understanding the basic concepts associated with the creation and development of this institution and on introduction of the most important persons related to the history of the Universities in Europe. The basic aims of the course are to enable students to think independently of European university history, to become acquainted with its basic protagonists and | | | | | | |

| | | | | | | |
|--|--|---|---------------|---|--------------------|---|
| | with basic texts that illustrate this and such history, which are part of its genesis. | | | | | |
| 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: - classify individual periods in the development of the University; - to interpret the basic socio-political phenomena and processes in the Middle Ages that conditioned the development of the University as an institution; - interpret differences in medieval Paris and Bologna universities in the European area; - apply the lessons learned to the interpretation of texts produced within the European university world. | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | Week 1: Introductory lecture on literature, art, education and faith at the end of the antiquity and the beginning of the Middle Ages; Week 2: Teaching taught before the University was founded; Week 3: Professor's University of Paris; Week 4: Student's University of Bologna and Padua; Week 5: Oxford, Cambridge and Collegia; Week 6: Prague and the first Universities in the Holy Roman Empire of the German People; Week 7: Teaching lessons in the Byzantine Empire; Week 8: Humanism and the renaissance and the European University world; Week 9: Universities in the New World; Week 10: Enlightenment and Universities: sustaining tradition and reform; Week 11: 19 th Century University and reforms; Week 12: Politicization of the Universities in totalitarian regimes of the 20 th century; Week 13: Prominent personalities from the history of European Universities and their works; Week 14: Basic emphasis from the history of the University; Week 15: Conclusions. | | | | | |
| 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, 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 | Oral exam 70% Paper 20% | | | | | |

| | | | |
|--|---|--|-------------------------------------|
| work in class and at the final exam | 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) Optional literature (at the time of submission of study programme proposal) Quality assurance methods that ensure the acquisition of exit competences | Title | Number of copies in the library | Availability via other media |
| | Ivo Goldstein, Borislav Grgin, <i>Europa i Sredozemlje u srednjem vijeku</i> , Zagreb 2006. | 1 | No |
| | Zoran Dimić, <i>Rađanje ideje Univerziteta</i> , Sremski Karlovci – Novi Sad 2013. | 1 | No |
| | Miroslav Brandt, <i>Srednjovjekovno doba povijesnog razvitka</i> , Zagreb 1995. Johan Huizinga, <i>Jesen srednjeg vijeka</i> , Zagreb 1991. Jacques Le Goff, <i>Civilizacija srednjovjekovnog Zapada</i> , Zagreb 1998., str. 29.-491. | | |
| Quality assurance methods that ensure the acquisition of exit competences | <ul style="list-style-type: none"> - regular class attendance, class activity, success in performing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by syllabus - individual consultations - 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 | | HISTORY OF SPLIT IN THE LATE MIDDLE AGES | | | | | |
|----------------------|--|--|--|---|---|---|--|
| Code | FPIP22 | Year of study | 2 nd year of undergraduate study | | | | |
| Course teacher | Tonija Andrić, 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 this course is to introduce to the students the chronological order of political events in the late medieval Split, in the context of social, administrative and territorial formation of the city in the 15th century. Students will learn how to consider the development features of late medieval Split economy in the economic policy of the Venetian government. The aim of the course is also to train the students for understanding the social policy of Split in the late Middle Ages and to teach them how to consider the health provisions of the Republic of Venice in the 15th century. Students will learn to appreciate the Split's cultural heritage from the | | | | | | |

| | |
|---|--|
| | period of Gothic and early Renaissance and understand its reflection in the historical identity of the city. The main goal of this course is to introduce to the students the everyday life of Split in the late Middle Ages, through the plebeians and noble culture of housing and clothing, and food 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) | <p>At the end of this course, the student should be able to:</p> <ul style="list-style-type: none"> - classify a certain periods of medieval Split history, - explain the basic political, economic and social phenomena and processes in the Split's part of the Adriatic micro-region, - show and describe the socio-political and territorial organization of Split commune in the late Middle Ages, - interpret the development features of Split economy under the Venetian rule - describe the social policy and the system of health care of Venetian government, - interpret a reflection of Gothic and early Renaissance cultural heritage in communal identity of the city, - interpret basic aspects of the Split daily life in the late Middle Ages. |
| Course content broken down in detail by weekly class schedule (syllabus) | <p>Week 1: Historiography of Split: the most significant authors and their works in the context of political, social and economic history of the late Middle Ages.</p> <p>Week 2: The early era of historical development: from the Imperial Palace to the medieval municipalities - urban image, the structure of society, the church organization.</p> <p>Week 3: The maturation of Split society: <i>regimen Latinorum</i> of Archdeacon Toma, the professional organization, the new territorial organization of the city, forming of district.</p> <p>Week 4: Split under the Venetian rule: a new political and administrative organization, the implementation of Venetian laws and terminations, new visual signs of urban identity, economic topography of split in the 15th century.</p> <p>Week 5: The Venetian influences on the Split society: the migrations of the population, changes in the ethnic structure, language differences, social stratification, the organization of new nobility, the rise of communal citizens, plebeians revolt in the early 16th century.</p> <p>Week 6: The period of the Ottoman threat: the fall of Bosnia under the Ottoman rule, migrations from the Bosnian hinterland, the Turkish invasion in the Split district, conquering Klis, defensive reinforcements of the city.</p> <p>Week 7: Split in the economic policy of Venice: trade ban, the new export policy, salt monopoly, supervision of food businesses, indifference in craft production, braking shipbuilding, general stagnation of the economy.</p> <p>Week 8: The Split Church and the churches in the late Middle Ages: the position of the most important churches and monasteries in the city area; the role and influence of the Church in the late mediaeval Split society.</p> <p>Week 9: Health policy of Venetian government in the late Middle Ages: a contagious epidemic in the late Middle Ages, demographics and economic problems; Venetian provisions in the health care system, the Split hospital and leprosarium, raising lazaretto.</p> <p>Week 10: The social welfare of Split commune: the development and operation of the fraternities, impacts on society, the Venetian bans.</p> <p>Week 11: The Split humanists in the aate Middle Ages and early modern period: Marco Marulić, Dmine Papalić, Peter Petračić, Nicholas Alberti.</p> <p>Week 12: The late medieval artistic heritage of Split: Gothic and early Renaissance art - stylistic features and the most significant examples; Juraj Dalmatinac, Andrija Alesi and Nicholas of Florence in Split.</p> <p>Week 13: Lifestyle of late medieval Split society: households and housing culture - external appearance and interior equipment; Gothic noblemen's palaces in Split.</p> <p>Week 14: Lifestyle of late medieval Split society: culture of dressing and eating -</p> |

| | | | | | | |
|--|---|---|------------------|---|--|---|
| | fashion and food as status symbols, differences between classes, the specifics of the clergy. Week 15: Final view. Preparation of students for the exam. | | | | | |
| 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) | | |
| Studentresponsibiliti es | Regular class attendance; participation in discussions; written 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 | 1 | Research | / | Practical training | / |
| | Experimental work | / | Report | / | Discussion | / |
| | 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 | 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 |
| | Tonija Andrić, <i>Povijest Splita u srednjem vijeku: udžbenik za student, Zagreb-Split 2020.</i> | | | | 4 | No |
| Optional literature (at the time of submission of study programme proposal) | Duško Kečkemet, <i>Prošlost Splita</i> , Split 2002. Željko Rapanić, <i>Od carske palače do srednjovjekovne općine</i> , Split 2007. (selected chapters) Tomislav Raukar, <i>Hrvatsko srednjovjekovlje: ljudi, prostor, ideje</i> , Zagreb 1997. (selected chapters) | | | | | |
| Quality assurance methods that ensure the acquisition of exit competences | - regular class attendance, class activity - student questionnaire the quality of teaching and teachers at the university level - passed written exam | | | | | |
| Other (as the proposer wishes to add) | / | | | | | |

| NAME OF THE COURSE | | HISTORY OF THE VENETIAN REPUBLIC | | | |
|--------------------|--|----------------------------------|---|---|-----|
| Code | FPPIP6 | Year of study | 2 nd year of undergraduate study | | |
| Course teacher | Josip Vrandečić, Ph. D Full Professor | Credits (ECTS) | 2 | | |
| Associate teachers | / | Type of instruction | L | S | E F |

| | | | | | | |
|---|--|---|---------------|---|--------------------|---|
| | | (number of hours) | 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 Venetian Republic, including its two components Venice and the Stato da Mar. The aim is to cover the following topics and processes: Social Planning and Administration. The expansion on the mainland and on the Adriatic coast. Turkish challenge. League of Cambrai and the war in Italy. Relations with the Empire and France. Anti-Turkish wars of the 16th century. The development of trade and manufacture. Maritime Affairs and Trade. The ideology of the fleet. The relationship with Rome and question interdict. Venice and the Thirty Years War, Candian and Morea war. The attitude of the center to the Stato di Mar. The withdrawal of the nobility in the Terraferma and agricultural revolution. Venetian baroque. New forms of economic life. Economic reforms in the 18th century. | | | | | |
| 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 major political and social processes of development of the Venetian Republic - Interpret the main features of internal political and social dynamics - Compare the features of the economic and political development of the Republic in certain periods - Compare Venetian political model to the other in Europe - To explain the share of Croatian component in the development of Venetian | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1. Venice and Dalmatia 2. The City district organization 3. The community planning and administration 4. Demography of Venice and of the Stato di Mar 5. A political history of the Republic 6. Turkish wars of the 16th century 7. Marine and Trade 8. Relations with Rome and question of interdict 9. Candian war 10. Wars of Morea 11. Relations between the center and the Stato di Mar 12. Withdrawal of nobility to Terraferma and agricultural revolution 13. Venice and Baroque 14. Economic reforms of the 18th century 15. Fall of the Republic | | | | | |
| 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"/> 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 type="checkbox"/> (other) | | |
| Student responsibilities | Regular class atendence, class activitites, 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 | / | (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. | | | | | |
| | Title | | | Number of copies in the library | Availability via other media | |
| | L. Čoralić, <i>Venecija. Kraljica lagunarnih sprudova</i> , Samobor, 2004., 62-161. | | | 2 | / | |
| | C. Diehl, <i>Mletačka Republika</i> , Zagreb, 2006., 103-197. | | | 1 | / | |
| | F.C.Lane, <i>Povijest Mletačke Republike</i> , Zagreb, 2007. | | | 1 | / | |
| Optional literature (at the time of submission of study programme proposal) | G. Orthali, G. Cracco, G. Cozzi, M. Knapton, <i>Povijest Venecije</i> , I-II, Zagreb, 2007. Gaetano Cozzi - Michael Knapton, <i>Storia della Repubblica di Venezia</i> , Torino 1987. Gaetano Cozzi - Michael Knapton, <i>La Repubblica di Venezia nell'eta moderna: Dalla guerra di Chioggia al 1517</i> , Torino 1986. Sergej P. Karpov, <i>La navigazione veneziana nel Mar Nero XII.-XV sec.</i> , Ravenna 2000. John Julius Norwich, <i>Storia di Venezia: dal 1400 alla caduta della Repubblica</i> , Milano 1989. | | | | | |
| Quality assurance methods that ensure the acquisition of exit competences | Regular class attendance, class activity, student questionnaire on the quality of teaching and teachers at the university level, passed exam and other obligations prescribed by syllabus, individual consultations, self-assessment of students achieved learning outcomes. | | | | | |
| Other (as the proposer wishes to add) | / | | | | | |

| NAME OF THE COURSE | | LATIN LANGUAGE, I | | | | | |
|-----------------------------------|---|--|---|---|----|---|--|
| Code | FFPL1 | Year of study | 1 st year of undergraduate 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 | Elecitve | Percentage of application of e-learning | 10% | | | | |
| COURSE DESCRIPTION | | | | | | | |
| Course objectives | Latin scripture, phonemes and accent. Traditional and classical pronunciation of Latin language. Essentials of Latin grammar; changeable word types (nouns, verbs, adjectives, numerals, pronouns). Declination, conjugation, comparison. Unchangeable word types. Sentence types. Sound changes. Translation of simple texts. Importance of Latin paremiology. To enrich rhetorical skills with Latin paremiologisms and practice the correct pronunciation of Latin words and sentences. Basic knowledge of Latin language has a general cultural importance. | | | | | | |
| Course enrolment requirements and | As defined in the regulations of University of Split, Faculty of Humanities and Social Sciences. | | | | | | |

| | | | | | | |
|--|--|-----|---------------|---|--------------------|---|
| entry competences required for the course | | | | | | |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | Upon the completion of this course students will be able to: - To read Latin language properly. - Enumerate and explain word types. - Decline and conjugate Latin words. - Compare adjectives. - Comprehend the importance of paremiologisms in statesmen's speeches. - Comprehend the educational value and didacticism of Latin paremiology. - Notice Croatian words of Latin origin. - Notice internationalisms of Latin origin. - Better understanding of the Croatian language. - Develop rhetorical skills. | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1 st week: Latin language system; reading short Latin texts2 nd week: Changeable word types. 3 rd week: Reading and translation of short Latin texts. 4 th week: Declinations. 5 th week: Conjugations. 6 th week: Verb forms. 7 th week: Past participles, present participle, perfect participle, verbal moods8 th week: Adjectives. Comparison of adjectives. 9 th week: Numerals. 2 lecture sessions + 2 exercise sessions 10 th week: Pronouns. 11 th week: Unchangeable word types. 12 th week: Simple sentences. 13 th week: Independent compound sentences. 14 th week: Dependent compound sentences. 15 th week: Paremiology. | | | | | |
| 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 type="checkbox"/> (other) | | |
| Student responsibilities | 1. Attendance at classes and seminars Remark: - Attendance at the course is not included in the grade, but is a prerequisite for taking the exam. - attendance at lectures - minimum 80%, seminars - minimum 80%. 2. To be informed about the classes that the student was absent from during the teacher's consultations with other students. 3. Preparation and presentation of papers. 4. Respect the ethical and scientific principles of the higher education institution. 5. Adhere to the time frames required to perform the activities in the course. | | | | | |
| 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 | 0.5 | (Other) | |
| | Written exam | 0.5 | Project | / | (Other) | |
| Grading and evaluating student work in class and at the final exam | 1. Class activity, participation in discussions during classes and seminars - 10% 2. Prepared and presented paper - 10% 3. Written exam, successfully passed two tests (positive grade from both tests is equivalent to the written exam) - 40% | | | | | |

| | | | |
|--|---|--|-------------------------------------|
| | 4. Oral exam - 40% (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 |
| | Gortan Veljko, Gorski, Oton, Pauš, Pavao, (1995. ili bilo koje drugo izdanje) Elementa Latina, Zagreb: Školska knjiga. | 3 | / |
| | Knezović, Pavao; Demo, Šime. (2005): Latinski jezik – Scylla Zagreb: Hrvatski studiji Sveučilišta u Zagrebu. | 3 | / |
| Optional literature (at the time of submission of study programme proposal) | Salopek, Damir; Škiljan, Dubravko; Šešelj, Zlatko, Orbis Romanus, Zagreb: Profil Internacional. Gortan Veljko, Gorski, Oton, Pauš, Pavao, (2005): Latinska gramatika, XII. izdanje, Zagreb: Školska knjiga. (poglavlja sukladna sadržaju predmeta). Žepić, Milan (1979. ili bilo koje drugo izdanje) Latinsko-hrvatski ili srpski rječnik. Zagreb: Školska knjiga. Pejčinović, Petar (1955. i 1957.) Initia Latina. Sarajevo. Pejčinović, Petar (1955. i 1957.) Vox Latina. Sarajevo. | | |
| Quality assurance methods that ensure the acquisition of exit competences | 1. Regular class attendance, class activity, success in performing tasks. 2. Student questionnaire on the quality of teaching and teachers at the university level. 3. Passed the exam and fulfilled other obligations prescribed by syllabus. 4. Individual consultations. 5. Students' self-assessment of achieved learning outcomes. 6. Collaborative assessment of the implementation and quality of the teaching process. | | |
| Other (as the proposer wishes to add) | - | | |

| NAME OF THE COURSE | | LATIN LANGUAGE, II | | | | | |
|---|--|--|---|---|----|---|--|
| Code | FPPLJ 2 | Year of study | 1 st year of undergraduate 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 | 10% | | | | |
| COURSE DESCRIPTION | | | | | | | |
| Course objectives | Students broaden their knowledge of Latin language by reading and translating chapters from chosen Latin works with historic character and get to know the works of classical Latin historians. Students will also translate chapters written by Croatian Latinists (historians and literary works with historic character). | | | | | | |
| Course enrolment requirements and entry competences required for the course | As defined in the regulations of University of Split, Faculty of Humanities and Social Sciences. | | | | | | |
| Learning outcomes | Upon the completion of this course students will be able to: | | | | | | |

| | | | | | | |
|--|---|-----|---------------|---|------------------------------|---|
| expected at the level of the course (4 to 10 learning outcomes) | <ul style="list-style-type: none">- Translate Latin inscriptions.- Learn the Latin grammar.- Read and write in Latin.- Better comprehend/learn the grammar of Croatian language.- Train themselves to translate the Latin texts, especially the works of Croatian Latinists.- Enrich their own vocabulary. | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1 st week: translation of selected chapters from the literary work “De bello Galico”. 2 nd week: translation of selected chapters from the literary work “De bello Galico”. 3 rd week: translation of selected chapters from Marcus Tullius Cicero’s opus. 4 th week: translation of selected chapters from Marcus Tullius Cicero’s opus. 5 th week: translation of selected chapters from Publius Gaius (Cornelius) Tacitus’ opus. 6 th week: translation of selected chapters from Publius Gaius (Cornelius) Tacitus’ opus. 7 th week: translation of selected chapters from Publius Gaius (Cornelius) Tacitus’ opus. 8 th week: translation of selected chapters from Gaius Sallustius Crispus’ opus. 9 th week: translation of selected chapters from Pliny the Elder opus. 10 th week: translation of selected chapters from Livius’ opus. 11 th week: review of Virgil’s “Aeneid” and ancient Roman mythology. 12 th week: review of Roman literature. 13 th week: Croatian historians - Latinists. 14 th week: Croatian Latinists. 15 th week: translation of selected parts of Marko Marulić’s opus. | | | | | |
| 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 type="checkbox"/> (other) | | |
| Student responsibilities | 1. Class activity, participation in discussions during classes and seminars - 10% 2. Prepared and presented paper - 10% 3. Written exam, successfully passed two tests (positive grade from both tests is equivalent to the written exam) - 40% 4. Oral exam - 40% (Criteria for evaluating and grading individual elements are described in the course repository.) | | | | | |
| 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 | 0,5 | (Other) | |
| | Written exam | 0,5 | Project | / | (Other) | |
| Grading and evaluating student work in class and at the final exam | 1. Class activity, participation in discussions during classes and seminars - 10% 2. Prepared and presented paper - 10% 3. Written exam, successfully passed two tests (positive grade from both tests is equivalent to the written exam) - 40% 4. Oral exam - 40% (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) | Gortan Veljko, Gorski, Oton, Pauš, Pavao, (1995. ili bilo koje drugo izdanje) Elementa Latina, Zagreb: Školska knjiga. | 5 | / |
| | Knezović, Pavao; Demo, Šime. (2005): Latinski jezik – Scylla Zagreb: Hrvatski studiji Sveučilišta u Zagrebu. | 3 | / |
| | Hrvatski latinisti I i II, Zagreb: 1970: Zora, Matica Hrvatska. PSHK. | 3 | / |
| Optional literature (at the time of submission of study programme proposal) | Gortan Veljko, Gorski, Oton, Pauš, Pavao, (2005): Latinska gramatika, XII. izdanje, Zagreb: Školska knjiga. (poglavlja sukladna sadržaju predmeta). Žepić, Milan (1979. ili bilo koje drugo izdanje) Latinsko-hrvatski ili srpski rječnik. Zagreb: Školska knjiga. Pejčinović, Petar (1955. i 1957.) Initia Latina. Sarajevo. Pejčinović, Petar (1955. i 1957.) Vox Latina. Sarajevo. | | |
| Quality assurance methods that ensure the acquisition of exit competences | 1. Regular class attendance, class activity, success in performing tasks. 2. Student questionnaire on the quality of teaching and teachers at the university level. 3. Passed the exam and fulfilled other obligations prescribed by syllabus. 4. Individual consultations. 5. Students' self-assessment of achieved learning outcomes. 6. Collaborative assessment of the implementation and quality of the teaching process. | | |
| Other (as the proposer wishes to add) | / | | |

| NAME OF THE COURSE | | MATERIAL HERITAGE AS HISTORICAL SOURCE, I | | | | | |
|---|--|---|---|---|---|---|--|
| Code | FPPIP8 | Year of study | 1 st year of undergraduate 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 | Familiarizing the material heritage of Croatian antique history, the students will support their knowledge acquired in obligatory subjects from ancient history and they will develop a valid relationship to the subject of 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) | <ul style="list-style-type: none">- To understand the historical and cultural processes on the East Adriatic coast in ancient times- To define the basic concepts of ancient history, art and architecture, knowing the prominent ancient monuments, particularly in Salona – capital of Roman Dalmatia- To identify the issues of heritage preservation and museum collections, distinguishing the most important technical terms related to the topic of ancient history | | | | | | |

| | | | | | | |
|--|---|---|---------------|---|--------------------|--|
| | - To apply the knowledge gained in the study below | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1. Introduction; a brief historical overview and review of the types of monuments; 2. Salona, archaeological excavations; 3. Salona, the emergence and development of the city; 4. Salona, sculpture and painting; 5. Expert tour of Salona monuments - Manastirine, Episcopal complex, Kapljuč; 6. Professional tour of Salona monuments - forum, theater, five bridges, baths; 7. Specialist tour of Salona monuments - Porta Caesarea, northern and western walls, amphitheater, Marusinac; 8. Greek colonies on the East Adriatic coast; 9. Pharos, the ancient city; 10. Greek colonies Issa, Lumbarda, Tragurion, Epetion; 11. Art of Greek cities on the East Adriatic coast; 12. Epigraphic and numismatic sources; 13. Colonia Claudia Aequum; 14. Professional tour of the Museum of Cetina in region of Sinj; 15. Professional tour of the Archaeological Collection of the Franciscan monastery in Sinj | | | | | |
| 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 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 | To participate in the teaching process: lectures 80%. To behave in accordance with ethical and scientific principles in higher education. To inform about teaching during the teacher's consultation. To pass a written exam and achieve a minimum of 60% accuracy. | | | | | |
| 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 | 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 |
| | D. Rendić-Miočević, <i>Iliri i antički svijet</i> , Split 1989. | | | 2 | | (some papers on www.hrcak.hr) |
| | N. Cambi, <i>Antika</i> , Zagreb 2002. | | | 3 | | / |
| | J. Brunšmid, <i>Natpisi i novac grčkih gradova u Dalmaciji</i> , Split 1998. | | | 2 | | / |
| | <i>Antička Salona</i> , ur. Nenad Cambi, Split 1991. | | | 2 | | / |
| | M. Suić, <i>Antički grad na istočnom Jadranu</i> , Zagreb 2003. | | | 1 | | / |
| | N. Cambi, <i>Kiparstvo rimske Dalmacije</i> , Split 2005. | | | 1 | | / |
| | N. Cambi, <i>Atički sarkofazi na istočnoj obali Jadrana</i> , Split 1988. | | | 1 | | / |

| | | | |
|---|---|---|---|
| | F. Bulić, <i>Po ruševinama stare Salone</i> , Split 1986. | 1 | / |
| Optional literature (at the time of submission of study programme proposal) | M. Zaninović, <i>Od Helena do Hrvata</i> , Zagreb N. Cambi, <i>Kiparstvo rimske Dalmacije</i> , Split 2005. E. Dyggve, <i>Povijest salonitanskog kršćanstva</i> , Split 1996. | | |
| 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 | | MATERIAL HERITAGE AS HISTORICAL SOURCE, II | | | | | |
|---|---|--|---------------------------------|---|---|---|--|
| Code | FPPIP8 | Year of study | 1st year of undergraduate 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 | Through the field work and practical work on the monumental structure of ancient history, students will learn about rich cultural heritage and the fundamental principles of research and protection of monuments. | | | | | | |
| Course enrolment requirements and entry competences required for the course | Entry competences required for the subject of Material heritage / Monuments as a Historical Source II are independently use of knowledge and skills previously acquired in compulsory courses of the Antique history and course Material heritage / Monuments as a Historical Source I. | | | | | | |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | To explain the development and genesis of the basic architectural forms of the period; To describe the main characteristics of architecture and sculpture; To interpret the architectural heritage in the ancient cities of Roman Dalmatia; To identify historical artistic processes on the East Adriatic coast in ancient times; To distinguish the most important technical terms related to the topic of ancient history and art. | | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1. Introductory lecture on professional visits to selected monumental complex; 2. Professional tour of monuments in Nin; 3. Professional tour of museum collections in Nin; 4. Professional tour of monuments in Zadar – Forum, Capitol, Cathedral Church of St. Donat; 5. Expert tour of the Museum of Glass in Zadar; 6. Choice of seminar topics and consultation; 7. Narona – Archaeological Museum Narona; 8. Narona – archaeological sites: city walls, tower Erešova; 9. Narona – St. Vid, early Christian basilica; 10. Choice of seminar topics and consultation; 11. Vis, professional tour of archaeological sites - city walls, theater, spa; 12. Vis – professional tour of the western necropolis; | | | | | | |

| | | | | | | |
|--|---|---|---------------|---|--------------------|------------------------------|
| | 13. Vis – museum collection; 14. Choice of seminar topics and consultation 15. Conclusion | | | | | |
| 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 checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other) | | |
| Student responsibilities | To participate in the teaching process: lectures 80%. To behave in accordance with ethical and scientific principles in higher education. To inform about teaching during the teacher's consultation. To pass a written exam and achieve a minimum of 60% accuracy. | | | | | |
| 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 | 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 |
| | B. Gabričević, <i>Antički spomenici otoka Visa</i> , PPUD 17, Split 1968. | | | 1 | | / |
| | E. Marin, <i>Naronitanski Augusteum i arheološka istraživanja u Naroni 1988-2001.</i> , Zagreb 2003, 11-50. | | | 1 | | / |
| | M. Suić, <i>Odabrani radovi iz stare povijesti Hrvatske</i> , Zadar 1996. | | | 1 | | / |
| | <i>Povijest grada Nina</i> , Zadar 1969; <i>Vodič ninskih starina</i> , Zadar 2004 | | | 1 | | / |
| Optional literature (at the time of submission of study programme proposal) | M. Zaninović, <i>Od Helena do Hrvata</i> , Zagreb N. Cambi, <i>Kiparstvo rimske Dalmacije</i> , Split 2005. E. Dyggve, <i>Povijest salonitanskog kršćanstva</i> , Split 1996. | | | | | |
| 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 | | MIGRATIONS WITHIN DALMATIA IN THE MODERN AGE | | | | | |
|---|--|--|----------|---|--------------------|---|--|
| Code | FPIP17 | Year of study | | 2 nd year of undergraduate study | | | |
| 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 | | 15% | | | |
| COURSE DESCRIPTION | | | | | | | |
| Course objectives | The course introduces to the students the research of migrations on the area of Dalmatia in the modern age. It aims to capacitate the students for independent work with sources attached to this topic and to animate them for independent research of a chosen segment of migrational flows and migrational patterns. The course is attached to modern Croatian and regional history, and also to auxiliary historical sciences. | | | | | | |
| 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 should be able to: - Explain push and pull factors of migrations on the area of modern Dalmatia - Differentiate and explain the difference wartime and peacetime migrations on the area of modern Dalmatia - Read and interpret the most important sources for the demographic and migrational history of Dalmatia - Participate in teams researching migrational flows | | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1. Dalmatia between Venetian and Ottoman rule 2. Trans-Adriatic migrations 3. Life on the border 4. Seasonal cattle breeder migration and transhumance 5. The influence of wars on migrations – Kandian war, Morean war, Second Morean war 6. Plantation of “Morlaks” on the Venetian New conquest 7. Introduction to onomastics 8. Introduction to genealogy 9. Sources for the history of population of Dalmatia 10. Migrations from Dalmatia to Ottoman Empire and Habsburg Monarchy (Bosnia, Herzegovina, Lika, Slavonija and Srijem) 11. Migrational areas 1 12. Migrational areas 2 13. Migrations seen from an example of a family line 14. Demographical movements and landscape change 15. Trans-oceanic migrations | | | | | | |
| 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 type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other) | | | |
| Student responsibilities | Class attendance, tests, written exam, practical training. | | | | | | |
| Screening student | Class attendance | 1 | Research | / | Practical training | / | |

| | | | | | | |
|---|---|-----|---------------|---------------------------------|------------------------------|-----|
| 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) | Experimental work | / | Report | / | independent assignments | 0,5 |
| | Essay | / | Seminar essay | / | (Other) | |
| | Tests | 0,5 | Oral exam | / | (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. Submitted independent assignment and passed tests are prerequisite 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 | |
| | Soldo, J. A.: Prilozi za upoznavanje Sinja pod Venecijom, Sinjska spomenica, Sinj 1965., 103-176 | | | 1 | / | |
| | Vekarić, N.: Metoda „reprezentativne kapi“ i genealoška metoda u povijesnoj dmografiji, Povijesni prilozi 29 (2010), 39; 23-38 | | | 1 | www.hrcak.hr | |
| | Belaj, V.: Tradicijsko planinsko stočarstvo na Velebitu i bunjevačka etnogeneza, Stud. Ethnol. Croat. 16 (2004.), 5-31 | | | 1 | www.hrcak.hr | |
| Optional literature (at the time of submission of study programme proposal) | / | | | | | |
| 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 | | POLITICAL PORTRAITS AND BIOGRAPHIES FROM THE CROATIAN 20 TH CENTURY | | | | | |
|----------------------|---|--|---|---|---|---|--|
| Code | FPPIP14 | Year of study | 3 rd year of undergrafuate study | | | | |
| Course teacher | Aleksandar Jakir, 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 | These lectures are conceived as a supplement to the courses on Croatian history in the 20th century, and aim to give biographical sketches of some eminent public and/or political figures who were active and who left traces in this period of Croatian history. The students will get acquainted with the biographies and political activities of figures who impressed their stamp on Croatian history in the course of | | | | | | |

| | | | | | | |
|--|---|---|---------------|---|--------------------|---|
| | the 20th century, with a special focus on the more important representatives of political life in Dalmatia. | | | | | |
| 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 and explain the political activities of selected historical personalities in the historical context - to explain the main political ideas advocated by the historical figures who are introduced - to have an understanding of the political life and ideas of the period - to identify key developments and processes with regard to Croatian history in the 20th century | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1. Introduction. The challenge of a biographical approach in contemporary history. 2. Ante Trumbić, Frano Supilo 3. Svetozar Pribičević 4. Bogdan Radica 5. Aleksandar Karađorđević 6. Ivo Tartaglia 7. Stjepan Radić 8. Vladko Maček 9. Andrija Hebrang 10. Vladimir Bakarić 11. Josip Broz Tito 12. Ante Pavelić 13. Andrija Artuković 14. Franjo Tuđman 15. Summarizing results. Preparation for the exam | | | | | |
| 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; oral presentation; written seminar paper; 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 | 1 | (Other) | |
| | Written exam | / | Project | / | (Other) | |
| Grading and evaluating student work in class and at the final exam | Class activities: 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) | . | 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</i> (1918.-1991.), Zagreb, 1990. | 1 | e-form |
| | Ivo Banac, <i>Nacionalno pitanje u Jugoslaviji</i> , Zagreb 1988. | 3 | e-form |
| Optional literature (at the time of submission of study programme proposal) | Bogdan Radica, <i>Vječni Split</i> , Split, 2002. Ivan Meštrović, <i>Uspomene na političke ljude i događaje</i> , Zagreb 1993. Ivo Petrinović, <i>Ante Trumbić</i> , Split 1991. | | |
| 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 | | PROFESSIONAL PRACTICE AT A TEACHING BASE | | | | | |
|---|--|--|---|----|----|----|--|
| Code | HZX008 | Year of study | 3 rd (undergraduate study programme) | | | | |
| Course teacher | all teachers appointed to scientific-teaching grades who are involved in teaching | Credits (ECTS) | 5 | | | | |
| Associate teachers | / | Type of instruction (number of hours) | P | S | V | T | |
| | | | 0 | 30 | 40 | 80 | |
| Status of the course | elective | Percentage of application of e-learning | 20% | | | | |
| COURSE DESCRIPTION | | | | | | | |
| Course objectives | To introduce students to specific practical conditions at a teaching base and enable them to independently identify and solve simpler practical problems in a real work environment. | | | | | | |
| Course enrolment requirements and entry competences required for the course | Students are eligible to apply to the competition for professional practice before the start of the third year of the undergraduate study programme. Should more students apply for the professional practice than there are places available, the selection procedure will be conducted according to the Ordinance on Professional Practice of the Faculty of Humanities and Social Sciences. | | | | | | |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | Learning outcomes: 1. applying the knowledge and skills acquired during undergraduate study programme which are required to independently identify and solve simpler concrete problems in a real work environment; | | | | | | |

| | | | | | | |
|--|--|---|--|-----|--|-----|
| | 2. preparing a professional practice report to explain the tasks performed; relevant documents should be attached to the report. Individual learning outcomes - upon the completion of professional practice, students will be able to: 1. describe the structure of the selected teaching base; 2. recognize the challenges posed by the work environment and explain the processes for dealing with specific challenges; 3. analyze concrete practical situations based on recent scientific sources; 4. monitor, document, and evaluate processes at the teaching base; 5. describe problems arising from specific work assignments at the teaching base and explain the procedures for solving them; 6. document personal practice and evaluate it reflexively. | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | Professional practice is realized through the performance of specific work assignments overseen by the mentor from the teaching base. Professional practice lasts 80 working hours. The mentor from the teaching base plans work assignments with the consent of the mentor from the Faculty. The remaining 70 working hours refer to mentoring (10 hours with the mentor/teacher from the Faculty, 20 working hours with the mentor from the teaching base), literature research (10 working hours), preparation of the report on professional practice (20 working hours), preparation and defense of the report before the mentor from the Faculty of Humanities and Social Sciences in Split (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"/> <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 checked="" type="checkbox"/> work with mentors <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 at the Faculty during the implementation of this course.- Develop and defend a Report on Professional Practice. | | | | | |
| 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 | Literature research | 0,5 | Practical training | 3 |
| | Experimental work | / | Report | / | Consultations with mentors | / |
| | Essay | / | Seminar essay | / | Data gathering | / |
| | Tests | / | Oral exam | / | Develop and defence of report on professional practice | 0,5 |
| | Written exam | / | Project | / | | |
| Grading and evaluating | Professional practice is assessed descriptively by the mentors from the | | | | | |

| | | | |
|---|---|--|-------------------------------------|
| student work in class and at the final exam | <p>teaching base and the Faculty of Humanities and Social Sciences in Split. The mentor from the teaching base continually monitors whether the student attends the practice regularly and whether he/she is diligent and successful in solving the assigned tasks.</p> <p>At the end of the practice, the mentor assigns one of the following two descriptive grades:</p> <ul style="list-style-type: none"> • The student has successfully completed the professional practice • The student has not successfully completed the professional practice. <p>In case the student did not successfully complete the professional practice, the mentor from the teaching base must provide the written explanation for the grade, and the mentor from the Faculty of Humanities and Social Sciences in Split enters the failing grade for the course.</p> <p>If the grade given by the mentor from the teaching base is "The student has successfully completed professional practice", the mentor from the Faculty of Humanities and Social Sciences in Split analyzes the report on professional practice, discusses the 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 written and defended the professional practice report. • The student has not successfully written and defended the professional practice report. <p>If the grade given by the mentor from the Faculty of Humanities and Social Sciences is "The student has not successfully written and defended the professional practice report", the grade must be explained in writing.</p> <p>Professional practice is considered to have been passed if the descriptive grades given by both mentors have confirmed the successful completion of the professional practice/professional practice report. If the descriptive grades by both mentors are positive, the mentor from the Faculty of Humanities and Social Sciences in Split enters the descriptive grade "Passed" in the student transcript book.</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"> 1. Achieved practical work, - 60% 2. Prepared and presented Report, in accordance with the instructions of mentors - 20% 3. Consultations with mentors and independent research - 20% | | |
| Required literature (available in the library and via other media) | Title | Number of copies in the library | Availability via other media |
| | Specialist literature is defined by the mentor from the teaching base. | / | / |
| Optional literature | Specialist literature is defined by the mentor from the teaching base. | | |
| Quality assurance methods that ensure the acquisition of exit competences | <p>Prior to professional practice at the teaching base, the mentor/teacher from the Faculty of Humanities and Social Sciences in Split provides the instructions for conducting the practice, documenting the process and writing the professional practice report.</p> <p>During professional practice, the mentor/teacher from the Faculty of Humanities and Social Sciences in Split, the mentor from the teaching base</p> | | |

| | |
|---------------------------------------|---|
| | and the student regularly discuss the process; the record is kept of the student's presence and activity. Through discussions, (self) analysis and (self) evaluation, the practice is continuously monitored. After completing the professional practice, the student completes the survey on the quality of the professional practice in accordance with the Ordinance. |
| Other (as the proposer wishes to add) | / |

| NAME OF THE COURSE | | ROMAN SOLDIERS IN SALONA | | | | | |
|---|---|---|---|---|---|---|--|
| Code | FPPIP18 | Year of study | 1 st year of undergraduate 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 students with the importance of the presence of troops in the life of Salona as the capital of the Roman province of Dalmatia. Familiarize them with colorful ethnic origin soldiers, various units in the which they served and the way they affected the life in the city. | | | | | | |
| 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 will be able to: - Recognize the fundamental characteristics of the Roman army - Observe the basic differences between the legionary, auxiliary units and fleet - Differentiate periods in the development of the Roman army and see the importance of reforms that have affected its formation - Describe the peculiarities of action of the Roman army in Salona - Recognize the extent to which veteran population affected the social structure of Salona - Interpret the inscriptions on stones and other archaeological material that bears witness to the activities of the Roman army | | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1. Literary sources about the presence of the Roman army in the wider territory of Salona at the time of the Republic. Historical circumstances and consequences. 2. The importance of inscription material for the study of the Roman army in the Salona. The size and character of the material. History research. 3. Chronology presence of military units in Salona during the Principate (27. BC - 285. AD.). Legions, auxiliary units and fleet. 4. Members of the Seventh, Eleventh and Fourth legion. Origin, years of service, <i>cursus honorum</i> and age. 5. Members of the First <i>Italica</i> , Fourteenth <i>Gemina</i> , the Eighth <i>Augusta</i> , Fifth <i>Macedonica</i> , First <i>Adiutrix</i> and Second <i>Adiutrix</i> legions. Origin, years of service, <i>cursus honorum</i> and age. 6. Members of the Eighth, Third and First cohort. Origin, years of service, <i>cursus honorum</i> and age. 7. Members of the military fleet. Origin, years of service, <i>cursus honorum</i> and age. 8. Soldiers (<i>principales</i>) in the service of the provincial office (<i>officium consularis</i>) I. 9. Soldiers (<i>immunes</i>) in the service of the provincial office (<i>officium consularis</i>) II. 10. The Role of the Army in raising Salona city walls 170 AD. | | | | | | |

| | | | | | | |
|--|---|---|---------------|---|---------------------------------|------------------------------|
| | 11. Knights. 12. Legionary and auxiliary veterans. 13. Soldiers and their relations with the local population. Family members, slaves and freedmen. 14. Military gravestones at Salona necropolis. 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 6"="" type="checkbox/>(other)</td></tr><tr><td>Student responsibilities</td><td colspan="/> Regular class attendance: lectures 80%. To behave in accordance with ethical and scientific principles in higher education. To inform yourself about teaching during the teacher's consultation. To pass a written exam and achieve a minimum of 60% accuracy. | | |
| 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 | 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 |
| | G. ALFÖLDY, Die auxiliumtruppen der Provinz Dalmatien, Römische Heeresgeschichte. Beiträge 1962-1985. MAVROS Roman Army Researches III, Amsterdam 1987, 239-297. | | | | 1 | / |
| | D. MARŠIĆ, Izgubljeni salonitanski spomenici (II.) / Portretne stele vojnika VII. Legije C. p. f. Gaja Lukrecija Basa i Lucija Cezija Basa, VAPD 103, Split 2010, 63-80. | | | | 1 | / |
| | B. KIRIGIN, Nalaz rimskih natpisa i reljefa kod Škripa na otoku Braču, VAHD 72-73, Split 1979, 129-141. | | | | 1 | / |
| | P. SOUTHERN, The roman army, Santa Barbara 2006. | | | | 1 | / |
| | D. TONČINIĆ, Spomenici VII. legije na području rimske provincije Dalmacije, Split 2011. | | | | 1 | / |
| | J. J. WILKES, Dalmatia, 1969, London, 88-151. | | | | 1 | / |
| Optional literature (at the time of submission of study programme proposal) | R. W. DAVIES, Joining the Roman Army, BJB 169, Bonn 1969, 208-233. R. W. DAVIES, The daily life of the roman soldier under the Principate, ANRW II.1, Berlin-New York 1974, 299-338. J. JELIČIĆ-RADONIĆ, Ara Tita Flavija Lucilija iz Salone, VAPD 99, Split 2006, 123-132. S. E. PHANG, The marriage of Roman soldiers (13 B.C.-A.D. 235): law and family | | | | | |

| | |
|---|---|
| | in the imperial army, Leiden-Boston-Köln 2001. |
| 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 | | SOCIAL HISTORY OF DALMATIA IN THE 16 TH AND 17 TH CENTURIES | | | | |
|---|--|---|-------------------|---|---|---|
| Code | FPIP23 | Year of study | 2nd Undergraduate | | | |
| 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 | 10% | | | |
| COURSE DESCRIPTION | | | | | | |
| Course objectives | The main objective of the course is to detect complex relationships within Dalmatian 16 th and 17 th centuries-society, which is primarily a borderland society in many ways. The class will present a picture of the society that withdraws into itself and facing the challenges of 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: - Understand the relations in the border society. - Observe the daily movement and exchange between the two antagonistic societies. - Explain the importance of fortifications in the face of threats and their impact on the mentality of the coastal cities. - Describe the Dalmatian society in the 16th and 17th centuries. | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1. General view of political and social developments in the 16th and 17th centuries in the Mediterranean area 2. Ottoman conquests in Dalmatia 3. Cypriot war and weakness of the Venetian Dalmatia 4. Candian war and its consequences 5. Morea war and its consequences 6. Commercial relations 7. Border mentality 8. The role of fortification systems in the mentality building 9. Venetian policy towards Dalmatia 10. The role of the Split Lazaretto 11. Inter-religious relations 12. Venetian administration in Klis region 13. The relationship among nobles and gentry 14. The role of salt in social relations 15. Relations between the military and civil society | | | | | |

| | | | | | | |
|---|---|---|---------------|---|---------------------------------|------------------------------|
| 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 type="checkbox"/> work with mentor <input 6"="" type="checkbox/>(other)</td></tr><tr><td>Student responsibilities</td><td colspan="/> Regular class antendence, class activity, to pass a written 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 | 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 |
| | Vrandečić, Josip. Borba za Jadran u Ranom novom vijeku: mletačko-osmanski ratovi u venecijanskoj nuncijaturi. Split, 2013. | | | | 5 | / |
| | Solitro, Vicko. Povijesni dokumenti o Istri i Dalmaciji. Split, 1989. | | | | 1 | / |
| | Diftnik, Franjo. Povijest Kandijskog rata u Dalmaciji. Split, 1986. | | | | 1 | / |
| | Čoralić, Lovorka. U gradu Svetog Marka. Zagreb, 2001. | | | | 1 | / |
| | Kocić, Marija. Venecija i hajduci u Morejskom ratu. Beograd, 2013. | | | | 1 | / |
| 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. | | | | | |
| 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 | | WORLD OF THE ISLAND OF HVAR AT THE DAWN OF THE MODERN ERA | | | | |
|---|--|---|---|---|---|---|
| Code | FPPIP27 | Year of study | 3 rd year of undergraduate study | | | |
| Course teacher | Mladenko Domazet, Ph.D, Professor Assistant | Credits (ECTS) | 2 | | | |
| Associate teachers | / | Type of instruction (number of hours) | L | S | E | F |
| | | | 22 | 0 | 0 | 8 |
| Status of the course | Elective | Percentage of application of e-learning | 20% | | | |
| COURSE DESCRIPTION | | | | | | |
| Course objectives | This course deals with the history of Stari Grad and Jelsa, two cities on the island of Hvar,from the second half of the 19th century to the beginning of World War II. Its aim is to articulate the potential of archival sources and historical reconstructions on the level of micro history in relation to the general historical processes. In particular, it focuses on the upswing of shipping and maritime businesses, on the period of great economic activity and the Wine clause, on port traffic, spatial resources, the cycles of economic crisis , the history of everyday life, depopulation processes, social and cultural history and on perspectives of urban development. | | | | | |
| 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 identify key events, processes and their protagonists, and the relation of micro and macro history - interpret the continuity and changes on behalf of the examples of the economy, society and urbanization; - compare and contrast the different policy options, values, individuals and local institutions - identify gaps in available historical sources, use contextual knowledge and be able to identify the perspective of local communities - to explain (understand) the importance of the history of everyday life in the context of an micro historical approach | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | 1. Introduction / The Micro-history approach 2. Waterways, ships and sailors in Stari Grad 3. The Duboković Family and accelerated development of Jelsa 4. The Croatian national revival – Nationalisation of old municipalities - Jelsa in the hands of the National Party in an autonomist environment 5. The Domenican monastery of St. Peter in Stari Grad during the late 19th and early 20th century 6. The Croatian Reading Room in Stari Grad 1874 - 1914 / Pulsating social and cultural life through the lenses of local clubs and societies (the "creativity of the inaudible in small units of society") 7. Economic dynamics of Stari Grad - The boom in viticulture and boating 8. From traditional to modern civil society. Urban development of Stari Grad 9. Everyday life and its typicality and uniqueness in the late 19th and early 20th century 10. Italian occupation of Stari Grad, 1918-1921/ Resistance and terror in the city/ Post-war political developments in the new political environment 11. The liturgical year, religious buildings, folk Passion piety 11. Historical Field work in Stari Grad and Jelsa 12. Historical Field work in Stari Grad and Jelsa 13. External influences and general economic crisis in the late 19th century in Stari | | | | | |

| | | | | | | |
|--|--|-----|---------------|---|-------------------------------------|---|
| | Grad 14. Economy without momentum during the interwar period in Stari Grad 15 Final lecture – Archival sources/Contexts/Interpretations | | | | | |
| 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 type="checkbox"/> work with mentor <input type="checkbox"/> visits to schools | | |
| Student responsibilities | Regular class attendance, presentation of seminar papers, active participation in classes, passing 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 | / |
| | Experimental work | / | Report | 0,5 | Field work | / |
| | Essay | / | Seminar essay | / | Diary of instruction by mentor | / |
| | Tests | / | Oral exam | / | Colloquium | / |
| | Written exam | 0,5 | Project | / | (Other) | |
| Grading and evaluating student work in class and at the final exam | Class activity 10% Paper with presentation 20% Written exam 70% Criteria of 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 | |
| | Domazet M., <i>Suton flote jedrenjaka Staroga Grada</i> , Zagreb 2004. | | | 1 | / | |
| | Domazet M., Stari Grad na Hvaru – Otočni grad na razmeđu 19. i 20. stoljeća, Stari Grad 2011. Domazet M., <i>Isječci iz života - Stari Grad na otoku Hvaru (1914.-1941.)</i> , Stari Grad 2016. | | | 1 | / | |
| | Stančić N., <i>Otok Hvar u vrijeme hrvatskog narodnog preporoda u XIX. stoljeću</i> , Otok Hvar (Zbornik radova, urednik Miro A. Mihovilović), Zagreb 1995. | | | 1 | / | |
| | Jelsa u Hrvatskom narodnom preporodu Dalmacije, Jelsa 1994. | | | 1 | / | |
| Additional literature | Duboković Nadalini N., <i>Odabrani radovi</i> , Split 2001. <i>Kronika kapetana Nike Dubokovića</i> , Jelsa 1998. g. Politeo Dinko, <i>Izabrani članci</i> , Tuzla - Dubrovnik 1910. g. Čavić A., Stari Grad – Povijesni vodič, Stari Grad 2004. Oliver F., <i>Pomorci otoka Hvara 1871. - 1964.</i> , Split 1964. Kuničić P., <i>Prigodom otvora nove školske zgrade u Starome Gradu 20. travnja 1908.</i> , Zadar 1908. Kuničić P., <i>Spomenica ženske pučke škole u Staromgradu</i> , Sarajevo 1925. Peričić Š., <i>Gospodarska povijest Dalmacije od 18. do 20. stoljeća</i> , Zadar 1998. Škunca B., <i>Za križem</i> , Zagreb 2013. | | | | | |
| | | | | | | |
| 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 | | | | | |

| | |
|---------------------------------------|---|
| | <ul style="list-style-type: none">- 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) | / |

3. PERFORMING CONDITIONS OF STUDY PROGRAMME

3.1. Place of performing the study programme

| Integral buildings | |
|------------------------------|---|
| Identification of a building | Poljičanka, No. of cadastral plot 7840/28 K. O. Split |
| Location of a building | Poljička cesta 35, 21000 Split |
| Year of built | 1991. |
| Total area in m ² | 7967,10 m ² |

3.2. List of teachers and associates by the courses

| Course | Teachers and associates |
|--|----------------------------|
| Auxiliary Historical Sciences, I | Tonija Andrić |
| Auxiliary Historical Sciences, II | Tonija Andrić |
| Christianity and Church in Dalmatia in the Early Middle Ages | Ivan Basić |
| Church and Christianity in the first centuries | Marko Trogrlić, Ivan Basić |
| Contemporary Historiography | Edi Miloš |
| Croatian Glagolitic and Cyrillic Paleography | Marko Rimac |
| Croatian History after 1945 | Aleksandar Jakir |
| Croatian History in Early Modern Period | Marko Rimac, Nikša Varezić |
| Croatian History 1918-1945 | Aleksandar Jakir |
| Croatian Medieval History | Ivan Basić |
| Early Modern European and World History | Josip Vrandečić |
| Early Modern History of France | Edi Miloš |
| Essentials of Latin Language | Marko Dragić, Jure Hrgović |
| European and World History in the Middle Ages | Tonija Andrić |
| European and World History in the 20 th Century I. | Edi Miloš |
| European and World History in the 20 th Century II. | Edi Miloš |
| European and World History of the 19 th Century | Josip Vrandečić |
| Historical Cartography | Nikola Glamuzina |
| Historical Geography of Croatia | Nikola Glamuzina |

| | |
|--|---------------------------------|
| Historiographical Practicum | Marko Trogrlić, Nikša Varezić |
| Historiography of the Early Modern Mediterranean | Josip Vrandečić, Nikša Varezić |
| History of Croatian Glagolism | Marko Rimac |
| History of Croatian National Movement in Dalmatia | Marko Trogrlić |
| History of Early Civilizations | Ivan Matijević, Zvonimir Forker |
| History of Everyday Life in the First Half of the 20 th Century with Examples from Kaštela, Solin and Split | Mladenko Domazet |
| History of Greece and Rome with Ancient History of Croatian Lands | Ivan Matijević, Zvonimir Forker |
| History of Historiography | Marko Trogrlić |
| History of Kaštela, I | Mladenko Domazet |
| History of Split in the late Middle Ages | Tonija Andrić |
| History of the Venetian Republic | Josip Vrandečić |
| Latin Language, I | Marko Dragić, Jure Hrgović |
| Latin Language, II | Marko Dragić, Jure Hrgović |
| Material Heritage as Historical Source, I | Ivan Matijević, Zvonimir Forker |
| Material Heritage as Historical Source, II | Ivan Matijević, Zvonimir Forker |
| Migration within Dalmatia in the Modern Age | Marko Rimac |
| Political Portraits and Biographies from the Croatian 20 th Century | Aleksandar Jakir |
| Roman Soldiers in Salona | Ivan Matijević, Zvonimir Forker |
| Social History of Dalmatia in the 16 th and 17 th Centuries | Josip Vrandečić |
| World of the Island of Hvar at the Dawn of the Modern Era | Mladenko Domazet |

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, I, Auxiliary Historical Sciences, II, European and World History in the Middle Ages, History of Split in the late Middle Ages. |
| 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 | Professor Assistant |
| 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) | Introduction to the History, Teacher Education, Faculty of Humanities and Social Sciences of Split University, undergraduate programme. |

| | |
|---|--|
| where it is/was offered, and level of study programme) | |
| Authorship of university/faculty textbooks in the field of the course | University textbook: <i>Povijest Splita u srednjem vijeku</i> (History of Split in the Middle Ages), Zagreb-Split 2020. (in print) |
| Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most) | <p>History of Split in the Late Middle Ages:</p> <ul style="list-style-type: none"> - „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. - „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. - „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) - <i>Život u srednjovjekovnom Splitu. Svakodnevica obrtnika u 14. i 15. stoljeću</i> (<i>Life in the medieval Split: Daily Life of artisans in the 14th and 15th centuries</i>), Zagreb-Split 2018. - „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), Split, str. 157-183. <p>Auxiliary Historical Sciences, I and II:</p> <ul style="list-style-type: none"> - "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). - „Matrikula splitske bratovštine Gospe od Dobrića iz 16. st. Paleografsko-diplomatička i sadržajna 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>Croatica Christiana Periodica</i>, br. 85, Zagreb 2020., str. 37-50. |
| 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>TOPOS. Topography of Government: Eastern Adriatic Cities in Medieval Areas of Government (2020-2024) (CFS)</p> <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 history (2005-2008) (MZOS)</p> |
| The name of the programme and the volume in which the main | Croatian Studies, University of Zagreb, a group of teaching subjects in the major study of history |

| | |
|---|---|
| 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 | Ivan Basić , Ph. D., Associate professor |
| The course he/she teaches in the proposed study programme | Croatian Medieval History, Church and Christianity in the First Centuries, Christianity and Church in Dalmatia in Early Middle Ages, 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 | Italian (3) |

| | |
|---|---|
| (sufficient) to 5 (excellent) | |
| 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>Croatian Medieval History:</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>Imperium and Regnum</i> in Gottschalk's description of Dalmatia, in: <i>Migration, Integration and Connectivity on the Southeastern Frontier of the Carolingian Empire</i>, (eds. D. Dzino, A. Milošević, T. Vedriš), Leiden–Boston: Brill, 2018, pp. 170-209. - <i>Dalmatiae, Dalmatarum</i>: a study in historical geography of the Adriatic (in the light of the new inscription from Córdoba), in: <i>Illyrica antiqua II. In honorem Dujice Rendić-Miočević. Proceedings of the international conference, Šibenik, 12th–15th September 2013.</i> (ed. D. Demicheli), Zagreb: Department of Archaeology, Faculty of Humanities and Social Sciences, 2017, pp. 309-333. - 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>Church and Christianity in the first centuries:</u></p> <ul style="list-style-type: none"> - Ranokršćanski sarkofag iz Trevisa i njegova grupa (Early Christian sarcophagus from Treviso and its group), <i>Radovi Instituta za povijest umjetnosti</i>, 39, Zagreb, 2015, pp. 7-20. - 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 |

| | |
|--|--|
| | <p>Press, 2017, pp. 241-271.</p> <ul style="list-style-type: none"> - Postkonzulat i <i>pars Imperii</i> na natpisu svećenika Anastazija iz Slanog (Postconsulate and <i>pars Imperii</i> on the inscription of priest Anastasius from Slano), <i>Živa antika</i>, 66/1-2 (2016), Skopje, 2017, pp. 89-107. <p><u>Christianity and Church in Dalmatia in the Early Middle Ages:</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. - 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. <p>[Povijest Hrvata, vol. I], Zagreb: Matica hrvatska, 2015, pp. 427-462.</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. - <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. |
| 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 | / |

| | |
|--|--|
| First and last name and title of teacher | Mladenko Domazet , Ph. D, Associate Professor |
| The course he/she teaches in the proposed study programme | History of Kaštela, I World of the island of Hvar in the Dawn of Modern Age |
| 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, artand-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 Socila 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 |

| | |
|---|--|
| 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, 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 the circumstances of the First World War, 2017. - Is Salona a misery, or is our attitude towards it miserable and |

| | |
|--|---|
| | <p>futile?, 2018.</p> <ul style="list-style-type: none"> - 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, I and II |
| GENERAL INFORMATION ON COURSE TEACHER | |
| Address | Poljička cesta 35, 21000 Split |
| 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 rank, and | Full Professor, October 26 th 2016 |

| | |
|---|--|
| 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 university/faculty textbooks in the field of the course | Dragić, M. (2006). Hrvatska književnost katoličke obnove i prvog 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 | 1. Dragić, M. (2020). Štovanje sv. Josipa u hrvatskoj crkvenopučkoj baštini. Nova prisutnost: časopis za intelektualna i duhovna pitanja, XVIII (2), Kršćanski akademski krug (KRAK). |

| | |
|--|---|
| works at most) | <p>Zagreb. 145-170.</p> <p>2. Dragić, M. (2019). Tijelovo u hrvatskoj katoličkoj crkveno-pučkoj kulturnoj baštini. <i>Crkva u svijetu</i> 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, <i>Kulturna baština, časopis za pitanja prošlosti splitskoga područja</i> 45. Društvo prijatelja kulturne baštine Split, Split. 299. – 320.</p> <p>4. Dragić, M.; Dragić, H. (2019). Sveti Ivan Krstitelj u hrvatskoj tradicijskoj baštini, <i>Croatica et Slavica Iadertina</i> 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, <i>Cetinjski filološki dani I.</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 scholarly/artistic work | <p>Award for Excellence in Teaching and Working with Students. Faculty of Humanities and Social Sciences, University of Split 2020.</p> <p>"Top 20 University Professors in academic year 2013/2014"</p> |

| | |
|--|---------------------------|
| | award – students' choice. |
|--|---------------------------|

| | |
|--|--|
| First and last name and title of teacher | Zvonimir Forker, MA, Assistant |
| The course he teaches in the proposed study programme | History of Greece and Rome with Ancient History of Croatian Lands, Roman Soldiers in Salona, Material heritage as a historical source, I Material heritage as a historical source, II |
| 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 | Faculty of Humanities and Social Sciences in Split |
| 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 | Historical Cartography |
| 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) | Čosić, 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, I, Latin Language, II. |
| GENERAL INFORMATION ON COURSE TEACHER | |
| Address | Poljička cesta 35, Split |
| 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, clasical 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.) | Postdoctoral title |
| Field of research | Latin and Greece language |
| Function | / |
| INFORMATION ON EDUCATION – Highest degree earned | |
| Degree | Ph.D |
| Institution | Univesita pontificia Salesiana |
| Place | Rome – Italy |
| Date | |
| 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 First Half of the 20 th Century, I Croatian Society in the First Half of the 20 th Century, II Methodology of Scientific work |
| 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</i>; |

| | |
|--|--|
| | <p>Sitzungsberichte der phil.-hist. Klasse 858 Verlag der Österreichischen Akademie der Wissenschaften, Wien 2015, 91-131.</p> <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 | <ul style="list-style-type: none"> - <i>Cultural science network for South-East European Studies "Media and Memoria in South-Eastern Europe"</i> |

| | |
|--|--|
| carried out in the last five years (5 at most) | - <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 | Ivan Matijević , Ph. D, Associate professor |
| The course he/she teaches in the proposed study programme | History of Greece and Rome with Ancient History of Croatian Lands Roman Soldiers in Salona |
| GENERAL INFORMATION ON COURSE TEACHER | |
| Address | Poljička cesta 35, Split |
| Telephone number | 021 545 571 |
| 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) | Roman Emperors and Imperial Cult (Undergraduate degree program at History Department of Faculty of Humanities and Social Sciences, University of Split, electoral) Paganism and Christianity in mutual relationship (Graduate degree program at History Department of Faculty of Humanities and Social Sciences, University of Split, obligatory) |
| 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 Greece and Rome with Ancient History of Croatian Lands - Pripadnici rimskih carskih ratnih mornarica u Saloni, <i>Radovi Zavoda za povijesne znanosti HAZU u Zadru</i> 61, Zadar 2019, pp. 47-68. - Ala Parthorum i ala Pannoniorum na natpisima iz Salone, <i>Vjesnik za arheologiju i historiju dalmatinsku</i> 112, Split 2019, pp. 71-97. - Židovska vjerska zajednica u Saloni, <i>Crkva u svijetu</i> 55 (2), Split 2020, pp. 238-248. Roman Soldiers in Salona: - Salonitanski natpisi vojnika i veterana na upravnim i vjerskim službama u nekim gradovima rimske Dalmacije, <i>Prilozi povijesti umjetnosti u Dalmaciji</i> 45, Split 2019, pp. 153-174. - Životni suputnici rimskih vojnika na salonitanskim nadgrobnim natpisima iz doba principata, <i>Radovi - Zavod za hrvatsku povijest</i> 51 (2), Zagreb 2019, pp. 61-116. |
| Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most) | Vojnička svakodnevica u Rimskom Carstvu, conference <i>Povijest svakodnevice - perspektive, ograničenja, rezultati - Međužupanijski stručni skup učitelja i nastavnika povijesti Zadarske, Šibensko-kninske, Splitsko-dalmatinske i Dubrovačko-neretvanske županije</i> , (organisers: Agencija za odgoj i obrazovanje, Odsjek za povijest Filozofskog fakulteta u Splitu) Split, Hrvatska, 2016. Don Frane Bulić i Solin tijekom Prvoga svjetskog rata, conference <i>Pogled odozdo, dalmatinska mjesta u vrtlogu Prvog svjetskog rata - Međužupanijski stručni skup učitelja i nastavnika povijesti Zadarske, Šibensko-kninske, Splitsko-dalmatinske i Dubrovačko-neretvanske županije</i> (organisers: Agencija za odgoj i obrazovanje, Odsjek za povijest Filozofskog fakulteta u Splitu) Split, Hrvatska, 2017. |
| Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most) | Scientific project <i>Novi životi antičkih natpisa: epigrafski spoliji na području srednje Dalmacije</i> , 2020-2024, head of the project Assistant Professor Dino Demicheli. (Hrvatska zaklada za znanost) |
| 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 | Contemporary Historiography Early Modern History of France European and World History in the 20 th Century I. European and World History in the 20 th Century II. |
| 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 Trogrlić, 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 Nicollet) « Bogdan Radica i Charles Maurras », in Marko Trogrlić, 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 | History of Croatian Glagolism, Croatian Glagolitic and Cyrillic Paleography Migrations on the area of Dalmatia in the early modern period Croatian history of early modern period |
| GENERAL INFORMATION ON COURSE TEACHER | |
| Address | Poljička cesta, 35, Split |
| Telephone number | 021 541 917 |
| E-mail address | mrillac@ffst.hr |
| Personal web page | http://www.ffst.unist.hr/marko.rillac |
| 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>Migrations on the area of Dalmatia in the early modern period and Croatian history of early modern period:</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. Izvještaj Zorzija 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>History of Croatian Glagolism and Croatian Glagolitic and Cyrillic Paleography:</p> <p>1. Milan Lažeta – Marko Rimac: <i>Budići od Gornjih Poljica do Gornjih Ričica</i>; Zagreb 2018.</p> <p>2. 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> |
| 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 Trogrlić , Ph.D, Full Professor |
| The course he/she teaches in the proposed study programme | Croatian History of the 19 th Century, Historiographical Practicum, History of Croatian National Movement in Dalmatia, History of Historiography History of University. The Birth and Development of One European Institution. |

| | |
|---|---|
| | Archivistic and Historiography |
| GENERAL INFORMATION ON COURSE TEACHER | |
| Address | Poljička cesta 35, 21000 Split |
| Telephone number | 021 545 558 |
| E-mail address | mtrogrlic@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, December 19, 2019 |
| 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 | History of Croatian National Movement in Dalmatia: |

| | |
|--|--|
| <p>articles published in the last five years in the field of the course (5 works at most)</p> | <ul style="list-style-type: none"> - Trogrlić, Marko; Vrandečić, Josip, <i>French Rule in Dalmatia, 1806-1814: Globalizing a Local Geopolitics</i> // Napoleon's Empire. European Politics in Global Perspective / Planert, Ute (ur.). London: Palgrave Macmillan, 2015. Str. 264-276. - Matković, Stjepan; Trogrlić, Marko, Frank i hrvatsko pitanje u korespondenciji Moritza von Auffenberg-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. Str. 19-48 <p>Croatian History of the 19th Century,</p> <ul style="list-style-type: none"> - <i>Integration und Desintegration an der Peripherie der Donaumonarchie: Das Beispiel Dalmatiens im 19. Jahrhundert. Entwurf einer Synthese</i> // Europa Środkowa, Bałkany i Polacy. Studia ofiarowane profesorowi Antoniemu Cetnarowiczowi / Pezda, Janusz; Pijaj, Stanisław (ur.). Kraków: "Historia Jagellonica". Towarzystwo Wydawn.; Uniwersytet Jagielloński, 2017. Str. 39-50. - <i>Die Südslawische Frage als Problem der österreichisch-ungarischen und internationalen Politik</i> // Die Habsburgermonarchie und der Erste Weltkrieg. 2. Teilband: Vom Vielvölkerstaat Österreich-Ungarn zum neuen Europa der Nationalstaaten / Rumpler, Helmut (ur.). Wien: Verlag der Österreichischen Akademie der Wissenschaften, 2016. Str. 965-1015. - Jakir, Aleksandar; Trogrlić, Marko, <i>Dalmatien</i> // Das Südosteurupa der Regionen. / Schmitt, Oliver Jens; Metzeltin, Mihael (ur.). Wien: Verlag der Österreichischen Akademie der Wissenschaften, 2015. Str. 91-132. - <i>Gabrijel barun Rodić (1812.- 1890.)</i> // Dostojan vojnik Jelačića bana. Autobiografski zapisi dalmatinskog namjesnika Gabrijela Rodića. Zagreb - Split: Leykam international - Odsjek za povijest Filozofskog fakulteta u Splitu, 2017. Str. 9-42. - Clewing, Konrad; Trogrlić, Marko, <i>Dalmacija i bečke središnje institucije u predožujuškoj Austriji. Namjesnik piše svome Caru.</i> // Dalmacija - neizbrušeni dijamant. Habsburška pokrajina Dalmacija u opisu namjesnika Lilienberga. Zagreb; Split: Leykam international - Odsjek za povijest Filozofskog fakulteta u Splitu, 2015. Str. 11-45. - Trogrlić, Marko; Vrandečić, Josip, <i>Dalmacija i Boka kotorska od 1797. do 1918.</i> // Temelji moderne Hrvatske: hrvatske zemlje u "dugom" 19. stoljeću / Švoger, Vlasta; Turkalj, Jasna (ur.). Zagreb: Matica Hrvatska, 2016. Str. 495-528. |
| <p>Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)</p> | <ul style="list-style-type: none"> - Jakir, Aleksandar; Trogrlić, Marko. <i>Dalmatien</i> // 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 Auffenberg-Komarówa (1907.- 1910.) // Iz korespondencije Josipa Franka s Bečom: 1907.-1910. / Matković, Stjepan ; |

| | |
|--|---|
| | <p>Trogrlić, Marko (ur.). Zagreb - Split : Hrvatski institut za povijest - Odsjek za povijest Filozofskog fakulteta u Splitu, 2014., 19-48.;</p> <p>- 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 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 Bertoše, 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> <p>Research project (Croatian Science Foundation): Mapping the parliamentary elections in Croatia 1848-1918. (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 | <p>Croatian History of the Early Modern Period</p> <p>Historiography of the Early Modern Mediterranean</p> <p>Croatian History of the 19th century</p> |
| GENERAL INFORMATION ON COURSE TEACHER | |
| Address | Poljička cesta 35, 21000 Split |
| Telephone number | 021 541 919 |

| | |
|---|---|
| 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 | Croatian History of the Early Modern Period: - "Dosta je reči u Rimu da bi se reklo čitavom svijetu. Dubrovačka Republika i Sveta Stolica tijekom 16. i 17. stoljeća", |

| | |
|--|---|
| works at most) | <p>Hrvatska akademija znanosti i umjetnosti, Zavod za povijesne znanosti u Dubrovniku, Zagreb-Dubrovnik, 2018., 392 str.</p> <p>- "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, 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>Historiography of the Early Modern Mediterranean: "Dubrovačka Republika i Levant u 16. stoljeću: Aleksandrijski spor", u: Zbornik radova Filozofskog fakulteta u Splitu, br. 11, Split, 2018, 91-110.</p> <p>Croatian History of the 19th century: "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 | European and World History of Early Modern Period, European and World History in the 19 th Century, Social History of Dalmatia in the 16 th and 17 th Centuries, History of the Venetian Republic |
| GENERAL INFORMATION ON COURSE TEACHER | |
| Address | Poljička cesta 35, 21000 Split |
| Telephone number | 021 545 595 |
| E-mail address | jvrandecic@fst.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 | 1.Tihomir Cipek, Josip Vrandečić (ur.), <i>Hrestomatija liberalnih</i> |

| | |
|--|--|
| textbooks in the field of the course | <p><i>ideja u Hrvatskoj</i>, (Friedrich Neumann Stiftung - Disput, Zagreb 2004).</p> <p>2. Josip Vrandečić, Miroslav Bertoša, <i>Dalmacija, Dubrovnik i Istra u ranom novom vijeku</i>, (Leykam international, Zagreb), 2007.</p> <p>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.</p> <p>4. Tihomir, Cipek, Josip Vrandečić (ur.), <i>Nacija i nacionalizam u hrvatskoj povijesnoj tradiciji</i>, (Alinea, Zagreb), 2007.</p> <p>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.</p> |
| Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most) | <p>Social History of Dalmatia in the 16th and 17th Centuries:</p> <ul style="list-style-type: none"> - „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. - <i>Zadarski nadbiskup Minuccio Minucci i njegova jadranska misija</i>, Zagreb : Leykam international ; Split : Filozofski fakultet, Odsjek za povijest, 2017., 383. <p>European and World History in the 19th Century)</p> <ul style="list-style-type: none"> - Alain Jejcic, Peter Vodopivec, Josip Vrandečić ur.), <i>Napoléon dans l'Adriatique – Dictionnaire biographique des provinces illyriennes</i>, Editions SPM, Kronos, Pariz, 2018, 740. <p>History of the Venetian Republic:</p> <ul style="list-style-type: none"> - „Šibenik u mletačko-osmanskim ratovima u izvještajima papinskih nuncija u Veneciji“, Juraj. Bilten društva za očuvanje šibenske baštine Juraj Dalmatinac 12 (2016) 5, 30-37. |
| 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>Scientific project (MZOS) French Rule in Dalmatia</p> <p>Scientific project (Hrvatska zaklada za znanost) The Modern Adriatic Geopolitics</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 Philosophy in Zadar, the group of pedagogical course. |
| 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 undergraduate study programme is 30 students, which is at the same time the ideal number for work in small groups in seminars (two groups of 12 students) and practice sessions (approximately 10 students per group). The Department recommended the enrolment quota of 15 students per group for its elective courses.

3.5. Estimate of costs per student

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 undergraduate 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 | Student survey at the end of the semester (CIRCO, https://www.ffst.hr/centri/circo) |

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