FACULTY OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY STUDY PROGRAMME

Doctoral studies in Humanities

SPLIT, May 2026

GENERAL INFORMATION OF HIGHER EDUCATION INSTITUTION

Name of higher education institution	Faculty of Humanities and Social Sciences in Split
Address	Poljička cesta 35, 21000 Split
PIN	98004523293
E-mail	dekanat@ffst.hr
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GENERAL INFORMATION OF THE STUDY PROGRAMME

Name of the study programme	Doctoral studies in Humanities		
Leader of the study programme	University of Split		
Executor/s of the study programme	University of Split, Faculty of Humanities and Social Sciences		
Type of study programme	Professional study programme ☐	University study programme ☒	
Level of study programme	Undergraduate ☐	Graduate ☐	Integrated ☐
	Doctoral ☒	Specialist ☐	
CroQF/EQF/QF-EHEA level	CroQF 8.2 EQF 8		
Scientific or artistic field and area of study programme	Humanities		
ISCED FoET classification	ISCED 02		
Programme duration (semesters, years)	6 semesters, 3 years		

Number of ECTS points acquired on completion of study programme	180 ECTS
Academic or professional title, i.e. academic degree	Doctor of Philosophy in the field of Humanities, (PhD)
Language of delivery	Croatian[1]
Place of delivery	Split
Type of delivery (in-person, hybrid, online)	Classroom-based
Enrolment quota (for doctoral students in regular and special status)	60 (10 x 6 modules)

[1] Instruction is conducted in Croatian, or in English or another foreign language, as required. The doctoral thesis may be written and defended in Croatian or in a foreign language.

INTRODUCTION

1.1. Analysis of the compatibility of the study programme with the strategic goals of the higher education institution

The Faculty of Humanities and Social Sciences in Split is the central constituent of the University of Split in the field of humanities and aims to promote and cultivate social and humanistic thought. In addition to implementing study programmes at university undergraduate and graduate levels, the aspiration towards academic excellence has led to the establishment of a doctoral programme founded on the humanities, interdisciplinarity, research networks, and scientific excellence. The doctoral programme in Humanities is centred on the Mediterranean component of Croatian and regional humanities which, from its beginnings, has occupied an exceptionally important place in the European context, thereby rendering this doctoral programme a particular link between the complex identity and cultural settings of the Mediterranean and Adriatic basin and Central Europe. The study and interpretation of the humanities, as well as issues related to the preservation, promotion, and management of cultural heritage in the region, are of key importance.

There are three fundamental reasons for the establishment and development of this doctoral programme:

- the need to ensure the educational vertical of the University in its entirety while satisfying scientific and research needs, as well as the aspiration to fulfil academic potential within the European area,
- contribution to the fields of continuous scientific development, preservation and promotion of tradition and local identity, both within the European area and the global context,
- scientifically grounded applications in the field of cultural heritage, environmental protection, tourism, investigative journalism, communication and media culture, and cultural and scientific institutions.

The doctoral programme in Humanities encompasses traditional humanities disciplines and a strong interdisciplinary research component, thereby contributing to a better understanding of and connection between Southeast Europe and the rest of the European cultural area through original scientific achievements. It is important to emphasise that contemporary scientific research, as well as the application of knowledge in the field of humanities, is inherently interdisciplinary and transdisciplinary. Therefore, the doctoral programme in Humanities in Split, grounded in the tradition of interdisciplinary research centres operating within university constituents, particularly within the scientific centres of the Faculty of Humanities and Social Sciences in Split, is becoming a meeting place of different disciplines and new research projects.

At the same time, in practical terms, the result is a more systematic integration of numerous study disciplines dealing with the interpretation of socio-humanistic potentials in Dalmatia, Croatia, and throughout the Adriatic and Mediterranean basin. The orientation of the doctoral programme towards other similar programmes in Croatia and abroad also contributes to improved communication and strategic planning in which humanities disciplines will occupy an even more important position.

The doctoral programme in Humanities was established in 2011. It was created in accordance with the key strategic documents of the Faculty of Humanities and Social Sciences in Split, with the aim of educating experts who, through their competences and scientific excellence, will be capable of leading activities related to the valorisation and revitalisation of cultural and natural heritage. It was established with the aim of contributing to measure HR03-01-04 within the priority of Sustainable Management of Natural and Cultural Assets for the Purpose of Strengthening Regional Competitiveness, defined for the Adriatic Croatia statistical region within the document *Network of Higher Education Institutions and Study Programmes in the Republic of Croatia, Zagreb, 2011;*

Strategic Goal 2 of the *University of Split Development Strategy 2015–2020* which is that scientific research activities of the University of Split contribute to the development of the region, the Republic of Croatia, the European Union, and the global community through the education of experts with an understanding of the historical and cultural guidelines of the Mediterranean area and who will be capable of contributing to addressing contemporary issues; Strategic Goal 5 of the *University of Split Development Strategy 2015–2020* which covers improvement of doctoral education through research-oriented doctoral programmes structured within doctoral schools; Strategic Goal 2 within area 5.3: the Faculty within its environment of the *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2015-2020* states that the Faculty of Humanities and Social Sciences in Split, through its scientific and professional achievements in the fields of history, culture, art and heritage preservation contributes to the development of the local and regional community; Strategic Goal 3 is human resource development and quality of life improvement and its priority 3.1.: Human resource development and increased employment of the *Development Strategy of the Split-Dalmatia County.* The doctoral programme is integrated into the thematic orientation towards Mediterranean topics and Strategic Goal 1 of the *University of Split Development Strategy 2015–2020,* which states that the University of Split is a research university recognised within the European and global research area through the profiling of the programme in its orientation towards Mediterranean themes as a supranational and cohesive factor.

The doctoral programme in Humanities is a self-financed programme funded through student tuition fees, with the support of the Ministry of Science and Education of the Republic of Croatia.

Throughout its existence, the doctoral programme has been harmonised several times with the strategies of the University of Split and the Faculty of Humanities and Social Sciences in Split, as well as with the reaccreditation recommendations of the Agency for Science and Higher Education. In this regard, the doctoral programme is currently aligned with the *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021 – 2025*, the *Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences of the University of Split for the 2021 – 2025 Period*, the *Action Plan of the Faculty of Humanities and Social Sciences in Split (2022 – 2027)*, and the *Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences in Split (2026 – 2030).* The study programme is aligned with the mission and vision of the Faculty of Humanities and Social Sciences in Split, considering that it is directed towards the acquisition of competences promoting fundamental social and humanistic values and contributes to the advancement of knowledge, promotion of ethics, tolerance, cooperation, inclusiveness, responsibility, and the general well-being of society (*Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021 – 2025, Development Strategy of the Faculty of Humanities and Social Sciences 2026 – 2030).*

The aim of the doctoral programme is to prepare doctoral students for scientific work in the fields of philosophy, linguistics, philology, history, art history, literature, and culture, as well as within the interdisciplinary study of Mediterranean culture which transcends the closed boundaries of individual disciplines and opens towards the broader field of cultural studies. In this sense, doctoral students are trained to independently conduct scientific research activities and perform work in the sectors of higher education, scientific institutions, institutions for the protection and preservation of cultural heritage, sustainable development planning, cultural tourism development, communication institutions, and others. This is also achieved at the international level through the integration of domestic knowledge into the global system of protection and promotion of local cultures and cultural heritage through numerous exchange agreements and project collaborations. It is precisely in this area that top experts and future initiators of new ideas are lacking, the work of whom constitutes the potential backbone of academic excellence.

One of the objectives of the doctoral programme is to serve as a generator of growth for the University of Split and its positioning as one of the leading institutions in the strategic development of the Split-Dalmatia County, the region, and beyond, as well as to educate experts of humanities within the local community, i.e., in institutions engaged in the protection and preservation of exceptionally abundant tangible and intangible cultural heritage, participation in international projects, protection of local specificities in relation to national and international cultural policies, work with international funds for the protection and promotion of cultural heritage, and in local

government and self-government institutions where the need for highly profiled experts of humanities is substantial and pronounced.

The innovativeness of the doctoral programme in Humanities and all its modules lies in its pronounced interdisciplinarity, flexibility, and adaptability to doctoral students. It is also reflected in the continuous opening of new research and cultural areas, questioning the ethical dilemmas of contemporary society, dialogue with similar institutions and fields, and active cooperation and interaction with cultural and scientific institutions in the region and Europe. The study programme is largely organised in such a way that doctoral students, in their research work, have the opportunity to cooperate with several mentors included in the study programme through international exchange. In addition, there is a possibility of co-mentorship by distinguished international and domestic experts, as well as visiting lecturers from Croatia and abroad. A similar profile of the doctoral programme is suitable for the later more agile implementation of acquired knowledge in the cultural and labour market.

The doctoral programme in Humanities is of strategic importance for the University of Split, the Faculty of Humanities and Social Sciences in Split, and the broader European area, particularly Southeast Europe. On the one hand, this programme enables doctoral students to gain insight into scientific research thereby increasing their competitiveness in the wider labour market, in educational, cultural, and administrative institutions, publishing, media, scientific institutions, and faculties. On the other hand, through historical intertwining of cultures, literature, philosophy, history, and art history, the interdisciplinary character of scientific research is emphasised, deserving recognition, since doctoral students will, through a contemporary and interdisciplinary approach, know how to valorise cultural heritage and provide it with new social, cultural, and economic impetus.

The original interdisciplinary definition of the research approach within the study programme is conceived as a contribution to Strategic Objective 3 within Strategic Area I: *Science and Research, Art and Creativity* of the *Development Strategy of the University of Split 2015–202*0: interdisciplinary collaboration among researchers is encouraged through the functional integration of research activities at the University and in cooperation with other domestic and international research institutions and the economy, as well as to Strategic Objective 1 within Strategic Area 5.1: *Science and Research* of the *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2015–2020*: the Faculty of Humanities and Social Sciences in Split conducts scientific research in the field of humanities and social sciences by promoting and encouraging interdisciplinarity and trans-disciplinarity.

Through the education of experts capable of transferring knowledge from fundamental scientific research into the social sphere, including contributing to the sustainable development of the economic environment based on cultural heritage, the study contributes to Strategic Objective 1 of Strategic Area 5.3 of the *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2015–2020 (the Faculty in its Environment)*: the Faculty of Humanities and Social Sciences in Split is oriented towards taking an even more significant role in the development of humanities and social sciences, both at the University of Split and in the wider social community of the city of Split, the Split-Dalmatia county, the Republic of Croatia, the wider region and the European Union; Strategic Objective 3 of Strategic Area 5.3 of *the Development Strategy of the Faculty of Humanities and Social Sciences in Split 2015–2020*: the Faculty of Humanities and Social Sciences in Split, as a socially responsible institution, develops and improves cooperation with its environment in all forms of education. Strategic Objective 1: *Competitive economy and its priorities* 1.1. *Creation of a competitive knowledge-based economy* and 1.3*. Development of tourism* in the *Development Strategy of Split-Dalmatia County*. Strategic Objective 3: *Development of human resources* and Priority 3.5. Development of cultural content and the preservation and sustainable use of cultural heritage of the *Development Strategy of Split-Dalmatia County.*

By researching topics concerned with the study and communication of elements of multi-layered local, regional, and national identity, the study programme contributes to Strategic Goal 2 within Strategic Area 5.1 Science and Research of the *University of Split Development Strategy 2015–2020*: research activities are directed towards interdisciplinary and transdisciplinary research into

the Mediterranean cultural and historical heritage with the aim of preserving, valorising, and popularising the Croatian language, history, and cultural heritage; and to Strategic Goal 3 of Strategic Area 5.3 of the *University of Split Development Strategy 2015–2020:* The Faculty of Humanities and Social Sciences in Split, as a socially responsible institution, develops and enhances cooperation with its environment in all forms of education.

On the basis of many years of experience in implementing the study programme, while monitoring all changes in the labour market and in science, a new study programme has been developed in accordance with the University Strategy, *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021 – 2025*, the mission and vision of these institutions, as well as with societal changes. This programme is also aligned with the *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2026 – 2030* and envisages, in the forthcoming period, additional formalisation of doctoral students' development plans, regular annual evaluations of progress before a committee, mandatory workshops in scientific research methodology, academic writing, open science, and research ethics, as well as systematic preparation of doctoral students for competitive project applications, professional research profiling, and postdoctoral research positions. Particular emphasis will be placed on open science (open access to publications, research data management, the popularisation of science, and public humanities), thereby further fulfilling the mission of the Faculty and the University regarding the impact on the local community and the visibility of the humanities in the public sphere.

Accordingly, the current doctoral study programme is aligned with:

- *Development Strategy of the Faculty of Humanities and Social Sciences in Split (2021 – 2025)* chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ffst.unist.hr/_download/repository/Razvojna_strategija_FFST_2021._-_2025..pdf
- *Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences in Split (2021–2025)* chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ffst.unist.hr/_download/repository/Strateski_program_znanstvenih_istrazivanja_FFST_2021._-_2025.pdf
- *Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences in Split (2026-2030)* chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ffst.unist.hr/_download/repository/Strate%C5%A1ki%20program%20znanstvenih%20istra%C5%BEivanja%20FFST%202026-2030%5B2%5D.pdf
- *Development Strategy of the Faculty of Humanities and Social Sciences (2026 – 2030) chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ffst.unist.hr/_download/repository/RAZVOJNA%20STRATEGIJA%202026%20-%202030.pdf*
- *Action Plan of the Faculty of Humanities and Social Sciences in Split (2025)* chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ffst.unist.hr/_download/repository/Akcijski%20plan%20FFST%20za%202025.%5B1%5D.pdf
- *University of Split Scientific Strategy (2022-2026)* chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://ozs.unist.hr/hr/?preview=1&option=com_dropfiles&format=&task=frontfile.download&catid=160&id=2735&Itemid=1000000000000
- *University of Split Development Strategy 2030* chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://marjan.unist.hr/UserDocsImages/Strategija%20Sveu%C4%8Dili%C5%A1ta%20u%20Splitu/Strategija%20razvoja%20Sveu%C4%8Dili%C5%A1ta%20u%20Splitu%20do%202030.pdf?vel=25061028

Therefore, the reasons for establishing and implementing the doctoral study programme at the Faculty of Humanities and Social Sciences of the University of Split are multiple and supported by numerous arguments. The doctoral study programme in Humanities enables doctoral students to acquire competences in the field of humanities oriented towards contemporary scientific knowledge. The presence of the doctoral study programme in the local and wider community is

evident through intensive scientific research and teaching activities that contribute to the dissemination of new scientific knowledge.

The specific value of this study programme and its shared interdisciplinary humanities foundation lies in the fact that, through the networking of teaching staff within the doctoral programme, it provides doctoral students with opportunities for cooperation with institutions in the fields of culture and cultural management, cultural tourism, and with various international institutions and organisations engaged in the preservation and promotion of linguistic and cultural heritage and other humanities values. Doctoral students may work in institutions and agencies on project activities connected with international, regional, and national scientific institutions, agencies, or funds in the fields of culture, the arts, and the humanities and social sciences.

The research segment of the programme, through cooperation with mentors, leads towards collaborative research with institutions in Croatia and abroad, ranging from positions as teachers and lecturers in educational institutions, higher schools, and faculties to collaborative positions and employment at related domestic institutions and faculties, institutions abroad, the United Nations, UNESCO, and other local, regional, and broader international institutions engaged in the application of humanities knowledge through its inevitable interdisciplinary intersections.

The activities and cooperation of professors, together with their networks of contacts, open the doors of institutions capable of recognising doctoral students' scientific, and consequently market, potential, whether in offices for international cooperation within social sciences and humanities-oriented structures, or in arts academies, archives, libraries, theatres, diplomacy, radio, television, or new media, where the acquired knowledge will contribute to the improvement and quality of operations. Admission quotas for the six modules are determined on the basis of the need to ensure educational vertical integration and to satisfy scientific research potential in the region, as well as the labour market demands.

Creative and cultural industries, as well as cultural and social entrepreneurship, are significantly present on the labour market. Doctoral students will be able to respond to their needs, for example through the conceptual design and implementation of scientific research projects or through their critical assessment, evaluation, and verification, professional studies and analyses, scientific reports, the provision of research and development services, as well as advisory services in economic activities, all of which are conceptually grounded in the preservation of intangible and tangible national assets.

On the basis of the competences and experience acquired, through forms of cooperation with economic institutions and/or within higher education, doctoral students will organise domestic and international scientific congresses, scientific and professional seminars and training programmes, events, workshops, conferences, various artistic festivals, promotional cultural events, manage events promoting local culture, as well as the organisation of global events within the local/regional environment; create, innovate, and advance regional economic trends in accordance with contemporary needs, both in domestic institutions and in cooperation with foreign institutions through international collaboration, as a means of participation in European funds and programmes and other financial instruments, with a refined awareness of the preservation of national, Mediterranean, and regional identities, which constitute an indispensable component of economic investment activities.

Within the doctoral study programme, the quality of work of all participants in the scientific-teaching process is continuously evaluated and enhanced, including doctoral students and teaching staff within the programme, as well as external associates and mentors. Lifelong learning and the monitoring of all stakeholders are encouraged, together with joint research activities of teaching staff and doctoral students, and the professional development of teaching staff in the teaching and scientific-research domains (the *Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences in Split for the 2021 – 2025 Period* and the *Strategic Programme*

of Scientific Research of the Faculty of Humanities and Social Sciences in Split for the 2026–2030 Period). Cooperation with the local and wider community is enhanced in all aspects, and external partners are included in scientific-teaching activities.

Since its establishment, the doctoral study programme has cooperated with various institutions connected with science, scientific research, culture, and related fields, which are essential for strengthening the scientific competences of doctoral students. These include various cultural associations, scientific institutes, publishing houses, and similar institutions. Teaching staff engaged in the programme are members of numerous professional associations in Croatia and abroad. These include *Association for Social and Political Philosophy, Associazione degli Italianisti, Associazione Internazionale Professori d'Italiano, Associazione Internazionale Studi Linguistici e Letterari Italiani, Comité International d'Histoire de l'Art, Society of Croatian Literary Translators, Croatian Society of Art Historians, The Association for Croatian History, European Association of Archaeologists, European Foundation for the Advancement of Doing Philosophy with Children, European Philosophy of Science Association, Croatian Section of the International Association of Art Critics, Croatian Association of Visual Artists Split, Croatian National Committee of Historical Sciences, Croatian Bioethical Society, Croatian Society of Music Artists, The Croatian Society for Analytic Philosophy, The Croatian Society for Byzantine Studies, Croatian Applied Linguistics Society, The Croatian Philological Society, The Croatian Philosophical Society, Hagiotheca, International Council of Museums, Književni krug Split, Matica Hrvatska, Committee for Dialectology of the Department of Philological Sciences of the Croatian Academy of Sciences and Arts, Committee for Literary Studies within the Croatian Science Foundation, Societas Linguistica Europaea, Croatian Architects' Association*), and many others, thereby enabling doctoral students to gain insight into the scientific activities of their mentors and teaching staff within the doctoral programme. Mentoring activities with doctoral students are adapted to the requirements of various associations, scientific societies, and organisations active in fields corresponding to the scientific interests of doctoral students, thereby ensuring alignment with the current needs of individual scientific modules and courses within the programme.

Cooperation with the Agency for Mobility and EU Programmes, the Ministry of Science, Education and Youth, the Agency for Science and Higher Education, Education and Teacher Training Agency and other agencies are also of importance. Doctoral students are encouraged to engage in humanitarian activities within the community and to participate in science popularisation programmes. Furthermore, doctoral students are continuously encouraged towards scientific productivity, the publication of scientific research results, and activities within the publishing component of the Faculty of Humanities and Social Sciences in Split and other publishing houses. In the Republic of Croatia, numerous associations operate with the aim of promoting the importance of a scientific-research approach to solving various problems in a scientifically grounded manner, as well as the publication of research results. Doctoral students are therefore made aware of the importance of such an approach to scientific-research activity.

The quality of the doctoral study programme in Humanities at the Faculty of Humanities and Social Sciences in Split is demonstrated by the successful achievement of the learning outcomes prescribed by the study programme, sustained interest among applicants for enrolment in the doctoral programme, and high evaluation scores given to the teaching staff and the study programme within the doctoral programme quality assessment process.

From the very beginning of the programme, attention has been paid to the alignment of the envisaged workloads and all forms of teaching, and, depending on staffing conditions, the self-evaluation of teaching staff, and student evaluations, the necessary changes and improvements have been introduced. Contemporaneity, dynamism, and flexibility of the programme, together with

its adaptability to the actual needs of the labour market and contemporary methods of the scientific-teaching process, constitute the fundamental characteristics of the doctoral study programme in Humanities at the Faculty of Humanities and Social Sciences in Split. Furthermore, occasional incoming and outgoing mobility of students and teaching staff has enabled greater visibility and promotion of the programme within the broader European context.

The quality of the doctoral study programme is ensured through the strategic goals of the *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021 – 2025* and the *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2026 – 2030,* in accordance with which the offer of elective courses is modernised on the basis of doctoral students' interests, scientific workshops are organised in line with labour market needs, cooperation with international institutions is strengthened, popular-science events are organised, and the mobility of teaching staff and students is encouraged. Close scientific-professional cooperation between doctoral students and teaching staff is promoted. Furthermore, in cooperation with the *"Marulus" Foundation* https://www.ffst.unist.hr/znanost/zaklada_marulus, for the purpose of encouraging doctoral students' scientific production, scholarships for the best doctoral students and funding for participation in conferences and scientific meetings are envisaged.

The forms of teaching and the teaching strategies and methods envisaged for the implementation of instruction within the doctoral study programme are based on contemporary education paradigms, as well as on the application of modern technologies and tools in teaching and science. The programmes of all courses have been compiled in accordance with contemporary sources, encompass the fundamental content of individual scientific disciplines, and provide recent scientific knowledge.

During the course of study, within compulsory and elective courses structured through lectures, competences are acquired from individual courses within the selected study module, while the acquired knowledge, skills, and scientific competences are applicable within a broader scientific and cultural context. The doctoral study programme is directed towards the achievement of various strategic objectives through the modernisation of the programme in the direction of continuous monitoring of scientific developments and the introduction of current scientific topics, particularly through the participation of doctoral students in scientific conferences.

Teaching staff within the doctoral study programme continuously work on strengthening their competences through participation in various programmes for the enhancement of teaching competences organised by the home institution, the University of Split, the constituent units of the University, the Ministry, and various projects such as EU-SEA, Erasmus+, CEEPUS, and other international projects and programmes.

Teaching staff within the doctoral study programme participate as lecturers at scientific and professional conferences in Croatia and abroad, with the permanent inclusion of doctoral students in these activities. This is reflected through active participation in science popularisation events e.g., the Science Festival), participation and presentations at scientific conferences, cooperation with Faculty Centres, the organisation of and participation in other Faculty events such as *Friendship in May*, and other activities such as volunteering, participation in knowledge quizzes, and similar activities. In striving to encourage an interdisciplinary and transdisciplinary approach to education and research in the field of lifelong learning and professional development, the doctoral study programme in Humanities organises workshops for doctoral mentors in the humanities as well as in other sciences, together with other forms of education and training.

The doctoral study programme in Humanities has an important role in strengthening the scientific position of the Faculty within the Croatian and European research area, which is manifested

through the continuous publication of scientific papers in relevant scientific journals (A1), as well as in other journals indexed in relevant databases (WoS, Scopus) and other scientific databases. With the aim of encouraging the development of the local and broader regional community, and the promotion and preservation of Mediterranean cultural heritage and tradition, teaching staff within the doctoral study programme, often in co-authorship with doctoral students, publish scientific papers in the fields of history, art history, philosophy, linguistics, culture, and related disciplines, and participate in the editorial boards of literary and scientific journals. Doctoral students are enabled to contribute to Faculty journals such as *Journal of Faculty of Humanities and Social Sciences in Split*, *Journal for Pedagogic Theory and Practice*, *Cross Cultural Studies Review*, and other domestic and international journals.

The doctoral study programme in Humanities organises workshops for scientific and professional training, the enhancement of research competences, the improvement of the quality of the mentor–doctoral candidate relationship, the improvement of information skills in scientific writing, the enhancement of IT skills in general, and many others, for example: (https://www.ffst.unist.hr/znanost?@=23s88, https://stari-web.ffst.hr/radionica-otvorena-znanost-nacela-i-primjena/, https://www.ffst.unist.hr/znanost?@=23hqx#news_105132, https://www.ffst.unist.hr/znanost?@=23tm9#news_105132, https://www.ffst.unist.hr/dogadanja?@=23in6, https://www.ffst.unist.hr/dogadanja?@=23s8t, https://www.ffst.unist.hr/znanost?@=23h1z, https://www.ffst.unist.hr/o_fakultetu/odrzivi_razvoj/kvalitetno_obrazovanje?@=23syt, https://www.ffst.unist.hr/dogadanja?@=240e7, https://www.ffst.unist.hr/_news/43258/231421%20plakat_print2.pdf, https://www.ffst.unist.hr/studiji/poslijediplomski_studij?@=245t0#news_113529)

Through their expertise and scientific achievements, teaching staff within the doctoral study programme contribute to the advancement of the Faculty, the University, and the wider social community, thereby contributing to improvements in efficiency and organisation at all levels, and particularly to the relevance and quality of scientific research.

1.2. Analysis of minimum Institutional requirements for comparability of the proposed study programmes with related accredited study programmes in the Republic of Croatia and EU member states

Institutional prerequisites for the comparability of the doctoral study programme to related accredited study programmes in the Republic of Croatia and in European Union member states have been fulfilled in accordance with legal regulations (*Act on Higher Education and Scientific Activity, https://narodne-novine.nn.hr/clanci/sluzbeni/2022_10_119_1834.html), Act on Quality Assurance in Higher Education and Science* (*https://narodne-novine.nn.hr/clanci/sluzbeni/2022_12_151_2330.html*), as well as university (https://www.unist.hr/ustroj-sustava-osiguravanja-kvalitete/15538) and institutional documents (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta).

The doctoral study programme in Humanities is aligned with the general development strategy, action plans, and other documents of the Faculty of Humanities and Social Sciences in Split. The improvements, amendments, and supplements to the doctoral study programme elaboration are based on the development documents of the Faculty of Humanities and Social Sciences in Split that were current and relevant during the respective period (*Development Strategy of the Faculty of Humanities and Social Sciences in Split 2014–2018*, *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2015–2020*, *Self-evaluation of the Faculty of Humanities and Social Sciences in Split of 2014*, *Action Plan for Quality Enhancement following the Re-accreditation of the Faculty of Humanities and Social Sciences in Split of 2014*, *Action Plan of the*

Faculty of Humanities and Social Sciences in Split of 2019, *Action Plan of the Faculty of Humanities and Social Sciences in Split of 2020*, *Network of HEIs and study programmes in Croatia, Zagreb, 2011*, *Development Strategy of the University of Split 2015–2020),* while new amendments and supplements are prepared in accordance with new current and relevant documents (*Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025*, *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2026–2030*, *Action Plan of the Faculty of Humanities and Social Sciences in Split 2022–2027*). All the aforementioned documents are available on the Faculty website: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/stratgije.

At the same time, the doctoral study programme in Humanities is aligned with the *Action Plan for Quality Improvement* https://www.ffst.unist.hr/_download/repository/Akcijski_plan_-_doktorski_studij_FFST.pdf for the period 1st January 2021 – 31st December 2025, approved and adopted by the Agency for Science and Higher Education. Furthermore, the doctoral study programme in Humanities is aligned with all recommendations of the Accreditation Council of the Agency for Science and Higher Education and with the opinion of the Follow-up Committee in the re-accreditation procedure, that is, with all activities and recommendations of the re-accreditation council, as evidenced by the accreditation licence and by the positively evaluated and adopted reports submitted to the Agency for Science and Higher Education in the follow-up monitoring procedures.

The doctoral study programme is comparable with various doctoral study programmes in the Republic of Croatia and the European Union with regard to programme structure, content and organisational components, pace of study, and ECTS workload that doctoral students are required to obtain during the course of study. The doctoral study programme in Humanities is conceptually related to interdisciplinary doctoral studies, cultural studies, and studies of the protection of intangible and tangible cultural heritage which, in addition to narrowly profiled education within a specific profession, also provide a broader insight into the key issues of related humanities disciplines. Related study programmes exist in Croatia (University of Zadar, University of Zagreb, University of Rijeka: http://www.ffzg.hr/, https://ffri.uniri.hr/, https://www.unizd.hr/) and abroad, for example in Italy, Portugal, Greece, Poland, Germany, Austria, the Netherlands, and Slovenia. It is important to emphasise the doctoral study programme in humanities in Ljubljana (*Humanistika in družboslovje*, Alma Mater Europaea – Institutum Studiorum Humanitatis Faculty for Postgraduate Humanities Studies, website: http://hr.almamater.si/), where there is likewise a joint humanities programme that transcends disciplinary boundaries. There is a growing number of doctoral schools specialised in the humanities, confirming the necessity for additional studies concerning the understanding of the human being, self-realisation, human relations and activity within society, as well as the relationship between humanity and nature. Evidence of this can also be found in interdisciplinary studies at Universitat Rovira and Virgili (Spain – http://www.estudis-humanistics.doctor.urv.cat/en_index/), Intercultural Humanistic Studies at the University of Bergamo (Italy – https://en.unibg.it/), etc. The necessity for such and similar study programmes is also demonstrated by their existence on all continents, for example, the Interdisciplinary Doctoral Program in the Humanities at Princeton (IHUM) – (New Jersey – https://www.princeton.edu/ihum/), *El Doctorado en Estudios Humanísticos (DEH)* – (Mexico – http://www.itesm.mx/wps/wcm/connect/itesm/tecnologico+de+monterrey/english/doctorate+and+masters/study+areas/social+sciences+and+humanities/phd+humanistic+studies/deh+en), etc.

Cooperation exists with overseas countries such as Australia, Canada, and the United States of America, where the University of Split (Penn State University), and particularly the Faculty of Humanities and Social Sciences in Split, has already signed cooperation agreements with certain universities and where similarly conceived interdisciplinary programmes exist. The doctoral study programme in Humanities is based on the idea of interdisciplinarity and, simultaneously, on the idea of specialisation within individual programme modules, which is comparable with the majority of integrated humanities doctoral study programmes in the region (Ljubljana). The foundation of such an approach is based on the exceptional richness and diversity of local cultural heritage, ranging from ancient heritage, the anthropology of islands and karst, tangible and intangible cultural content from the Middle Ages, the Renaissance and the Baroque period, to the specificities of the cultural offerings of the twenty-first century, which is likewise the case with several similar

programmes in the region (e.g. the above-mentioned doctoral study programmes in Slovenia; *Intercultural Humanistic Studies* at the University of Bergamo and the *School of Doctorate in Humanistic Studies* at the University of Verona in Italy; website: https://en.unibg.it/phdbg).

Doctoral students within the doctoral study programme participate in quality assurance processes and in the work of all bodies, committees, councils, and centres envisaged for this purpose in the manner prescribed by national, university, and Faculty acts, regulations, and procedures. In addition to the Head of the Programme, the heads of individual modules, the programme secretariat, and the student office, the Student Counselling Centre (https://www.ffst.unist.hr/centri/centar_za_savjetovanje_studenata), the Career Planning and Development Centre (https://www.ffst.unist.hr/centri/centar_za_planiranje_i_razvoj_karijera), and the Office of Student Affairs (https://www.ffst.unist.hr/za_studente/studentska_sluzba) also attend to the welfare and specific needs of doctoral students. While the centres may implement necessary counselling activities in the form of confidential individual and/or group counselling aimed at providing support and assistance to doctoral students in personal, academic, and professional contexts (resolving personal difficulties, achieving academic success, increasing study efficiency, improving quality of life, developing potential, developing career planning and management skills, and connecting doctoral students with potential employers), the Office of Student Affairs informs doctoral students in a timely manner about their obligations and provides support during their studies by ensuring the necessary forms and procedures.

In the case of other needs, such as the resolution of complaints or the protection of rights, doctoral students may contact the Head of the Programme, the Head of the Module, the Vice-Dean for Science, the Vice-Dean for Teaching and Student Affairs, the Ethics Committee, the doctoral candidate representative on the doctoral study council, as well as the student ombudsperson of the Faculty of Humanities and Social Sciences and the student ombudsperson of the University of Split.

Doctoral students are informed of these possibilities by the Head of the Programme at the beginning of their studies. Impartiality and transparency are ensured within the doctoral study programme in all operational procedures, and mechanisms are defined for cases of appeals and other issues relevant to doctoral students. These mechanisms are based on the *Code of Ethics* and other documents ensuring ethical conduct in the planning and implementation of the study programme, including mechanisms for internal reporting of irregularities and the appointment of a confidential person, as well as mechanisms for protection against discrimination and harassment. The aforementioned documents are available on the Faculty website: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/eticki_kodeks, https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/unutarnje_prijavljivanje_nepravilnosti, https://www.ffst.unist.hr/_download/repository/Pravilnik_o_prijavljivanju_nepravilnosti.pdf, https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/zastita_od_diskriminacije_i_uznemiravanja.

Quality assurance at the level of the study programme and individual courses is defined in the section *Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences* based on:

- *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (https://www.ffst.unist.hr/images/50023366/Standardi%20i%20smjernice%20za%20osiguravanje%20kvalitete%20u%20europskom%20prostoru%20visokog%20obrazovanja.pdf),
- *Quality Policy of the University of Split* (https://www.ffst.unist.hr/images/50023323/Politika%20kvalitete_svibanj%202023..pdf),
- *Quality Policy of the Faculty of Humanities and Social Sciences in Split* https://www.ffst.unist.hr/images/50023323/Politika%20kvalitete%203.5.2024..pdf
- *Regulations on the Quality Assurance System of the University of Split* (https://www.ffst.unist.hr/images/50023323/Pravilnik%20o%20sustavu%20osiguravanja%20kvalitete_svibanj%202023..pdf),
- *Regulations on the Quality Assurance System of the Faculty of Humanities and Social Sciences in Split*

https://www.ffst.unist.hr/images/50023323/Pravilnik%20o%20sustavu%20osiguravanja%20kvalitete%20Filozofskog%20fakulteta%20u%20Splitu%202025.pdf

- *Quality Control Handbook of the University of Split* (https://marjan.unist.hr/UserDocsImages/Kvaliteta/Prirucnik%20osiguravanja%20kvalitete%20Sveucilista%20u%20Splitu_4.%20izdanje_travanj%202024..pdf?vel=1492902),
- Quality Control Handbook of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/images/50023323/Prirucnik%20kvalitete%20FFST%202025_22.12.(2).pdf),
- *Study Rulebook of the University of Split* (https://www.ffst.unist.hr/images/50023366/Pravilnik%20o%20studiranju%20Sveucilista%20u%20Splitu.pdf),
- *Rulebook on Business Partner Institutions of the Faculty of Humanities and Social Sciences in Split* https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20dodatnoj%20stru%C4%8Dnoj%20praksi%20u%20nastavnim%20bazama%20FFST%20za%20objavu.pdf

and other key documents published on the website of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/o_fakultetu/sustav_osiguranja_kvalitete/odbor_za_unaprjedenje_kvalitete; https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta). Furthermore, within the doctoral study programme in Humanities, standards and regulations for monitoring learning outcomes are regularly revised. These standards and regulations are defined in the syllabus of each course, particularly through the sections concerning obligations and monitoring of work, evaluation of doctoral students' work within the programme, methods of quality monitoring, etc. A more detailed elaboration of each evaluation element, as well as additional instructions and guidelines for doctoral students, are available in the repository of each course and may always be verified through direct contact with the course instructor.

The course instructors delivering instruction within the doctoral study programme regularly participate in scientific and professional conferences in Croatia and abroad and in various forms of lifelong professional development in general fields (e.g. philosophy, history, art history, historical linguistics, contemporary linguistics, comparative literature, culture, film), as well as in specific aspects of narrower professional fields (e.g. contemporary educational technology, distance education, counselling work, methodological workshops, etc.). At the same time, they undertake professional development, inter alia, in the field of scientific and teaching competences organised by the doctoral study programme with the support of the Faculty of Humanities and Social Sciences in Split and other institutions, e.g., IT workshops, doctoral thesis writing, etc.). Records of professional development implemented by the Faculty are available in the Faculty documentation, while other professional development activities are supported by certificates of active participation in scientific conferences, professional development programmes, and collaborative research projects.

Since 2023, the doctoral study programme in Humanities has been implemented within the Information System of Higher Education Institutions (ISVU), which enables the collection, management, and processing of statistical data related to the organisation and implementation of the study programme and reporting on such data.

1.3. Mechanisms to ensure horizontal and vertical student mobility in the national and European Higher Education Area

In accordance with the principles of the Bologna Process, the doctoral study programme in Humanities promotes curriculum flexibility through horizontal and vertical mobility. Horizontal mobility is achieved through the possibility of changing universities during the course of study, either by changing from one study programme wherein the same qualification is required or by selecting an entirely different programme. Doctoral students may, where necessary, enrol in comparable programmes at other universities in Croatia and abroad.

The Faculty of Humanities and Social Sciences in Split has extensive and rewarding cooperation with foreign research and teaching institutions at both the institutional and individual levels, which has resulted in numerous cooperation agreements on the basis of which doctoral students may realise mobility: Uniwersytet im. Adama Mickiewicza w Poznaniu, Alma Mater Studiorum – Università di Bologna, Alpen-Adria Universität Klagenfurt, Eötvös Loránd Tudományegyetem, Eszterházy Károly Egyetemen (Eszterházy Károly Főiskola), Högskolan Kristianstad, Uniwersytet Jagielloński w Krakowie, Karl-Franzens-Universität Graz, National University of Ireland in Maynooth, Nicolaus Copernicus University in Torun, Uniwersytet Opolski, Univerzita Pavla Jozefa Šafárika v Košiciach, Instituto Politécnico de Bragança, Sapienza Università di Roma, Scuola Superiore Per Mediatori Linguistici "Gregorio VII", Univerzitet „Sv. Kiril i Metodij" vo Skopje, Technische Universität Carolo-Wilhelmina zu Braunschweig, Uludağ Üniversitesi Fen Edebiyat Fakültesi, Universidad de Castilla-La Mancha, Universidad Nacional De Educacion A Distancia, Università Degli Studi "G. D' Annunzio", Università Degli Studi di Catania, Università Degli Studi di Firenze, Università Degli Studi di Macerata, Università Degli Studi di Salerno, Università di Foggia, Universita Europea, Universität Bielefeld, Université de Rennes, Université de Strasbourg, Université Jean Monnet de Saint-Étienne, Aarhus Universitet, Universite d'Auvergne Clermont-Ferrand I, Universität Konstanz, Univerza v Ljubljani, Univerza v Mariboru, Ostravská univerzita, Univerza na Primorskem, Uniwersytet Śląski w Katowicach, Università di Trieste, Uniwersytet Warszawski, Uniwersytet Wrocławski, Žilinská Univerzita v Žilina, Univerzita Palackeho v Olomouci, Uniwersytet Lodzki.

In addition to the numerous agreements concluded by the Faculty of Humanities and Social Sciences in Split with European institutions, mention should also be made of a series of cooperation agreements with higher education and research institutions outside Europe, such as Hankuk University of Foreign Studies in South Korea, Macquarie University in Sydney, the University of Ottawa and the University of Waterloo in Canada, and Penn State University in the United States of America. The Faculty has concluded general and individual agreements on international cooperation and faculty exchange of teaching staff and students, enabling mobility at the doctoral level of study. The doctoral study programme encourages international cooperation and the mobility of doctoral students, thereby contributing to the promotion of the doctoral programme and its reputation abroad.

Through international mobility, doctoral students are enabled to undertake training at foreign higher education institutions (https://www.ffst.unist.hr/medunarodna_suradnja), in cooperation with other universities or higher education institutions in the Republic of Croatia or abroad.

Regulations on mobility:

- *Regulations on the Recognition and Evaluation of Prior Learning* https://www.ffst.unist.hr/_download/repository/Pravilnik_o_priznavanju_prethodnog_ucenja_7-2022%5B1%5D.pdf
- *Regulations on International Mobility at the University of Split* https://www.ffst.unist.hr/_download/repository/Pravilnik_o_priznavanju_prethodnog_ucenja_7-2022%5B1%5D.pdf

Within the doctoral study programme, there is the possibility of writing the doctoral thesis in a foreign language, as well as defending the doctoral thesis in that language, which is regulated by the regulations governing doctoral thesis preparation and other regulations relating to the doctoral study programme. To date, several doctoral theses have been written and defended in English.

1.4. Admission criteria, criteria for enrolment in the subsequent semester, trimester of year of studies, as well as criteria for undertaking other student obligations

Admission to the doctoral study programme in Humanities is open to applicants who have completed a university undergraduate and graduate study programme or an integrated university undergraduate and graduate study programme in the field of humanities and social sciences, and exceptionally also to applicants who have completed studies in other fields of science and/or arts or a former four-year university undergraduate study programme belonging to one of the humanities or social science fields. Admission may also be granted exceptionally to candidates who do not meet the requirement regarding the scientific field of the completed study programme if they possess additional scientific and/or professional references (published relevant scientific or professional papers) in the scientific fields of humanities, social sciences, arts, and/or interdisciplinary sciences. Admission may also be granted to candidates who have completed an appropriate study programme at foreign higher education institutions which, in the assessment of the Doctoral Study Council, qualify the applicant for admission, whereby the Council adopts a decision for each such applicant and determines any possible additional admission requirements. Admission may also be granted to candidates holding a foreign educational qualification. The suitability of an acquired foreign educational qualification for admission to the doctoral study programme is determined, in cooperation with university bodies, by a separate committee guided by the principles of recognition of prior learning. The doctoral study programme may also be enrolled in by an applicant who has previously enrolled in a study programme at another higher education institution/doctoral study programme, provided that the applicant fulfils the prescribed conditions. Upon enrolment, the applicant may request recognition of acquired credits, which is decided upon by a separate committee that further determines study obligations, possible completion of differential courses, and similar matters.

A doctoral candidate may also be enrolled as a doctoral candidate within a joint programme (*Cotutelle de thèse*) in accordance with an agreement on an international double doctoral degree concluded between the University, the Faculty, a foreign higher education institution, and the doctoral candidate, which constitutes the fundamental act regulating the conditions and procedure for the implementation of an international double doctoral degree for an individual doctoral candidate.

The doctoral study programme in Humanities lasts three years, that is, a total of six semesters, with two semesters per year (a total of six semesters). The doctoral study programme is organised into six modules: *Linguistics, Literature and Culture, History, Art History, Philosophy,* and the *Mediterranean Interdisciplinary Cultural Studies* module.

Doctoral study programmes are organised and implemented in accordance with the study programme and the implementation plan of the study programme. The study programme is designed and adopted in accordance with legal provisions, as well as the provisions of the general acts of the Ministry of Science, Education and Youth, the University of Split (hereinafter: the University), and the Faculty. The implementation plan of the study programme, designed in accordance with the study programme, is adopted by the Faculty Council Decision upon the proposal of the Doctoral Study Council.

Upon completion of the study programme, doctoral students acquire 180 ECTS credits and the academic degree of Doctor of Science in the field of humanities (PhD). The doctoral study programme in Humanities is conceived and designed as a research doctoral programme in which the doctoral candidate, from the first semester until completion of the programme, maintains intensive and continuous communication and cooperation first with a temporary supervisor and subsequently with a permanent supervisor. In cooperation with the temporary supervisor, the doctoral candidate selects a study module, while in cooperation with the permanent supervisor, the

doctoral candidate prepares research papers, other forms of scientific research, doctoral examinations, the thesis proposal, and the doctoral thesis itself. Cooperation with the mentor is structured through courses such as *Individual Mentor-guided Work on the Preparation of the Research Paper* (including mentored research in the preparation of research papers), *Individual Consultations with the Mentor for the Purpose of Writing a Research Paper* (resulting in a completed paper), cooperation with the mentor in the preparation of a research topic with a scientific component, e.g. preparation of a paper for presentation at a conference, *Mentor-guided Development of the Doctoral Thesis Topic*, and other forms of cooperation. In addition to the above, the doctoral candidate, together with the mentor, prepares co-authored papers, prepares the synopsis of the doctoral thesis, and continuously consults regarding participation in national and international scientific conferences. Together with the mentor and the module coordinator, the doctoral candidate may request recognition of ECTS credits on the basis of scientific achievements and scientific activities as a substitute for elective courses.

Applications for enrolment in the doctoral study programme in Humanities are submitted following the publication of the call for applications. Information on achieved points relating to the evaluation of success in previous higher education and to special achievements, as well as other information related to admission to the doctoral study programme, is published on the official Faculty website www.ffst.unist.hr within the Call for Applications for Admission for each admission cycle. The requirements for enrolment in a higher year of study are defined by the Study Programme Implementation Plan, while the requirements for fulfilling the obligations of individual courses are defined in the course syllabi.

1.5. Competences acquired on completion of the study module and study programme

Upon completion of the study programme, the doctoral candidate will be able to:

1. Select relevant research methods in the field of humanities with regard to the specific characteristics of the field/area of research;

2. Evaluate the usefulness and limitations of existing and new scientific methods with regard to the specific characteristics of the field/area of research;

3. Create new methods, analyses, and instruments for scientific research in the humanities;

4. Take personal, ethical, and social responsibility for the successful implementation of scientific research in the humanities;

5. Analyse and evaluate the possible social consequences and usefulness of the results of scientific research in the humanities;

6. Formulate scientific research problems with regard to the specific characteristics of the thematic framework of the doctoral study programme, which is substantively focused on the study of intangible heritage;

7. Independently plan and conduct original scientific research leading to new knowledge in the field of interdisciplinary humanities, with particular emphasis on intangible heritage;

8. Apply acquired knowledge in the development of original concepts and theories within the scientific field/area of interest;

9. Critically examine and evaluate scientific research results within their own area of research, i.e., scientific discipline;

10. Shape the results of scientific research into scholarly papers to be published in national and internationally recognised journals within the relevant field of research;

11. Participate in scholarly discussions at national and international conferences, where they shall clearly and argumentatively present the results of their research;

12. Critically analyse, evaluate, and synthesise new and complex ideas in the humanities, with particular emphasis on the research field in which scientific research for the preparation of the doctoral thesis is conducted;

13. Plan and conduct interdisciplinary research, with particular emphasis on the promotion of multidisciplinarity and transdisciplinarity;

14. Clearly and argumentatively present and interpret the results of doctoral research and actively participate in public discussions with the wider academic community and the broader social environment regarding their field of expertise;

15. Contribute, through the application of scientific research results, to the recognisability and promotion of Croatian tangible and intangible heritage and the humanities within the European and global scientific research area;

16. Plan and conduct scientific research in a manner that contributes to the development of national and global heritage, culture, and science.

1.6. Structure and form of delivery

The doctoral study programme in Humanities lasts for three years or six semesters. Upon completion of the programme, students acquire 180 ECTS credits and the academic degree of Doctor of Science (PhD) in the scientific area of humanities, scientific field of interdisciplinary humanities. The programme is divided into six modules, with a maximum of 10 doctoral students enrolled in each module. A quota for international students is also envisaged, allowing, outside the prescribed quota, the enrolment of a maximum of one international student per module. The mode of teaching delivery for such enrolled international students shall be determined separately in the timetable.

Requirements for enrolment in the first year:

1. completed undergraduate and graduate university study programme or integrated undergraduate and graduate university study programme in the fields of humanities or social sciences, and, exceptionally, also a study programme from other scientific fields and/or the arts, with a minimum of 300 acquired ECTS credits, or a former four-year university undergraduate study programme belonging to one of the fields of humanities or social sciences,

2. exceptionally, enrolment may also be approved for candidates who do not meet the requirement regarding the scientific field of the completed study programme if they possess additional scientific and/or professional references (published relevant scholarly or professional papers) in the scientific field of humanities, social sciences, arts, and/or interdisciplinary sciences, which, in the assessment of the Doctoral Study Council, qualify the candidate for enrolment, whereby the Council shall adopt a decision for each such candidate and determine possible additional requirements,

3. minimum overall grade average of 3.5 in previously completed studies,
4. proficiency in one foreign world language,
5. a draft of the doctoral research plan.

Exceptionally, if the doctoral candidate does not have the required grade average, the committee may separately evaluate the doctoral candidate's previously published scholarly papers or other relevant achievements demonstrating the candidate's scientific interests and, together with two recommendations from university teachers and an appropriate explanation, enable enrolment in the programme.

The doctoral candidate proves foreign language proficiency by means of a certificate or another appropriate document.

A temporary mentor is assigned to the doctoral candidate in the first semester. The decision on the appointment of a temporary mentor is adopted with the consent of the doctoral candidate, the Head of the Doctoral Study Programme, the Module Coordinator, and the proposed temporary supervisor, and is subject to confirmation by the Council. In the first semester, doctoral students write a Qualifying Paper, which is assessed by the end of the first semester.

In the second semester of the first year, doctoral students, in agreement with the Head of the Study Programme and the temporary supervisor, select a permanent supervisor. The selection of the permanent supervisor, upon the proposal of the Doctoral Study Council, is confirmed by the Faculty Council.

Requirements for enrolment in the second year:

1. a positively evaluated First Research Paper
2. selected permanent supervisor and module
3. a submitted positively evaluated Doctoral Candidate Progress Report
4. a minimum of 40 ECTS credits acquired

Requirements for enrolment in the third year:

1. a positively evaluated Second Research Paper
2. a submitted positively evaluated Doctoral Candidate Progress Report
3. a minimum of 80 ECTS credits acquired

During the third year of study, the doctoral candidate submits the topic of the doctoral research and takes the doctoral examination. In order to apply for the doctoral examination, the doctoral candidate must have acquired at least 120 ECTS credits and have a registered doctoral thesis topic.

In order to register their doctoral thesis topic, the doctoral candidate must have published at least one scholarly paper in a scientific journal or submit proof of presentation at a scholarly conference.

As relevant, papers published in scientific journals indexed in relevant databases (A1, WoS, Scopus) shall be accepted. The doctoral candidate may submit confirmation from the editorial board that the paper has been accepted for publication (individually or in co-authorship), which shall be recognised as fulfilment of the requirement necessary for the application of the doctoral thesis topic.

Instead of publication of a paper, the doctoral candidate may submit confirmation of having delivered a presentation at a scholarly conference (individually or in co-authorship), accompanied by appropriate evidence and the conference programme.

The requirements and procedures for repeating a year, subsequent enrolments, as well as possible suspension of the study year, are prescribed by the Regulations on Doctoral Studies and other relevant acts. They are approved by the Study Council, with the consent of the Vice-Dean for Teaching.

Requirements for obtaining the qualification:

The doctoral candidate completes the doctoral study programme by defending the doctoral thesis. The doctoral study programme normally lasts three years, and the doctoral candidate is obliged to complete the programme no later than within a period twice the prescribed duration of the programme. The period of approved suspension of rights and obligations shall not be included in the duration of the study programme.

Following completion of the third year of study and until the defence of the doctoral thesis, and for the purpose of regulating rights and obligations within the programme, the doctoral candidate is obliged once a year to submit a progress report on their studies, co-signed by their supervisor. The report's evaluation must be positive.

The supervisor is obliged to guide the doctoral candidate during the preparation of the doctoral thesis, monitor the quality of the doctoral candidate's work, encourage the publication of their papers, and enable participation in scientific and artistic projects.

The doctoral candidate has the right to change their supervisor or topic once, upon submission of a written request and a statement by the previous supervisor.

The following committees participate in the evaluation of the doctoral candidate's progress during the programme: the Committee for the Acceptance of the Doctoral Thesis Topic, the Doctoral Thesis Evaluation Committee, and the Doctoral Thesis Defence Committee.

Upon the proposal of the Doctoral Study Council, the Faculty Council appoints committees consisting of at least three members, of whom at least one member must be from another institution. Members may only be persons holding scientific-teaching or scientific, artistic-teaching or artistic titles. The supervisor and co-supervisor of the doctoral candidate may not be members of the committees for the evaluation and defence of the doctoral thesis.

1. After fulfilling all requirements prescribed by this programme description, the doctoral candidate may, in agreement with their supervisor, propose the doctoral thesis topic to the Doctoral Study Council and the Faculty Council. The application for the doctoral thesis topic is submitted on form DR.SC.-01 "APPLICATION FOR THE DOCTORAL THESIS TOPIC".

1.1. The Committee for the Acceptance of the Doctoral Thesis Topic submits to the Doctoral Study Council a report with a proposal for acceptance, rejection, or revision of the doctoral thesis topic (with a specified deadline for revision) on form DR.SC.-01.1 "DECISION ON THE ACCEPTANCE

OF THE DOCTORAL THESIS TOPIC". Based on the submitted report of the Committee, the Doctoral Study Council shall forward to the Faculty Council a proposal for the acceptance or rejection of the doctoral thesis topic. The final decision on acceptance or rejection of the doctoral thesis topic is adopted by the Faculty Council.

After approval (acceptance) of the topic, the doctoral candidate proceeds with the preparation of the doctoral thesis.

2. The doctoral thesis is submitted with the written consent of the supervisor. The doctoral candidate submits to the Doctoral Study Council the supervisor's consent for submission of the doctoral thesis on the form "Supervisor's consent for submission of the doctoral thesis" and one copy of the doctoral thesis (in printed and electronic form).

Before the thesis is referred to the evaluation procedure, it is determined whether the doctoral candidate has fulfilled all obligations prescribed by the study programme. If the obligations have not been fulfilled, the thesis cannot proceed to further procedure.

The doctoral thesis is submitted to the Doctoral Thesis Evaluation Committee in the required number of copies.

The Doctoral Thesis Evaluation Committee submits to the Doctoral Study Council a report with a proposal for acceptance, rejection, or revision of the doctoral thesis, on form DR.SC.-02 REPORT ON THE EVALUATION OF THE DOCTORAL THESIS. Based on the submitted report of the Doctoral Thesis Evaluation Committee, the Doctoral Study Council shall forward to the Faculty Council a proposal for acceptance of the doctoral thesis. The proposal of the Doctoral Study Council for acceptance of the doctoral thesis, together with one copy of the doctoral thesis, is submitted to the Dean through the official protocol procedure.

Based on the proposal of the Doctoral Study Council, and prior to the adoption of the Faculty Council's decision on acceptance of the doctoral thesis, the Dean is obliged, within the shortest possible period, to publish on the Faculty notice board that the Report on the evaluation of the doctoral thesis DR.SC.-02 has been submitted and that all interested persons may, within 30 days from the publication of the notice, inspect the submitted doctoral thesis and the report and submit their written remarks to the Faculty Council within the same period. After the expiry of the 30-day period (and any written remarks received within the prescribed period), the Doctoral Study Council shall forward to the Faculty Council a proposal for the appointment of the Doctoral Thesis Defence Committee and for determining the date and venue of the defence.

Based on the proposal of the Doctoral Study Council, the Report on the Evaluation of the Doctoral Thesis DR.SC.-02, and any written remarks, the Faculty Council shall, as a rule, at the same session:

- accept the positive evaluation of the doctoral thesis and approve access to the defence, and
- appoint the Doctoral Thesis Defence Committee and determine the date and venue of the defence.

Notice of the defence shall be published on the website and notice board at least seven days prior to the defence.

The programme is completed by a public defence of the doctoral thesis conducted before the Doctoral Thesis Defence Committee and the interested public.

The doctoral thesis may be defended only once. The Defence Committee shall determine, by majority vote, whether the doctoral candidate has successfully defended the doctoral thesis. Upon completion of the doctoral study programme, the academic degree of Doctor of Philosophy in the scientific area of humanities, field of interdisciplinary humanities, is acquired. The date of acquisition of the academic degree of Doctor of Philosophy shall be considered the date of the successful public defence of the doctoral thesis.

Teaching within the programme is delivered through lectures, seminars, and practicals during the academic year. The syllabus of each course defines the forms of teaching delivery aligned with the ECTS workload at course level, course learning outcomes, course content, doctoral students' obligations, procedures and methods of assessment and evaluation of student performance, as well as the required reading. These forms of teaching ensure an interactive teaching process oriented towards doctoral students and the achievement of learning outcomes. Teaching may also, to a lesser extent, be organised online and, if necessary, through consultations. As a rule, teaching is conducted in Croatian. Teaching may also be organised in English and, with the consent of the course instructor, in other foreign languages. Teaching may also be organised through consultations.

The size of lecture groups (practicals and seminars) depends on the number of enrolled doctoral students per module.

Information on the language of instruction is provided in the course table.

MODULE I: PHILOSOPHY						
LEAD INSTRUCTOR	**COURSE**	**ENGLISH**	**GERMAN**	**ITALIAN**	**FRENCH**	**RUSSIAN**
Ljudevit Hanžek	**Research in Croatian Philosophical Heritage**	+	+			
Marita Brčić Kuljiš	**Ethics of Scientific Research** **Philosophy of Multiculturalism** **Multiculturalism and the Mediterranean**	+				
Bruno Ćurko	**Development of Theories of Critical Thinking in the Mediterranean**	+				
Ljudevit Hanžek	**Methodology of Philosophical Research**	+				

	Selected Chapters from Philosophy of Mind					
Hrvoje Jurić	**Integrative Bioethics in the Context of Global Bioethics**	+	+			
Tonći Kokić	**Logic and Philosophy of Science** **Science and Philosophy on Early Life** **Darwinism in Croatian Science and Culture** **Dialogue between Classical Idealism and Contemporary Philosophy of Morality** **Introduction to Analytical Philosophy** **Argumentation Theory**	+				
Mislav Kukoč	**Philosophy of the World and Globalisation** **Philosophy of the Mediterranean**	+	+			
Marita Brčić Kuljiš	**Globalisation of Migration**		+			
Hrvoje Relja	**Mediterranean Roots of Philosophy**	+		+		
Vojko Strahovnik	**Ethics and Values Education**	+				
Dario Škarica	**Croatian Epistemological Heritage**	+	+			
Mislav Kukoč	**Praxis Philosophy**		+			
Gabriela Bašić Hanžek	**Argumentation Theory**	+				

Ljudevit Hanžek	**Introduction to Analytical Philosophy**	+				
Marko Jakić	**Dialogue between Classical Idealism and Contemporary Philosophy of Morality**	+				

MODULE II: LITERATURE AND CULTURE						
LEAD INSTRUCTOR	**COURSE**	**ENGLISH**	**GERMAN**	**ITALIAN**	**FRENCH**	**RUSSIAN**
Mirjana Adamović	**Research Methods in the Humanities: Theories, Concepts, Logic, Terminology, Practice**	+				
Boris Škvorc	**Contemporary Theories of Culture** **Reading the Novel**	+				
Marko Dragić	**Faction and Fiction in Literature** **Croatian Cultural Heritage in the European Context** **Interferences between Oral and Written Literature** **Interrelationship between Literature and History**					+
Gordana Galić Kakkonen	**World Literature and Globalisation Processes**	+				
Eldi Grubišić Pulišelić	**The Mediterranean in the Travel Writing of European Women Authors**	+	+			

Antonela Marić	**The Mediterranean Context of Croatian Literature** **Theories of the Grotesque in Literature**	+	+	+		
Gordan Matas	**Multiculturalism and the Novel**					
Nikica Mihaljević	**Space and Identity in the Literary Text**	+		+		
Ivana Odža	**Identity Determinants of Women in Croatian Oral Literature**	+		+		
Leo Rafolt	**Performance and Public Space: The Mediterranean Context** **Methodology of Scholarly Research: Literary Studies**	+			+	
Helena Dragić Anica Bilić	**Canonisation and the History of Croatian Literature**			+		

MODULE III: LINGUISTICS									
LEAD INSTRUCTOR	**COURSE**	**ENGLISH**	**GERMAN**	**ITALIAN**	**FRENCH**	**HUNGARIAN**	**SPANISH**	**RUSSIAN**	**SLAVIC LANGUAGES**
Božanić, Joško	**Vernacular Stylistics** **Stylistics of Literary Texts**	+		+					
Brdar, Mario	**Cognitive Linguistics**	+	+			+			
Brešan Ančić, Tanja	**Language and Standardisation**	+							
Erdeljac, Vlasta	**Psycholinguistics: The Mental Lexicon**	+	+						

Franić, Ivana	**Croatian Lexical and Lexicographic Heritage (in the Mediterranean Context)**								
Hren, Darko	**Statistics for Linguists**	+							
Kapović, Mate	**Historical Linguistics**	+							
Lozić Knezović, Katarina	**Croatian Old Church Slavonic and the Chakavian Language** **Field Research in Onomastics** **Research in Chakavian and Shtokavian dialects in Dalmatia**	+							
Ljubičić, Maslina Lozić Knezović, Katarina	**Multicultural Competence in Applied Linguistics** **Romanisms, Germanisms and Turkicisms in Croatian Allotropy** **Croatian and Italian Phraseology in Contact and Contrast**	+	+						
Matić, Daniela	**Critical Discourse Analysis**	+		+	+				
Mihaljević, Milan	**Language as Sign System and Language as a Productive Process**	+	+						

Mihaljević, Milica	**Language Planning**	+	+						
Milinović Hrga, Anđela	**Language in Identity**	+		+	+				
Nigoević, Magdalena	**Language and Media**	+		+			+		
Raffaelli, Ida	**Research Methods in Linguistics**	+							
Runjić -Stoilova, Anita	**Rhetoric and Society**	+						+	
Stojan, Nataša	**Contemporary Syntactic Theories**	+		+					
Škara, Danica	**Cognitive Anthropology** **Semiotics of Culture**	+		+					
Vidović, Domagoj Lozić Knezović, Katarina	**Research of Chakavian and Shtokavian Dialects in Dalmatia**								
Žagar, Mateo	**Glagolitic and Cyrillic Literacy in Interrelation in Dalmatia throughout History**	+	+						+

MODULE IV: HISTORY						
LEAD INSTRUCTOR	**COURSE**	**ENGLISH**	**GERMAN**	**ITALIAN**	**FRENCH**	**RUSSIAN**
Tonija Andrić	**Methodology of the Analysis of Notarial Sources**	+		+		
Ivan Basić	**Early Medieval Civilisation of the Adriatic Basin**	+				

Stjepan Ćosić	**Historiographical Methodology** **Archival Heritage on the Eastern Adriatic Coast**	+		+		+
Aleksandar Jakir	**Croatian Intellectuals and National Ideology in the First Half of the 20th Century**	+	+			+
Ivan Matijević	**Ancient History of the Eastern Adriatic Coast: Research Methods and Research Problems**	+		+		
Anamarija Kurilić	**Latin Epigraphy**	+		+		
Emir Filipović	**Chivalry on the Eastern Adriatic Coast: Political, Cultural and Spiritual Profile of the Late Medieval Social Elite**	+				
Nikola Samardžić	**The Mediterranean after "The Mediterranean". Post-Braudelian Studies: Topics, Challenges, Methods**	+				
Edi Miloš	**Croatian-French Intellectual Relations between the Two World Wars**	+			+	
Marko Rimac	**Socio-Economic Structures of Early Modern Dalmatia** **Landscape History** **Eastern Adriatic Defterology**	+				
Marko Trogrlić	**Typology of Revival Movements and Models of National Ideologies on the Example of the Immediate Preparatory Period of the Croatian National Revival Movement in Dalmatia in 1860/61**	+	+	+		

	Dalmatia and Vienna in the 19th century					
Marko Rimac Michael Ursinus	**The Eastern Adriatic in the Ottoman Cultural Context**	+	+		+	
Josip Vrandečić	**From the Mediterranean Entente to the Dreadnought: Austro-Hungarian Foreign Policy in the Mediterranean Area**	+				

MODULE V: ART HISTORY						
LEAD INSTRUCTOR	**COURSE**	**ENGLISH**	**GERMAN**	**ITALIAN**	**FRENCH**	**RUSSIAN**
Vedran Barbarić	**Art of Indigenous Adriatic Communities in the Iron Age** **Landscape Sacralisation** **Greek Colonisation of the Eastern Adriatic**	+		+		
Joško Belamarić	**Croatian Monuments on the UNESCO List**	+		+		
Radoslav Bužančić	**Selected Chapters from Early Renaissance Art**	+		+		
Ivan Matijević Nenad Cambj	**Tetrarchy as a System of Decentralisation and Homogenisation in Times of Crisis**		+	+		
Ivana Čapeta Rakić	**Iconological Approach to the Work of Art**	+		+		
Katarina Horvat-Levaj	**Baroque Architecture in Mediterranean Croatia**	+				
Ana Torlak	**Colonia Martia Iulia Valeria Salona Felix**	+		+		

Silva Kalčić	**Selected Chapters from Contemporary Art Theory**	+	+	+		
Sandra Križić Roban	**Expanded Practices – Artistic Themes, Media, Phenomena and Relations from the 1970s to the Present**	+	+			
Željko Peković	**Early Medieval Monuments of National Significance** **Research, Restoration and Presentation of Early Medieval Architectural Heritage** **Dalmatian Cities** **Architectural Decoration of Diocletian's Palace**	+				
Daniela Matetić Poljak	**Architectural Decoration of Diocletian's Palace**	+				
Ivana Prijatelj Pavičić	**Schiavoni Artists** **Marian Iconography in Dalmatian Painting**	+		+		
Dalibor Prančević	**Manifestations of Modern Sculpture in Croatia** **Introduction to Digital Humanities**	+		+		
Ivan Šimat	**The Relationship between Public Space and Sculpture**			+		
Darko Babić	**The Eighth Art – The Art of Communicating Public Memory**	+			+	
Andrej Žmegač	**Venetian Fortifications in Croatia**	+	+			

MODULE VI: MEDITERRANEAN INTERDISCIPLINARY CULTURAL STUDIES

LEAD INSTRUCTOR	COURSE	ENGLISH	GERMAN	ITALIAN	FRENCH	RUSSIAN
Joško Božanić	**Croatian Maritime Heritage in the Mediterranean Context**	+				
Leo Rafolt	**Methodology of Scholarly Research: Literary Studies**	+			+	
Katarina Lozić Knezović	**Onymicon of the Eastern Adriatic**	+				
Srećko Jurišić	**Mediterranean Literary Identities** **Cinematic Vision of the Mediterranean**					
Boris Škvorc	**From the Perspective of Cultural Studies: Literature and New Media**	+				
Eliana Moscarda Mirković	**Overview of Istrian and Kvarner Literature in Italian**			+		
Nikica Mihaljević	**Migration, Multiculturalism, Interculturalism and Transculturation in Women's Literature**	+		+		
Marijana Alujević	**Mediterranean Way of Life and Romanisms in the Works and Libretti of Split Operetta Authors**	+		+		
Antonela Marić Snežana Milinković	**Forms of the Italian Chivalric Epic in the First Half of the XVI Century**	+		+		
Antonela Marić Andrea Gialloreto	**Comparative Mediterranean**	+		+		
Davor Dukić	**Imagological Approach and the History of Literary Culture**					

Joško Božanić	**Typology of the Traditional Boat**					
Antonela Marić	**Short Story and the Mediterranean**	+		+		
Joško Božanić	***Lingua Franca* in Dalmatian Halieutic Terminology**	+				
Marina Marasović-Alujević	**Slavic and Romance Elements in the Toponymy of the Eastern Adriatic** **Romanisms in the Onomastics of Dalmatia**	+		+		

1.7. Manner of completing the study programme

Manner of completing the study programme	Final thesis ☐ Diploma thesis ☐ Doctoral thesis ☒	Final exam ☐ Diploma exam ☐
Requirements for the submission of the doctoral thesis	- approved doctoral thesis topic - Supervisor's approval for the submission of the doctoral thesis - fulfilment of all requirements prescribed by the study programme - fulfilment of all obligations prescribed by study programme	
Requirements for the defence of the doctoral thesis	- accepted positive evaluation of the doctoral thesis (DR.SC.-02) and approval to proceed to the defence - absence of written objections to the doctoral thesis within the prescribed period - appointment of the Doctoral Thesis Defence Committee and determination of the date and venue of the defence	
Procedure of evaluation of the doctoral thesis	The study programme is completed by a public defence of the doctoral thesis before the Doctoral Thesis Defence Committee and the interested public. As a rule, the doctoral thesis is written in Croatian; however, it may also be written in English and, with the consent of the supervisor, in other foreign languages as well. The doctoral thesis may be defended only once. The Doctoral Thesis Defence Committee determines, by majority vote, whether the doctoral candidate has successfully defended the doctoral thesis. The grade awarded following the defence of the doctoral thesis includes the evaluation of the doctoral thesis and the evaluation of the defence itself. In the evaluation procedure, consideration is given to the assessment provided by the Doctoral Thesis Evaluation Committee and to the doctoral candidate's performance during the defence. For an outstanding doctoral thesis containing a scientific discovery, a new theory, or new scientific methods, the grade *summa cum laude* is awarded. For an excellent doctoral thesis, the grade *magna cum laude* is awarded. For a very good doctoral thesis, the grade *cum laude* is awarded. For a good doctoral thesis, the grade *rite* is awarded.	

2. LIST AND DESCRIPTION OF COURSES

2.1. List of compulsory and elective courses

LIST OF COURSES						
Year of study: 1						
Semester: 1						
Joint compulsory courses						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Introduction to Research Methods in the Humanities: Theories, Concepts, Logic, Terminology, Practice	Mirjana Adamović, PhD, research advisor	5	0	0	4	C
Ethics of Scientific Research	Marita Brčić Kuljiš, PhD, full professor	5	0	0	4	C
Intangible Heritage	Joško Božanić, PhD, professor emeritus	5	0	0	4	C
Qualifying Research Paper	/	0	0	0	5	C
Elective courses – Group I[2]						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Methodology of Scientific Research: Literary Studies	Leo Rafolt, PhD, full professor	4	0	0	3	E
Research Methods in Linguistics	Ida Raffaelli, PhD, full professor	4	0	0	3	E
Historical Methods	Aleksandar Jakir, PhD, full professor with permanent tenure	4	0	0	3	E
Methodology of Philosophical Research	Ljudevit Hanžek, PhD, assistant professor	4	0	0	3	E
Elective courses – Group II						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Dalmatian Cities	Željko Peković, PhD, professor emeritus	3	0	0	2.5	E
Croatian Monuments on the UNESCO List	Josip Belamarić, PhD, research advisor	3	0	0	2.5	E
Cognitive Anthropology	Danica Škara, PhD, professor emerita	3	0	0	2.5	E
The Eighth Art – The Art of Communicating Public Memory	Darko Babić, PhD, associate professor	3	0	0	2.5	E
Theories of Comedy, Humour and Laughter	Srećko Jurišić, PhD, full professor	3	0	0	2.5	E

[2] Selecting **5 elective courses** is required **– 13 ECTS** as follows: within Elective courses – Group I – 1 course – 3 ECTS; within Elective courses – Group II – 4 courses – 10 ECTS.

Philosophy of Multiculturalism	Marita Brčić Kuljiš, PhD, full professor	3	0	0	2.5	E
Croatian Cultural Heritage in the European Context	Marko Dragić, PhD, professor emeritus	3	0	0	2.5	E
The Sea/Ocean and the Cultural Imaginary	Srećko Jurišić, PhD, full professor	3	0	0	2.5	E
Semiotics of Culture: Selected Topics	Danica Škara, PhD, professor emerita	3	0	0	2.5	E
Tetrarchy as a System of Decentralisation and Homogenisation in Times of Crisis	Ivan Matijević, PhD, associate professor Nenad Cambj, academician, professor emeritus	3	0	0	2.5	E
Selected Chapters in Contemporary Art Theory	Silva Kalčić, PhD, associate professor	3	0	0	2.5	E
Croatian Maritime Heritage in the Mediterranean Context	Joško Božanić, PhD, professor emeritus	3	0	0	2.5	E
Interculturalism and Music Education	Snježana Dobrota, PhD, full professor with permanent tenure	3	0	0	2.5	E
Romance, Germanic, and Turkicisms in Allotropy	Maslina Ljubičić, PhD, professor emerita	3	0	0	2.5	E
Language and Standardisation	Tanja Brešan Ančić, PhD, associate professor	3	0	0	2.5	E
Glagolitic and Cyrillic Literacy in Interrelation in Dalmatia throughout History	Mateo Žagar, PhD, full professor in permanent tenure	3	0	0	2.5	E
Eastern Adriatic Defterology	Marko Rimac, PhD, associate professor	3	0	0	2.5	E

LIST OF COURSES						
Year of study: 1						
Semester: 2						
Joint compulsory courses[3]						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Archival Heritage on the Eastern Adriatic Coast	Stjepan Ćosić, PhD, full professor with permanent tenure	5	0	0	4	C
Compulsory module courses						
Module I: Philosophy						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Mediterranean Roots of Philosophy	Hrvoje Relja, PhD, full professor	4	0	0	3	C
Development of Theories of Critical Thinking in the Mediterranean	Bruno Ćurko, PhD, associate professor	4	0	0	3	C
First Research Paper	/	0	3	0	10	C
Individual Work with the Supervisor (First Research Paper)	/	0	3	0	5	C

[3] Total compulsory courses: 5 courses – 25 ECTS, as follows: within the Joint compulsory courses – 1 course – 4 ECTS; within the Compulsory module courses – 4 courses – 21 ECTS.

Module II: Literature and Culture						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Canonisation and the History of Croatian Literature	Helena Dragić, PhD, associate professor Anica Bilić, PhD, scientific advisor with permanent tenure	4	0	0	3	C
Mediterranean Context of Croatian Literature	Antonela Marić, PhD, full professor	4	0	0	3	C
First Research Paper	/	0	3	0	10	C
Individual Work with the Supervisor (First Research Paper)	/	0	3	0	5	C
Module III: Linguistics						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Language as Sign System and Language as a Productive Process	Milan Mihaljević, PhD, full professor with permanent tenure	4	0	0	3	C
Cognitive Linguistics	Mario Brdar, PhD, full professor with permanent tenure	4	0	0	3	C
First Research Paper	/	0	3	0	10	C
Individual Work with the Supervisor (First Research Paper)	/	0	3	0	5	C
Module IV: History						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Historiographical Methodology	Stjepan Ćosić, PhD, full professor	4	0	0	3	C
Adriatic Area between Three Imperial Heritages (Habsburg Monarchy, Venetian Republic, Ottoman Empire)	Marko Trogrlić, PhD, full professor with permanent tenure	4	0	0	3	C
First Research Paper	/	0	3	0	10	C
Individual Work with the Supervisor (First Research Paper)	/	0	3	0	5	C
Module V: Art History						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Human Environment in Anthropological Sense	Ana Šverko, PhD, senior research associate	4	0	0	3	C
The Relationship between Public Space and Sculpture	Ivan Šimat, PhD, professor emeritus	4	0	0	3	C
First Research Paper	/	0	3	0	10	C
Individual Work with the Supervisor (First Research Paper)	/	0	3	0	5	C
Module VI: Mediterranean Interdisciplinary Cultural Studies						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS

Mediterranean Literary Identities	Srećko Jurišić, PhD, full professor	4	0	0	3	C
Social Anthropology of the Mediterranean	Sanja Stanić, PhD, full professor Toni Popović, PhD, assistant professor	4	0	0	3	C
First Research Paper	/	0	3	0	10	C
Individual Work with the Supervisor (First Research Paper)	/	0	3	0	5	C
Elective courses[4]						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Elites in Early Modern Europe	Marko Trogrlić, PhD, full professor with permanent tenure	3	0	0	2.5	E
Language in Identity	Anđela Milinović Hrga, PhD, associate professor	3	0	0	2.5	E
Vernacular Stylistics	Joško Božanić, PhD, professor emeritus	3	0	0	2.5	E
Croatian Old Church Slavonic and the Chakavian Language	Katarina Lozić Knezović, PhD, full professor	3	0	0	2.5	E
Field Research in Onomastics	Katarina Lozić Knezović, PhD, full professor Domagoj Vidović, PhD, senior research associate	3	0	0	2.5	E
Multiculturalism and the Mediterranean	Marita Brčić Kuljiš, PhD, full professor	3	0	0	2.5	E
Performance and Public Space: The Mediterranean Context	Leo Rafolt, PhD, full professor	3	0	0	2.5	E
Globalization of Migration	Marita Brčić Kuljiš, PhD, full professor	3	0	0	2.5	E
Slavic and Romance Elements in the Toponymy of the Eastern Adriatic	Marina Marasović-Alujević, PhD, professor emerita	3	0	0	2.5	E
Science and Philosophy of Early Life	Tonći Kokić, PhD, full professor	3	0	0	2.5	E
Intersections of Visual Arts and Literature during the Twentieth Century – Examples from Croatian and Italian Cultural History	Dalibor Prančević, PhD, associate professor	3	0	0	2.5	E
First Foreign Language	/	0	0	0	0	E
Second Foreign Language	/	0	0	0	0	E

LIST OF COURSES
Year of study: 2

[4] Selecting **2 elective courses** is required **– 5 ECTS**. Mandatory completion of examinations in two foreign languages.

Semester: 3						
Compulsory module courses[5]						
Module I: Philosophy						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Logic and Philosophy of Science	Tonći Kokić, PhD, full professor	6	0	0	5	C
Croatian Epistemological Heritage	Dario Škarica, PhD, full professor	6	0	0	5	C
Second Research Paper	/	0	3	0	10	C
Individual Work with the Supervisor (Second Research Paper)	/	0	3	0	5	C
Module II: Language and Literature						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Faction and Fiction in Literature	Marko Dragić, PhD, professor emeritus	6	0	0	5	C
Contemporary Theories of Culture	Boris Škvorc, full professor with permanent tenure	6	0	0	5	C
Second Research Paper	/	0	3	0	10	C
Individual Work with the Supervisor (Second Research Paper)	/	0	3	0	5	C
Module III: Linguistics						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Psycholinguistics: The Mental Lexicon	Vlasta Erdeljac, PhD, full professor	6	0	0	5	C
Language Planning	Milica Mihaljević, PhD, professor emerita	6	0	0	5	C
Second Research Paper	/	0	3	0	10	C
Individual Work with the Supervisor (Second Research Paper)	/	0	3	0	5	C
Module IV: History						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Ancient History of the Eastern Adriatic Coast: Research Methods and Research Problems	Ivan Matijević, PhD, associate professor	6	0	0	5	C
Chivalry on the Eastern Adriatic Coast: Political, Cultural and Spiritual Profile of the Late Medieval Social Elite	Ivan Basić, PhD, associate professor Emir O. Filipović, PhD, associate professor	6	0	0	5	C
Second Research Paper	/	0	3	0	10	C
Individual Work with the Supervisor (Second Research Paper)	/	0	3	0	5	C
Module V: Art History						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS

[5] Total compulsory load: 4 courses – 25 ECTS.

Introduction to Digital Humanities	Dalibor Prančević, PhD, associate professor	6	0	0	5	C
Schiavoni Artists	Ivana Prijatelj Pavičić, PhD, full professor with permanent tenure	6	0	0	5	C
Second Research Paper	/	0	3	0	10	C
Individual Work with the Supervisor (Second Research Paper)	/	0	3	0	5	C
Module VI: Mediterranean Interdisciplinary Cultural Studies						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Cinematic Vision of the Mediterranean	Srećko Jurišić, PhD, full professor	6	0	0	5	C
From the Perspective of Cultural Studies: Literature and New Media	Boris Škvorc, PhD, full professor with permanent tenure	6	0	0	5	C
Second Research Paper	/	0	3	0	10	C
Individual Work with the Supervisor (Second Research Paper)	/	0	3	0	5	C
Elective module courses[6]						
Module I: Philosophy						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Philosophy of the World and Globalisation	Mislav Kukoč, PhD, full professor with permanent tenure	3	0	0	2.5	E
Praxis Philosophy	Mislav Kukoč, PhD, full professor with permanent tenure	3	0	0	2.5	E
Darwinism in Croatian Science and Culture	Tonći Kokić, PhD, full professor	3	0	0	2.5	E
Dialogue between Classical Idealism and Contemporary Philosophy of Morality	Marko Jakić, PhD, assistant professor	3	0	0	2.5	E
Introduction to Analytical Philosophy	Ljudevit Hanžek, PhD, assistant professor	3	0	0	2.5	E
Module II: Literature and Culture						
Interrelationship between Literature and History	Marko Dragić, PhD, professor emeritus	3	0	0	2.5	E
The Mediterranean in the Travel Writing of European Women Authors	Eldi Grubišić Pulišelić, PhD, full professor with permanent tenure	3	0	0	2.5	E
Multiculturalism and the Novel	Gordan Matas, PhD, associate professor	3	0	0	2.5	E
Theories of the Grotesque in Literature	Antonela Marić, PhD, full professor	3	0	0	2.5	E
Module III: Linguistics						
Stylistics of Literary Texts	Joško Božanić, PhD, professor emeritus	3	0	0	2.5	E

[6] Selecting **2 elective courses within the module** is required **– 5 ECTS**

Contemporary Syntactic Theories	Nataša Stojan, PhD, associate professor	3	0	0	2.5	E
Critical Discourse Analysis	Daniela Matić, PhD, associate professor	3	0	0	2.5	E
Research in Chakavian and Shtokavian Dialects in Dalmatia	Katarina Lozić Knezović, PhD, full professor Domagoj Vidović, PhD, senior research associate	3	0	0	2.5	E
Module IV: History						
Dalmatia in the First Half of the Twentieth Century	Aleksandar Jakir, PhD, full professor with permanent tenure	3	0	0	2.5	E
The History of Totalitarian Dictators	Tihomir Cipek, PhD, full professor with permanent tenure	3	0	0	2.5	E
Methodology of the Analysis of Notarial Sources	Tonija Andrić, PhD, associate professor	3	0	0	2.5	E
Early Medieval Civilisation of the Adriatic Basin	Ivan Basić, PhD, associate professor	3	0	0	2.5	E
Socio-Economic Structures of Early Modern Dalmatia	Marko Rimac, PhD, associate professor	3	0	0	2.5	E
Landscape History	Marko Rimac, PhD, associate professor	3	0	0	2.5	E
Module V: Art History						
Art of Indigenous Adriatic Communities in the Iron Age	Vedran Barbarić, PhD, associate professor	3	0	0	2.5	E
Greek Colonisation of the Eastern Adriatic	Vedran Barbarić, PhD, associate professor	3	0	0	2.5	E
Early Medieval Monuments of National Significance	Željko Peković, PhD, professor emeritus	3	0	0	2.5	E
Selected Chapters from Early Renaissance Art	Radoslav Bužančić, PhD, associate professor	3	0	0	2.5	E
Venetian Fortifications in Croatia	Andrej Žmegač, PhD, assistant professor	3	0	0	2.5	E
Expanded Practices – Artistic Themes, Media, Phenomena and Relations from the 1970s to the Present	Sandra Križić Roban, PhD, associate professor	3	0	0	2.5	E
Module VI: Mediterranean Interdisciplinary Cultural Studies						
Romanisms in the Onomastics of Dalmatia	Marina Marasović-Alujević, PhD, professor emerita	3	0	0	2.5	E
Overview of Istrian and Kvarner Literature in Italian	Eliana Moscarda Mirković, PhD, associate professor	3	0	0	2.5	E
Mediterranean Way of Life and Romanisms in the Works and Libretti of Split Operetta Authors	Marijana Alujević, PhD, associate professor	3	0	0	2.5	E

Words and Worlds	Krešimir Bagić, PhD, full professor with permanent tenure	3	0	0	2.5	E
Forms of the Italian Chivalric Epic in the First Half of the XVI Century	Antonela Marić, PhD, full professor Snežana Milinković, PhD, full professor	3	0	0	2.5	E
The Comparative Mediterranean	Antonela Marić, PhD, full professor Andrea Gialloreto, PhD, associate professor	3	0	0	2.5	E
Onymicon of the Eastern Adriatic	Katarina Lozić Knezović, PhD, full professor	3	0	0	2.5	E

LIST OF COURSES						
Year of study: 2						
Semester: 4						
Compulsory module courses[7]						
Module I: *Philosophy*						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Research in Croatian Philosophical Heritage	Ljudevit Hanžek, PhD, assistant professor	6	0	0	5	C
Philosophy of the Mediterranean	Mislav Kukoč, PhD full professor with permanent tenure	6	0	0	5	C
Individual Supervisor-guided Work on the Preparation of the Research Paper	/	0	15	0	10	C
Individual Supervisor-guided Work on the Preparation of the Research Paper	/	5	0	0	5	C
Module II: *Literature and Culture*						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Reading the Novel	Boris Škvorc, PhD, full professor with permanent tenure	6	0	0	5	C
World Literature and Globalisation Processes	Gordana Galić Kakkonen, PhD, associate professor	6	0	0	5	C
Individual Supervisor-guided Work on the Preparation of the Research Paper	/	0	15	0	10	C
Individual Consultations with the Supervisor for the Purpose of Writing a Research Paper	/	5	0	0	5	C
Module III: *Linguistics*						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS

[7] Total compulsory load: 4 courses – 25 ECTS

Multicultural Competence in Applied Linguistics	Katarina Lozić Knezović, PhD, full professor Maslina Ljubičić, PhD, professor emerita	6	0	0	5	C
Historical Linguistics	Mate Kapović, PhD, full professor	6	0	0	5	C
Individual Supervisor-guided Work on the Preparation of the Research Paper	/	0	15	0	10	C
Individual Consultations with the Supervisor for the Purpose of Writing a Research Paper	/	5	0	0	5	C
Module IV: *History*						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Dalmatia and Vienna in the 19th century	Marko Trogrlić, PhD, full professor with permanent tenure	6	0	0	5	C
From the Mediterranean Entente to the Dreadnought: Austro-Hungarian Foreign Policy in the Mediterranean Area	Josip Vrandečić, PhD, full professor with permanent tenure	6	0	0	5	C
Individual Supervisor-guided Work on the Preparation of the Research Paper	/	0	15	0	10	C
Individual Consultations with the Supervisor for the Purpose of Writing a Research Paper	/	5	0	0	5	C
Module V: *Art History*						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Research, Restoration and Presentation of Early Medieval Architectural Heritage	Željko Peković, PhD, professor emeritus	6	0	0	5	C
The Sacralisation of Landscape	Vedran Barbarić, PhD, associate professor	6	0	0	5	C
Individual Supervisor-guided Work on the Preparation of the Research Paper	/	0	15	0	10	C
Individual Consultations with the Supervisor for the Purpose of Writing a Research Paper	/	5	0	0	5	C
Module VI: *Mediterranean Interdisciplinary Cultural Studies*						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Imagological Approach and the History of Literary Culture	Davor Dukić, PhD, full professor	6	0	0	5	C
Migration, Multiculturalism, Interculturalism and	Nikica Mihaljević, PhD, full professor	6	0	0	5	C

Transculturation in Women's Literature						
Individual Supervisor-guided Work on the Preparation of the Research Paper	/	0	15	0	10	C
Individual Consultations with the Supervisor for the Purpose of Writing a Research Paper	/	5	0	0	5	C
Elective module courses[8]						
Module I: *Philosophy*						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Ethics and Values Education	Vojko Strahovnik, PhD, assistant professor	3	0	0	2.5	E
Integrative Bioethics in the Context of World Bioethics	Hrvoje Jurić, PhD, full professor with tenure	3	0	0	2.5	E
Selected Chapters from Philosophy of Mind	Ljudevit Hanžek, PhD, assistant professor	3	0	0	2.5	E
Argumentation Theory	Tonći Kokić, PhD, full professor Gabriela Bašić Hanžek, PhD, assistant professor	3	0	0	2.5	E
Module II: *Literature and Culture*						
The Crime Novel in the Mediterranean	Srećko Jurišić, PhD, full professor	3	0	0	2.5	E
Interferences between Oral and Written Literature	Marko Dragić, PhD, professor emeritus	3	0	0	2.5	E
Space and Identity in the Literary Text	Nikica Mihaljević, PhD, full professor	3	0	0	2.5	E
Identity Determinants of Women in Croatian Oral Literature	Ivana Odža, PhD, associate professor	3	0	0	2.5	E
Module III: *Linguistics*						
Croatian and Italian Phraseology in Contact and Contrast	Maslina Ljubičić, PhD, professor emeritus	3	0	0	2.5	E
Croatian Lexical and Lexicographic Heritage (in the Mediterranean Context)	Ivana Franić, PhD, associate professor	3	0	0	2.5	E
Language and Media	Magdalena Nigoević, PhD, full professor	3	0	0	2.5	E
Rhetoric and Society	Anita Runjić-Stoilova, PhD, full professor	3	0	0	2.5	E
Statistics for Linguists	Darko Hren, PhD, full professor	3	0	0	2.5	E
Module IV: *History*						
Croatian-French Intellectual Relations between the Two World Wars	Edi Miloš, PhD, associate professor	3	0	0	2.5	E

[8] Selecting **2 elective courses within the module** is required **– 5 ECTS**

Croatian Intellectuals and National Ideology in the First Half of the 20th Century	Aleksandar Jakir, PhD, full professor with permanent tenure	3	0	0	2.5	E
The Mediterranean after "The Mediterranean". Post-Braudelian Studies: Topics, Challenges, Methods	Nikola Samardžić, PhD, full professor	3	0	0	2.5	¸E
Latin Epigraphy	Anamarija Kurilić, PhD, full professor Ivan Matijević, PhD, associate professor	3	0	0	2.5	E
The Eastern Adriatic in the Ottoman Cultural Context	Marko Rimac, PhD, associate professor Michael Ursinus, PhD professor emeritus	3	0	0	2.5	E
Module V: *Art History*						
Colonia Martia Iulia Valeria Salona Felix	Ana Torlak, PhD, associate professor	3	0	0	2.5	E
Architectural Decoration of Diocletian's Palace	Daniela Matetić Poljak, PhD, assistant professor	3	0	0	2.5	E
Marian Iconography in Dalmatian Painting	Ivana Prijatelj Pavičić, PhD, full professor with permanent tenure	3	0	0	2.5	E
Baroque Architecture in Mediterranean Croatia	Katarina Horvat-Levaj, PhD, associate professor	3	0	0	2.5	E
Iconological Approach to the Work of Art	Ivana Čapeta Rakić, PhD, associate professor	3	0	0	2.5	E
Manifestations of Modern Sculpture in Croatia	Dalibor Prančević, PhD, associate professor	3	0	0	2.5	E
Module VI: *Mediterranean Interdisciplinary Cultural Studies*						
Typology of the Traditional Boat	Joško Božanić, PhD, professor emeritus	3	0	0	2.5	E
Short Story and the Mediterranean	Antonela Marić, PhD, full professor	3	0	0	2.5	E
Lingua Franca in Dalmatian Halieutic Terminology	Joško Božanić, PhD, professor emeritus	3	0	0	2.5	E
Mediterranean Tradition of Discourse on Animals and Medieval Bestiaries	Srećko Jurišić, PhD, full professor	3	0	0	2.5	E
Musical Sources of Dalmatia in the Context of Central European and Mediterranean Musical Culture	Ivana Tomić Ferić, PhD, full professor with tenure	3	0	0	2.5	E

LIST OF COURSES
Year of study: 3
Semester: 5
Joint compulsory courses[9]

[9] Total number of compulsory courses: 3 courses – 30 ECTS. There are no elective courses in the 5th semester.

COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Supervisor-guided Development of The Doctoral Thesis Topic	/	0	3	0	10	C
Doctoral Examination	/	0	3	0	10	C
Third Research Paper of a Higher-Level Complexity	/	0	3	0	10	C

LIST OF COURSES						
Year of study: 3						
Semester: 6						
Joint compulsory courses [10]						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Preparation of the Doctoral Thesis	/	0	3	0	20	C
Individual Supervisor-guided Work on the Preparation of the Doctoral Thesis	/	0	3	0	10	C

2.2. Course description

GENERAL INFORMATION		
Lead instructor	Mirjana Adamović, PhD, research advisor	
Course name	**INTRODUCTION TO RESEARCH METHODS IN THE HUMANITIES: THEORIES, CONCEPTS, LOGIC, TERMINOLOGY, PRACTICE** (HZ101)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Joint compulsory course	
Year of study	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	5+0+0
COURSE DESCRIPTION		
Course aims		
The aim of the course is to equip doctoral students with the competences required for content creation and the evaluation of research skills and methods for conducting independent and/or supervised scientific research and developing research concepts, as well as for identifying sources, data, and appropriate methods in the preparation of the doctoral thesis. Doctoral students will acquire advanced knowledge related to the craft of doctoral thesis writing, the conceptualisation of the research design, scientific and professional articles, the collection and selection of sources, the critical evaluation of data sources, and the evaluation of research		

[10] Total number of compulsory courses: 2 courses – 30 ECTS. There are no elective courses in the 6th semester.

implications. Furthermore, doctoral students will develop a level of knowledge and understanding of their own research subject, apply a series of research strategies and methods, and demonstrate critical and argumentative skills in the application of theoretical and empirical concepts.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- master and critically understand various theoretical concepts
- identify and use various data sources
- define a scientific problem (research question) in research
- define research objectives
- apply and critically approach research methods
- independently prepare a research design
- independently conceptualise a professional and scientific article
- methodologically conceptualise a doctoral thesis.

Course content

The syllabus covers four fundamental areas: the use of primary data sources (written, visual, spoken texts, archives), bibliographic procedures and materials, formulation of the research question, and text development, management, and writing. It includes the examination of interpretative, conceptual, and methodological issues arising in the application of specific practical research procedures; these will be discussed during group discussions.
The course addresses fundamental concepts/methods in humanities/social sciences research practice: what constitutes “data” and how to obtain it, exploratory methods and the “case study” method, the application of “qualitative” methods in the humanities, structured and narrative interviews, field observation and recording, primary and secondary sources in research, critical evaluation of sources, and the structuring and argumentation of a thesis. Ethical issues and procedures in humanities research are also considered.

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☐seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☒ multimedia and network ☐laboratory ☐supervision ☒research work

Student obligations

Analysis of the assigned literature, regular and active participation in classes, critical reflection, the ability to work collaboratively, and preparation of a research paper in which the doctoral student clearly demonstrates knowledge of contemporary theories and presents their own reflections on the selected topic in the concluding paragraph.

Mentoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading log: notes on the primary literature	x				

Assessment and evaluation of student work during classes and the final exam/ methods of assessing the acquired learning outcomes for each course

Assessment is based on the overall work completed in the course throughout the semester. The final grade is based on participation in class activities and the evaluation of the research paper. The grade also includes the assessment of reading primary literature.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Dunleavy, P. (2005). *Kako napisati disertaciju: kako planirati, skicirati, pisati i dovršiti disertaciju*. Zagreb: Fakultet političkih znanosti.	1	40
Berger, P., Luckmann, T. (1992). *Socijalna konstrukcija zbilje*. Zagreb: Naprijed (selected chapters).	1	40
Bryman, A. (1998). *Quality and Quantity in Social Research.* London: Routledge.	1	40
Buchberger, I. (2012). *Kritičko mišljenje. Priručnik kritičkog mišljenja, slušanja, čitanja i pisanja.* Rijeka: Udruga za razvoj visokog školstva Universitas.	1	40
Pickering, M. (2008). *Research Methods for Cultural Studies.* Edinburgh: Edinburgh University Press Ltd.	1	40
Seebohm, T. M. (2004). *Hermeneutics. Method and Methodology.* Dodrecht: Kluwer Academic Publishers. (selected chapters).	1	40
Yin, R. K. (2007). *Studija slučaja – dizajn i metode.* Zagreb: Fakultet političkih znanosti.	1	40

Supplementary readings

For research methods:

1. Bazerman, C., Prior, P. (2004). *What Writing Does and How It Does. An Introduction to Analyzing Texts and Textual Practices*. Mahwah, New Jersey, London: Lawrence Erlbaum Associates, Publishers.
2. Brundage, A. (1997). *Going to the Sources: A Guide to Historical Research and Writing*, 2nd edition. Harlan Davidson.
3. Corbin, J.; Strauss, A. (1990). "Grounded Theory Research: Procedures, Canons, and Evaluative Criteria." *Qualitative Sociology*, 13(1): 3−21.
4. Hollway, W.; Jefferson, T. (2000). *Doing Qualitative Research Differently*. London: Sage Publications.
5. Rockwell, G.; Sinclair, S. (2016). *Hermeneutica: Computer-Assisted Interpretation in the Humanities*. London: The MIT Press.
6. Škrbić Alempijević, N.; Potkonjak, S.; Rubić, T. (2016). *Misliti etnografski. Kvalitativni pristupi i metode u etnologiji i kulturnoj antropologiji*. Zagreb: Faculty of Humanities and Social Sciences, University of Zagreb, Department of Ethnology and Cultural Anthropology, Croatian Ethnological Society.
7. Tudor, A. (1999). *Decoding Culture. Theory and Method in Cultural Studies*. London: Sage Publications.

For doctoral thesis writing and other scientific papers:

1. Alley, M. (1996). 3rd edition. *The Craft of Scientific Writing*. New York: Springer.
2. Cargill, M.; O'Connor, P. (2009). *Writing Scientific Research Articles. Strategy and Steps*. Singapore: Wiley Blackwell.
3. Olson, L. (2014). *How To Get Your Writing Published in Scholarly Journal*. Letchworth Garden City: eacademia.
4. Oraić Tolić, D. (2011). *Akademsko pismo*. Zagreb: Naklada Ljevak.
5. Terrell, S. R. (2016). *Writing a Proposal for Your Thesis. Guidelines and Examples*. New York: The Guilford Press.
6. Walliman, N. S. R. (2000). *Your Research Project: A Step-By-Step Guide for the First-Time Researcher*. Sage Publications.

Additional numerous sources on doctoral thesis writing, other scientific papers, and the selection of research methods are also available and will be presented to doctoral students during course delivery.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and levels of programme acquisition shall be determined through evaluation based standardised assessment methods, through surveys on the quality of teaching activities and self-assessment, as follows:

- class attendance and participation, and performance in assigned tasks,
- student questionnaires on the quality of teaching conducted at the university level,
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus,
- individual consultations,
- student self-assessment,
- peer evaluation of the implementation and quality of the teaching process.

GENERAL INFORMATION		
Lead instructor	Marita Brčić Kuljiš, PhD, full professor	
Course name	**ETHICS OF SCIENTIFIC RESEARCH** (HZ102)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Joint compulsory course	
Year of study	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	5+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is to direct doctoral students towards the development and evaluation of research skills and to encourage critical reflection on the ethics of scientific research. Doctoral students are expected to acquire knowledge of the importance of ethical conduct in scientific research processes.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- understand the role of ethics in scientific research processes,
- critically examine and evaluate ethical theses and positions related to scientific research,
- explain arguments for and against ethical positions in scientific research,
- apply acquired knowledge in scientific research processes.

Course content

1. Ethics in science; Ethics in scientific research
2. Foundations of research ethics
3. Foundations of research ethics
4. Problematic cases; Ethics committee approval
5. Codes of ethics – analysis (Croatian Science Foundation; University of Split; Committee on Ethics in Science and Higher Education)
6. Self-regulation of ethics in science.

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☒seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☒ multimedia and network ☐laboratory ☐supervision ☒research work

Student obligations

Analysis of the assigned literature, regular and active participation in classes, critical reflection, the ability to work collaboratively, and preparation of a research paper in which the doctoral student clearly demonstrates knowledge of contemporary theories and presents their own reflections on the selected topic in the concluding paragraph.

Mentoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay	x	Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading log: notes on the primary literature	x				

Assessment and evaluation of student work during classes and the final exam/ methods of assessing the acquired learning outcomes for each course

Assessment is based on the overall work completed in the course throughout the semester. The final grade is based on participation in class activities, the evaluation of the research paper, and the evaluation of the essay. The grade also includes the assessment of reading primary literature.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Borovečki, A.; Lacković, Z. (2008). *Odgovorno ponašanje u znanosti: Odabrani međunarodni i hrvatski dokumenti*. Medicinska naklada.	1	10
Gregory, A. (2003). *Ethics in Research*. Continuum, London–New York.	1	10
Dobrick, F. M.; Fischer, J.; Hagen, L. M. (2018). *Research Ethics in the Digital Age*. Springer.	1	10
Loue, S. (2002). *Textbook of Research Ethics*. Kluwer Academic Publishers.	1	10

Supplementary readings

1. Buchana, E. A. (2004). *Readings in Virtual Research Ethics: Issues and Controversies*. Information Science Publishing.
2. Stewart Jr., C. N. (2011). *Research Ethics for Scientists: A Companion for Students*. Wiley-Blackwell.
3. Gariepy, K. D. (2016). *Power, Discourse, Ethics. A Policy Study of Academic Freedom*. Sense Publishers, Rotterdam.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and levels of programme acquisition shall be determined through evaluation based standardised assessment methods, through surveys on the quality of teaching activities and self-assessment, as follows:

- class attendance and participation, and performance in assigned tasks,

- student questionnaires on the quality of teaching conducted at the university level,
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus,
- individual consultations,
- student self-assessment,
- peer evaluation of the implementation and quality of the teaching process.

GENERAL INFORMATION		
Lead instructor	Joško Božanić, PhD, professor emeritus	
Course name	**INTANGIBLE HERITAGE** (HZ103)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Joint compulsory course	
Year of study	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	5+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is the critical evaluation of principles and theories dealing with intangible heritage and, through scientific research, raising awareness of the phenomenon of intangible heritage, its content and scope of meaning, as well as the application of highly specialised acquired knowledge and skills for the assessment of issues concerning endangered heritage, including the evaluation of modalities of its preservation and presentation.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- master and critically understand various forms of intangible heritage in general,
- understand the policies of UNESCO and the Ministry of Culture of the Republic of Croatia regarding intangible heritage,
- identify and use various data sources for the recognition, evaluation, and promotion of the protection of intangible heritage in accordance with the UNESCO programme,
- understand the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage,
- articulate issues relating to the protection of intangible heritage.

Course content

1. Introduction to the UNESCO document: *Convention for the Safeguarding of the Intangible Cultural Heritage*.
2. Definition of intangible cultural heritage as practices, expressions, representations, knowledge, and skills, as well as instruments, objects, and artefacts recognised by communities, groups, or individuals as part of their cultural heritage: oral heritage, including language as the primary medium for preserving intangible heritage; performing arts; social practices; rituals; festive events; knowledge and practices concerning nature and the universe; traditional crafts.

3. The importance of preserving cultural diversity; preservation of endangered languages and dialects; toponymy; lexis; memory of the hand; traditional gastronomy; interpretation of the human natural and cultural environment
4. The position of Croatian idioms in the global world.
5. Issues of toponymy and GPS technologies.
6. The phenomenon of the oral mind.

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☐seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ independent work ☐ multimedia and network ☐laboratory ☐supervision ☒research work ☒ e-learning (20%)

Student obligations

Analysis of the assigned literature, regular and active participation in classes, critical reflection, the ability to work collaboratively, and preparation of a research paper in which the doctoral student clearly demonstrates knowledge of contemporary theories and presents their own reflections on the selected topic in the concluding paragraph.

Mentoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam	x	Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading log: notes on the primary literature					

Assessment and evaluation of student work during classes and the final exam/ methods of assessing the acquired learning outcomes for each course

Assessment is based on the overall work completed in the course throughout the semester. The final grade is based on participation in class activities and the evaluation of the research paper and the assessment of the oral exam.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
UNESCO (2003). *Convention for the Safeguarding of Intangible Cultural Heritage.*	1	40
Božanić, J. (2001). Pohvala ruci. *Republika*, 7/8, 29-37. / *In Praise of the Hand*, u knjizi *Experience of the Boat – Wooden Shipbuilding Heritage in Croatia,* Pomorski muzej Dubrovnik, Ars halieutica Komiža – Zagreb 2001.	1	40
Salamon, V. (2004). *Requiem za hrvatsku tradicionalnu brodogradnju.* Series of articles in the journal *More*, Zagreb.	1	40
Božanić, J., Buljubašić, E. (2012). The Ritual of Boat Incineration on the Island of Vis, Croatia: an Interpretation.	1	40
Božanić, J. (2014). Gajeta falkuša – Naslijeđe za budućnost / Gajeta Falkusa – Heritage for the Future	1	40
Božanić, J. (2015). Ethics of the Sea – Experience of the Vis Archipelago Fishermen. *Colloquia Humanistica*, Institute of Slavic Studies of the Polish Academy of Sciences, No. 4, 137–146.	1	40

Supplementary readings
1. Galla, A. (2002). Ecomuseology, Globalisation and Sustainable Development: Ha Long Bay, A Case Study from Vietnam", *Humanities Research Journal*, Issue 1. 2. Božanić, J. (2005). Semiotic analysis of the oral stories from the island of Vis. U R. Marcet, C. A. Brebbia, J. Olivella (ur.). *Maritime Heritage and Modern Ports.* Southampton, Boston: WITpress. 93−102. 3. Božanić, J. (2005). Rotta Diomedea – Tradicionalna ribarska barka Gajeta Falkuša na najstarijoj transjadranskoj ruti / La Tradizionale barca peschereccia Gajeta Falkusa sulla più antica rotta transadriatica. *Adriatico/Jadran*, I, 639−66. 4. Galla, A. (2005). *Museums, Globalisation and Intangible Heritage*, ICOM − UNESCO, Shanghai and Paris.
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
The quality of the teaching process, teaching skills, and levels of programme acquisition shall be determined through evaluation based standardised assessment methods, through surveys on the quality of teaching activities and self-assessment, as follows: - class attendance and participation, and performance in assigned tasks, - student questionnaires on the quality of teaching conducted at the university level, - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus, - individual consultations, - student self-assessment, - peer evaluation of the implementation and quality of the teaching process.

GENERAL INFORMATION		
Lead instructor	/	
Course name	**QUALIFYING RESEARCH PAPER** (HZ104)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Joint compulsory course	
Year of study	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	5+0+0

COURSE DESCRIPTION
Course aims
The aim of the course is to ensure the acquisition of the competences necessary for doctoral students to conduct scientific research in the field of humanities, depending on their field of interest, in accordance with ethical criteria and standards.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, doctoral students will be able to: - apply appropriate research methods in the field of humanities, - compare research methods in the field of humanities, - analyse different approaches to research in the field of humanities,

- argue and discuss the importance of ethical criteria and standards in scientific research in the field of humanities.

Course content

The qualifying research paper is the result of work completed within the following courses:

Introduction to Research Methods in the Humanities (Theories, Concepts, Logic, Terminology, practice)

Ethics of Scientific Research

Elective Course – Group I (Methodology of Scientific Research: Literary Studies, Research Methods in Linguistics, Historical Methods, Methodology of Philosophical Research).

Modes of delivery (mark the appropriate boxes with an X)	☐ lectures ☐seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐laboratory ☒supervision ☒research work

Student obligations

Analysis of the assigned literature, regular and active participation in classes, critical reflection, the ability to work collaboratively, and preparation of a research paper in which the doctoral student clearly demonstrates knowledge of contemporary theories and presents their own reflections on the selected topic in the concluding paragraph.

Mentoring student work (mark the appropriate boxes with an X)

Class attendance		Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading log: notes on the primary literature					

Assessment and evaluation of student work during classes and the final exam/ methods of assessing the acquired learning outcomes for each course

The qualifying paper is assessed by the lead instructors of the following courses:

Introduction to Research Methods in the Humanities (Theories, Concepts, Logic, Terminology, practice)

Ethics of Scientific Research

Elective Course – Group I (Methodology of Scientific Research: Literary Studies, Research Methods in Linguistics, Historical Methods, Methodology of Philosophical Research).

A passing grade for the Qualifying Research Paper also includes the fulfilment of obligations in the above-listed courses.

Required readings and number of copies relative to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
/		
Supplementary readings		
/		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
The quality of the teaching process, teaching skills, and levels of programme acquisition shall be determined through evaluation based standardised assessment methods, through surveys on the quality of teaching activities and self-assessment, as follows: - class attendance and participation, and performance in assigned tasks, - student questionnaires on the quality of teaching conducted at university level, - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus, - individual consultations, - student self-assessment, - peer evaluation of the implementation and quality of the teaching process.		

GENERAL INFORMATION		
Lead instructor	Leo Rafolt, PhD, full professor	
Course name	**METHODOLOGY OF SCIENTIFIC RESEARCH: LITERARY STUDIES** (HZ105)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course – Group I	
Year of study	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	4+0+0
COURSE DESCRIPTION		
Course aims		
The aim of the course is to train participants for independent work in the interdisciplinary and transdisciplinary field of literary research, i.e., in relation to the theoretical and critical methods pertaining to that field.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of the course, doctoral students will be able to: - critically evaluate the theoretical heritage of the humanities in the context of literary studies research; - analyse critical-theoretical literature on the subject, - compare methodological and epistemological matrices in the development of literary studies as such; - establish parallels with other disciplines within the humanities context		
Course content		

1. Introductory considerations: the nature of literature
2. Literature and taxonomy I
3. Literature and taxonomy II
4. Literature and system(s)
5. Principles of literary historiography: the economy of systematisation
6. Truth and literary historiography (from philology to cultural studies)
7. Theory of literature vs. theory of literary historiography
8. Theory of the theory of literary historiography
9. Resistance of literature

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☒seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ independent work ☐ multimedia and network ☐laboratory ☐supervision ☒research work

Student obligations

Analysis of the assigned literature, regular and active participation in classes, critical reflection, the ability to work collaboratively, preparation of a research paper in which the doctoral student clearly demonstrates knowledge of contemporary theories and presents their own reflections on the selected topic in the concluding paragraph.

Mentoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading log: notes on the primary literature					

Assessment and evaluation of student work during classes and the final exam/ methods of assessing the acquired learning outcomes for each course

Writing and defence of a research paper.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Bennett, T. (1990). *Outside Literature.* New York – London: Routledge.	1	10
Compagnon, A. (2007). *Demon teorije.* Zagreb: AGM.	1	10
Foucault, M. (2002). *Riječi i stvari: arheologija humanističkih znanost.* Zagreb: Golden marketing.	1	10
Močnik, R. (2009). *Spisi iz humanistike.* Ljubljana: Založba Cf.	1	10
Schwanitz, D. (2000). *Teorija sistema i književnost.* Zagreb: Naklada MD.	1	10
Zima, P. (1999). *The Philosophy of Modern Literary Theory*. New York: Athlone Press.	1	10

Supplementary readings

1. Daniel, V. E. i Peck, J. M. (ed.) (1996). *Culture/Contexture: Explorations in Anthropology and Literary Studies.* Berkeley – Los Angeles: California University Press.

2. Guillen, C. (1993). *The Challenge of Comparative Literature.* Harvard: Harvard University Press.
3. Ranciére, J. (2008). *Politika književnosti.* Novi Sad: Adresa.
4. Stallybrass, P. i White, A. (1986). *The Politics and the Poetics of Transgression*. Ithaca – New York: Cornell University Press.
5. Zima, P. V. *What is Theory? The Concept of Theory in the Cultural and Social Sciences.* New York: Athlone Press.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and levels of programme acquisition shall be determined through evaluation based standardised assessment methods, through surveys on the quality of teaching activities and self-assessment, as follows:

- class attendance and participation, and performance in assigned tasks,
- student questionnaires on the quality of teaching conducted at university level,
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus,
- individual consultations,
- student self-assessment,
- peer evaluation of the implementation and quality of the teaching process.

GENERAL INFORMATION		
Lead instructor	Ida Raffaelli, PhD, full professor	
Course name	**METHODS OF RESEARCH IN LINGUISTICS** (HZ106)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course – Group I	
Year of study	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	4+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is to acquire procedural knowledge of planning and conducting research in linguistics, as well as knowledge of the interrelation between theoretical foundations and the formation of methodology. A further objective is to acquire knowledge of research methods in the field of linguistics and to master specific research methods through a smaller independent research project to be conducted within the student's research work.

Course enrolment requirements

Prescribed by the Regulations on the Postgraduate University Study Programme (Doctoral Studies) in Humanities of the Faculty of Humanities and Social Sciences in Split.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- plan research in the field of linguistics,
- formulate research questions and hypotheses;
- select and use appropriate data collection techniques,
- apply a chosen research method, process data, and interpret research results;
- present the results of their own research in a research paper.

Course content

1. Selection of a research topic, organisation of research
2. Formulation of research questions and hypotheses

3. Data processing and interpretation of results
4. Structure and presentation of scientific research results

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☐seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐laboratory ☒supervision ☒research work

Student obligations

Analysis of the assigned literature, regular and active participation in classes, critical reflection, the ability to work collaboratively, and preparation of a research paper in which the doctoral student clearly demonstrates knowledge of contemporary theories and presents their own reflections on the selected topic in the concluding paragraph.

Mentoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	X
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading log: notes on the primary literature					

Assessment and evaluation of student work during classes and the final exam/ methods of assessing the acquired learning outcomes for each course

Participation in class and preparation of a shorter research paper.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Wager, Elizabeth (2010): *Getting Research Published: An A to Z of publication strategy.* Oxford. New York: Radcliffe Publishing	1	10

Supplementary readings

Litosseliti, L. (2010). *Research Methods in Linguistics.* London: Continuum.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and levels of programme acquisition shall be determined through evaluation based standardised assessment methods, through surveys on the quality of teaching activities and self-assessment, as follows:

- class attendance and participation, and performance in assigned tasks,
- student questionnaires on the quality of teaching conducted at university level,
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus,
- individual consultations,
- student self-assessment,
- peer evaluation of the implementation and quality of the teaching process.

GENERAL INFORMATION

Lead instructor	Aleksandar Jakir, PhD, full professor with permanent tenure	
Course name	**HISTORICAL METHODS** (HZ107)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course – Group I	
Year of study	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	4+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is to master the fundamental methodological approaches in historical research and to acquire analytical and interpretative skills. Doctoral students will be encouraged to engage in independent reflection and study of scholarly literature in order to develop critical thinking and formulate their own positions on key issues covered by the course.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- understand methods and concepts as conditions for the cognition of historical events,
- interpret the organisation of research,
- recognise methodological approaches and concepts in historical science,
- explain the postmodern critique of history,
- apply scientific research methods to their own doctoral research.

Course content

1. Contemporary methods in historical research
2. Postmodernist deconstruction of history
3. Structuralism versus functionalism

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☐seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☒ multimedia and network ☐laboratory ☐supervision ☒research work

Student obligations

Analysis of the assigned literature, regular and active participation in classes, critical reflection, the ability to work collaboratively, and preparation of a research paper in which the doctoral student clearly demonstrates knowledge of contemporary theories and presents their own reflections on the selected topic in the concluding paragraph.

Mentoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x

Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Mid-term exam	x				

Assessment and evaluation of student work during classes and the final exam/ methods of assessing the acquired learning outcomes for each course

The overall work during the semester is evaluated. The final grade is based on class participation, the mid-term exam, and the research paper.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Bloch, M. (2008). *Apologija historije ili zanat povjesničara*, Zagreb.	2	10
Keith Jenkins, K. (2008). *Promišljanje historije*, Zagreb.	1	10
Gross, M. (2009). "Deconstruction of History or Consciousness without a Past", in *Historijski zbornik*, Vol. LXII, No. 1/2009, pp. 165–194.	1	10
Janeković Römer, Z. (1999–2000). "Historical Knowledge and the Methodology of History in Postmodernity", in *RADOVI – Institute for Croatian History*, 32–33, Zagreb, pp. 203–219.	1	10

Supplementary readings

1. Bertoša, M. (2002). *Challenges of the Historical Craft: Local History and Universal Models*. Zagreb: Antibarbarus.
2. Burke, P. (2002). *History and Social Theory*. Belgrade: Equilibrium.
3. Burrow, J. W. (2010). *A History of Histories: Epics, Chronicles, Romances and Inquiry from Herodotus and Thucydides to the Twentieth Century*. Zagreb: Algoritam.
4. Carr, E. H. (2004). *What Is History?*. Zagreb: Srednja Europa.
5. Cvijović Javorina, I. (2012). "Oral History: Problems, Possibilities and Application among Historians", *Radovi*, Vol. 44.
6. Fogel, R. W.; Elton, G. R. (2002). *Which Road to the Past: Two Views of History*. Zagreb: Ibis.
7. Gačić, M. (2012). *Writing Scientific and Professional Papers*. Zagreb: Školska knjiga.
8. Gross, M. (1996). *Contemporary Historiography*. Zagreb: Novi Liber.
9. Korunić, P. (1999). "Historical Profession and Critique of Contemporary Croatian Historiography", *Radovi*, Vol. 31, No. 1.
10. Lauc, D.; Vitek, D. (2010). "Logic and Historical Sciences – The Problem of Family Reconstruction Based on Parish Registers", *Povijesni prilozi*, Vol. 39. 11–22.
11. Lipovčan, S. et al. (eds.) (2005). *Croatian Historiography of the 20th Century: Between Scientific Paradigms and Ideological Demands*. Zagreb: Institute of Social Sciences "Ivo Pilar".
12. Lyotard, J.-F. (2005). *The Postmodern Condition: A Report on Knowledge*. Zagreb: Ibis grafika.
13. Mejovšek, M. (2003). *Introduction to Research Methods in the Social Sciences and Humanities*. Zagreb: Naklada Slap.
14. Milat, J. (2005). *Fundamentals of Research Methodology*. Zagreb: Školska knjiga.
15. Nikić, A. (2002). *The Emergence of the Scientific Work or Methodology*. Mostar: Franciscan Library and Archives.
16. Nikić, A. (2002). *The Development of Historical Science or Introduction to History: For Students and Scholars*. Mostar: Franciscan Library and Archives; Faculty of Education.
17. Pomian, K. (2002). "History of Structures", *Scrinia Slavonica*, Vol. 5, pp. 485–506.
18. Roksandić, D. (ed.) (2004). *Introduction to Comparative History*. Zagreb: Golden marketing – Tehnička knjiga.
19. Vekarić, N. (2004). "Genealogy in the Service of Onomastics", *Folia Onomastica Croatica*, Vol. 12–13, Dubrovnik.
20. Vekarić, N. (2010). "The Method of Representative Sampling and Genealogical Method in Historical Demography", *Povijesni prilozi*, Vol. 39, Dubrovnik.
21. Vranješ-Šoljan, B. (1982). "Quantitative Methods in Historical Research", *Radovi*, Vol. 15, Zagreb.

22. Vujević, M. (2000). *Introduction to Scientific Work*. Zagreb: Školska knjiga

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and levels of programme acquisition shall be determined through evaluation based standardised assessment methods, through surveys on the quality of teaching activities and self-assessment, as follows:

- class attendance and participation, and performance in assigned tasks,
- student questionnaires on the quality of teaching conducted at university level,
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus,
- individual consultations,
- student self-assessment,
- peer evaluation of the implementation and quality of the teaching process.

GENERAL INFORMATION		
Lead instructor	Ljudevit Hanžek, PhD, assistant professor	
Course name	**METHODOLOGY OF PHILOSOPHICAL RESEARCH** (HZ108)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course – Group I	
Year of study	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	4+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is to enable doctoral candidates to critically reflect on the methodology of scientific methodology as an academic discipline.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- clearly distinguish problems specific to philosophy from those specific to other humanities and social science disciplines;
- list and explain the main issues related to central elements of philosophical methodology: conceptual analysis, thought experiments, and a priori knowledge;
- briefly describe the divergence of 20th-century philosophy into the Anglo-American (analytic) style of philosophising and the Continental tradition;
- analyse the problem of disagreement in philosophy and present solutions offered in the relevant literature.

Course content

1. The problem of defining philosophy: selection of criteria (methodological, content-based, or combined)
2. Language analysis and conceptual analysis (Russell, Wittgenstein, Carnap)
3. A priori knowledge and philosophical intuitions

4. Analytic and Continental philosophy in the 20th century (Brentano as a foundational figure; influence of his direct students Twardowski, Husserl, and Meinong, with special emphasis on Meinong's debate with Russell)
5. Deep disagreement and its implications for the epistemic status of philosophy

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☐seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐laboratory ☐supervision ☒research work

Student obligations

Analysis of the assigned literature, regular and active participation in classes, critical reflection, the ability to work collaboratively, and preparation of a research paper in which the doctoral student clearly demonstrates knowledge of contemporary theories and presents their own reflections on the selected topic in the concluding paragraph.

Mentoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam/ methods of assessing the acquired learning outcomes for each course

Overall, work during the semester is evaluated. The final grade is based on class participation, and the assessment of the research paper.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Overgaard, Gilbert, Burwood (2013) *An Introduction to Metaphilosophy*, Cambridge University Press	1	10
Soames, Scott (2009) *Philosophical Analysis in the Twentieth Century, Volume 1: The Dawn of Analysis*, Princeton University Press	1	10
Soames, Scott (2009) *Philosophical Analysis in the Twentieth Century, Volume 1: The Age of Meaning*, Princeton University Press	1	10
Haug, Matthew C. (2013) *Philosophical Methodology: The Armchair or the Laboratory?,* Routledge	1	10
D'Oro, G., Overgaard, S. (eds.) (2017). *The Cambridge Companion to Philosophical Methodology*. Cambridge University Press.	1	10

Supplementary readings

Cappelen, Szabo Gendler, Hawthorne (ed.) (2016) *The Oxford Handbook of Philosophical Methodology*, Oxford University Press.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and levels of programme acquisition shall be determined through evaluation based standardised assessment methods, through surveys on the quality of teaching activities and self-assessment, as follows:

- class attendance and participation, and performance in assigned tasks,
- student questionnaires on the quality of teaching conducted at university level,

- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus,
- individual consultations,
- student self-assessment,
- peer evaluation of the implementation and quality of the teaching process.

GENERAL INFORMATION		
Lead instructor	Željko Peković, PhD, professor emeritus	
Course name	**DALMATIAN CITIES** (HZ109)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course – Group II	
Year of study	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is to acquire general knowledge in cultural history, particularly the urban history of the eastern Adriatic coast. Doctoral students are expected to engage in critical reflection and to navigate extensive scholarly literature, which is essential for interdisciplinary studies

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- possess an analytical understanding of issues related to the study of urban development history in Dalmatia;
- understand and be able to explain, at an advanced level, the developmental trajectories of cities on the eastern Adriatic coast;
- contextualize the heritage of Dalmatian cities within the socio-political framework of their historical periods;
- enhance the capacity for independent scholarly work.

Course content

Along the eastern Adriatic coast, the process of urbanisation began early, in the protohistoric period. Cities in the proper sense began with Greek colonisation. A new phase of urbanisation took place during the period of Roman rule. With the Migration Period, urban life entered a crisis that would be renewed during the Middle Ages. Dalmatian cities possess their own distinct characteristics arising from natural conditions, relief, fertile areas, navigable routes, and connections with the hinterland. Clear cultural influences from the neighbouring Adriatic coast are evident, with which they are closely connected; however, they also have specific characteristics arising from their natural and political environment. The sea is an essential element of the identity of cities on the eastern coast, in the consciousness of their inhabitants, in the economy, and in the entirety of life, which is clearly reflected in their maritime characteristics. One of the distinctive features of Dalmatian architecture is, among other things, stone construction.

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures	☐ independent work

	☐seminars and workshops ☒ practicals ☐ remote learning ☐ field work	☐ multimedia and network ☐laboratory ☐supervision ☒research work

Student obligations

Analysis of the assigned literature, regular and active participation in classes, critical reflection, the ability to work collaboratively, and preparation of a research paper in which the doctoral student clearly demonstrates knowledge of contemporary theories and presents their own reflections on the selected topic in the concluding paragraph.

Mentoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam	x	Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam/ methods of assessing the acquired learning outcomes for each course

The overall work during the semester is evaluated. The final grade is based on class participation, and the assessment of the research paper in which the doctoral student demonstrates knowledge of contemporary theories and presents their own reflections on the selected topic in the concluding paragraph.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Frederic C. L. (2007). *Povijest Mletačke republike*. Zagreb: Golden marketing- tehnička knjiga.	1	10
Suić, M. (1964). *Antički grad na istočnom Jadranu,* Zagreb.	1	10
Peković, Ž. (1998). *Dubrovnik: Nastanak i razvoj srednjovjekovnoga grad*a. Split: Muzej hrvatskih arheoloških spomenika Split.	4	10
Marasović, T. (1997). *Split - 1700 godina razvitka*. Zagreb: Buvina.	2	10
Belamarić, J. (2005). *The Founding of the City of Korčula*. Zagreb.	3	10
Babić, I. (1987). *Trogir - kulturno blago* (suautori: K. Prijatelj, T. Marasović, R. Ivančević, S. Vučenović, S. Geić). Zagreb: Turistkomerc. (2nd edition, Zagreb, 1990)	1	10
Babić, I. (1984). *Prostor između Splita i Trogira*. Trogir: Muzej grada Trogira. (2nd edition, Kaštel Novi, 1991)	4	10
Babić, I. (1989). "Settlements under Fortifications in Dalmatia." *Works*, 4, 7–25.	1	10
Babić, I. "The Fate of Ancient Settlements in the Territory of Croatia and Neighbouring Sclavinias." In: Proceedings of the First Croatian Landscape Conference. Zagreb: Mimara Museum, p. 16.	1	10

Supplementary readings

1. Bošković-Stulli, M. (1993). *Wheat across the Sea: Oral Stories from Dalmatia*. Split: Književni krug.

2. Katičić, R. (1995). *Illyricum Mythologicum*. Zagreb: Antibarbarus Editions.
3. Bajamonti, J. (1975). *Notes on Split* / "Marko Marulić", 1975, on the city of Split / Julije Bajamonti, [selection, translation and commentary by Duško Kečkemet].
4. Božić-Bužančić, D. (1982). *Private and Social Life of Split in the Eighteenth Century*. Zagreb: Školska knjiga.
5. Kečkemet, D. (1990). "On the Identity of Coastal Cities." *Maritime Proceedings*, Vol. 28, pp. 507–527.
6. Babić, I. (1994). *From the Beautiful to the Ugly: Essays, Polemics and Articles*. Split: Književni krug Split.
7. Babić, I. (2005). *A Shift Toward the Black*. Split: Ex Libris.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and levels of programme acquisition shall be determined through evaluation based standardised assessment methods, through surveys on the quality of teaching activities and self-assessment, as follows:

- class attendance and participation, and performance in assigned tasks,
- student questionnaires on the quality of teaching conducted at university level,
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus,
- individual consultations,
- student self-assessment,
- peer evaluation of the implementation and quality of the teaching process.

GENERAL INFORMATION		
Lead instructor	Josip Belamarić, PhD, research advisor	
Course name	**CROATIAN MONUMENTS ON THE UNESCO LIST** (HZ110)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course – Group II	
Year of study	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is the development of critical thinking regarding theoretical and scientific knowledge related to the values of Croatian cultural heritage of universal significance. Of particular importance is the acquisition of competencies in the management and maintenance of Croatian monuments inscribed on the UNESCO List.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- understand the concept of outstanding universal value;
- become familiar with issues of management of protected complexes and sites;
- compare statements of outstanding universal value of different sites;
- critically reflect on and evaluate broader social processes related to world heritage sites;
- apply knowledge acquired during the course for the improvement of research work.

Course content

Through lectures, seminars, and practicals, doctoral students will become familiar with the significance of Croatian sites inscribed on the UNESCO List, with the challenges of their day-to-day maintenance, and with the dynamics of numerous and diverse archaeological and conservation research activities associated with them.
During lectures, seminars, and practicals, doctoral students will become familiar with the complex stratification of values of each of the sites on the List, as well as with the methods and approaches of strategic programming of their daily management and maintenance.

1. Historical development of heritage protection models and issues of protected World Heritage sites
2. Dubrovnik, Split
3. Trogir and the Cathedral of Šibenik
4. Stari Grad Plain
5. Croatian sites in serial nominations – Stećci necropolises and Venetian fortifications

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☐seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐laboratory ☐supervision ☒research work

Student obligations

Analysis of the assigned literature, regular and active participation in classes, critical reflection, the ability to work collaboratively, and preparation of a research paper in which the doctoral student clearly demonstrates knowledge of contemporary theories and presents their own reflections on the selected topic in the concluding paragraph.

Mentoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam/ methods of assessing the acquired learning outcomes for each course

Writing and defence of research papers.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Pelc, M. (2012). *Povijest umjetnosti u Hrvatskoj*. Zagreb: Naklada Ljevak.	2	10
Cambi, N. (2002). *Antika*. Zagreb: Naklada Ljevak.	2	10
Peković, Ž. (1998). *Dubrovnik: Nastanak i razvoj srednjovjekovnoga grad*a. Split: Muzej hrvatskih arheoloških spomenika Split.	4	10
Babić, I. (2016). *Trogir. Grad i spomenici*. Split: Književni krug i Muzej hrvatskih arheoloških Spomenika.	1	10
Belamarić, J. (1997). *Split: od carske palače do grada.* Zagreb: Ministarstvo kulture Republike	4	10

Hrvatske.		
Jeličić-Radonić, J.; Katić, M. (2015). *Faros - osnivanje antičkog grada* . Split : Književni krug i Filozofski fakultet u Splitu.	4	10
Marković, P. (2010). *Katedrala sv. Jakova u Šibeniku*. Zagreb.	2	10
Mihelić, S. (ed.) (2009). *Archaeology and Tourism in Croatia*. Zagreb.	2	10

Supplementary readings

1. Ivančević, R. (1993). Umjetničko blago Hrvatske. Zagreb.
2. Suić, M. (2003). Antički grad na istočnom Jadranu. Zagreb: Golden marketing.
3. Grujić, Nada (2013). Kuća u gradu, Dubrovnik: Matica hrvatska Ogranak Dubrovnik.
4. Matejčić, Ivan (2014). Eufrazijana - katedrala u Poreču.
5. Belamarić, J. (2015). Sinjska alka. Sinj: VAD.

Supplementary literature will be expanded in accordance with needs and further development.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and levels of programme acquisition shall be determined through evaluation based standardised assessment methods, through surveys on the quality of teaching activities and self-assessment, as follows:

- class attendance and participation, and performance in assigned tasks,
- student questionnaires on the quality of teaching conducted at university level,
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus,
- individual consultations,
- student self-assessment,
- peer evaluation of the implementation and quality of the teaching process.

GENERAL INFORMATION		
Lead instructor	Danica Škara, PhD, professor emerita	
Course name	**COGNITIVE ANTHROPOLOGY** (HZ111)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course – Group II	
Year of study	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

Doctoral students will be introduced to selected topics and theories of contemporary linguistic anthropology and cognitive linguistics. Cognitive anthropology examines the interaction between language, mind, and cultural models. The course provides a clear insight into and understanding of the key role of language in the definition and identification of human beings at all levels - as a biological species, as a social, cultural, and cognitive being. The main aim is to encourage doctoral students to critically reflect on various approaches to the study of language, thought, and culture. Particular attention will be devoted to selected topics belonging to the Mediterranean cultural context.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- identify and analyse the role of language in human existence;
- present, compare, and evaluate contemporary anthropological and cognitive theoretical approaches and express personal viewpoints in hypothesis formulation;
- identify and apply appropriate interdisciplinary research methods used in cognitive linguistics and anthropological linguistics;
- apply theoretical insights in a scientifically adequate manner and develop their own concepts regarding the relationship between culture, mind, and reality.

Course content

The main topics include the biological foundations of language and its distinctive features in relation to other species, as well as linguistic universals. In the consideration of linguistic practice, special attention is given to language socialisation, linguistic relativism, the role of language in defining group (ethnic, gender) and individual identity, multilingualism, and intercultural communication.

1. Language, thought, and culture; the human body: metaphorical projection of the human body
2. Language and power (persuasion, propaganda, etc.); political discourse; gender asymmetry in language: male and female speech
3. Perception of colours in selected Mediterranean linguistic communities; perception of immigrants in the public media

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☐seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ independent work ☐ multimedia and network ☐laboratory ☐supervision ☒research work ☒e-learning (20%)

Student obligations

Analysis of the assigned literature, regular and active participation in classes, critical reflection, the ability to work collaboratively, and preparation of a research paper in which the doctoral student clearly demonstrates knowledge of contemporary theories and presents their own reflections on the selected topic in the concluding paragraph.

Mentoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Active participation in discussions	x				

Assessment and evaluation of student work during classes and the final exam/ methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in classes (critical reflection), the grade of the research paper, knowledge of contemporary theories, and the quality of expressed personal views in the formulation of the hypothesis.

- Quality of research paper and expressed opinion – 70%
- Preparedness for classes, class participation, teamwork, critical evaluation of theoretical knowledge, independent thinking – 30%

Required readings and number of copies relative to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
Duranti, A. (1997). *Linguistic Anthropology*. Cambridge: Cambridge University Press.	1	10
Aitchison, J. (2000). *The Seeds of Speech. Language Origin and Evolution*. Cambridge: Cambridge University Press.	1	10
Škara, Danica (2005). *Language, Culture, Cognition*, Zadar: University of Zadar.	1	10
Fiske,S.T., Taylor, S.E. (2017). *Social Cognition: From brains to culture,* London: SAGE Publications.	1	10

Supplementary readings

1. Deacon, T.W. (1997). *The Symbolic Species. The so-evolution of language and brain*. New York: Norton.
2. Eckert, P.; McConnell-Ginet, S. (2003). *Language and gender*. Cambridge: Cambridge University Press.
3. Foley, W. A. (1997). *Anthropological Linguistics: An Introduction*. Oxford: Blackwell.
4. Hajmz, D. (1980) *Etnografija komunikacije.* Beograd: BIGZ.
5. Hanks, W. F. (1996). *Language and Communicative practices,* Boulder: Westview Press.
6. Joseph, J. E. (2004). *Language and Identity: National, Ethnic, Religious.* Hampshire and New York: Palgrave MacMillan.
7. Lucy, A.J. (1992). *Language diversity and thought*. Cambridge University Press.
8. Pease, A. (2002). *Govor tijela (Kako misli drugih ljudi pročitati iz njihovih kretnji).* Zagreb: AGM.
9. Schieffelin, B.B.; Ochs, E. (1986). *Language Socialisation Across Cultures*. Cambridge: CUP.
10. Berlin B, Kay P (1969). *Basic Color Terms: Their Uniersality and E.olution*. University of California Press, Berkeley, CA.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and levels of programme acquisition shall be determined through evaluation based standardised assessment methods, through surveys on the quality of teaching activities and self-assessment, as follows:

- class attendance and participation, and performance in assigned tasks,
- student questionnaires on the quality of teaching conducted at university level,
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus,
- individual consultations,
- student self-assessment,
- peer evaluation of the implementation and quality of the teaching process.

GENERAL INFORMATION		
Lead instructor	Darko Babić, PhD, associate professor	
Course name	**THE EIGHTH ART – THE ART OF COMMUNICATING PUBLIC MEMORY** (HZ112)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course – Group II	
Year of study	1	
Semester	1	
	ECTS student workload coefficient	2.5

Number of credits and mode of delivery	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The aims of the course relate to the acquisition of competencies aimed at the development of all forms of creative communication of heritage, that is, public memory. The aim is to provide fundamental insight into the nature of heritage institutions and forms of non-institutional heritage, as well as their role in the development of contemporary society. The objective is therefore to educate professionals who will competently participate in or manage such processes in a high-quality and creative manner. The aim is to provide doctoral students with insight into innovative practice and to equip them for successful work, particularly in the fields of cultural tourism, museum activities, and other related professions. Doctoral students from all areas of heritage and public memory, from art to technology and nature, constitute the target group of this course.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- analytically understand heritage institutions as places of the art of heritage mediation;
- critically observe trends and tendencies within the profession;
- understand and explain at an advanced level the meaning of heritage;
- contextualize heritage, art, and collecting within the socio-political framework of the contemporary world;
- understand the elements of the future profession in which they will operate and the forms of communication with the community;
- increase motivation and the capacity for independent scientific research work.

Course content

The nature of the world, the need for culture in development, outlines of new art, new communication technologies, new products in the communication of public memory, new professionals.

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☐seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐laboratory ☒supervision ☒research work

Student obligations

Analysis of the assigned literature, regular and active participation in classes, critical reflection, the ability to work collaboratively, and preparation of a research paper in which the doctoral student clearly demonstrates knowledge of contemporary theories and presents their own reflections on the selected topic in the concluding paragraph.

Mentoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Active participation in discussions					

Assessment and evaluation of student work during classes and the final exam/ methods of assessing the acquired learning outcomes for each course
The final grade is based on active participation in classes (critical reflection), the grade of the research paper, knowledge of contemporary theories, and the quality of expressed personal views in the formulation of the hypothesis. - Quality of research paper and expressed opinion – 70% - Preparedness for classes, class participation, teamwork, critical evaluation of theoretical knowledge, independent thinking – 30%

Required readings and number of copies relative to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
Šola, T. (2003). *Essays on Museums and Their Theory*. Croatian National Committee of ICOM, Zagreb.	1	10
Greenhill, E. H. (ed.) (1995). *Museums, Media, Message*. Routledge, London. — 1	1	10
Putnam, J. (2001). *Art and Artifact*. Thames and Hudson, London.	1	10
Supplementary readings		
Texts by T. Šola available at http://www.mnemosophy.com/the-vault.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
The quality of the teaching process, teaching skills, and levels of programme acquisition shall be determined through evaluation based standardised assessment methods, through surveys on the quality of teaching activities and self-assessment, as follows: - class attendance and participation, and performance in assigned tasks, - student questionnaires on the quality of teaching conducted at the university level, - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus, - individual consultations, - student self-assessment, - peer evaluation of the implementation and quality of the teaching process.		

GENERAL INFORMATION		
Lead instructor	Srećko Jurišić, PhD, full professor	
Course name	**THEORIES OF COMEDY, HUMOR AND LAUGHTER** (HZ113)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course – Group II	
Year of study	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0
COURSE DESCRIPTION		
Course aims		
The aim of the course is the development of critical thinking through synchronic and diachronic analysis of key theories of comedy, humour, and laughter within the interdisciplinary and		

transdisciplinary fields of literature and culture, as well as the acquisition of knowledge concerning the corresponding theoretical and critical methods.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- explain the fundamental premises of theories of comedy and laughter;
- identify and understand their principal directions and developmental patterns throughout history;
- become acquainted with the most significant representatives of various theories of humour and laughter;
- critically examine and evaluate the theoretical premises of humour and laughter in the study of literature and culture.

Course content

1. A Brief History of Laughter
2. Aristotle, Quintilian, and Hobbes
3. Nietzsche, Bergson, and Wittgenstein
4. Pirandello and Freud
5. Theories of Comedy, Humour, and Laughter in Literary and Cultural Studies I
6. Theories of Comedy, Humour, and Laughter in Literary and Cultural Studies II

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☐seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐laboratory ☐supervision ☒research work

Student obligations

Analysis of the assigned literature, regular and active participation in classes, critical reflection, the ability to work collaboratively, and preparation of a research paper in which the doctoral student clearly demonstrates knowledge of contemporary theories and presents their own reflections on the selected topic in the concluding paragraph.

Mentoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay	x	Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Active participation in discussions					

Assessment and evaluation of student work during classes and the final exam/ methods of assessing the acquired learning outcomes for each course

Assessment is based on the overall work completed in the course during the semester. The final grade is based on participation in class activities, the evaluation of the research paper and the evaluation of the essay. The grade also includes the assessment of reading primary literature.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Bergson, H. (1928). *Laughter an Essay on the Meaning of the Comic*: New York: Macmillan.	1	10
Freud, S. (1905, 1960). *Jokes and their relation to the unconcious*, trans. by James Stranchey. New York: Norton.	1	10
McGhee, P. E. (1979). *Humor: Its Origin and Development*. San Francisco: W.H. Freeman and Company.	1	10
L. Pirandello, L. (2005). *L'umorismo*, Milano, Mondadori.	1	10
Kayser, W. (1963). *The Grotesque in Art and Literature*, Bloomington, Indiana UP.	1	10
Supplementary readings		
Supplementary reading shall be determined in consultation with the doctoral students.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
The quality of the teaching process, teaching skills, and levels of programme acquisition shall be determined through evaluation based standardised assessment methods, through surveys on the quality of teaching activities and self-assessment, as follows: - class attendance and participation, and performance in assigned tasks, - student questionnaires on the quality of teaching conducted at university level, - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus, - individual consultations, - student self-assessment, - peer evaluation of the implementation and quality of the teaching process.		

GENERAL INFORMATION		
Lead instructor	Marita Brčić Kuljiš, PhD, full professor	
Course name	**PHILOSOPHY OF MULTICULTURALISM** (HZ114)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course – Group II	
Year of study	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0
COURSE DESCRIPTION		
Course aims		
The aim of the course is to analyse and critically reflect upon the ideas and policies of multiculturalism, its past, present, and future, as well as new theoretical concepts dealing with the issue of cultural pluralism in contemporary postmodern society.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of the course, doctoral students will be able to: - critically analyse theories of multiculturalism - compare theories of multiculturalism - analyse theoretical solutions of multiculturalism		

- compare different policies of cultural pluralism
- engage in well-argued discussion on cultural pluralism in postmodern society
- analyse and evaluate new concepts dealing with cultural pluralism.

Course content

Multiculturalism – ideas and policies; The stranger, identity, identity politics Political liberalism; Liberal multiculturalism; interculturalism; The politics of recognition; Dialogical or integral theory of multiculturalism

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☐seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐laboratory ☐supervision ☒research work

Student obligations

Analysis of the assigned literature, regular and active participation in classes, critical reflection, the ability to work collaboratively, and preparation of a research paper in which the doctoral student clearly demonstrates knowledge of contemporary theories and presents their own reflections on the selected topic in the concluding paragraph.

Mentoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	X	Seminar paper		Experimental work	
Written exam		Oral exam		Essay	x	Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam/ methods of assessing the acquired learning outcomes for each course

Assessment is based on the overall work completed in the course during the semester. The final grade is based on participation in class activities, the evaluation of the research paper and the evaluation of the essay. The grade also includes the assessment of reading primary literature.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Paić, Ž. (2007). *Traume razlika*, Zagreb: Meandar/Meandarmedia.	1	10
Malik, K. (2013). *Multiculturalism and Its Discontents*. London: Seagull Books.	1	10
McGhee, P. E. (1979). *Humor: Its Origin and Development*. San Francisco: W.H. Freeman and Company.	1	10
Kukathas, C. (2002a). Equality and diversity. *Politics, Philosophy & Economics*, 1(2), 185−212.	1	10
Rawls, J. (2000). *Politički liberalizam*. Zagreb: Kruzak.	1	10
Young, I. M. (2000). *Inclusion and democracy, Oxford Political Theory*. Oxford and New York: Oxford University Press.	/	10

Supplementary readings

1. Kymlicka, W. (2003). *Multikulturalno građanstvo. Liberalna teorija manjinskih prava*, Zagreb: Jesenski i Turk.
2. Kymlicka, W. (2001). *Politics in the vernacular: nationalism, multiculturalism, and citizenship.* Oxford: Oxford University Press.

3. Barry, B. (1995). *Justice as impartiality*. New York: Oxford University Press.
4. Kymlicka, W. (2004). *Liberalizam, zajednica i kultura*. Zagreb: Naklada Deltakont.
5. Bhikhu, P. (2000). *Rethinking Multiculturalism, Cultural Diversity and Political Theory*, New York: Palgarave.
6. Taylor, C. (1994). The Politics of Recognition, u: Amy Gutmann (ed.) *Multiculturalism, Examining the Politicsa of Recognition*, Princeton University Press, 25−74.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and levels of programme acquisition shall be determined through evaluation based standardised assessment methods, through surveys on the quality of teaching activities and self-assessment, as follows:

- class attendance and participation, and performance in assigned tasks,
- student questionnaires on the quality of teaching conducted at university level,
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus,
- individual consultations,
- student self-assessment,
- peer evaluation of the implementation and quality of the teaching process.

GENERAL INFORMATION		
Lead instructor	Marko Dragić, PhD, professor emeritus	
Course name	**CROATIAN CULTURAL HERITAGE IN THE EUROPEAN CONTEXT** (HZ115)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course – Group II	
Year of study	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is to acquaint doctoral students with the significance of Croatian cultural heritage in the European context, with particular emphasis on the importance of intangible cultural heritage. Professional training of doctoral students for independent analysis and interpretation of oral literary genres, particularly on the corpus of Croatian oral literature, as well as the analysis and understanding of rituals, processions, customs, traditional crafts, and toponymy.

Course enrolment requirements

Prescribed by the Regulations on the Postgraduate University Study Programme (Doctoral Studies) in Humanities of the Faculty of Humanities and Social Sciences in Split.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- study professional and scholarly literature in the field of Croatian cultural heritage in the European context;
- become acquainted with the system of cultural heritage, particularly intangible cultural heritage;
- understand the significance of cultural heritage for national identity;
- recognise the vulnerability of intangible cultural heritage;
- understand the value of cultural heritage;

- independently conduct research on Croatian cultural heritage in the European context.

Course content

- Tangible and cultural heritage.
- Historical traditions from antiquity to the present day.
- Mythical layers of intangible cultural heritage (mythical traditions, demonological traditions, legends, etc.).
- Religious layers of cultural heritage (festivals throughout the year).
- Customs, rituals, processions, visits, and divination practices throughout the year.

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☐seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐laboratory ☒supervision ☒research work ☒e-learning

Student obligations

Class attendance, field recording of examples of cultural heritage, interpretation of collected records through the use of scholarly literature in a research paper, and an oral examination.

Mentoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	X	Seminar paper		Experimental work	
Written exam		Oral exam	x	Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam/ methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in classes (critical reflection), the grade achieved for the research paper, knowledge of the latest theories, and the quality of personal views expressed in formulating hypotheses, as well as on the quality of the research paper and the expressed opinions demonstrated through the oral examination and independence in reflecting upon the assigned topics.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Gavazzi, M. (1991). *Godinu dana hrvatskih narodnih običaja.* Zagreb: Hrvatski sabor kulture.	3	10
Dragić, M. (2008). *Poetika i povijest hrvatske usmene književnosti*. University textbook. Split: Faculty of Humanities and Social Sciences, University of Split. (Chapters on oral lyric poetry, rhetoric, and folk theatre.)	1	10
Botica, S. (1998). *Lijepa naša baština. Književno-antropološke teme.* Zagreb: Hrvatska sveučilišna naklada.	3	10
Dragić, M. (2019). Srećonosni gost u hrvatskoj kulturnoj baštini i europskom kontekstu Ethnologica Dalmatica 26 (1). Split: Etnografski muzej Split. 97-121.	1	10
Dragić, M. (2015). Hrvatski panspermijski običaji, ophodi, obredi i divinacije u europskom kontekstu, Croatica et Slavica Iadertina, 11 (1). Zadar: Sveučilište u Zadru. 149-179.	1	10

Dragić, M. (2014). Ljubavne divinacije u kulturnoj baštini Hrvata, Bošnjaka, Srba i Poljaka. Ethnologica Dalmatica, Vol. 21, No. 1, Split: Etnografski muzej. 103.-123.	1	10
Dragić, M. (2007). Apotropejski obredi, običaji i ophodi u hrvatskoj tradicijskoj kulturi. Croatica et Slavica Iadertina, 3, 369-390. Zadar: Odjel za kroatistiku i slavistiku Sveučilišta u Zadru.	1	10

Supplementary readings

1. Dragić, M. (2008). "Drvo badnjak u kršćanskoj tradicijskoj kulturi." *Crkva u svijetu*, 1, 67–91. Split: Catholic Faculty of Theology, University of Split.
2. Dragić, M. (2008). "Koledanje i veselanje u hrvatskoj tradiciji." *Zbornik radova Filozofskoga fakulteta*, 1, 21–34. Split: Faculty of Humanities and Social Sciences, University of Split.
3. Dragić, M. (2008). "Sveto trodnevlje u duhovnoj baštini bosanskohercegovačkih Hrvata." *Zbornik pasionske baštine*. Zagreb: Pasionska baština.
4. Eliade, M. (1970). *Mit i zbilja*. Zagreb.
5. Katičić, R. (1996). *Mythologicum Illyricum*. Zagreb.
6. Macan, M. (1932). "Čaranje i gatanje." In: Boranić, D. *Zbornik za narodni život i običaje južnih Slavena*, XXIX, 1, 224–234. Zagreb: JAZU.
7. Meletinski, E. M. (1983). *Poetika mita*. Belgrade.
8. Nodilo, N. (1991). *Stara vjera Srba i Hrvata*. Split: Logos.
9. Šemudvarac, M. (1945). *Narodna vjerovanja o mjesecu kod Hrvata*. Doctoral dissertation defended at the Faculty of Theology, Zagreb.
10. Zečević, S. (1973). *Elementi naše mitologije u narodnim obredima uz igru*. Zenica: Publications of the Zenica City Museum, Works V.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and levels of programme acquisition shall be determined through evaluation based standardised assessment methods, through surveys on the quality of teaching activities and self-assessment, as follows:

- class attendance and participation, and performance in assigned tasks,
- student questionnaires on the quality of teaching conducted at university level,
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus,
- individual consultations,
- student self-assessment,
- peer evaluation of the implementation and quality of the teaching process.

GENERAL INFORMATION		
Lead instructor	Srećko Jurišić, PhD, full professor	
Course name	**SEA/OCEAN AND THE CULTURAL IMAGINARY** (HZ116)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course – Group II	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to enable doctoral students to approach and examine the issues related to the sea/ocean in a theoretically informed manner. Initially, the aim is to reveal the modalities of the thematization of the sea in literary texts. On these foundations, the course will subsequently discuss the place of the sea in other cultures.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- formulate a research problem related to the sea, the ocean, and the imaginary within a scientific research context,
- select relevant research questions within an appropriate theoretical and conceptual framework of the maritime imaginary,
- conduct close reading of texts in the field of maritime studies,
- apply appropriate theoretical research apparatus within a maritime context,
- draw relevant conclusions based on the conducted research.

Course content

The course encompasses discussions on theories and issues related to the spatial turn and the absence of the sea within the spatial paradigm, as well as considerations of the reasons for such absence. Furthermore, the course addresses the thematisation of the sea in literary texts and the modalities of such thematisation through selected literary works, examining space, literature, and culture, as well as cultural differences in the perception and experience of the sea, including the application of acquired knowledge within broader cultural issues.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☒multimedia and network ☐laboratory ☒supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in classes (critical reflection), evaluation of the research paper, familiarity with contemporary theories, and the quality of expressed personal viewpoints in the formulation of the hypothesis.

- Quality of the research paper and expressed viewpoints
- Preparedness for classes, class participation, teamwork, critical evaluation of theoretical insights, and independence of thought

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Grgas, S. (2015). *Američki studiji danas: identitet, spacijalnost, kapital*. Zagreb: Meandarmedia.	1	10
Grgas, S. (2007). Gdje je nestao ocean: slučaj J.F. Coopera. *Književna smotra*. 34, 29−33	1	10
Šegedin, P., Žunec, O. (ur.) (2008). *S ove strane beskonačnosti. Filozofiranje i more*. Zagreb: Demetra.	1	10
Grgas, S. (2016). What does Melville see on the sea. *Sic,*1, 7, https://doi.org/10.15291/SIC/1.7.LC.1.	1	10
Supplementary readings		
Grgas, S. (2006). Maritime regionalism. *Elope*. 13, 1-2, 183−192. Grgas, S. (2008). Odsutna prisutnost mora u djelu Jure Kaštelana. 7. *Kijevski književni susreti*, 21−27.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows: - class attendance, class participation, and successful completion of assignments, - student survey on the quality of teaching and teaching staff at university level, - passed examination and fulfilment of other obligations prescribed by the syllabus, - individual consultations, - student self-assessment of achieved learning outcomes, - peer evaluation of the implementation and quality of the teaching process.		

GENERAL INFORMATION		
Lead instructor	Danica Škara, PhD, professor emerita	
Course name	**SEMIOTICS OF CULTURE: SELECTED TOPICS** (HZ117)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course – Group II	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0
COURSE DESCRIPTION		
Course aims		
The aim of the course is the evaluation of the results of contemporary research and recent theoretical insights in the fields of cognitive sciences and semiotics of culture, the development of critical reflection on selected topics, with particular attention directed towards the recognition of interrelations between language, culture, and scientific knowledge. Doctoral students will evaluate new facts, knowledge, and competences and develop analytical and synthetic thinking.		
Course enrolment requirements		
None.		

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- demonstrate knowledge of the fundamental theoretical assumptions in the fields of semiotics of culture and cognitive linguistics,
- master contemporary terminology and concepts from the above-mentioned disciplines,
- acquire experience in writing, presenting, and critical reflection on topics in the fields of semiotics of culture and cognition,
- apply theoretical insights in a scientifically adequate manner and develop their own concepts concerning the relationship between culture, mind, and reality.

Course content

1. Introduction to the structure of the course, the latest research, and theoretical assumptions in the field of semiotics of culture; selection of discussion topics; overview of reflections on the interrelation between language, culture, and cognition/mind.
2. Linguistic relativity (Sapir–Whorf hypothesis) in the context of recent research; bodily foundations of meaning; metaphorical projection of the human body.
3. Semiotics of advertising messages; non-verbal signs in political communication; universals and variations in language: variation in the conceptualisation of space and time.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The overall work in the course during the semester is assessed. The final grade is based on active participation in classes, critical reflection, and evaluation of the research paper.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Daddesio, Thomas C. (1994). *On minds and symbols: the relevance of cognitive science for semiotics*. Berlin: Mouton de Gruyter.	1	10
Škara, Danica (2005). *Language, Culture, Cognition*. Zadar: University of Zadar.	2	10
Nöth, Winfried (2004). *Priručnik semiotike.* Zagreb: Ceres.	1	10

Eco, Umberto (2000). *Teorija semiotike*. Zagreb: Golden marketing.	1	10

Supplementary readings

1. Zlatev, Jordan (2012). *Cognitive semiotics: an emerging field for the transdisciplinary study of meaning*. Publik Journal of Semiotics, IV, 2−24.
2. Donald, M. (1991). *Origins of the Modern Mind: Three Stages in the Evolution of Culture and Cognition*. Cambridge, MA, Harvard Unversity Press.
3. Johansen, J. D.; Larsen, S. E. (2000). *Uvod u semiotiku*. Zagreb: Croatialiber.
4. Fauconnier, Gilles; Turner, Mark (2002). *The Way We Think. The mon's hidden complexities*. New York: Basic Books.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Ivan Matijević, PhD, associate professor Nenad Cambi, academician, professor emeritus	
Course name	**TETRARCHY AS A SYSTEM OF DECENTRALISATION AND HOMOGENISATION IN TIMES OF CRISIS** (HZ119)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course – Group II	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is, through assigned and historically verified theoretical assumptions, to introduce and critically evaluate a revolutionary system of government that did not manage to endure for long, but which had profound instructive value.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- understand the scope of the changes introduced during the Tetrarchy,
- compare the impact of the implemented reforms with selected examples from other historical periods,
- critically consider and evaluate the effect of the implemented changes on general social circumstances,

- substantiate theses examining the influence of the Tetrarchy and the consequences it left over a longer period.

Course content

The Tetrarchy as a system, although contested, played a key role in a period of religious transition. Understanding historical periods in their own time and their messages in the present. Comparative use of existing historical and archaeological material through specific, though different, methodological approaches.

1. Social and political circumstances of the period
2. The system of the Tetrarchy: planning and implementation
3. The role of historical actors within the Tetrarchic system
4. Elements and effects of the Tetrarchic system as examples of longue durée

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The overall work in the course during the semester is assessed. The final grade is based on active participation in classes, critical reflection, and evaluation of the research paper.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Cambi, N. (2016). Dioklecijan: povijesne kontroverze i današnje dileme. Split: Književni krug; Faculty of Humanities and Social Sciences, University of Split.	1	10
Cambi, N. (2013). Bilješke o tetrarhijskoj religijskoj politici. In Bruna Kuntić-Makvić and Inga Vilogorac Brčić (eds.), Signa et litterae IV – Zbornik projekta "Mythos – cultus – imagines deorum". Zagreb: FF Press, pp. 133–153.	1	10
Laktancije (2005). O smrtima progonitelja. Split: Književni krug.	1	10
Cambi, N. (2002). Antika. Zagreb: Naklada Ljevak.	2	10
Demandt, A. (2007). Römische Geschichte von Diocletian bis Justinian. München. (284–565).	1	10

Kuhoff, W. (2001). Diokletian und die Epoche der Tetrarchie. Das römische Reich zwischen Krisenbewaltigung und Neuaufbau. 284–313. Frankfurt.	1	10
Cambi, N. (2017). Dioklecijanov lik. Između realnosti i transcendencije. Artistički i sociološki aspekti. Split: Književni krug.	1	10

Supplementary readings

1. Mayer, E. (2002). *Rom ist dort wo der Kaiser ist. Untersuchungen zu den Staatsdenkmälern des dezentralisierten Reiches von Diocletian bis zu Theodosius II.* Mainz: Verl. des Römisch-Germanischen Zentralmuseums.
2. Kolb, F. (2001). *Herrscherideologie in der Spätantike.* Berlin: Akademie Verlag.
3. Boschung, D.; Eck, W. (eds.) (2006). *Die Tetrarchie. Ein neues Regierungssystem und seine mediale Präsentation.* Wiesbaden: Ludwig Reichert Verlag.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Silva Kalčić, PhD, associate professor	
Course name	**SELECTED CHAPTERS IN CONTEMPORARY ART THEORY** (HZ120)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course – Group II	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is to identify essential differences between contemporary models and theoretical explanations of the work of art, and to make an informed and qualified selection of a theoretical approach to the topic of doctoral research. The objective of the course is also to train doctoral students in the use of theoretical tools whose application is explained and demonstrated during the course, that is, to prepare doctoral students for a contemporary, interdisciplinary approach to a work of art, artistic phenomenon, or specific cultural phenomenon situated within the field of the doctoral student's immediate scientific interest.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- acquire competences concerning various theoretical standpoints which, over the past approximately twenty years, have had a decisive influence on the formation of the academic discourse of art history, as well as on audience attitudes towards artistic production of the 20th and early 21st centuries,
- identify and trace the trajectories of particular ideas and concepts from the field of theory and philosophy of culture through concrete artistic material,
- research the interrelationship between the work of art, its social environment, and theoretical explanations whose influence connects different historical periods,
- become acquainted with the fundamental assumptions of digital culture studies and digital art history,
- acquire the relevant terminology from the field of research that will enable them to follow the development of these two currently most interesting and highly interdisciplinary areas of contemporary art-historical and cultural research,
- connect and combine analytical methods of different humanities disciplines on the principles of interdisciplinarity,
- select multidisciplinary tools appropriate to the topic of their research.

Course content

1. *Art and everyday life.* One of the more important explanations of the phenomenon of "visual studies frenzy", that is, the great interest in visual culture studies in the late 1990s and early 2000s as a new theoretical and analytical paradigm positioned beyond the traditional field of art history, was the very nature of contemporary society as a "society of the image" and the indisputable need to develop new, effective analytical tools that would enable us to cope with the hyperproduction of digital images, which at the time — in the late 1990s and early 2000s, owing to the availability of devices with built-in digital cameras — threatened to overwhelm us with scenes of everyday life. The relation to this issue, or more precisely to the question of the object of interest of art history, also appears in all other, increasingly numerous theoretical "turns" of the discipline: the philosophical, cultural-historical, neo-historicist, and all the way to the most recent materialist, spatial, and global turns. Their basic assumptions, the ways in which they view and explain the relationship between the contemporary (modern) work of art and image production in the broad field of popular visual culture, and their relation to the taste and interests of contemporary audiences are the topics addressed in this lecture.
2. *Art history and the cultural phenomenon of artistic research.* The first part of the lecture examines the relationship between critical theory and contemporary art through an analysis of key ideas and schools of thought that directly influence the direction and tone of contemporary debates on aesthetics and the concept of art. This consideration is accompanied by an analysis of selected works of art that document the manner in which the aforementioned ideas and theoretical standpoints are incorporated into the practices of modern and contemporary art. Doctoral students are thereby instructed in how to trace the trajectories of particular ideas and concepts through the formal practices of artists, artistic groups, and movements of different generations and stylistic orientations. This type of research is closely connected with the concept of "artistic research" (art research), a new cultural phenomenon with serious repercussions for the position of power of art history within the complex structure of the contemporary global art scene, which is also the central focus of this teaching unit.
3. *Art theory in the period of digital media.* Alongside an overview of the emergence and development of digital media, the lecture also addresses their cultural-historical and social aspects and their relation to digital art history. It includes all key epistemological changes in ways of thinking about digital technology, art, and culture, with emphasis on concepts such as "information aesthetics" (Umberto Eco, Max Bense), "database aesthetics" and "info-aesthetics" (Lev Manovich), as well as on the meaning of particular technical concepts of information sciences in relation to the objectives and practices of digital art history/digital humanities: virtual reality, augmented reality, interactivity, artificial intelligence, "big data", social network analysis, network science, etc.
4. *Contemporary research practices.* The lecture provides insight into a broad spectrum of contemporary research practices based on the combination of analytical tools from different

disciplines — from art history, through the history and theory of media, film, and literature, sociology of culture, social anthropology, social network theory, critical ecology, critical heritage studies, human geography, material culture studies, information sciences, etc. Its focus is on the ways in which multidisciplinary analytical tools are applied and on methods of selecting them in accordance with different topics and types of artistic/popular-cultural visual material.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☒supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay	x	Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in classes (critical reflection), evaluation of the research paper, familiarity with contemporary theories, and the quality of expressed personal viewpoints in the formulation of the hypothesis.

- The quality of the research paper and expressed viewpoints
- Preparedness for class, class participation, teamwork, critical evaluation of theoretical concepts, independent thinking

Required readings and number of copies relative to the number of students currently taking the course

Title	Number of copies	Number of students
Nealon, J.; Giroux, S. S. (2011). The Theory Toolbox: Critical Concepts for the Humanities, Arts, Social Sciences. New York & Louisville: Rowman & Littlefield Publishers.	1	10
Mitchell, W. J. T. (2006). What Do Pictures Want? Essays on the Lives and Loves of Images. Chicago: University of Chicago Press.	1	10
Tanke, J.; McQuillan, C. (eds.) (2012). The Bloomsbury Anthology of Aesthetics, Part V, Contemporary Aesthetics. London: Bloomsbury.	1	10
Dockx, N.; Gielen, P. (2018). Exploring Commonism: A New Aesthetics of the Real. Valiz/Antennae.	1	10
Moxey, K. (2001). The Practice of Persuasion: Paradox and Power in Art History. Cornell University Press. Chapter: "The Nostalgia for the Real. The Troubled Relation of Art History to Visual Studies."	1	10

Stiles, K. (2012). Theories and Documents of Contemporary Art: A Sourcebook of Artists' Writings. Oakland: University of California Press.	1	10
Hassan, R.; Thomas, J. (2006). New Media Theory Reader. London: Open University Press.	1	10
Manovich, L. (2002). The Language of New Media. Cambridge, MA: MIT Press.	1	10
Bentkowska-Kafel, A.; Cashen, T.; Gardiner, H. (2005). Digital Art History: A Subject in Transition. Intellect Books Ltd.	1	10

Supplementary readings

According to prior consultations and students' individual interests.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Joško Božanić, PhD, professor emeritus	
Course name	**CROATIAN MARITIME HERITAGE IN THE MEDITERRANEAN CONTEXT** (HZ121)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course – Group II	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is the critical consideration of maritime heritage and the use of theoretical knowledge for the validation of the status of heritage perceived as a marginalised part of Croatian national culture.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- identify areas of maritime heritage: shipbuilding, nautical studies, fisheries, nomenclature related to areas of maritime heritage, etc.,
- acquire competences for the evaluation of maritime heritage,
- acquire competences for the discovery of the value of maritime heritage,

- present maritime heritage.

Course content

1. Introduction: Croatia as a maritime country; the concept of maritime cultural heritage; the position of Croatian maritime cultural heritage within representative national culture; Mediterraneanness in the culture of the Croatian people.
2. The ship: The ship as a monument of architectural heritage; the archetypal meaning of the ship; the anthropomorphic character of the ship; the relationship between ship, human being, and environment; issues in the research of shipbuilding heritage and the founding of a historical ship; sources of data: material cultural heritage (artefacts, iconography, written documents) and intangible/spiritual heritage: knowledge and skills, and the memory of still living participants in traditional maritime culture.
3. The context of the ship: The ship as the backbone of the system of maritime culture brings together various areas of human activity, knowledge, skills, and customs: navigation, fishing, interpretation of signs predicting weather, knowledge of fish and preparation of fish dishes, the phenomenon of insularity, the custom of sacrificing a ship, sailors' beliefs, ex voto; sailors' sanctuaries, and the Mediterranean diet.
4. Presentation of maritime heritage: global promotion of Croatian maritime heritage (EXPO 98, Fête Internationale de la Mer et des Marins – Brest, Promediterrania – Palamós, Regata Storica – Venice). Contribution to the world: contribution of Croatian fishermen to world fisheries (Spain, South America, the USA, Australia).

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☒field work	☒independent work ☒multimedia and network ☒laboratory ☒supervision ☒research work ☒ blended e-learning (up to 20%)

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in classes (critical reflection), evaluation of the research paper, familiarity with contemporary theories, and the quality of expressed personal viewpoints in the formulation of the hypothesis.

- Quality of the research paper and expressed viewpoints
- Preparedness for class, class participation, teamwork, critical evaluation of theoretical insights, and independence of thought

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	Number of students

Salamon, V. (2004). Reqiem za hrvatsku tredicionalnu brodogradnju. Series of articles in the journal More. Zagreb.	1	10
Vidović, R. (2004). Život pod jedrima. Split: Književni krug.	4	10
Božanić, J. (1997). Milenij ribarstva na otocima Viškiog arhipelaga. In: Finka, B. (ed.). Tisuću godina prvoga spomena ribarstva u Hrvata, 181–194. Zagreb: HAZU.	3	10
Finka, B. (ed.). Tisuću godina prvoga spomena ribarstva u Hrvata, 181–194. Zagreb: HAZU.	1	10
Božanić, J. (2005). Terra nauta – Doprinos hrvatskih ribara svjetskom ribarstvu. In: Radić, Z. (ed.). Nacionalne vrijednosti u gospodarskom razvoju – Hrvatske nacionalne vrijednosti u europskim integracijama, 350–372. Zagreb: MH – Domagojeva zajednica.	3	10
Božanić, J. (2017). Jadranski halieutikon. Zagreb: AGM.	1	10

Supplementary readings

1. Božanić, J.; Salamon, V. (1997). *Poíesis iskustva življenja s morem u maritimnoj kulturi hrvatskog arhipelagosa – istraživački model: komiška gajeta falkuša.* In: Cambi, N. (ed.). *Knjiga Mediterana 1997,* 9–34. Split: Književni krug.
2. Salamon, V. et al. (2001). *Experience of the Boat – Wooden Shipbuilding Heritage.*

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Snježana Dobrota, PhD, full professor with permanent tenure	
Course name	**INTERCULTURALISM AND MUSIC TEACHING** (HZ122)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course – Group II	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is critical reflection on intercultural music education and on the importance of incorporating world music into music teaching, with the aim of becoming familiar with the musical expressions of different cultures and developing tolerance towards members of different peoples and cultures.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- recognise the importance of intercultural music education for life in a contemporary multicultural society,
- define and explain terminology in the field of intercultural music education,
- distinguish the expressions of Western European art music from the expressions of world music,
- develop the need for lifelong learning and professional development in the field of intercultural music education.

Course content

1. Definition of the concepts of culture and identity
2. Approaches to intercultural education
3. Approaches to intercultural music education
4. Historical development of intercultural music education
5. The relationship between Western art music and world music
6. Authenticity and world music
7. World music: analysis of musical examples

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay	x	Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The overall work in the course during the semester is assessed. The final grade is based on participation in class work, evaluation of the research paper, and evaluation of the essay. The final grade includes assessment of the reading of primary literature.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Dobrota, S. (2012). Uvod u suvremenu glazbenu pedagogiju. Split: Faculty of Humanities and Social Sciences, University of Split.	10	10

Perotti, A. (1995). Pledoaje za interkulturalni odgoj i obrazovanje. Zagreb: Educa.	1	10
Volk, T. (1998). Music, Education and Multiculturalism: Foundations and Principles. Oxford: Oxford University Press.	1	10

Supplementary readings

1. Anderson, W. M.; Campbell, P. S. (1989). *Multicultural Perspectives in Music Education.* Reston, VA: Music Educators National Conference.
2. Elliott, D. J. (1990). "Music as Culture: Toward a Multicultural Concept of Arts Education." *Journal of Aesthetic Education,* 24(1), 147–166.
3. Gonzo, C. (1993). "Multicultural Issues in Music Education." *Music Educators Journal,* 79(6), 49–52.
4. Reimer, B. (ed.) (2002). *World Musics and Music Education: Facing the Issues.* Reston, VA: MENC.
5. Wasson, R. F.; Stuhr, P. L.; Petrovich-Mwaniki, L. (1990). "Teaching Art in the Multicultural Classroom: Six Position Statements." *Studies in Art Education,* 31(4), 234–246.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Maslina Ljubičić, PhD, professor emerita	
Course name	**ROMANCE, GERMANIC, AND TURKICISMS IN CROATIAN ALLOTROPY** (HZ123)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course – Group II	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is to identify interlinguistic connections manifested in allotropy resulting from lexical borrowing and to determine the donor language by distinguishing between proximate (direct) and remote etymology (*etymologia proxima* vs. *etymologia remota*). The objective of the course is also to recognise lexemes deriving from the same etymon in the Croatian standard language and in Croatian diatopic varieties, particularly in coastal dialects.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- identify and comment on examples of direct and indirect borrowing of foreign words into Croatian,
- describe and explain the phenomenon of lexical allotropy and the modes of formation of allotropes,
- illustrate the phenomenon of allotropy through examples of Croatian Romance, Germanic, and Turkish loanwords,
- explain and identify the role of the Italian, German, and Turkish languages in the borrowing of alloglot elements,
- distinguish lexical allotropic variants in the Croatian language and identify their differences in relation to the standard language,
- independently research and comment on examples of allotropes in Croatian and on interlinguistic connections.

Course content

1. Contact-linguistic relevance of the transmission routes of Romance, Germanic, and Turkish loanwords into the Croatian language; distinction between direct and indirect borrowing.
2. The phenomenon of linguistic allotropy and the modes of formation of lexical allotropes; interlinguistic connectedness; borrowing of alloglot elements from donor languages: the role of Italian, German, and Turkish as intermediary languages in the borrowing of words with which Croatian was not in direct contact.
3. Loanwords of the same origin borrowed from different languages; the existence of words of identical origin in Croatian dialects and local vernaculars – geosynonymy.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in classes (critical reflection), evaluation of the research paper, familiarity with contemporary theories, and the quality of expressed personal viewpoints in the formulation of the hypothesis.

- Quality of the research paper and expressed viewpoints
- Preparedness for class, class participation, teamwork, critical evaluation of theoretical insights, and independence of thought

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Muljačić, Ž. (1997–1998). "Tri težišta u proučavanju jezičnih elemenata 'stranog' porijekla." Rasprave Instituta za hrvatski jezik i jezikoslovlje, 23/24, 265–280.	1	10
Muljačić, Ž. (2007). "U potrazi za starijim hrvatskim pseudoarabizmima." Suvremena lingvistika, 64, 159–178.	1	10
Skok, P. (1971–1974). Etimologijski rječnik hrvatskoga ili srpskoga jezika. Vols. I–IV. Zagreb: Jugoslavenska akademija znanosti i umjetnosti.	2	10
Nosić, M. (2005). Rječnik posuđenica iz turskoga jezika. Rijeka: Maveda.	1	10
Vinja, V. (1998–2004). Jadranske etimologije. Jadranske dopune Skokovu etimologijskom rječniku. Vols. I–III. Zagreb: Croatian Academy of Sciences and Arts / Školska knjiga.	1	10
Cortelazzo, M.; Zolli, P. (2000). Dizionario etimologico della lingua italiana. Bologna: Zanichelli.	1	10
Kluge, F. (2002 or other editions). Etymologisches Wörterbuch der deutschen Sprache. Berlin / New York: Walter de Gruyter.	1	10

Supplementary readings

1. *Duden. Etymologie. Herkunftswörterbuch der deutschen Sprache.* (1997). Mannheim / Leipzig / Wien / Zürich: Dudenverlag.
2. Gačić, J. (2009). "Voci romanze nella terminologia culinaria dalmata (I doppioni)." In B. M. da Rif (ed.), *Civiltà italiana e geografia d'Europa.* Firenze: Franco Cesati Editore, pp. 257–260.
3. Gluhak, A. (1993). *Hrvatski etimološki rječnik.* Zagreb: August Cesarec.
4. Ljubičić, M. (2011). *Posuđenice i lažni parovi. Hrvatski, talijanski i jezično posredovanje.* Zagreb: FF Press.
5. Ljubičić, M. (1998). "Bilješke o etimonu dom-." *Folia onomastica Croatica,* 7, 153–190.
6. Ljubičić, M. (2010). "Talijanski turcizmi – posuđenice u hrvatskom." *Riječ. Časopis za slavensku filologiju,* 16/3, 26–50.
7. Škaljić, A. (1966). *Turcizmi u srpskohrvatskom jeziku.* Sarajevo: Svjetlost.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Tanja Brešan Ančić, PhD, associate professor
Course name	**LANGUAGE AND STANDARDISATION** (HZ124)
Study programme	Doctoral Study Programme in Humanities
Course status	Elective course – Group II
Year	1

Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is critical reflection on the concepts of standardisation, language planning, and language policy, and their differentiation from the terms norm-setting and codification, as well as distinguishing between language and dialect and highlighting the different criteria for determining linguistic identity. Emphasis will be placed on the social and political components of standardisation processes, and the standard language will be presented as a planned and unified product of all components of language planning. At the same time, the objective of the course is to familiarise doctoral students with the standardisation processes of other linguistic systems (Mediterranean languages and South Slavic languages). The acquired knowledge of international standardisation processes and terminology related to standardology will be applied to the Croatian standardisation path and its position within the broader linguistic community.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- master contemporary terminology related to standardisation and language planning,
- develop awareness of the social and political component of language standardisation,
- develop awareness of standardological processes in other languages,
- develop awareness of linguistic identity,
- acquire competences for discussions on sociolinguistic topics,
- position the Croatian language within a broader linguistic community,
- understand the complexity of Croatian linguistic periodisation,
- recognise the influence of foreign language policies on the development of the Croatian language standard,
- independently identify sociological guidelines influencing language formation.

Course content

1. Introduction to theoretical concepts and their establishment: standardisation, standard language, language planning, norm-setting, codification, linguistic differentiation, definition of standards and dialects.
2. Sociolinguistic aspect; general and individual processes in language standardisation; comparative aspects in the standardisation of linguistically and culturally related languages; overview of the standardisation processes of Mediterranean languages and South Slavic languages.
3. Introduction to the standardisation processes of the Croatian language; the influence of cultural and political relations with neighbouring countries and the wider linguistic community; specific features of Croatian linguistic identity.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☒research work

Student obligations

Regular and active participation in classes; doctoral students are directed towards independent research of issues related to standardology and presentation of the results of independent work in the form of a research paper on a selected topic.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

Assessment includes participation in classes, the research paper, work with the supervisor, and consultations.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Brozović, Dalibor (1970). Standardni jezik. Zagreb: Matica hrvatska.	1	10
Cooper, Robert L. (1989). Language Planning and Social Change. Cambridge: Cambridge University Press.	1	10
Mićanović, Krešimir (2008). Hrvatski s naglaskom: standard i jezični varijeteti. Zagreb: Disput.	1	10
Nikolovski, Zoran (2015). "Language Planning and Language Standardization." Horizons, 17, 165–175.	/	10

Supplementary readings

1. Edwards, John (1985). *Language, Society and Identity.* Oxford: Basil Blackwell.
2. Haugen, Einar (1966). "Dialect, Language, Nation." *American Anthropologist,* 68/4, 922–935.
3. Haugen, Einar (1987). *Blessings of Babel: Bilingualism and Language Planning.* Berlin / New York / Amsterdam: Mouton de Gruyter.
4. Milroy, James (2002). "Language Ideologies and the Consequences of Standardization." *Journal of Sociolinguistics,* 5/4, 530–555.
5. Oczkowa, Barbara (2010). *Hrvati i njihov jezik. Iz povijesti kodificiranja književne norme.* Zagreb: Školska knjiga.
6. Samardžija, Marko (1999). *Norme i normiranje hrvatskoga standardnog jezika.* Zagreb: Matica hrvatska.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Mateo Žagar, PhD, full professor with permanent tenure

Course name	**GLAGOLITIC AND CYRILLIC LITERACY IN INTERRELATION IN DALMATIA THROUGH HISTORY** (HZ125)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course – Group II	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is for doctoral students to critically reflect on the elements of the distribution of Glagolitic and Cyrillic literacy in Dalmatia, on the relationship between them, and on their relation to the scope, achievements, and diversity of Croatian Latin-script and Latin literacy. The objective is to instruct doctoral students in independently mastering the skill of reading the Dalmatian type of Cyrillic cursive script, attested on parchment, paper, stone, and plaster. The key objective is understanding the complex relationships between script cultures on the eastern Adriatic coast.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- recognise Glagolitic texts related to Dalmatia,
- recognise Cyrillic texts related to Dalmatia,
- read simpler texts written in the Glagolitic script,
- read simpler texts written in the Cyrillic script.

Course content

1. The first contacts of the Croats with Slavic scripts; the pivotal 18th century, when the Glagolitic script retreated; the emergence of Cyrillic cursive writing; the use of Russified Glagolitic books in Church Slavonic liturgy; the corpus of Croatian Glagolitic and Cyrillic literature in Dalmatia with regard to function.
2. Introduction to the angular Glagolitic script of texts used in Dalmatia (*Splitski odlomak misala, Hrvojev misal*).
3. Introduction to Dalmatian Cyrillic (*Poljički zbornik,* legal documents from the surroundings of Split).

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam	x	Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in classes (critical reflection), evaluation of the research paper, familiarity with contemporary theories, and the quality of expressed personal viewpoints in the formulation of the hypothesis.

- Quality of the research paper and expressed viewpoints
- Preparedness for class, class participation, teamwork, critical evaluation of theoretical insights, and independence of thought

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Zelić Bučan, B. (2000). Bosančica ili hrvatska ćirilica u srednjoj Dalmaciji. Split: State Archives in Split.	1	10
Žagar, M. (2008). "Grafetičke posebnosti tekstova istočne grane hrvatskoga glagoljaštva." Slovo, 56–57, 695–708.	1	10
Berčić, I. (1860). Bukvar staroslovenskoga jezika. Prague: Court Printing House of the Sons of B. Haase.	1	10
Žagar, M. (2009). "Hrvatska pisma u srednjem vijeku." In A. Bićanić (ed.), Povijest hrvatskoga jezika I (pp. 107–219). Zagreb: Croatica.	1	10
Fučić, B. (1987). Granična područja glagoljice i ćirilice. Bračkizbornik, 15. Supetar.	1	10
Nazor, A. (1987). Ćirilica i glagoljaši. Bračkizbornik, 15. Supetar.	1	10

Supplementary readings

1. Eckhardt, Th. (1978). "Die 'Bosančica'." *Österreichische Osthefte,* XX, Vienna.
2. Hercigonja, E. (1987). *Povaljska listina i natpis Povaljskoga praga u hrvatskoj kulturnoj i književnoj povijesti. Bračkizbornik,* 15.
3. Hercigonja, E. (1994). *Tropismena i trojezična kultura hrvatskoga srednjovjekovlja.* Zagreb (selected chapters: *Hrvatska ćirilica, Dubrovačka slavenska kancelarija*).

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Marko Rimac, PhD, associate professor

Course name	**EASTERN ADRIATIC DEFTEROLOGY** (HZ126)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course – Group II	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The aim of this course is to research the issues related to Ottoman defters as the best-known and most widely used sources. For the eastern Adriatic, some of the best-preserved and best produced defters at the level of the entire Ottoman Empire are available. This course aims to critically reflect on and emphasise the importance of the use of such sources for a better understanding even of the periods before and after Ottoman rule.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- explain the tax structures contained in defters,
- be familiar with related archival sources involving defterology in the eastern Adriatic,
- understand changes in the socio-economic and administrative frameworks of eastern Adriatic defterology,
- read and interpret published archival sources in the field of defterology.

Course content

1. Early Ottoman administration in the eastern Adriatic (Shkodër–Herzegovina–Klis–Krka)
2. How to read defters?
3. A comparative view of the available data from defters
4. Beyond defters – what can defters tell us about social landscapes before and after the Ottoman period?

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☒multimedia and network ☐laboratory ☐supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper	x	Experimental work	
Written exam		Oral exam		Essay		Research	x

Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in classes (critical reflection), evaluation of the research paper, familiarity with contemporary theories, and the quality of expressed personal viewpoints in the formulation of the hypothesis.

- Quality of the research paper and expressed viewpoints
- Preparedness for class, class participation, teamwork, critical evaluation of theoretical insights, and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Jakovljević, A.; Isailović, N. (2019). Petrovo polje u vrelima osmanskog razdoblja (1528–1604). Šibenik: State Archives in Šibenik.	1	10
Rimac, M. (2021). "O porijeklu zemljišne razdiobe sela Gornji Rujani." Godišnjak Centra za balkanološka istraživanja, 50, 187–214.	1	10
Faroqhi, S. (1999). Approaching Ottoman History. Cambridge: Cambridge University Press.	1	10
Lowry, H. (1992). Studies in Defterology. Istanbul: The Isis Press.	1	10

Supplementary readings

1. Šabanović, H. (1964). *Krajište Isa-bega Ishakovića – Zbirni katastarski popis iz 1455.* Sarajevo: Orijentalni institut u Sarajevu.
2. İnalcık, H. (1987). *Hicri 835 Tarihli Suret-i Defter-i Sancak-i Arvanid.* Ankara: Türk Tarih Kurumu Basımevi.
3. Spaho, F. (ed.) (2007). *Opširni popis sandžaka Klis iz 1550. godine.* Sarajevo: Orijentalni institut u Sarajevu.
4. Hafizović, F. (2014). *Opširni popis timara mustahfiza u tvrđavama Kliškog sandžaka iz 1550. godine.* Sarajevo: Ibn Sina Naučnoistraživački institut.
5. Jakovljević, A.; Isailović, N. "Popis nahije Kosovo iz 1574. godine." *Mešovita građa,* XXXIV, 25–70.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Stjepan Ćosić, PhD, full professor with permanent tenure
Course name	**ARCHIVAL HERITAGE ON THE EASTERN ADRIATIC COAST** (HZ201)

Study programme	Doctoral Study Programme in Humanities	
Course status	Joint compulsory course	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	5+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is critical reflection and independent research in archives and non-archival institutions preserving archival heritage relevant to the history of the eastern Adriatic coast.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:
- use archival material in research,
- compare thematic material of individual Adriatic archives
- recognise the importance of individual fonds and collections for their own research related to the topic of the doctoral dissertation,
- understand the importance of archival material as part of national and general heritage.

Course content

1. Adriatic archives
2. Guides and inventories
3. Quantity and structure of material

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☒multimedia and network ☐laboratory ☐supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in classes (critical reflection), evaluation of the research paper, familiarity with contemporary theories, and the quality of expressed personal viewpoints in the formulation of the hypothesis.

- Quality of the research paper and expressed viewpoints
- Preparedness for class, class participation, teamwork, critical evaluation of theoretical insights, and independence of thought

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Arhivski fondovi i zbirke u SFRJ, SR Hrvatska. Savez arhivskih radnika Jugoslavije. Belgrade, 1984. Selected sections.	1	60
Pregled arhivskih fondova i zbirki Republike Hrvatske. Croatian State Archives. Zagreb, 2006. Selected sections.	1	60

Supplementary readings

Guides and inventories of archival institutions and other holders of archival material, selected papers on archives and archival material, and selected websites.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Hrvoje Relja, PhD, full professor	
Course name	**MEDITERRANEAN ROOTS OF PHILOSOPHY** (HZ202)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Compulsory course within the *Philosophy* module	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	4+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is critical reflection on the Mediterranean as the cradle of Western European philosophy and science, as well as research and analysis of different reflections on the specificity of the Mediterranean multicultural space.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- recognise and demonstrate the Mediterranean as the cradle of Western European philosophy and science,
- recognise and demonstrate the Mediterranean heritage of the Judeo-Christian and Islamic religious traditions and their influence on philosophies in the Mediterranean
- recognise and demonstrate the Mediterranean heritage of the Roman legal tradition and its influence on philosophies in the Mediterranean,
- critically discuss the influence of the specificity of the Mediterranean multicultural space on the emergence of philosophies in the Mediterranean.

Course content

1. The Mediterranean as the cradle of Western European philosophy and science
2. The Mediterranean heritage of the Judeo-Christian and Islamic religious traditions
3. The Mediterranean heritage of the Roman legal tradition; the influence of the specificity of the Mediterranean multicultural space on the emergence of philosophies in the Mediterranean

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay	x	Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading log: notes on the primary literature	x				

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The overall work in the course during the semester is assessed. The final grade is based on participation in class work, evaluation of the research paper, and evaluation of the essay. The final grade includes assessment of the reading of primary literature.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Copleston, F. (1993/1994). A History of Philosophy. New York: Doubleday. (selected chapters).	1	10
Routledge History of Philosophy. https://www.routledge.com/Routledge-History-of-Philosophy/book-series/SE0159 (selected chapters).	1	10

Kukoč, M. (ed.) (2009). Filozofija Mediterana. Zagreb: HFD; Split: Faculty of Humanities and Social Sciences, University of Split. (selected chapters).	3	10

Supplementary readings

1. Diels, H. (ed.) (1983). *Predsokratovci.* Zagreb: Naprijed. (Vol. I: pp. 137–169, 193–216; Vol. II: pp. 5–46, 83–204).
2. Plato (2002). *Parmenid.* Zagreb: Demetra.
3. Plato (1996). *Fedon.* Zagreb: Naklada Jurčić.
4. Flasch, K. (1989). *Einführung in die Philosophie des Mittelalters.* Darmstadt.
5. Mondin, B. (1991²). *Storia della filosofia medievale.* Rome: Urbaniana University Press.
6. Šanc, F. (1943). *Poviest filozofije.* Zagreb: Knjižnica života.
7. Vignaux, P. (1987). *Philosophie au Moyen Age.* Castella, Albeuve.
8. Reale, G. (1975–1980). *Storia della filosofia antica,* Vol. 5. Milan: Vita e Pensiero.
9. Krämer, H. (1997). *Platonovo utemeljenje metafizike.* Zagreb: Demetra.
10. Barbarić, D. (ed.) (1995). *Grčka filozofija.* Zagreb: Školska knjiga.
11. De Libera, A. (1989). *La philosophie médiévale.* Paris: PUF.
12. Kušar, S. (ed.) (1996). *Srednjovjekovna filozofija.* Zagreb: Školska knjiga.
13. Šanc, F. (1943). *Filozofija srednjega vieka.* Zagreb: Knjižnica života.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Bruno Ćurko, PhD, associate professor	
Course name	**DEVELOPMENT OF THEORIES OF CRITICAL THINKING IN THE MEDITERRANEAN** (HZ203)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Compulsory course within the *Philosophy* module	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	4+0+0

COURSE DESCRIPTION

Course aims

The aim of this course is to analyse the development of theories of critical thinking throughout the history of philosophy, from Antiquity to the present day, in the Mediterranean region. The objective is to determine the significance of the Mediterranean for the development of these theories and to establish whether there is today an influence on global research into critical thinking.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- compare theories related to critical thinking across historical periods,
- analyse different approaches to critical thinking,
- compare the varying significance of the Mediterranean region for the development of theories of critical thinking,
- engage in argument-based discussion on the importance of critical thinking,
- critically analyse the development of theories of critical thinking in the Mediterranean region from Antiquity to the present day.

Course content

1. Theories of critical thinking among the Pre-Socratics
2. The Socratic method
3. Medieval and Renaissance theories related to critical thinking
4. Contemporary teachings on critical thinking in the Mediterranean

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay	x	Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The overall work in the course during the semester is assessed. The final grade is based on participation in class work, evaluation of the research paper, and evaluation of the essay. The final grade includes assessment of the reading of primary literature.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Ćurko, B. (2017). Kritičko mišljenje u nastavi filozofije, logike i etike. Zagreb: HFD.	1	10
Fisher, A. (2001). Critical Thinking: An Introduction. Cambridge: Cambridge University Press.	1	10
Bregoli, F. (2014). Mediterranean Enlightenment: Livornese Jews, Tuscan Culture, and Eighteenth-Century Reform. Stanford: Stanford University Press.	1	10

Galea, S.; Grima, A. (eds.) (2014). The Teacher, Literature and the Mediterranean. Rotterdam: Sense Publishers.	1	10
Vaughn, L. (2008). The Power of Critical Thinking: Effective Reasoning about Ordinary and Extraordinary Claims. New York: Oxford University Press.	1	10

Supplementary readings

1. Reale, G. (2003). *Sokrat: k otkriću ljudske mudrosti.* Zagreb: Demetra.
2. UNESCO (2007). *Philosophy – A School of Freedom: Teaching Philosophy and Learning to Philosophize: Status and Prospects.* Paris: UNESCO Publishing.
3. Vaughn, L. (2008). *The Power of Critical Thinking: Effective Reasoning about Ordinary and Extraordinary Claims.* New York: Oxford University Press.
4. Sultana, R. G. (ed.) (2012). *Educators of the Mediterranean... ...Up Close and Personal.* Berlin: Springer Science & Business Media.
5. Guthrie, W. K. C. (2005). *Povijest grčke filozofije.* Zagreb: Naklada Jurčić.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Helena Dragić, PhD, associate professor Anica Bilić, PhD, research advisor with permanent tenure	
Course name	**CANONISATION AND THE HISTORY OF CROATIAN LITERATURE** (HZ206)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Compulsory course within the *Literature and Culture* module	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	4+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is critical reflection on Croatian literature from the perspective of current contemporary theoretical and literary-historical debates concerned with the evaluation and formation of selections of the most representative works and authors within a linguistic, cultural, or national community. *Canonisation and the History of Croatian Literature* will enable doctoral students to evaluate and compare the most important periods in Croatian literary history and their interrelations. Through preparation for independent approaches, they will master the terminology and methodology related to canonisation, recognise the aesthetic values of literary works, the relationship of authors to other writers and their works on the synchronic and diachronic levels, within and beyond the parent literature, and identify ideological authorial positions.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- master the terminology and methodological apparatus of literary theory and historiographical practice,
- understand the position of comparative literature today,
- acquire competences in the comparative analysis of literary history,
- understand the synchronic and diachronic relationship of literary history,
- research examples of literary historiography in other European literatures.

Course content

1. The importance of canonisation and literary history
2. The significance of canonisation and literary history in the overall understanding of literature
3. Croatian literary histories in the context of the history of world literatures
4. Positivism in literature
5. Comparison of literary histories

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with new insights.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in classes (critical reflection), evaluation of the research paper, familiarity with contemporary theories, and the quality of expressed personal viewpoints in the formulation of the hypothesis.

- Quality of the research paper and expressed viewpoints
- Preparedness for classes, class participation, teamwork, critical evaluation of theoretical insights, and independence of thought

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Altieri, C. (1990). Canons and Consequences: Reflections on the Ethical Force of Imaginative Ideals. Evanston: Northwestern University Press.	1	10

Biti, V. (1989). Povijest književnosti nakon poststrukturalizma. Pripitomljavanje drugog: mehanizam domaće teorije. Zagreb.	1	10
Bloom, H. (1973). The Anxiety of Influence: A Theory of Poetry. New York.	1	10
Bloom, H. (1996). The Western Canon. London.	1	10
Curtius, E. R. (1971). Evropska književnost i latinsko srednjovjekovlje. Zagreb: Matica hrvatska.	1	10
Novak, S. P. (1996–1999). Povijest hrvatske književnosti. Vols. I–III. Zagreb: Izdanja Antibarbarus.	1	10

Supplementary readings

1. Eliot, T. S. (1999). *Tradicija i individualni talent; Što je klasik?* In *Tradicija, vrijednosti i književna kritika.* Zagreb: Matica hrvatska.
2. Flaker, A. (1986). *Stilske formacije.* Zagreb: Sveučilišna naklada Liber.
3. Ljubić, Š. (1864–1869). Ogledalo književne poviesti jugoslavjanske. Na podučavanje mladeži nacrtao prof. Šime Ljubić. Vols. I–II. Rijeka.
4. Medini, M. (1902). Povijest hrvatske književnosti u Dalmaciji i Dubrovniku, Book I. Zagreb: Naklada Matice hrvatske.
5. Vodnik, B. (1913). Povijest hrvatske književnosti, Book I, Od humanizma do potkraj XVIII. stoljeća. Zagreb: Matica hrvatska.
6. Ježić, S. (1944). Hrvatska književnost od početka do danas, 1100–1941. Zagreb: Nakl. A. Velzek.
7. Kombol, M. (1945). Poviest hrvatske književnosti do narodnog preporoda. Zagreb: Matica hrvatska.
8. Barac, A. (1954–1960). Hrvatska književnost. Vols. I–II. Zagreb: JAZU.
9. Frangeš, I. (1987). Povijest hrvatske književnosti. Zagreb–Ljubljana: Nakladni zavod Matice hrvatske; Cankarjeva založba.
10. Jelčić, D. (1997). Povijest hrvatske književnosti. Zagreb: Naklada Pavičić.
11. Šicel, M. (2004–2009). Povijest hrvatske književnosti. Vols. I–IV. Zagreb: Ljevak.
12. Palameta, M. (1996). “Hrvatska latinistička tradicija i Gundulićev Osman.” In Diljem književne baštine, University of Mostar, pp. 45–80.
13. Kravar, Z. (1975). Studije o hrvatskom književnom baroku. Zagreb: Matica hrvatska.
14. Banac, I. (1989). “Gundulić u hrvatskim nacionalnim ideologijama 19. i 20. stoljeća.” In S. P. Novak (ed.), Gundulićev san / Gundulić’s Dream. Zagreb.
15. Torbarina, J. (1997). Komparatističke rasprave. S. P. Novak (ed.). Zagreb.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Antonela Marić, PhD, full professor
Course name	**MEDITERRANEAN CONTEXT OF CROATIAN LITERATURE** (HZ207)
Study programme	Doctoral Study Programme in Humanities
Course status	Compulsory course within the *Literature and Culture* module

Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	4+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is to research and evaluate new facts and procedures in defining the scientific framework within which the characteristics of Mediterranean identity and its most important determinants are investigated, beginning with the historical, cultural, and mentality matrix. The principles and theories from the field of scientific research questioning stereotypes as essential determinants of Mediterranean peoples will be explored, while identified common characteristics will be systematised. Highly specialised knowledge will be employed in researching the elements shaping the identity determinants of the Mediterranean environment.
Based on selected texts, the reasons and modes designating literary Mediterraneanism will be identified, and the extent and manner of its influence on Croatian and Mediterranean literatures will be explored. The Croatian literary framework will be situated within the broader European, especially Mediterranean, context, with particular attention devoted to Adriatic identity perceived as an authentic expression of Mediterraneanism.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- identify, contextualise, and evaluate the complex and multi-layered issue of Mediterraneanism as one of the determinants of Croatian literature,
- problematise how and in what ways space/geography throughout history has influenced the literature and art of the Mediterranean civilisational circle,
- explain and describe Mediterraneanism through the sea, people, and cities as bearers of its recognisability,
- understand and explain the relationship between the whole and its parts, the universal and the national, the regional and the local,
- develop sensitivity towards phenomena and cultural layers of Braudel's history of deep structures and *longue durée*,
- become aware of the Mediterranean component of Croatian literature and identify connections with other Mediterranean writers.

Course content

1. The Mediterranean and its civilisation as a literary theme
2. Peoples, languages, and cultures in the Mediterranean; intercultural and literary contacts
3. Contextualisation of the theme of the sea as the fundamental determinant of Mediterraneanism
4. Mediterranean context of Croatian literature (writers, works, interrelations)

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☒multimedia and network ☐laboratory ☒supervision ☒ blended e-learning (up to 20%)

Student obligations

Doctoral students are required to act in accordance with ethical and scientific principles, participate in and complete in-class as well as individual and group activities enabling the achievement of learning outcomes envisaged by the course (75%), prepare a research paper according to predefined criteria, adhere to the timeframes required for course activities, and complete individual assignments to a high standard in a timely manner.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and doctoral student obligations, the final grade is formed based on the following components:

1. Prepared and presented research paper in accordance with the instructor's guidelines – 50%
2. Success in completing independent assignments – 10%
3. Class activity and participation in discussions during lectures and seminars – 10%
4. Independent research – 30%

The criteria for the evaluation and grading of individual components are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Braudel, F. (1997). Sredozemlje i carstva Mediterana u doba Filipa II. Zagreb: Antibarbarus.	3	10
Braudel, F. (1990). Civilizacije kroz povijest. Zagreb: Globus.	3	10
Horden, P.; Purcell, N. (2000). The Corrupting Sea: A Study of Mediterranean History. Oxford: Blackwell.	2	10
Davis, J. (1976). People of the Mediterranean: An Essay in Comparative Social Anthropology. London: Routledge.	2	10
Kulturni stereotipi. Koncepti identiteta u srednjoeuropskim književnostima. Oraić Tolić, D. (ed.) (2006). Zagreb: FF Press.	4	10
Usmene pripovijetke i predaje. Bošković-Stulli, M. (ed.) (1997). Zagreb: Matica hrvatska.	1	10
Prosperov Novak, S. (2003). Povijest hrvatske književnosti. Zagreb: Golden Marketing.	1	10

Supplementary readings

1. Nemec, K. (1997). Antologija hrvatske novele. Zagreb: Naklada Pavičić.
2. Nemec, K. (1995/2003). Povijest hrvatskog romana, Vols. I–III. Zagreb: Školska knjiga.
3. Donat, B. (1998). Politika hrvatske književnosti i književnost hrvatske politike. Zagreb: Matica hrvatska.
4. Bošković-Stulli, M. (1993). Žito posred mora: Usmene priče iz Dalmacije. Split: Književni krug.
5. Carpinteri, L.; Faraguna, M. (1977). Le Maldobrìe. Trieste: Edizioni de la Citadela.
6. Baldini, E. (2015). Fra l'Adriatico e il West. 77 racconti fuori campo. Fernandel.
7. Natale mediterraneo. Scrittori del Sud raccontano. (2013). Interlinea, Collana Nativitas.
8. Varone, P.; Pistono, F. (eds.) (2017). Vite mediterranee. Rogiosi Editore.
9. Scaglia, F. (2013). Il giardino di Dio. Mediterraneo, storie di uomini e pesci. Piemme.
10. Panorama hrvatske književnosti XX. stoljeća. Pavletić, V. (ed.) (1964). Zagreb: Stvarnost.
11. Čale, M. (2001). Volja za riječ. Eseji o djelu Ranka Marinkovića. Zagreb: ZZFF.

12. Mikić, R. (1988). Postupak karnevalizacije. Uvod u poetiku Ranka Marinkovića. Belgrade: Filip Višnjić.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Milan Mihaljević, PhD, full professor with permanent tenure	
Course name	**LANGUAGE AS A SYSTEM OF SIGNS AND AS A GENERATIVE PROCEDURE** (HZ208)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Compulsory course within the *Linguistics* module	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	4+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is to familiarise doctoral students with the foundations of the generative approach to language and the differences between this approach and the classical structuralist approach.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- understand the basic ideas of the Chomskyan approach to language,
- independently analyse the structure of an utterance and represent it by means of a tree diagram or a system of labelled brackets,
- transform a tree diagram representation into a system of labelled brackets and vice versa,
- determine dependency relations among constituents in representations.

Course content

1. The Chomskyan turn in linguistics: the natural-scientific approach to language and the Galilean style of inquiry; a change in perspective and object of research; linguistic faculty as a special mental organ specialised for language; language as a system of signs (E-language) versus language as a generative procedure (I-language).
2. The structure of the linguistic faculty: the organisation and nature of the representational levels PF and LF (phonological, semantic, and morphosyntactic features); the organisation of the computational system in individual models of generative grammar (early rule systems, principles

and parameters, and the minimalist system of operations); methods of representing syntactic structure.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in classes (critical reflection), evaluation of the research paper, familiarity with contemporary theories, and the quality of expressed personal viewpoints in the formulation of the hypothesis.

- Quality of the research paper and expressed viewpoints
- Preparedness for classes, class participation, teamwork, critical evaluation of theoretical insights, and independence of thought

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
van Gelderen, E. (2017). Syntax: An Introduction to Minimalism. Amsterdam: John Benjamins Publishing Co.	1	10
Mihaljević, M. (1998). Generativna sintaksa i semantika. Zagreb: HFD.	1	10
Radford, A. (2004). Minimalist Syntax. Cambridge: Cambridge University Press.	1	10

Supplementary readings

1. Chomsky, N. (1995). The Minimalist Program. Cambridge, MA: The MIT Press.
2. Randall, H. (2003). Minimalist Syntax. London: Blackwell.
3. Smith, N. (1999). Chomsky: Ideas and Ideals. Cambridge: Cambridge University.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment

- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Mario Brdar, PhD, full professor with permanent tenure	
Course name	**COGNITIVE LINGUISTICS** (HZ209)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Compulsory course within the *Linguistics* module	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	4+0+0

COURSE DESCRIPTION
Course aims
The principal aim of the course is to introduce doctoral students to cognitive linguistics as one of the most significant paradigms in contemporary linguistics. The course also has a broader practical purpose: which is to demonstrate that cognitive linguistics, as a model, is open to interdisciplinarity and that connections can easily be established with numerous subjects of interest to philologists (literary and cultural studies).
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: - explain the principal assumptions of embodied realism in contrast to objectivism (positivism) and subjectivism, - identify the principal factors motivating linguistic phenomena, - distinguish among types of linguistic signs (symbols, indexes, and icons), - distinguish among image schemas, conceptual metaphors, and conceptual metonymies, - distinguish among types of metaphors and metonymies, - critically evaluate the role of conceptual metaphors and metonymies in discourse management, - distinguish between constructional schemas and instances, - independently investigate types of figurative expressions and their linguistic realisations.
Course content
1. Overview of the general context within which the emergence and development of the cognitive-linguistic movement should be interpreted. 2. Usage-based model and categorisation, universality and variation, linguistic relativity (with reference to the specific features of the Mediterranean linguistic area in contrast to the Danubian and Balkan linguistic areas). 3. Motivation of linguistic phenomena in cognitive linguistics, image schemas. 4. Conceptual metaphors and metonymies.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals	☒independent work ☐multimedia and network ☐laboratory ☒supervision

	☐remote learning ☐field work	☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in classes (critical reflection), evaluation of the research paper, familiarity with contemporary theories, and the quality of expressed personal viewpoints in the formulation of the hypothesis.

- Quality of the research paper and expressed viewpoints
- Preparedness for classes, class participation, teamwork, critical evaluation of theoretical insights, and independence of thought

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
William, C., Cruse, A. D. (2004). Cognitive Linguistics. Cambridge: Cambridge University Press.	2	10
Lakoff, G., Johnson, M. (1980). Metaphors We Live By. Chicago: Chicago University Press.	2	10
Taylor, J. R. (2002). Cognitive Grammar. (Oxford Textbooks in Linguistics). Oxford: Oxford University Press.	1	10

Supplementary readings

1. Lakoff, G. (1987). Women, Fire and Dangerous Things. Chicago: University of Chicago Press.
2. Langacker, R. W. (1987). Foundations of Cognitive Grammar, 2 vols. Stanford: Stanford University Press.
3. Lee, D. (2001). Cognitive Linguistics. An Introduction. Oxford: Oxford University Press.
4. Ungerer, F., Schmid, H. (1996). An Introduction to Cognitive Linguistics. (Learning about Language). London–New York: Longman.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Stjepan Ćosić, PhD, full professor	
Course name	**HISTORIOGRAPHICAL METHODOLOGY** (HZ210)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Compulsory course within the *History* module	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	4+0+0

COURSE DESCRIPTION		
Course aims		
The aim of the course is the acquisition of specific knowledge of historiography as a scientific discourse and critical mastery of the issues of contemporary science, particularly the reasons for the crisis and decline of trust in science. A further objective is mastery of research and methodological procedures and scientific norms in historiographical practice, as well as training doctoral students for independent research work and writing on historiographical topics.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of this course, students will be able to: - explain the heritage and position of historiography within science, particularly the humanities, - identify the reasons and problems that led to the crisis of contemporary sciences, natural, social, and humanistic, - interpret the importance of the scientific-methodological approach and accept it as a principle of historiographical research and writing, - create basic techniques and strategies for writing scientific texts, - become familiar with institutions preserving material and acquire confidence in working with it.		
Course content		
1. Introduction to the course and overview of literature 2. Development and professionalisation of historiography 3. Scientific research in historiography: approach to sources and literature 4. Institutions: historiographical material in libraries, archives, museums, institutes, other institutions, and online		
Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☒ research work
Student obligations		
Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with		

contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in classes (critical reflection), evaluation of the research paper, familiarity with contemporary theories, and the quality of expressed personal viewpoints in the formulation of the hypothesis.

- Quality of the research paper and expressed viewpoints
- Preparedness for classes, class participation, teamwork, critical evaluation of theoretical insights, and independence of thought

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Blažević Jakus, Z. (2012). Uvod u studij povijesti. Historiografski praktikum. 2nd ed. Zagreb. Selected sections.	3	10
Oraić Tolić, D. (2011). Akademsko pismo. Strategije i tehnike klasične retorike za suvremene studentice i studente. Zagreb. Selected sections.	2	10
Carr, E. H. (2004). Što je povijest. Zagreb.	1	10
Jenkins, K. (2008). Promišljanje povijesti. Zagreb.	1	10

Supplementary readings

1. Sardar, Z. (2005). Znanost za početnike. Zagreb.
2. Black, J.; Macraild, D. M. (2007). Izučavanje istorije. Belgrade.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Marko Trogrlić, PhD, full professor with permanent tenure
Course name	**THE ADRIATIC AREA BETWEEN THREE IMPERIAL HERITAGES: THE HABSBURG MONARCHY, THE VENETIAN REPUBLIC, AND THE OTTOMAN EMPIRE** (HZ211)
Study programme	Doctoral Study Programme in Humanities
Course status	Compulsory course within the *History* module

Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	4+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is to acquire the necessary insight into and knowledge of the history of the Adriatic area within the broader and narrower European context, with particular emphasis on relations with the Venetian Republic, the Habsburgs, and the Ottomans.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- explain the dynamics of political relations in the Adriatic area between the Habsburg Monarchy, the Venetian Republic, and the Ottoman Empire,
- interpret the main turning points in the relations among the three imperial heritages,
- compare internal social development within the three imperial heritages,
- interpret economic cooperation and competition among the three imperial heritages,
- understand the contribution of the three empires to more contemporary European historical developments.

Course content

1. The Adriatic area between the Habsburgs, the Venetian Republic, and the Ottomans: political aspects
2. The Adriatic area between the Habsburgs, the Venetian Republic, and the Ottomans: economic aspects
3. The Adriatic area between the Habsburgs, the Venetian Republic, and the Ottomans: cultural aspects
4. The Adriatic area between the Habsburgs, the Venetian Republic, and the Ottomans: confessional aspects

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☒multimedia and network ☐laboratory ☐supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x

Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The overall work in the course during the semester is assessed. The final grade is based on participation in class work and evaluation of the research paper.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Bracewell, C. W. (1997). Senjski uskoci. Zagreb.	1	10
Bertoša, M. (2003). "Sjeverni i Srednji Jadran." In I. Golub (ed.), Hrvatska i Europa, Vol. 3. Zagreb, pp. 61–79.	1	10
Ćosić, S. (2003). "Hrvatski jug: Dubrovačka Republika i Boka kotorska." In Hrvatska i Europa, Vol. 3. Zagreb, pp. 79–95.	2	10
Moačanin, N. (2003). "Bosanski pašaluk u XVIII. stoljeću." In Ivan Golub (ed.), Hrvatska i Europa, Vol. 3. Zagreb, pp. 109–115.	1	10

Supplementary readings

1. İnalcık, H. (2002). *Osmansko carstvo. Klasično doba 1300–1600.* Zagreb.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Ana Šverko, PhD, senior research associate	
Course name	**HUMAN ENVIRONMENT IN THE ANTHROPOLOGICAL SENSE** (HZ212)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Compulsory course within the *Art History* module	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	4+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is critical reflection on various philosophical, epistemological, natural-scientific, and ethological theories and hypotheses, as well as on the distinctiveness of the human being in relation to other beings. Special attention will be devoted to the world of culture, and a brief history

of civilisations will also be addressed from the perspective of their relationship with the environment. The course includes reflections on the spatial aspects of culture and on the organisation of settlements, particularly cities, since cultivated landscapes and cultural goods constitute an integral part of the human environment.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- demonstrate analytical knowledge of issues related to cultivated landscapes and cultural goods,
- contextualise the current moment and problems of development and of society's relationship with the environment,
- critically observe practices in the preservation and protection of cultural goods,
- improve independent research work in preparation of writing their doctoral dissertation.

Course content

The course addresses topics such as: philosophy of nature and cosmological theories; the concept of life and the logic of the living; the concept of civilisation (city, state, script); demographic boom; industrial civilisation and its relationship with the environment; the concept of culture, particularly from the perspective of information theory; the relationship of culture to space, especially the difference between agrarian and pastoral societies; the house and its functions, particularly those of a symbolic nature; settlements and their functions, particularly those of a symbolic nature; the sacred and the profane in space, especially in the landscape; cemeteries throughout history; toponymy as a form of mental appropriation of space; cities and their morphology and functions, particularly those of a symbolic nature; semiology of the city; city walls and gates, squares, streets, and public spaces; sacred buildings, particularly cathedrals; the concept of cultural heritage, etc. Part of the course is devoted to reflections on different theories concerning cultural goods and their protection.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in classes (critical reflection), evaluation of the research paper, familiarity with contemporary theories, and the quality of expressed personal viewpoints in the formulation of the hypothesis.

- Quality of the research paper and expressed viewpoints
- Preparedness for classes, class participation, teamwork, critical evaluation of theoretical insights, and independence of thought

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Gore, A. (1994). Zemlja u ravnoteži. Zagreb: Mladost.	1	10
Supek, R. (1987). Ova jedina zemlja. Zagreb: Naprijed.	2	10
Babić, I. (1991). Prostor između Splita i Trogira. Kaštel Novi: Zavičajni muzej Kaštela.	5	10
Peter, R. (1989). Buđenje planeta: globalni mozak. Zagreb: Globus.	1	10

Supplementary readings

1. Robert, D. (2002). Povijest europskog okoliša. Zagreb: Ministry of Environmental Protection and Physical Planning of the Republic of Croatia.
2. Croal, S. (2001). Ekologija za početnike. Zagreb: Naklada Jesenski i Turk.
3. Eliade, M. (1986). Sveto i profano. Novi Sad: Književna zajednica Novog Sada.
4. Babić, I. (1994). Od ubavog do gubavog: Eseji, polemike i članci. Split: Književni krug.
5. Bachelard, G. (2000). Poetika prostora. Zagreb: Ceres.
6. Visković, N. (1996). Životinja i čovjek. Split: Književni krug.
7. Visković, N. (2002). Stablo i život. Zagreb: Izdanja Antibarbarus.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Ivan Šimat, PhD, professor emeritus	
Course name	**THE RELATIONSHIP BETWEEN PUBLIC SPACE AND SCULPTURE** (HZ212)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Compulsory course within the *Art History* module	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	4+0+0

COURSE DESCRIPTION
Course aims

The aim of the course is critical reflection on past and contemporary practices of placing monuments in public space, as well as terminological and scientifically grounded analysis of the word “monument” and the repercussions arising from such analysis, including reflection on how to broaden the concept of the monument to include a monumental ensemble, ambience, memorial area, etc.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- comprehend professional and scientific literature dealing with the relationship between public space and sculpture,
- evaluate sculptural works intended for public space,
- critically reflect on the uses of public space and the introduction of sculptural work into the public sphere,
- independently reflect, on the basis of acquired knowledge and facts, on contemporary art, with emphasis on sculpture,
- critically approach segments of the subject matter as reference points of personal research work.

Course content

1. Previous practice of erecting monuments; richness and poverty of solutions
2. Questioning the justification of the so-called anti-monument, that is, ironic distance from jubilee and commemorative practices
3. Should a monument be art?
4. What is to be done? Proposals for broadening the concept of the monument and perspectives on their erection or abandonment.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☒supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in classes (critical reflection), evaluation of the research paper, familiarity with contemporary theories, and the quality of expressed personal viewpoints in the formulation of the hypothesis.

- Quality of the research paper and expressed viewpoints

- Preparedness for classes, class participation, teamwork, critical evaluation of theoretical insights, and independence of thought
Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Šuvašković, M. (2005). Pojmovnik suvremene umjetnosti. Zagreb: Horetzky.	1	10
Collins, J. (2007/2008). Sculpture Today. London: Phaidon.	1	10
Clair, J. (1998). "Razmišljanja o stanju umjetnosti" (complete text). Europski glasnik, 3, 427–511.	1	10
Dulibić, F. (2008). "Problemi spomenika u javnom prostoru." Anali Galerije Antuna Augustinčića, 3–5.	1	10
Ivančević, R. (2001). Za Zagreb. Zagreb: Društvo povjesničara umjetnosti.	1	10
Group of Authors (2007). Spomenici i fontane grada Zagreba. Zagreb: HAZU.	1	10
Group of Authors (1999). Umjetnost i ideologija. Zagreb.	1	10
Blasquez, A. J. (2006). Sculpture Park in Europe. Basel / Boston / Berlin: Birkhäuser GmbH.	1	10
Art and Power: Europe under Dictators 1930–1945. (1996). London: Thames & Hudson Ltd.	1	10
Baldani, J. (1977). Revolucionarno kiparstvo. Zagreb: Spektar.	1	10
Šimat Banov, I. (2013). Hrvatska skulptura od 1950. do danas. Zagreb: Ljevak.	1	10

Supplementary readings
European journals, exhibition catalogues (solo, group, and thematic exhibitions), *Život umjetnosti* journal, and current events and polemics related to monumental sculpture.
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows: - Class attendance and participation, and performance in assigned tasks - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Srećko Jurišić, PhD, full professor	
Course name	**MEDITERRANEAN LITERARY IDENTITIES** (HZ214)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Compulsory course within the *Mediterranean Interdisciplinary Cultural Studies* module	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	4+0+0

COURSE DESCRIPTION		
Course aims		
The aim of the course is to acquire competences and master an analytical multidisciplinary methodology suitable for understanding cultural studies.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of this course, doctoral students will be able to: - apply comparative analyses to specific examples from the proposed thematic literature - adopt and apply an imagological approach in the analysis of Mediterranean identities contained in proposed or other literary works - identify and critically examine the interactive communicative relationship between the collective imaginary and literary works - identify and critically examine the interactive communicative relationship between cultural anthropology and imagological methods using examples of Mediterranean literary identities.		
Course content		
The course offers a basic insight into Mediterranean identities and alterities presented in classical and contemporary literature. It does not seek to provide answers, but rather to open questions and stimulate doctoral students towards analytical thinking and research. The very concept of topos in the Mediterranean is examined, considering the extent to which it is determined by language, place, or time (logos, genius loci, or Zeitgeist): what is a poet who sings in Greek in Sicily? Which identity is conveyed by the Greek, and which by the Hellenic name in literature? What kind of identity is mediated by the Mediterranean in other contexts (more than half of Shakespeare's works deal with the Mediterranean)? The identity of the sea as place and non-place is examined (points of departure: *The Odyssey*, the T-O map of Isidore of Seville), as both connection and division: Dido and Aeneas in the *Aeneid* (Virgil). Examples of archetypal identities of islands and islanders are analysed: Daedalus and Icarus (Ovid), *Purgatorio* (Dante), "The Isles of Greece" in *Childe Harold* (Byron), etc. The interrelationship of the archetypal conflict between "brutal highlanders" and "corrupt coastal dwellers" in Mediterranean literature is explored. Examples of archetypal identities of highlanders are analysed: from the Cyclops in *The Odyssey* to the Morlachs in Voltaire (with reference to H. G. Wells). Literary archetypes of the corrupt coastal dweller are explored, from Ramses' "Sea Peoples" to contemporary representations of Byzantines, Levantines, or Southern peoples in general, including the archetypes of the schemer (Iago) and the Latin lover (Don Juan). Literary works are contextualized with regard to the period of their creation and the period of their reception, with regard to current theoretical paradigms, as well as with regard to concepts of national culture and multiculturalism at the beginning of the 21st century.		
Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒research work ☒ blended e-learning (up to 20%)
Student obligations		
Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with		

contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay	x	Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

Writing and defence of research papers:
- Two short analytical essays (8,000–9,600 characters each) on assigned applied topics, using scholarly literature. Presentation of one of the papers.
- A theoretical research paper (25,000–30,000 characters), preferably related to the doctoral dissertation topic. Presentation preferably within a seminar setting.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
MATVEJEVIĆ, P. (2009). Mediterranean Breviary. Zagreb: V.B.Z.	*1*	*10*
CULLER, J. (2001). Literary Theory: A Very Short Introduction. Zagreb: AGM. (Chapters "Cultural Studies" and "Identity, Identification, Subject").	*1*	*10*
DUKIĆ, D. (2009). How We See Foreign Countries / An Introduction to Imagology. Zagreb: SE.	*1*	*10*
SAID, E. W. (1999). Orientalism. Zagreb: Konzor. (Chapters "Cultural Studies" and "Identity, Identification, Subject").	*1*	*10*
SHAKESPEARE, W. The Merchant of Venice. Othello. (in the original or in any translation)	*1*	*10*
MÉRIMÉE, P. La Gouzla. Colomba. Carmen. (in the original or in any translation)	*1*	*10*

Supplementary readings

Determined individually, depending on the topic of the doctoral dissertation and on the doctoral student's command of world and Mediterranean languages, in agreement with the mentor and the student.

The literature includes:

(1) theoretical and survey works – e.g.:
- COOKE, MIRIAM, ERDAG GÖKNAR, GRANT PARKER [EDS]. *Mediterranean Passages: Readings from Dido to Derrida*
- TOMMASEO, NICCOLÒ. *Per una letteratura cosmopolita*.
- KARAPANOU, MARGARITA. *Island Melancholy*.
- BEŠKER, INOSLAV. *I Morlacchi nella letteratura europea*.

(2) literary and essayistic works – e.g.:
- OVID. *Epistulae ex Ponto*.
- VALÉRY, PAUL. *Le Cimetière marin* (*The Graveyard by the Sea*).
- TWAIN, MARK. *Innocents Abroad*.
- KAZANTZAKIS, NIKOS. *The Life and Times of Alexis Zorbas*.
- CARIĆ, MARIN. *Island*.
- MAHFOUZ, NAGUIB. *Mirrors*.
- PAMUK, ORHAN. *Istanbul*.

- MATVEJEVIĆ, PREDRAG. *The Other Venice*.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Sanja Stanić, PhD, full professor Toni Popović, PhD, assistant professor	
Course name	**SOCIAL ANTHROPOLOGY OF THE MEDITERRANEAN** (HZ215)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Compulsory course within the *Mediterranean Interdisciplinary Cultural Studies* module	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	4+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is critical reflection on the fundamental elements, components, and interrelations of Mediterranean civilisations, as well as the interpretation of societies and cultures in their historical development and in processes of mutual interaction.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- demonstrate knowledge of the fundamental elements, components, and interrelations of Mediterranean civilisations, societies, and cultures in their historical development and in processes of mutual interaction
- observe, recognise, and distinguish common and specific elements of Mediterranean civilisations, societies, and cultures
- skilfully interpret data and artefacts in the construction of the Mediterranean identity of different communities
- think synthetically and aggregate and apply various insights acquired during previous studies and in other subjects and courses
- be encouraged towards independent research within the thematic framework of the course.

Course content

1. The concept of the Mediterranean and the problems of sociological definition; the historical, geographical, and anthropological conditions shaping the Mediterranean as a recognisable entity and its uniqueness.

2. Elements of the Mediterranean (religious, artistic, historical, and other contents influencing the Mediterranean identity of civilisations, cultures, and societies).
3. The Mediterranean as a dividing line and a point of connection between East and West and as a setting of historical driving forces.
4. The Croatian Mediterranean and the Mediterranean identity of the Croats and Croatia; Dalmatia as the Mediterranean – heritage and patterns of life.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in classes (critical reflection), evaluation of the research paper, familiarity with contemporary theories, and the quality of expressed personal viewpoints in the formulation of the hypothesis.

- Quality of the research paper and expressed viewpoints
- Preparedness for classes, class participation, teamwork, critical evaluation of theoretical insights, and independence of thought

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Braudel, F. (1997.–1998.) Sredozemlje i sredozemni svijet u doba Filipa II. Svesci 1−2, Zagreb: Izdanja Antibarbarus.	1	10
Fortis, A. (2004). Put po Dalmaciji. Split: Marjan Tisak.	1	10
Ivanišević, F. (1903). Poljica – narodni život i običaji. Split: Književni krug Split.	1	10
Matvejević, P. (1991). Mediteranski brevijar. Zagreb: Grafički zavod Hrvatske.	1	10
Kudrjavcev, A. (2001). U potrazi za izgubljenim Mediteranom. Split: Knjigotisak.	1	10

Supplementary readings

1. Davis, J. (1977). People of the Mediterranean. London: Routledge.
2. Bičanić, R. (1936.–1939.). Kako živi narod. Život u pasivnim krajevima, Svesci I.−II. Zagreb: Tipografija.

3. Braudel, F. (2001). Mediterranean in the Ancient World. Translated from the French by Sian Reynolds, with an Introduction by Oswyn Murray. London: Allen Lane, The Penguin Press.
4. King, R. (1997). The Mediterranean. Liverpool: Liverpool University Press.
5. Lovrić, I. (1948). Bilješke o putu po Dalmaciji opata Alberta Fortisa. Život Stanislava Sočivice. Zagreb: Izdavački zavod Jugoslavenske akademije.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and levels of programme acquisition shall be determined through evaluation based on standardised methods of assessment, through surveys on the quality of teaching activities and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Supervisor appointed by the Study Programme Council	
Course name	**FIRST RESEARCH PAPER** (HZ204)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Joint compulsory course	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	10
	Number of hours (L+P+S)	0+3+0

COURSE DESCRIPTION

Course aims

The aim of the course is to train doctoral students for initial scientific research through the selection of a topic, identification of relevant literature, and development of a basic research concept. Particular attention is devoted to understanding the research problem, developing competencies for structuring a shorter academic text, and familiarisation with methodological and bibliographic standards of academic writing.

Course enrolment requirements

Prescribed.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- find, select, and use relevant scientific sources related to the selected topic,
- identify and describe the basic research problem,
- structure a shorter academic text in accordance with methodological and bibliographic standards,
- summarise key insights from the literature and connect them with the research topic,
- apply mentor instructions in shaping the research concept.

Course content

The course content includes introducing doctoral students to research procedures based on the selected topic and relevant literature. The course includes the identification, selection, and critical

reading of scientific sources, development of a basic research concept, and preparation of a written paper following fundamental structural, methodological, and citation standards. The emphasis is placed on understanding the research problem, formulating fundamental research questions, and establishing a clear structure of the academic text.

Modes of delivery (mark the appropriate boxes with an X)	☐lectures ☐seminars and workshops ☒practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☒ research work

Student obligations

The doctoral student is required to select a research topic in agreement with the supervisor, independently identify and study relevant scientific literature, and develop a basic research concept. The student is required to prepare a shorter academic written paper including a literature review, formulation of the research problem and fundamental questions, and application of basic methodological and citation standards. During the preparation of the paper, the doctoral student is obliged to consult with the supervisor and apply the received feedback.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance		Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

Evaluation is carried out on the basis of the quality of the submitted written paper, the application of methodological and bibliographic standards, and the demonstrated competences in structuring the research topic in accordance with the supervisor's guidelines. The grade is based on the supervisor's assessment of the achievement of learning outcomes, while the final grade is entered into the ISVU system by the supervisor.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Specific literature according to the doctoral student's research topic, in agreement with the supervisor, as well as methodological manuals and scientific sources relevant to the research field.		

Supplementary readings

Determined individually according to the doctoral student's research field.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

Quality monitoring is ensured through continuous and documented communication between the doctoral student and the supervisor (and/or co-supervisor), with clearly defined stages of progress. Through individual consultations, the mentor monitors knowledge acquisition, development of research competencies, and application of methodological procedures.
The mentor regularly evaluates written working materials (e.g. conceptual schemes, draft chapters, research outlines) and provides structured feedback to the doctoral student.
Quality is additionally ensured through:
– records of consultations or short written reflections by the doctoral student,
– monitoring the fulfilment of defined research objectives,

– annual evaluation of the doctoral student or supervisor reports, or the supervisor's confirmation that the doctoral student has achieved the learning outcomes prescribed by the syllabus.

GENERAL INFORMATION		
Lead instructor	Supervisor appointed by the Study Programme Council	
Course name	**INDIVIDUAL WORK WITH THE SUPERVISOR (FIRST RESEARCH PAPER)** (HZ205)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Joint compulsory course	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	0+3+0

COURSE DESCRIPTION
Course aims
The aim of the course is to ensure fundamental mentoring support in the conceptualisation and preparation of the first research paper and to develop basic competences necessary for academic writing, source analysis, and structuring of a research text.
Course enrolment requirements
Prescribed.
Intended course learning outcomes
Upon completion of this course, doctoral students will be able to: - formulate a basic research concept under the supervisor's guidance, - apply fundamental methodological guidelines in shaping an academic text, - use mentor feedback to improve the quality of the paper, - structure a shorter research text in accordance with academic standards.
Course content

Modes of delivery (mark the appropriate boxes with an X)	☐lectures ☐seminars and workshops ☒practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☒ research work

Student obligations
The doctoral student is required to participate in consultations with the supervisor, present ideas and working versions of the text, apply the received feedback, and develop the research paper in accordance with the supervisor's guidelines.
Monitoring student work (mark the appropriate boxes with an X)

Class attendance		Participation in class		Seminar paper		Experimental work	

Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

Evaluation is carried out on the basis of continuous monitoring of the doctoral student's work during consultations, the degree of integration of the supervisor's guidelines, and the quality of the working versions of the text. The final grade evaluating the achievement of learning outcomes is entered into the ISVU system by the supervisor.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Specific literature according to the doctoral student's research topic, in agreement with the supervisor, as well as methodological manuals and scientific sources relevant to the research field.		

Supplementary readings

Determined individually according to the doctoral student's research field.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

Quality monitoring is ensured through continuous and documented communication between the doctoral student and the supervisor (and/or co-supervisor), with clearly defined stages of progress. Through individual consultations, the supervisor monitors knowledge acquisition, development of research competences, and application of methodological procedures.
The supervisor regularly evaluates the student's written working materials (e.g., conceptual schemes, draft chapters, research outlines) and provides structured feedback to the doctoral student.
Quality is additionally ensured through:
– records of consultations or short written reflections by the doctoral student,
– monitoring the fulfilment of defined research objectives,
– annual evaluation of the doctoral student or supervisor reports, or the supervisor's confirmation that the doctoral student has achieved the learning outcomes prescribed by the syllabus.

GENERAL INFORMATION		
Lead instructor	Marko Trogrlić, PhD, full professor with permanent tenure	
Course name	**ELITES IN EARLY MODERN EUROPE** (HZ216)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION
Course aims

The aim of the course is to acquire the necessary insight and knowledge concerning the history, structure, fundamental characteristics, and main protagonists of the world of elites in early modern European history, particularly in multinational empires such as the Habsburg Monarchy and Russia.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- explain the genesis of the world of early modern European elites, with particular reference to the development of Croatian elites,
- interpret the main characteristics of relations among elites internally and add extra,
- compare the development of the world of elites of the Habsburg Monarchy and Imperial Russia,
- interpret the cooperation of European elites at the political, economic, and cultural levels,
- understand the contribution of elites to the main directions of development of early modern European history.

Course content

1. What European elites in early modern history are and how they were formed
2. The internal structure and interrelations of elites in the Habsburg Monarchy
3. The internal structure and interrelations of elites in Imperial Russia
4. Prominent ruling personalities of early modern European history

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☒multimedia and network ☐laboratory ☐supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The overall work in the course during the semester is assessed. The final grade is based on participation in class work and evaluation of the research paper.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
William, M. J. (1993). Austrijski duh. Intelektualna i društvena povijest 1848. – 1938. Zagreb: Globus.	1	10

Wandycz, S. P. (2004). Cijena slobode. Povijest Srednjoistočne Europe od srednjeg vijeka do danas, Zagreb: Srednja Europa (only pp. 61–79).	1	10
Iveljić, I. (2007). Očevi i sinovi. Privredna elita Zagreba u drugoj polovici 19. stoljeća. Zagreb: Leykam.	2	10
Haselsteiner, H. (1997). Ogledi o modernizaciji u Srednjoj Europi, Zagreb: Naprijed (selected chapters).	1	10
Service, R. (2014). Povijest suvremene Rusije. Od carizma do 21. stoljeća. Zagreb: Sandorf.	1	10

Supplementary readings

1. Iveljić, I. (ed.) (2015). The Entangled Histories of Vienna, Zagreb and Budapest (18th–20th Century). Zagreb (selected chapters).
2. Buchen, T.; Malte, R. (Hrsg.) (2015). Eliten im Vielvölkerreich. Imperiale Biographien in Russland und Österreich-Ungarn (1850–1918). Zagreb (selected chapters).

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Anđela Milinović Hrga, PhD, associate professor	
Course name	**LANGUAGE IN IDENTITY** (HZ218**)**	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is to acquire theoretical knowledge on identity strategies and on identity as a phenomenon dependent on communication that continuously (re)creates identities. To raise awareness of the role of language through which belonging is expressed. To familiarise doctoral students with the most important research on this complex topic, thereby enabling them to conduct their own future research.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- understand different concepts of identity,

- identify changes in language and identity,
- explain the role of language in the (re)construction of identity,
- analyse different linguistic identities,
- interpret in an argument-based manner the causes and consequences of changes in entities,
- independently conduct research on linguistic varieties and the identities reflected in them.

Course content

1. Language, culture, identity. Perceptions, concepts, and politics of identity
2. The role of language in the construction and selection of collective identity (ethnic/national, supranational/European, cultural, gender, professional, political)
3. Multiple and hybrid identities in the communicational and symbolic space
4. The power of language and the power of identity

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☒supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The grade is based on active participation in classes (critical reflection), the grade of the research paper, familiarity with contemporary theories, and the quality of expressed personal views in formulating the hypothesis.
-Quality of the research paper and expressed opinion
-Preparedness for classes, class participation, teamwork, critical evaluation of theoretical insights, independence of thought

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Edwards, J. (2009). Language and Identity. Cambridge: Cambridge University Press.	1	10
Mićanović, K. (2008). Varijacije na temu jezika i varijanata: standardologija Dalibora Brozovića. Zagreb: Matica hrvatska.	1	10
Škiljan, D. (2002). Govor nacije: Jezik, nacija, Hrvati. Zagreb: Golden marketing.	1	10
Nic Craith, M. (2007). Language, Power and Identity Politics. Houndsmills-New York: Palgrave Macmillan.	1	10

Riley, Ph. (2007). Language, Culture and Identity: An Ethnolinguistic Perspective. London: Continuum.	1	10

Supplementary readings

1. Badurina, L. et al. (eds.) (2009). Jezični varijeteti i nacionalni identiteti. Prilozi proučavanju standardnih jezika utemeljenih na štokavštini. Zagreb: Disput.
2. Barbour, S. & Carmichael, C. (eds.) (2000). Languages and Nationalism in Europe. Oxford: Oxford University Press.
3. Brozović, D. (2006). Neka bitna pitanja hrvatskoga jezičnog standarda. Zagreb: Školska knjiga.
4. Dervin, F. & Risager, K. (eds.) (2015). Researching Identity and Interculturality. London-New York: Routledge.
5. Granić, J. (ed.) (2007). Jezik i identiteti. Zagreb-Split: HDPL.
6. Katičić, R. (1992). Novi jezikoslovni ogledi. Zagreb: Školska knjiga. (pp. 35–54)
7. Llamas, C. & Landon Watt, D. J. (2010). Language and Identities. Edinburgh: Edinburgh University Press.
8. Milinović Hrga, A. (2023). Jezična slika splitskoga novinstva između dvaju svjetskih ratova. Split: Filozofski fakultet Sveučilišta u Splitu.
9. Peti-Stantić, A. (2008). Jezik naš i/ili njihov. Vježbe iz poredbene povijesti južnoslavenskih standardizacijskih procesa. Srednja Europa: Zagreb.
10. Peti-Stantić, A.; Langston, K. (2013). Hrvatsko jezično pitanje danas: identiteti i ideologije. Srednja Europa. Zagreb.
11. Samardžija, M. (2006). Hrvatski kao povijesni jezik. Zaprešić.
12. Skelin Horvat, A. (2017). O jeziku i identitetima hrvatskih adolescenata. Zagreb: Srednja Europa.
13. Žanić, I. (2007). Hrvatski na uvjetnoj slobodi: jezik, identitet i politika između Jugoslavije i Europe. Zagreb: Fakultet političkih znanosti Sveučilišta u Zagrebu.
14. Wright, S. (2010). Jezična politika i jezično planiranje. Od nacionalizma do globalizacije. Zagreb: Fakultet političkih znanosti Sveučilišta u Zagrebu (pp. 41–67).

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and levels of programme acquisition shall be determined through evaluation based on standardised methods of assessment, surveys on the quality of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Joško Božanić, PhD, professor emeritus	
Course name	**VERNACULAR STYLISTICS** (HZ219)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is to train doctoral students to analytically approach the stylistic layer of the linguistic message and to develop analytical competences in the interpretation of the stylistic value of vernacular texts.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- become familiar with the scope of the concept of vernacular stylistics,
- become familiar with the status of vernacular stylistics in Croatian literary scholarship,
- understand the methodological issues of stylistic interpretation of vernacular texts,
- master the terminology of interpretative skill,
- acquire the ability to independently provide stylistic interpretations of vernacular texts,
- become familiar with the role of vernacular expression in literature written in the Croatian standard language.

Course content

1. The concept of the vernacular idiom. The relationship between organic speech, dialect, vernacular, and standard language. The issue of deviation from the norm in vernacular texts. Vernacular accentuation, the phenomenon of urban and rural accentuation in the Croatian standard language
2. Stylistics of vernacular texts: Chakavian (Nazor – *Galiotova pesan*; Komiža facenda), Kajkavian (*Račun Hermana Kraleca*), Shtokavian (*Mali*)
3. Folk poetry (Toni Cukrov – *Mali otok pa se ljulja*), facenda (oral stylistics of the facenda), the Chakavian idiom in the diaspora

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☒field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam	x	Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The grade is based on active participation in classes (critical reflection), the grade of the research paper, familiarity with contemporary theories, and the quality of expressed personal views in formulating the hypothesis.

- Quality of the research paper and expressed opinion
- Preparedness for classes, class participation, teamwork, critical evaluation of theoretical insights, independence of thought

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Pranjić, K. (1983). Stil i stilistika. In: Uvod u književnost, Škreb, Z.; Stamać, S. (eds.). Zagreb: Grafički zavod Hrvatske.	*2*	*10*
Vuletić, B. (2006). Govorna stilistika. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu, Odsjek za fonetiku. Chapters: Afektivna stilistika Charlesa Ballya (9−24); Lingvistička stilistika (24−46); Slobodni neupravni govor (165−192).	*2*	*10*
Katičić, R. (1983). Književnost i jezik. In: Uvod u književnost, Škreb, Z.; Stamać, S. (eds.). Zagreb: Grafički zavod Hrvatske, 139−173.	*4*	*10*
Božanić, J. (2015). Viški facendijer. Književni krug, Split.	*4*	*10*
Božanić, J. (2004). Lingvostilistička interpretacija zapisa nepoznatog pomorca iz 19. st. o životu "maloga" na jedrenjacima. In: Vidović, R. Život pod jedrima. Split: Književni krug, 289−338.	*3*	*10*
Božanić, J. (2007). Guc – Naratološka interpretacija zapisa jednog doživljaja mora, Čakavska rič, 35 (1), 17−53.	*3*	*10*
Pranjić, K. (1983). Stil i stilistika. In: Uvod u književnost, Škreb, Z.; Stamać, S. (eds.). Zagreb: Grafički zavod Hrvatske.	*2*	*10*

Supplementary readings

1. Božanić, J. (1982). Interpretacija novele Ranka Marinkovića – Benito Floda fon Relti. Mogućnosti 3, 4, 5.
2. Božanić, J. (1985). Interpretacija novele Ranka Marinkovića – Samotni život tvoj. Mogućnosti 8-9.
3. Frangeš, I. (1959). Stilističke studije. Zagreb: Naprijed.
4. Guiraud, P. (1964). Stilistika. Sarajevo: Veselin Masleša.
5. Katičić, R. (1981). Jezikoslovni ogledi. Zagreb: Školska knjiga.
6. Pranjić, K. (1986). Jezikom i stilom kroza književnost, Zagreb: Školska knjiga.
7. Škreb, Z. (1983). Mikrostrukture stila i književne forme. In: Uvod u književnost, Škreb, Z.; Stamać, S. (eds.). Zagreb: Grafički zavod Hrvatske.
8. Vuletić, B. (1980). Sintaksa krika. Rijeka: Izdavački centar Rijeka.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and levels of programme acquisition shall be determined through evaluation based on standardised methods of assessment, surveys on the quality of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Katarina Lozić Knezović, PhD, full professor

Course name	**CROATIAN CHURCH SLAVONIC AND THE VERNACULAR CHAKAVIAN LANGUAGE** (HZ220)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is to familiarise doctoral students with the Croatian Church Slavonic language, its relationship to the vernacular Chakavian language, and the most important texts written in Croatian Church Slavonic, and to instruct and train them for independent access to, research into, understanding, interpretation, and analysis of these texts. Through direct research into texts and familiarisation with the grammar of the Croatian recension of the Church Slavonic language, doctoral students will also acquire knowledge of its significance for the Croatian language, Croatian culture, and literature.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- independently transliterate, read, and analyse texts written in the Croatian Glagolitic script,
- independently conduct research by applying acquired scientific research methods,
- understand the specific features of the Croatian medieval language tradition,
- appropriately conduct philological analysis of data on the basis of acquired methodological procedures,
- apply acquired knowledge through the adoption of new insights and the development of research curiosity regarding the historical development and formation of the Croatian language,
- understand scientific and professional literature and apply acquired knowledge in the process.

Course content

1. Overview of previous research and approaches to the study of the subject matter; the Croatian Church Slavonic language and its monuments
2. Trilingualism and the use of three scripts in the Croatian Middle Ages; grammatical features of the Croatian Church Slavonic language
3. The relationship between the Croatian Church Slavonic language and the Chakavian language

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☒field work	☐independent work ☐multimedia and network ☐laboratory ☒supervision ☒ research work

Student obligations

Regular and active participation in classes, independent research work, and presentation of the results of independent work in the form of a research paper on a selected topic.

Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam	x	Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

Student achievement shall be evaluated on the basis of participation in lectures, active work in seminars, research results (Research Paper), and the oral examination.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Damjanović, S. (1984). Tragom jezika hrvatskih glagoljaša. Zagreb: Hrvatsko filološko društvo (selected chapters).	1	10
Hercigonja, E. (1994). Tropismena i trojezična kultura hrvatskoga srednjovjekovlja. Zagreb: Matica hrvatska (selected chapters).	1	10
Lozić Knezović, K., Galić Kakkonen, G. (2010). Odnos crkvenoslavenskoga jezika i govornoga jezika u hrvatskome srednjovjekovlju. Croatian Studies Review. Časopis za hrvatske studije, 6, 211–226.	3	10
Nazor, A. (1963). Jezični kriteriji pri određivanju donje granice crkvenoslavenskog jezika u hrvatskoglagoljskim tekstovima (prilog diskusiji o problemima crkvenoslavenskog thesaurusa). Slovo, 13, 68–86.	2	10

Supplementary readings

1. Hercigonja, E. (1983). Metodološke pretpostavke jezikoslovne analize hrvatskoglagoljskih zbornika 14.-16. stoljeća (pp. 297–302). In: Nad iskonom hrvatske knjige. Zagreb: Liber.
2. Lozić Knezović, K. (2016). O pitanju moravizama u hrvatskom crkvenoslavenskom jeziku na korpusu Klimantovićeva zbornika iz 1512. godine. In: Tanja Kuštović, M. Žagar (eds.), Meandrima hrvatskoga glagoljaštva. Zagreb: Hrvatska sveučilišna naklada (pp. 265–291).
3. Mihaljević, M. (ed.) (2014). Hrvatski crkvenoslavenski jezik. Zagreb: Hrvatska sveučilišna naklada – Staroslavenski institut.
4. Tandarić, J. L. (1993). Staroslavenski jezik hrvatskih glagoljaša (pp. 71–77). In: Hrvatskoglagoljska liturgijska književnost. Zagreb: Kršćanska sadašnjost – Provincijalat franjevaca trećoredaca.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and levels of programme acquisition shall be determined through evaluation based on standardised methods of assessment, surveys on the quality of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Katarina Lozić Knezović, PhD, full professor Domagoj Vidović, PhD, senior research associate	
Course name	**FIELD RESEARCH IN ONOMASTICS** (HZ221)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION		
Course aims		
The aim of the course is to train doctoral students for independent onomastic field and archival research.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of this course, doctoral students will be able to: - deepen the fundamental onomastic knowledge acquired during undergraduate study, - critically evaluate available onomastic literature, - analyse available archival material and recognise onyms regardless of the language in which they are recorded, - independently conduct field research into anthroponomic and toponymic material, - properly evaluate the collected material, - identify different linguistic layers reflected in the material, - recognise different methodologies of Croatian onomastic schools, - apply different research methods.		
Course content		
1. Research methods: recognition of different approaches to material and field research based on different methodologies (Split, Zadar, and Zagreb onomastic schools) 2. Anthroponymy: distinctions between field research (recording of the local anthroponym) and archival research (recording of the basic form when the anthroponym is recorded in a foreign language) 3. Toponymy: motivational and word-formation/structural classification and classification, recognition of toponymic lexis in Croatian toponomastics, and identification of differences with regard to the geomorphology of the area under study		
Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☒supervision ☒ research work
Student obligations		

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in classes (critical reflection), evaluation of the research paper, familiarity with contemporary theories, and the quality of expressed personal viewpoints in the formulation of the hypothesis.

- Quality of the research paper and expressed viewpoints
- Preparedness for classes, class participation, teamwork, critical evaluation of theoretical insights, and independence of thought

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Šimunović, P. (2009). Uvod u hrvatsko imenoslovlje. Golden marketing – Tehnička knjiga. Zagreb.	1	10
Šimunović, P. (2006). Hrvatska prezimena. Golden marketing – Tehnička knjiga. Zagreb.	1	10
Marasović-Alujević, M. (2012). Imena Splićana od postanka grada do kraja XVIII. stoljeća. Split: Odsjek za talijanski jezik i književnost Filozofskoga fakulteta Sveučilišta u Splitu.	2	10
Šimunović, P. (2004). Bračka toponimija. Golden marketing – Tehnička knjiga. Zagreb.	1	10
Toponimija otoka Paga. / Vladimir Skračić (ed.). Biblioteka Onomastica Adriatica 5. Zadar: Sveučilište u Zadru – Centar za jadranska onomastička istraživanja.	1	10
Brozović Rončević, D. (1997). Hidronimi s motivom vrelišta na povijesnome hrvatskom prostoru. Folia onomastica Croatica 6. Zagreb. 7–40.	1	10
Lozić Knezović, K.; Marasović-Alujević, M. (2013). Toponimija mjesta Mravince. Folia onomastica Croatica 21. Zagreb. 121–146.	1	10
Jeić, J.; Vidović, D. (2018). Žuljanska prezimena i toponimija. Folia onomastica Croatica 21. Zagreb. 359–380.	1	10

Supplementary readings

1. Čilaš Šimpraga, A.; Ivšić Majić, D.; Vidović, D. (2018). Rječnik suvremenih hrvatskih osobnih imena. Zagreb. Institut za hrvatski jezik i jezikoslovlje.
2. Šimunović, P. (1984–1985). Prvotna simbioza Romana i Hrvata. Rasprave Zavoda za jezik, 10–11, Zagreb, 147–200.
3. Šimunović, P. (1996). Sakralni toponimi sa sut- + svetačko ime u razdoblju kasne antike do predromanike. Folia onomastica Croatica, 5, Zagreb, 39–62.
4. Vekarić, N. (1989). Pelješka naselja u XIV. stoljeću. Zavod za povijesne znanosti JAZU u Dubrovniku. Zagreb.
5. Vidović, D. (2014). Zažapska onomastika. Zagreb: Institut za hrvatski jezik i jezikoslovlje.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows: - Class attendance and participation, and performance in assigned tasks - Student questionnaires on the quality of teaching conducted at university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Marita Brčić Kuljiš, PhD, full professor	
Course name	**MULTICULTURALISM AND THE MEDITERRANEAN** (HZ222)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION
Course aims
The aim of the course is critical reflection on the fundamental theoretical and conceptual frameworks of multiculturalism in order to encourage critical discussion of issues of cultural, national, religious, ethnic, and other identities, with particular emphasis on the Mediterranean as a historical as well as conceptual space characterised by its multicultural and multireligious nature, especially in the context of globalisation, cultural pluralism, and religious pluralism.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, doctoral students will be able to: - explain the concept of multiculturality/multiculturalism, - compare theories of multiculturalism, - analyse the role of multiculturalism in the Mediterranean, - engage in argument-based discussion on the multicultural and multireligious character of the Mediterranean, - analyse and evaluate concepts of multiculturalism in the context of the Mediterranean.
Course content
1. Definitions of multiculturalism; history of multiculturalism 2. Politics of identity and the Mediterranean 3. Mediterranean roots of multiculturalism 4. Contribution of Christian culture to the culture of the Mediterranean 5. Contribution of Arab-Islamic culture to the culture of the Mediterranean 6. Theories of cultural pluralism – multiculturalism, interculturalism, transculturalism in the context of the Mediterranean 7. Dialogical or integral theory of multiculturalism in the context of the Mediterranean

8. Politics of recognition in the context of the Mediterranean
9. Multiculturalism and cosmopolitanism
10. The Mediterranean and globalisation in the context of multiculturalism
11. Multiculturalism and migration in the Mediterranean
12. Multiculturalism, the Mediterranean, and the European Union
13. The death of multiculturalism

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☒ research work

Student obligations

Class attendance, participation in discussions, and the conducting of shorter research presented in the form of a research paper.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The grade is based on active participation in class discussions, preparation and evaluation of the research paper, and preparation and delivery of a public presentation.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Parekh, B. (2000). Rethinking Multiculturalism, Cultural Diversity and Political Theory. New York: Palgrave.	1	10
Kymlicka, W. (2003). Multikulturalno građanstvo. Liberalna teorija manjinskih prava. Jesenski i Turk, Zagreb.	1	10
Malik, K. (2013). Multiculturalism and Its Discontents. London: Seagull Books.	1	10
Matvejević, P. (2006). Mediteranski brevijar. V.B.Z., Zagreb.	1	10
Fernand B. (1997–1998). Sredozemlje i sredozemni svijet u doba Filipa II. Antibarbarus, Zagreb.	1	10
Mediteranski korijeni filozofije (2016). Kukoč, M.; Brčić Kuljiš, M. (eds.), Hrvatsko filozofsko društvo; Filozofski fakultet Sveučilišta u Splitu, Zagreb-Split.	1	10
Kukoč, M. (ed.) (2009). Filozofija Mediterana. Zagreb-Split: Hrvatsko filozofsko društvo; Filozofski fakultet Sveučilišta u Splitu.	1	10

Supplementary readings

1. Young, I. M. (1990). Pravednost i politika razlike. Zagreb: Naklada Jesenski i Turk.
2. Young, I. M. (1991). "Politička zajednica i razlike među grupama: kritika ideala univerzalnog građanstva." Politička misao, 1(XXVIII), 206–229.
3. Paić, Ž. (2007). Traume razlika. Zagreb: Meandar/Meandarmedia.

4. Rawls, J. (2000). Politički liberalizam. Zagreb: Kruzak.
5. Taylor, C. (1994). “The Politics of Recognition.” In Amy Gutmann (ed.), Multiculturalism, Examining the Politics of Recognition. Princeton: Princeton University Press, 25–74.
6. Young, I. M. (2000). Inclusion and Democracy. Oxford and New York: Oxford University Press.
7. Kymlicka, W. (2001). Politics in the Vernacular: Nationalism, Multiculturalism, and Citizenship. Oxford: Oxford University Press.
8. Barry, B. (1995). Justice as Impartiality. New York: Oxford University Press.
9. Kymlicka, W. (2004). Liberalizam, zajednica i kultura. Zagreb: Naklada Deltakont.
10. Kukathas, C. (2002). “Equality and Diversity.” Politics, Philosophy & Economics, 1(2), 185–212.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Leo Rafolt, PhD, full professor	
Course name	**PERFORMANCE AND PUBLIC SPACE: THE MEDITERRANEAN CONTEXT** (HZ223)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is to introduce doctoral students to the key theories of the public sphere (space) after Habermas and to examine the modalities of their application in performance studies, primarily in synchronic research into the spatiality of performance phenomena. Performance will therefore be considered in this course in the context of the spatial turn and/or various poststructuralist and phenomenological analyses of the publicness and openness of performance *per se*.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- explain the key premises of post-Habermasian theories of the public sphere,
- understand the principal directions and developmental patterns of performance studies,
- become familiar with the more prominent representatives of different schools of performance studies,

- compare models of performance studies and their patterns of application in the field of public sphere theories,
- critically examine and evaluate the theoretical premises for researching the public sphere in the performing arts.

Course content

1. Overview of theories of the public sphere after Habermas and critical reflections on them
2. Overview of possible applications of these theories in performance studies
3. Analysis of examples, especially in the sphere of the performing arts
4. Analysis of examples, especially in the sphere of Mediterranean studies, ranging from antiquity to the present day.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay	x	Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading journal: notes on the reading of primary literature	x				

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The overall work in the course during the semester is assessed. The grade is based on participation in class activities, the evaluation of the research paper, and the evaluation of the essay. The grade also includes assessment of the reading of the prescribed literature.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Habermas, J. (1974). The Public Sphere: An Encyclopedia Article, New German Critique, 3.	1	10
Habermas, J. (1989). The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society. Cambridge, Massachusetts: The MIT Press.	1	10
Balme, C. B. (2014). The Theatrical Public Sphere. Cambridge: Cambridge University Press.	1	10
Mouffe, C. (2008). Art and Democracy: Art as an Agonistic Intervention in Public Space, Open! Cahier on Art and the Public Domain, 14.	1	10
Negt, O.; Kluge, A. (1993). Public Sphere and Experience. Minneapolis: University of Minnesota Press.	1	10

Negt, O. (2006). The Production of Counter-Publics and the Counter-Publics of Production: An Interview with Oskar Negt, European Journal of Social Theory, 9(1).	1	10
Warner, M. (2005). Publics and Counterpublics. New York: Zone Books.	1	10

Supplementary readings

1. Fraser, N. (1990). Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy, Social Text, 25–26.
2. Habermas, J. (1996). Further Reflections on the Public Sphere, in Habermas and the Public Sphere, ed. Craig Calhoun. Cambridge, Massachusetts: The MIT Press.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Marita Brčić Kuljiš, PhD, full professor	
Course name	**GLOBALIZATION OF MIGRATION** (HZ224)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is to point out the migration and demographic aspects of globalization together with other aspects of globalization such as the time/space of globalization (the Mediterranean as a space of power play and the shifting of that power towards Northern Europe and America), as well as the causal/consequential cycles and perspectives of globalization. Furthermore, the aim is to familiarise doctoral students with the Mediterranean roots of globalization. The course interprets the semiotics of the space and culture of the Mediterranean, which for centuries represented a point of globalization, that is, a subject of globalization, until the shift of power in the Mediterranean gave rise to new points of globalization in Northern Europe and America. It also aims to provide sociological insight into the complex phenomenon of globalization manifested in its demographic, geographical, economic, technological, political, cultural, religious, and ethical dimensions. The aim of the course is to demonstrate how globalization affects changes in everyday life and to show how new information and communication technologies enable contemporary globalization by transforming the world into a “global village”. The course will draw attention to the processes of second modernization and transformation of the world that enable globalization and will present anti-globalization processes, movements, and identities in the context of “simultaneous diversity”.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- recognise the effects of the globalization of migration in their own living and working environment and the changes it brings, bearing in mind its Mediterranean roots with both positive and negative effects,
- critically examine the topic of the globalization of migration and the Mediterranean roots of globalization and, in the public sphere, emphasise the merging of the economy (tourism) and Mediterranean culture in everyday life,
- detect the risks of the globalised world in the work process and identify which risks affect the work process and life in the local community,
- apply acquired theoretical/sociological knowledge in the use of new media,
- use acquired knowledge in business practices intertwined with the role of global players and the EU as a global society.

Course content

1. Mediterranean roots of globalization
2. The demographic dimension of globalization, global migration, and anti-immigration parties as a response to globalization. The issue of black and brown protectionism in the European Union.
3. Globalization of migration
4. Globalization of politics and culture: globalization as deterritorialization. Anti-globalization resistance in the form of Euroscepticism and xenophobia as responses to globalization or denationalization in the European Union.
5. Political ideologies, religions, and globalization. The value-based socio-political compass of globalization. Islam and globalization, Islamic fundamentalism. Russia and the idea of a multipolar world as a response to American/unipolar globalization. The new Russian ideology of neo-Eurasianism. The European Union vs. the Eurasian Union in the context of the new Russian geopolitics and the Eurasian idea of globalization.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The overall work in the course during the semester is assessed. The grade is based on participation in class activities, the evaluation of the research paper, and the evaluation of the essay. The grade includes assessment of the reading of primary literature.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Milardović, A. (2013). Stranac i društvo. Fenomenologija stranca i ksenofobije. Zagreb: Pan liber.	1	10
Milardović, A. (2014). (ed.) Stranci pred vratima Europe. Zagreb: Pan liber.	1	10
Hegel, G. W. F. (1966). Filozofija povijesti. Zagreb: Naprijed.	1	10
Braudel, F. (1999). Igra razmjene. Zagreb: AC.	1	10
Braudel, F. (1999). Doba svijeta. Zagreb: AC.	1	10
Spengler, O. (1998). Propast Zapada. Zagreb: Demetra.	1	10
Beck, U. (2003). Što je globalizacija? Zagreb: Vizura.	1	10
Milardović, A.; Riggs, F. W.; Teune, H. (2002). Mali leksikon globalizacije. Zagreb: Centar za politološka istraživanja.	1	10
Radvanyi et al. (2006). Atlas globalizacije. Zagreb: Masmedia.	1	10
Scholte, J. A. (2000). Globalization: A Critical Introduction. New York: St. Martin's.	1	10
Braudel, F. (1999). Strukture svakidašnjice. Zagreb: AC.	1	10
Burkhardt, J. (1997). Kultura renesanse u Italiji. Zagreb: Prosvjeta.	1	10
Burkhardt, J. (1999). Promišljanje o svjetskoj povijesti. Zagreb: Prosvjeta.	1	10

Supplementary readings

1. Braudel, F. (1990). Civilizacije kroz povijest. Zagreb: Globus.
2. Elias, N. (1996). O procesu civilizacije. Zagreb: Antibarbarus.
3. Toynbee, A. (1957). A Study of History. Oxford University Press.
4. Appadurai, A. (1996). Modernity at Large: Cultural Dimensions of Globalization. Minneapolis: University of Minnesota Press.
5. Giddens, A. (2005). Odbjegli svijet – kako globalizacija oblikuje naše živote. Zagreb: Jesenski i Turk.
6. Milardović, A.; Jožanc, N. (eds.) (2013). Demokracija i postdemokracija. Zagreb: Pan liber; Institut za europske i globalizacijske studije.
7. Milardović, A. (2011). Druga moderna. Fragmenti o kulturi Zapada. Zagreb: Centar za politološka istraživanja.
8. Milardović, A. (2010). Globalno selo. Sociologija informacijskoga društva i cyber kulture. Zagreb: Centar za politološka istraživanja.
9. Milardović, A. (2012). Tri eseja o euroskepticizmu. O semiotici euroskepticizma. Zagreb: Centar za politološka istraživanja.
10. Milardović, A. (2004). Populizam i globalizacija. Zagreb: Centar za politološka istraživanja.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme acquisition shall be determined through evaluation based on standardised assessment methods, quality surveys of teaching activities, and self-evaluation, as follows:

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Marina Marasović-Alujević, PhD, professor emerita	
Course name	**SLAVIC AND ROMANCE ELEMENTS IN THE TOPONYMY OF THE EASTERN ADRIATIC** (HZ225)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION		
Course aims		
The course aims to critically examine Slavic and Romance elements in the toponymy of the eastern Adriatic and to explore the toponymy of the islands along the eastern Adriatic coast.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of this course, students will be able to: - understand the historical framework within which the Croatian–Romance linguistic symbiosis developed - etymologically distinguish toponyms formed through the conversion of Romance appellatives from those of Croatian origin - identify Romance linguistic layers and their main linguistic characteristics - independently conduct scientific research into toponymy while developing critical thinking skills		
Course content		
1. Diachronic approach in toponomastics – Historical issues of Dalmatian toponyms: Croatian–Romance linguistic symbiosis 2. Toponymy of the coastal and insular system 3. Collection and processing of toponyms: semantic and structural classification of toponyms, linguistic analysis, analysis of toponymic layers, etymological research.		
Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☒field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☒ research work
Student obligations		
Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.		
Monitoring student work (mark the appropriate boxes with an X)		

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in classes (critical reflection), evaluation of the research paper, familiarity with contemporary theories, and the quality of expressed personal viewpoints in the formulation of the hypothesis.

- Quality of the research paper and expressed viewpoints
- Preparedness for classes, class participation, teamwork, critical evaluation of theoretical insights, and independence of thought

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Marasović-Alujević, M., Lozić Knezović, K. (2014). *Toponimija otoka Šolte*, Split: Filozofski fakultet Split.	4	10
Skok, P. (1950.). *Slavenstvo i romanstvo na jadranskim otocima*. Zagreb: Jadranski institut JAZU.	1	10
Šimunović, P. (2005). *Toponimija hrvatskog jadranskog prostora.* Zagreb: Golden marketing.	1	10
Skračić, V. (2011). *Toponomastička početnica.* Zadar: Sveučilište u Zadru.	1	10
Marasović-Alujević, M., Lozić Knezović, K. (2018). *Toponimija otoka Drvenika i Ploče*, Split: Filozofski fakultet Split.	4	10
Ligorio. O., Vuletić, N. (2013). Dopune Skokovim kornatskim etimologijama – toponimi predslavenskog i dalmatoromanskog podrijetla. U V. Skračić (ur.). Toponimija kornatskog otočja (str. 459–487). Zadar: Sveučilište u Zadru, Centar za jadranska onomastička istraživanja.	1	10

Supplementary readings

Marasović-Alujević, M. (2010). Tragovima Skokovih istraživanja - prilog etimologiji nesonima šireg splitskog akvatorija. // Folia onomastica Croatica. 19. 163−173.
Marasović-Alujević, M., Vuković, S. (2008). Zaboravljeni toponimi u povijesnoj jezgri Splita. *Zbornik filozofskog fakulteta u Splitu*. 1. 183−193.
Marasović-Alujević, M. (2008). *Quod slavice dicitur –seguendo le traduzioni romanzo-slave nella Spalato medievale.* Adriatico, Rivista di cultura tra leduesponde, Pescara, 300−308.
Marasović-Alujević, M. (1987). *Sanktoremski toponimi na području srednjovjekovnog Splita.* Zbornik šeste onomastičke konferencije Beograd SANU. 233−245.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Tonći Kokić, PhD, full professor	
Course name	**SCIENCE AND PHILOSOPHY OF EARLY LIFE** (HZ226)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION
Course aims
The course aims to encourage independent reflection on the science and philosophy of early life and to familiarise students with different theories on the origin of life from the perspectives of natural science and philosophy.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, doctoral students will be able to: - demonstrate knowledge of the history of research into the origin of early life - demonstrate knowledge of hypotheses and theories concerning the origin of life, accepted methodological tools for the study of the field, and the degree of empirical support for existing hypotheses and theories - demonstrate knowledge of different models of the origin of life (chance or inevitability of its emergence) - demonstrate knowledge of possible temporal frameworks for the emergence of life regarding existing models of the origin of life and their compatibility with empirical evidence - demonstrate knowledge of different possible forms of early life within various theories (similar to present-day life or fundamentally different, autotrophic or heterotrophic forms) - demonstrate knowledge of relevant literature on the origin of life - demonstrate knowledge of objections to theories and hypotheses concerning early life - be able to classify different theories and hypotheses into types of theories - identify and distinguish methodological elements from facts concerning early life - critically reflect on the scientific and philosophical dimensions of the problem and theories of early life, and situate them within existing metaphysical assumptions.
Course content
1. Introduction to the field and the metaphysical-epistemological assumptions underlying the study of the origin of life 2. History of research into the origin of life 3. Theories and hypotheses concerning the origin of life 4. Perspectives and critique

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning	☒independent work ☒multimedia and network ☐laboratory ☐supervision ☒ research work

	☐field work	☒ e-learning (up to 20%)

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay	x	Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading log: notes on the primary literature	x				

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on participation in class activities, the evaluation of the essay, and the assessment of notes on the reading of primary literature.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Fry, I. (2000). *The Emergence of Life on Earth: a Historical and Scientific Overview*. New Brunswick: Rutgers University Press.	1	10
Bada, J. L.& Lazcano, A. (2009). «The Origin of Life.» U: Ruse, M and Travis J. (ur.), *Evolution. The First Four Billion Years*, str. 49−80. Cambridge, Massachusetts and London, England, The Belknap Press of Harvard University Press.	1	10
Penny, D. (2005). An interpretative review of the origin of life research. *Biology and Philosophy*. 20. 633−671.	1	10
Kokić, T. (2018). Weakness of the Scientific Hypotheses about the Origin of Life. *Filozofia Nauki*. 1. 9−23.	1	10

Supplementary readings

1. Miller, S. L. and Lazcano, A. (2002). Formation of the Building Blocks of Life. U: Schopf, J. W. (ur.), *Life's Origin: the beginnings of biological evolution*, str. 78−113. Berkeley and Los Angeles, University of California Press.
2. Schopf, J. W. (2002). The What, When, and How of Life's Beginnings. U: Schopf, J. W. (ur.), *Life's Origin: the beginnings of biological evolution*, str. 1−6. Berkeley and Los Angeles: University of California Press.
3. Crick, F. (1981). *Life itself: its origin and nature*. New York: Simon and Shuster.
4. Dyson, F. (1985). *Origins of Life*. Cambridge: Cambridge University Press.
5. Griesemer, J. (2008). Origins of Life Studies. U: Ruse, M. (ur.), *The Oxford Handbook of Philosophy of Biology*, 263−290. New York: Oxford University Press.
6. Hazen, R. M. (2005). *Genesis: the scientific quest for life's origin*. Washington, DC: Joseph Henry Press.
7. Cairns-Smith, A. G. (1985). *Seven Clues to the origin of life*. Cambridge: Cambridge University Press.
8. Morowitz, H. J. (1992). *Beginnings of Cellular Life: Metabolism Recapitulates Biogenesis*. New Haven: Yale University Press.
9. Orgel. L. E. (1973). *The origins of life: molecules and natural selection*. New York: John Wiley & Sons.

10. Kokić, T. (2011). O Podrijetlu prvog života. *Filozofska istraživanja*, 31 (4), 843−859.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Dalibor Prančević, PhD, associate professor	
Course name	**INTERSECTIONS OF VISUAL ARTS AND LITERATURE DURING THE TWENTIETH CENTURY – EXAMPLES FROM CROATIAN AND ITALIAN CULTURAL HISTORY** (HZ229)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to critically examine the points of contact and intersections between the visual arts and literature within the Italian and Croatian cultural spheres during the twentieth century through an interdisciplinary approach.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- critically interpret the interrelations between Croatian and Italian literature and visual arts during the twentieth century
- identify connections between literary texts and works of art
- comparatively analyse literary texts and works of art
- compare the contexts of Croatian and Italian literature and art during the twentieth century

Course content

Through an interdisciplinary approach, the course provides a panoramic overview of fundamental reference perspectives and analyses of various phenomena from literary and art history across the relatively broad temporal span of the twentieth century. Particular focus will also be placed on art criticism, which may almost be regarded as a distinct literary genre, since writing about art presupposes a certain expressive skill. Art criticism has often, at least at its historical peaks, been the work of distinguished poets, prolific writers, and insightful essayists. Moreover, it is impossible to describe and evaluate a work of art without employing the broadest range of verbal expressiveness

and lexical inventiveness. Through a series of case studies, the lectures will describe and interpret the mutual intersections of literary and visual artistic work within twentieth-century Italian and Croatian art and literary history.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☒research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in class discussions and from the preparation and evaluation of the research paper.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Maroević, Tonko (2007). *Napisane slike. Likovna umjetnost u hrvatskoj književnosti od moderne do postmoderne*. Zagreb: Hrvatska sveučilišna naklada.	1	10
Maroević, Tonko (2004). *Kritika kao povijesnoumjetnička disciplina*. U: Pelc, Milan (ur.). Zbornik 1. kongresa hrvatskih povjesničara umjetnosti. Zagreb: Institut za povijest umjetnosti, 289–292.	1	10
Ferrari, Stefano (1998). *La psicologia del ritratto nell'arte e nella letteratura*. Roma-Bari: Laterza.	1	10
Prančević, Dalibor (2003). *Djela Ivana Meštrovića inspirirana Danteovim Paklom*. U: Radovi Instituta za povijest umjetnosti, 27, 241–254.	1	10
Donat, Branimir and Zidić, Igor (1975). *Antologija hrvatske fantastične proze i slikarstva*. Zagreb: Sveučilišna naklada Liber.	1	10

Supplementary readings

1. Simmel, Georg (1985). *Il volto e il ritratto. Saggi sull'arte*. Bologna: Il Mulino.
2. Schlosser Magnino, Julius (1956). *La letteratura artistica*. U: Kurz, O. (ur.). Manuele delle fonti della storia dell'arte moderna. Firenze: La Nuova Italia editrice, Wien: Kunstverlag Anton Schroll & Co.
3. Markiewicz, Henryk (1987). *Ut pictura poesis… A History of the Topos and the Problem*. U: New Literary History, 18, 535–558.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows: - class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Tonći Kokić, PhD, full professor	
Course name	**LOGIC AND PHILOSOPHY OF SCIENCE** (HZ301)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Compulsory course within the *Philosophy* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	6+0+0

COURSE DESCRIPTION
Course aims
The course aims to examine contemporary logics and philosophies of science, the theory of demarcation between science and non-science, and the transformation of scientific theories and the progress of science.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, doctoral students will be able to: - distinguish scientific from non-scientific theories at the theoretical and practical levels - demonstrate knowledge of the fundamental metaphysical and epistemological assumptions of science (determinism, uniformity, symmetry, realism) - understand models of scientific development - provide examples of shifts in scientific theories and paradigms - describe open questions in the theory of science and alternative philosophical perspectives.
Course content
- definition of science and the principles of demarcation between science and non-science - metaphysics and epistemology of science (causality, the D-N model of explanation, verification, falsification) - cumulative and revolutionary models of scientific development - examples from the history of science (Galileo, Bruno) - quantum theory as a shift in scientific paradigm - open scientific questions: theories on the origin of the universe and theories on the origin of life

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☒research work ☒ e-learning (up to 20%)

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Critical reading and commentary on student papers	x				

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the alignment of the content with the requirements of logical validity and engagement with the insights and open questions of the philosophy of science.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Georg Henrik von Wright. 1971. Explanation and *Understanding. London,* Routledge & Kegan Paul. (also available in translation).	1	10
Anthony O'Hear*. 2007.* Uvod u filozofiju znanosti. Zagreb*, Hrvatski studiji.*	1	10
Peter Godfrey-Smith. 2003. Theory and Reality. Chicago, Chicago University Press.	1	10

Supplementary readings

- Srđan Lelas. 1990. Promišljanje znanosti. Zagreb, Hrvatsko filozofsko društvo.
- Jasmina Lelas. 2000. Teorije razvoja znanosti. Zagreb, ArtTresor naklada.
- Werner Heisenberg. 1997. Fizika i filozofija. Zagreb, Kruzak.
- Werner Heisenberg. 1998. Promjene u osnovama prirodne znanosti. Zagreb, Kruzak.
- Steven Weinberg. 2015. To Explain the World. The Discovery of Modern Science. New York, Harper Perennial.
- Martin Curd, J. A. Cover and Christoper Pincock (ur.). 2013. Philosophy of Science. The Central Issues. New York, W. W. Norton & Company.
- Stanley L. Jaki. 2000. The Limits of a Limitless Science and Other Essays. Wilmongton, Delaware, ISI Books.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Dario Škarica, PhD, full professor	
Course name	**CROATIAN EPISTEMOLOGICAL HERITAGE** (HZ302)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Compulsory course within the *Philosophy* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	6+0+0

COURSE DESCRIPTION

Course aims

The course aims to provide detailed insight into Croatian epistemological heritage within the historical context of its development and in relation to epistemological issues relevant today, as well as to identify those aspects that have not yet been scientifically researched and to which particular attention should be devoted in further research into Croatian philosophical heritage.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- demonstrate detailed knowledge of the history of epistemology
- demonstrate detailed knowledge of current epistemological issues
- demonstrate detailed knowledge of topics and research within disciplines related to epistemology that are relevant to epistemology
- conduct independent scientific research into Croatian philosophical heritage

Course content

The course deals with the examination of problems in medieval and Renaissance Croatian philosophy, as well as in modern Croatian philosophy, with particular emphasis on Ruđer Josip Bošković. The course addresses the problem of induction in Bošković (within the framework of the Newtonian approach) and Bošković's epistemological position in relation to the dispute between empiricists and rationalists (Locke, Descartes, and eighteenth-century Jesuit scholasticism). The course also examines Croatian philosophy of the second half of the nineteenth century and the first half of the twentieth century, particularly Zimmermann's theory of knowledge, Zimmermann's position within neo-scholastic philosophy and Croatian philosophy of the first half of the twentieth century, Zimmermann's relation to Kant and his critique of scepticism, his understanding of subjectivism and

idealism and his arguments in favour of objectivism and realism, as well as Zimmermann's treatment of metaphysics and psychology.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☒multimedia and network ☐laboratory ☒supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam	x	Essay	x	Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading journal: notes on the reading of primary literature	x				

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on research into specific and previously unexplored topics from Croatian epistemological heritage, the literature consulted during the research, including its scope and relevance, and the essay related to the conducted research, particularly the inventiveness of the conclusions reached and the quality of argumentation supporting those conclusions. The final grade also includes the oral examination, partly related to the overall knowledge of Croatian epistemological heritage and partly to the research topic, as well as class attendance.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Bošković, J. R. (1996). *De continuitatis lege/O zakonu neprekinutosti*. Zagreb: Školska knjiga.	1	10
Bošković, J. R. (1974). *Teorija prirodne filozofije*. Zagreb: Sveučilišna naklada Liber.	1	10
Vuk-Pavlović, P. (1926). *Spoznaja i spoznajna teorija*. Zagreb: JAZU.	1	10
Zimmermann, S. (1942). *Nauka o spoznaji*. Zagreb: Nakladni odjel Hrvatske državne tiskare.	1	10
Zimmermann, S. (1920). *Kant i neoskolastika, I. dio: Sustavno-kritički*. Zagreb: Tisak Nadbiskupske tiskare.	1	10

Supplementary readings

1. Ayers, M. (1991). *Locke. Epistemology and Ontology*. London i New York: Routledge.
2. Brida, M. (1978). Spoznajni problemi u filosofiji Pavla Vuk-Pavlovića. *Prilozi za istraživanje hrvatske filozofske baštine*. 13. 1−2 (25−26). 101−118.
3. Carrier, M. (1985). Rudjer Boscovich und die induktive Logik. *Zeitschrift für allgemeine Wissenschaftstheorie.* 16. 201−212.

4. Geyser, J. (1916). *Neue und alte Wege der Philosophie. Eine Erörterung der Grundlagen der Erkenntnis im Hinblick auf* Edmund Husserls *Versuch ihrer Neubegründung*. Verlag von Heinrich Schöningh, Münster.
5. Guyer, P. (2006). *Kant*. London i New York: Routledge.
6. Henrici, P. (1987). The Theory of Knowledge of Ruđer Bošković in His Time. U: *The Philosophy of Science of Ruđer Bošković*. Zagreb. 29−49.
7. Koyré, A. (1965). *Newtonian Studies*. Chicago.
8. Škarica, D. (2001). Boškovićeva analiza sraza – metodološki aspekt. *Prilozi za istraživanje hrvatske filozofske baštine*. 27. 1−2 (53−54). 91−125.
9. Tadić, I. (2010). *Filozofska misao Stjepana Zimmermanna*. Split: Crkva u svijetu.
10. Woodruff, S. D. (2007). *Husserl*. London i New York: Routledge.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Marko Dragić, PhD, professor emeritus	
Course name	**FACTION AND FICTION IN LITERATURE** (HZ305)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Compulsory course within the *Literature and Culture* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	6+0+0

COURSE DESCRIPTION

Course aims

The course aims to equip doctoral students with detailed knowledge of faction and fiction in literature and to enable them to appreciate and understand the aesthetic, ethical, didactic, educational, and other values of literature.

Course enrolment requirements

As prescribed by the Regulations on Study Programmes at the Postgraduate Doctoral Study Programme of the Faculty of Humanities and Social Sciences, University of Split.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- independently study scientific and professional literature in the field of faction and fiction in literature
- interpret faction and fiction in literature
- interpret the artistic experience of historical themes in literature

- compare literary and historical reality
- understand the aesthetic, didactic, and educational functions of literature
- understand the significance of history as an auxiliary literary discipline.

Course content

Faction and fiction in ancient Illyrian and classical themes in literature
- Faction and fiction concerning national rulers in literature
- Faction concerning the Ottoman occupation of Bosnia and Herzegovina and Croatia and the suffering of Christians under Ottoman rule
- Faction and fiction concerning Hajduks and Uskoks in literature
- Contemporary narratives on historical themes from Illyrian times to the present day.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☒research work ☒ e-learning (up to 20%)

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam	x	Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in classes (critical reflection), evaluation of the research paper, familiarity with contemporary theories, and the quality of expressed personal viewpoints in the formulation of the hypothesis.
- Quality of the research paper and expressed viewpoints
- Preparedness for classes, class participation, teamwork, critical evaluation of theoretical insights, and independence of thought

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Aristotel. *O pjesničkom umijeću*. (any edition)	5	10
Dragić, M. (2008). Poetika i povijest hrvatske usmene književnosti. Fakultetski udžbenik. Split: Filozofski fakultet Sveučilišta u Splitu. (Chapters: Oral Epic Poetry. Historical Legends. Etiological Legends.	1	10
Dragić, M. (2017). *Tradicijske priče iz Zagore*, Split: Književni krug Split; Filozofski fakultet Sveučilišta u Splitu. (Chapters: Historical Legends. Etiological Legends. Mythological Legends. Demonological Legends.)	20	10

Žmegač, V. (1982.). *Književnost i zbilja*. Zagreb: Suvremena misao.	5	10

Supplementary readings

1. Dragić, M. (2017). Fakcija i fikcija u bugaršćici Majka Margarita. Zadarski filološki dani 6, Zadar. 199−211.
2. Dragić, M. (2017). Fakcija i fikcija o kugi u predajama Hrvata. *Kuga u Makarskoj i Primorju 1815.* Makarska: Gradski muzej Makarska, 2017., 403−435.
3. Dragić, M. and Mišetić, D. (2017). Zvonimirova kletva u predajama, povijesti i romanu „Prosjaci i sinovi" Ivana Raosa. *Lingua Montenegrina, časopis za jezikoslovna, književna i kulturna pitanja 20*. Cetinje: Fakultet crnogorskog jezika i književnosti. 305−320.
4. Škobalj, A. (1998). *Obredne gomile.* Split.
5. Pilar, I. (1931). O dualizmu u vjeri starih Slovjena i o njegovu podrijetlu i značenju. u: Boranić, D. (ur.). *Zbornik za narodni život i običaje južnih Slavena.* Zagreb: JAZU, knj. XXVIII, sv. 1, 1−86.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Nedjeljka Balić Nižić, PhD, full professor	
Course name	**CONTEMPORARY THEORIES OF CULTURE** (HZ306)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Compulsory course within the *Literature and Culture* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	6+0+0

COURSE DESCRIPTION

Course aims

The course aims to evaluate and deepen cultural insight into contemporary theories of culture and to acquire the theoretical and practical knowledge necessary for critical reflection in cultural research.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- expand knowledge of theoretical concepts and empirical models concerning the relationship between culture and society

- relate fundamental sociological and anthropological concepts and theoretical approaches to culture and society
- apply acquired knowledge in the analysis of contemporary culture and society
- acquire analytical skills and develop an understanding of the problems of the contemporary world
- evaluate contemporary global culture and society.

Course content

Within the course, the nature of the hierarchy of culture(s) and the implications of a hierarchical approach to culture are analysed at two levels: the intra-cultural and the global level. At the intra-cultural level, this approach is manifested through the determination of cultural specificities within a single culture (society), while at the global level it is expressed through value-based definitions of cultures different from our own (Euro-American) culture. This is particularly evident in the use of terms such as culture, history, civilisation, primitive, progress, and similar concepts. The hierarchical and evaluative background of these concepts has manifested itself in hypotheses concerning the inferiority of cultures of peoples without writing systems, and in some extreme forms such peoples were often regarded as peoples without history. The establishment of rigid hierarchical distinctions limits our understanding of culture; therefore, a historical and interactive conception of culture is promoted. The course addresses the critique of characteristic Western discourses and affirms a (self-)critical discourse in the consideration of epistemological and key socio-cultural and anthropological issues of the contemporary world.

1. Multicultural society: elite, folk, and mass culture
2. P. Bourdieu: the concepts of distinction, class, and taste
3. Evolutionary paradigm and modernisation theory
4. Dependency theory and world-systems theory
5. Culture of capitalism, global culture, and globalisation
6. Global industrialism and the cultures of the Third and Fourth World

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents personal reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
Čolić, S. (2002). *Kultura i povijest*/ Zagreb: Hrvatska sveučilišna naklada.	1	10
Čolić, S. (2004). Globalizacija, kultura kapitalizma globalna kultura, *Narodna Umjetnost,* 41/2.185−192.	1	10
Said, E. (1999). *Orijentalizam*. Zagreb: Konzor.	1	10
Marcus, G.E. and Fischer, M.J. (2003). *Antropologija kao kritka kulture: eksperimentalni trenutak u humanističkim znanostima.* Zagreb: Naklada Breza.	1	10
Ziegler, J. (2004). *Imperij srama*. Zagreb: Izvori.	1	10

Supplementary readings

1. Elias, N. (1996). *O procesu civilizacij*e, Actant, Zagreb. (str.100−200).
2. Johanes, F. (1983). *Time and the Other: How Anthropology makes It's Object,* New York: Columbia University Press.
3. Bodley, J. (1999). *Victims of Progress*. London, Toronto: Mayfield Publishing Company.
4. Klein, N. (2008). *Doktrina šoka: uspon kapitalizma katastrofe*. Zagreb: VBZ.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Vlasta Erdeljac, PhD, full professor	
Course name	**PSYCHOLINGUISTICS: THE MENTAL LEXICON** (HZ307)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Compulsory course within the *Linguistics* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	6+0+0

COURSE DESCRIPTION

Course aims

The course aims to familiarise doctoral students with psycholinguistic concepts, research methods, and models of the mental lexicon so that they may independently approach the study of various psycholinguistic topics, both theoretically and practically, and shape their findings in accordance with the relevant scientific framework of this specific field of language studies. The aim is to raise awareness of the fact that the research, description, and analysis of the Croatian language from a psycholinguistic perspective render the specific structural and grammatical features of Croatian a source of universally valuable insights into the problem of language processing in general.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- compare different approaches to the mental lexicon derived from linguistically grounded assumptions and insights from related fields – neurolinguistics, psycholinguistics, neuroscience, and psychology (modular and interactive models; direct-access and search models; production and comprehension models)
- distinguish theoretical models of language use and lexical processing, as well as the basic structure of the mental lexicon regarding units and levels of representation and processes of lexicalisation
- distinguish the specific characteristics of units and processes of language and speech use with regard to the medium (visual or auditory) and the modality of their realisation (language comprehension or production): written or spoken word, that is, reading/listening and speaking/writing
- distinguish the specific characteristics of units and processes of language and speech use with regard to the specific features of individual linguistic levels – phonetics and phonology, morphology, syntax, and semantics
- prepare and conduct independent research, i.e., apply appropriate psycholinguistic methods in research on language use in adults or children, including healthy speakers, speakers with language impairments, and multilingual participants
- relate the specific features of psycholinguistic knowledge to scientific insights from related disciplines and contribute, through independently developed critical thinking, to interdisciplinary language research for neuroscientific or clinical purposes
- critically evaluate scientific literature in Croatian and English from the field of psycholinguistics, particularly theories and models of the mental lexicon.

Course content

1. The relationship between linguistics and psycholinguistics; the interdisciplinary approach in language research; language use in concrete situations; mental representation of knowledge – storage of linguistic knowledge and processes of access to linguistic information; media and modalities of language use; data on language use; the capacity of the mental lexicon; speech and language errors in word use.
2. The problem of theories of language comprehension – how knowledge of language corresponds to spoken or written messages, i.e. to sensory data, whether visual or auditory, and how the meaning of linguistic utterances is formed; differences in terminology with regard to scientific perspective – psychological terms, information/computational terms, and linguistic terms; the mental lexicon (as metaphor; a “repository” of linguistic information and knowledge about words).
3. Models of language perception and language production; the model of language use as a psychological model of memory. Sources of data in psycholinguistic research on the mental lexicon; perceptual variables, contextual variables; empirically grounded effects: word frequency in use, word/non-word distinction, context, quality of stimulus, and word entirety.
4. Methods of psycholinguistic research: the lexical decision task (LD task); naming and picture naming; lexical priming; signal gating – demonstration of an experiment: description of the experiment (stimuli, method, procedure, analysis of results, discussion); the cohort theory/model of spoken word recognition (W. Marslen-Wilson); modular and autonomous processing; interactive processing.
5. An example of a model of language production (W. J. M. Levelt) – process components: conceptualiser, formulator, articulator; control system: speech comprehension system. The mental lexicon – research questions: mental lexicon/dictionary; mental lexicon/network; the structure of the mental lexicon – lemma + morphophonological form – the lemma lexicon and the form lexicon, lexical pointers; lexicalisation/lexical access; examples of modular and interactive models; hierarchical network model. Examples of the semantic organisation of the mental lexicon in adults, preschool children, and adults with language impairments.

6. Psycholinguistic research in the Croatian language – presentations of studies conducted with adult participants or children (with typical language and speech development and with different types of language and speech impairments) within different areas of language use – speech errors, semantic relations in the mental lexicon of children and adults with aphasia, the influence of regular reading to young children on the expansion of their vocabulary, etc.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☒supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Warren, P. (2013). *Introducing Psycholinguistics (Cambridge Introductions to Language and Linguistics)*. Cambridge: Cambridge UniversityPress.	1	10
Erdeljac, V. (2009). *Mentalni leksikon: modeli i činjenice*. Zagreb: Ibis grafika d.o.o. (odabrana poglavlja)	1	10
Aitchison, J. (2003). *Words in the Mind*. Oxford: Blackwell.	1	10
Harley, T.A. (2001). *The psychology of language; From data to theory*. New York: Psychology Press Ltd. (odabrana poglavlja).	1	10
Erdeljac, V., Sekulić Sović, M. (2018). Ulogapredočivosti u leksičko–semantičkoj obradi hiperonimije/hiponimije. *Suvremena lingvistika*. 44, 85, 22–39.	1	10

Supplementary readings

1. Aitchison, J. (2003). A glossary of language and mind. Edinburgh: University press.
2. Erdeljac, V. (1997). *Prepoznavanje riječi*. Zagreb: SOL/ Ibis. (odabrana poglavlja).
3. Erdeljac, V., Sekulić, M. (2008). Syntactic-Semantic Relationships in the Mental Lexicon of Aphasic Patients, *Clinical Linguistics & Phonetics*, 22 (10−11), 795−603.

4. Erdeljac, V., Horga, D. (2006). Govorne greške profesionalnih i neprofesionalnih govornika. U: Granić, J. (ur.) *Jezik i mediji. Jedan jezik, više svjetova*, Split: Hrvatsko društvo za primijenjenu lingvistiku, 215−222.
5. Erdeljac, V., Lakuš, M. (2013). Leksičke veze u mentalnom leksikonu dvogodišnjaka i trogodišnjaka. u: Peti-Stanić, A., Stanojević, M.M. (ur.), *Jezik kao informacija*. Zagreb: Hrvatsko društvo za primijenjenu lingvistiku i Srednja Europa, 21−41.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Milica Mihaljević, PhD, professor emerita	
Course name	**LANGUAGE PLANNING** (HZ308)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Compulsory course within the *Linguistics* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	6+0+0

COURSE DESCRIPTION

Course aims

The course aims to equip doctoral students for critical reflection on all aspects of language planning.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- understand different aspects of language planning and language policy
- recognise that different approaches to language planning exist in a global language such as English and in a small language such as Croatian, and explain them from a sociolinguistic perspective
- critically evaluate different views presented in Croatian and international literature on language planning
- explain the reasons for different approaches to language planning in different contexts
- analyse and evaluate different approaches to language planning and different views on language planning
- critically assess different normative recommendations in an argument-based manner

- independently approach certain language-related issues through the use of language corpora and Sketch Engine, as well as dictionaries, grammars, orthographies, language advisory resources, and terminological and lexical databases.

Course content

1. Introduction to language planning: definition and possible approaches
2. Language planning as a positive or negative phenomenon
3. Linguistic purism: normative and descriptive approaches
4. Linguistic purism: experiences in different contexts
5. Language planning in Croatia
6. Normative manuals and databases as instruments of language planning

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒research work ☒ e-learning (up to 20%)

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in class discussions and from the preparation, evaluation, and presentation of the research paper.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Frančić, A., Hudeček, L., Mihaljević, M. (2006). *Normativnost i višefunkcionalnost u hrvatskome jeziku*. Hrvatska sveučilišna naklada. Zagreb.	1	10
Trask, R. L. (2005). *Temeljni lingvistički pojmovi.* Školska knjiga. Zagreb (natuknice *jezično planiranje* i *jezični purizam*) 4 str.	1	10
Blagus Bartolec, G., Hudeček, L., Jozić, Ž., Matas Ivanković, I., Mihaljević, M. (2016). *555 jezičnih savjeta*. Institut za hrvatski jezik i jezikoslovlje. Zagreb.	1	10
Deželjin, V. (2017). Jezično planiranje u odnosu na malu jezičnu zajednicu (primjer italofone jezične zajednice u zapadnoj Slavoniji)." *Rasprave: Časopis Instituta za hrvatski jezik i jezikoslovlje* 43, 2, 331−342.	1	10

Renwick, A. (2017). A Storm in a Teacup? The Académie française, Language Policy and Normativity. *Rasprave: Časopis Instituta za hrvatski jezik i jezikoslovlje* 43, 2,457−469.	1	10
Hudeček, L., Mihaljević, M. (2015). Relations between Description and Prescription in Croatian Language Manuals. *Slovnica in slovar – aktualni jezikovni opis.* Ljubljana. 299−307.	1	10

Supplementary readings

1. Langston, K., and A. Peti-Stantić (2014). *Language Planning and National Identity in Croatia*. Palgrave Macmillan. (partially available on Google Books).
2. Orthographies, grammars, language advisory resources, terminological databases, and the bolje.hr database.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Ivan Matijević, PhD, associate professor	
Course name	**ANCIENT HISTORY OF THE EASTERN ADRIATIC COAST: METHODS AND RESEARCH PROBLEMS** (HZ309)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Compulsory course within the *History* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	6+0+0

COURSE DESCRIPTION

Course aims

The course aims to familiarise doctoral students with interdisciplinary research methods and their application to issues of Antiquity in the eastern Adriatic context, and to equip them for autonomous research development based on their own field of research.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- understand the importance of archaeology for the study of the ancient history of the eastern Adriatic coast

- analyse the stratification of individual ancient sites on the eastern Adriatic coast
- recognise the importance of particular urban centres on the eastern Adriatic coast by placing them within the broader context of the Roman Empire
- interpret the content of the most important epigraphic and other sources

Course content

1. Types of sources for the ancient history of the eastern Adriatic coast.
2. Specific features of source research and the possibilities of their interpretation.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☒multimedia and network ☐laboratory ☒supervision ☒research work ☒ e-learning (up to 20%)

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Independent work of the doctoral student with regular consultations					

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Cambi, N. (2002). *Antika*, Zagreb: Naklada Ljevak.	1	10
Suić, M. (2003). *Antički grad na istočnom Jadranu*, Zagreb: Golden marketing.	1	10
Vitruvije (2005). *X. knjiga o arhitekturi*, Zagreb: Golden marketing.	1	10
Stambaugh, J. (1988). *The Ancient Roman City*, Baltimore and London: Johns Hopkins University Press	1	10
Braudel, F. (2001). The Mediterranean in the Ancient World, London: University of California Press.	1	10
Grimal, P. (1968). Rimska civilizacija, Beograd.	1	10

Supplementary readings

Specific literature that will optimally contribute to the acquisition of competences in the specific area of doctoral research of each participant.
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows: - class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Ivan Basić, PhD, associate professor Emir O. Filipović, PhD, associate professor	
Course name	**CHIVALRY ON THE EASTERN ADRIATIC COAST: THE POLITICAL, CULTURAL, AND SPIRITUAL PROFILE OF THE LATE MEDIEVAL SOCIAL ELITE** (HZ347)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Compulsory course within the *History* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	6+0+0

COURSE DESCRIPTION
Course aims
The course aims to analyse and interpret archival and material sources from the fourteenth and fifteenth centuries that provide information on knights as a distinct social category, with particular emphasis on their political, cultural, and spiritual activities.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, doctoral students will be able to: - apply the transcription and interpretation of archival records in independent research - understand the main aspects of chivalric issues in the wider area of Dalmatia and its hinterland - explain the role and function of knights in late medieval society - recognise the potential of archival documents for the study of chivalry - interpret the content of the analysed sources - compare types of chivalry in Dalmatia and its hinterland with those in contemporary Europe.
Course content
- Introduction to the study of chivalric issues, overview of historiography, and available written and material sources

- Transcription and interpretation of archival records on knights preserved in the State Archives in Venice, Dubrovnik, and Zadar
- Typology of medieval chivalry based on the analysed archival documents
- Material culture of the late medieval social elite

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☒multimedia and network ☐laboratory ☐supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Keen, M. (1984). *Chivalry*. New Haven – London: Yale University Press.	1	10
Ćirković, S. (1968). "Počteni vitez Pribislav Vukotić". *Zbornik Filozofskog fakulteta u Beograd*u 10/1, 259-276.	1	10
Ćirković, S. (1973). "Odjeci ritersko-dvorjanske kulture u Bosni krajem srednjeg vijeka". U: Radovi sa simpozijuma "Srednjovjekovna Bosna i evropska kultura". Zenica: Muzej grada Zenice, 33-40.	1	10
Grbavac, B. (2004). "Prilog proučavanju životopisa zadarskog plemića Franje Jurjevića, kraljevskog viteza". *Zbornik OPZ HAZU* 22, 35-54.	1	10
Grbavac, B. (2008). "Zadarski plemići kao kraljevski vitezovi u doba Ludovika I. Anžuvinca". *Acta Histriae* 16, 89-116.	1	10

Supplementary readings

Supplementary readings will be determined at a later stage, and knowledge of Latin and Italian is required.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Dalibor Prančević, PhD, associate professor	
Course name	**INTRODUCTION TO DIGITAL HUMANITIES** (HZ311)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Compulsory course within the *Art History* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	6+0+0

COURSE DESCRIPTION

Course aims

The course aims to familiarise doctoral students with the meaning of the concept and the basic components of digital humanities as a new supra- and interdisciplinary field of research, as well as with the basic components of digital art history as a distinct segment of digital humanities, that is, with studies of digital visual culture. Furthermore, the course aims to familiarise doctoral students with the techniques and methods used in the field of digital art history and their specific features in relation to other areas of digital humanities, as well as with the most relevant and current research projects in this field.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- acquire insight into the basic concepts of digital humanities and their relation to a range of different types of research encompassed by this term
- acquire insight into the principal directions of research and the most important current debates within the field of digital humanities/digital art history that significantly shape its methodological and theoretical configuration
- acquire fundamental theoretical and practical knowledge of the tools and methods of digital humanities
- acquire insight into the fundamental issues of digital humanities/digital art history
- acquire fundamental knowledge of the impact and consequences of globalisation processes on the field of the humanities, as well as of the concepts of the global and spatial “turn” in the humanities/art history, which may be applied in their own “analogue” research.

Course content

1. Explanation of the basic concepts of digital humanities and the fundamental theoretical concepts articulated within this field; explanation of the relationship of these concepts to recent theoretical “turns” (global, spatial, material) in the humanities/art history and DH/Digital Art History.
2. Overview of the most important research projects in the field of DH/Digital Art History in Croatia and internationally, with a focus on their results, technological foundations, and institutional affiliations; overview of current debates in the field of DH/Digital Art History (the applicability of methods of quantitative analysis, social network analysis, and complex network analysis in art history; the issue of big data in art history; digital tools as a means of democratising culture and raising the general level of visual literacy, etc.); overview of international organisations, associations, and working groups focused on the development of international platforms for technological support of DH/Digital Art History projects; the influence of “analogue” humanities on the perception of DH/Digital Art History results within the wider academic community.
3. Presentation of the fundamental tools and methods of digital humanities (database design, data visualisation, network visualisation, mapping, text analysis, 3D modelling, topic modelling, etc.) and explanation of the ways in which they are applied in research, presentation, and dissemination of results; in-depth analysis of individual projects from the perspective of their conceptualisation, methodology, and achieved results.
4. Explanation of the need for the articulation of an “auto-critical discourse of digital humanities” (Nuria Rodriguez Ortega) and its defining characteristics; presentation of the principal issues in DH/Digital Art History (the relationship between traditional humanities disciplines and the field of digital humanities; the issue of the ideological neutrality of data, metadata, and database structures; the problem of the evaluation of scientific research in the field of DH; the issue of copyright and its impact on the use of visual and textual data in DH/Digital Art History projects; issues related to differences in the quality of technological support for DH/Digital Art History in different European and non-European contexts; the relationship between traditional and digital humanities).

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☒supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam	x	Oral exam		Essay		Research	x
Project	x	Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on:
- the final examination (45%)
- the Pechakuch presentation of an independent ICT project (10%)

– class attendance and active participation in discussions (45%).

Required readings and number of copies relative to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
F. Klein, L.F., Gold, M.K. (2016). *Debates in Digital humanities. The Expanded field*.	1	10
Burdick A., Drucker, J. (2016). *Digital Humanities*, MIT Press.	1	10
Drucker, J. (2014). *Graphesis: Visual Forms of Knowledge Production (metaLABprojects)*. Harvard University Press.	1	10
Journal of Digital Humanities (JDH open-access journal) selected articles.	1	10
Digital Humanities Quarterly (DHQ open-access journal) selected articles	1	10
Digital Humanities Journal (all issues)	1	10
Jurnal of Digital and Media Literacy (JODML – open access journal) selected articles.	1	10

Supplementary readings
Selected DH/Digital Art History texts, chosen in accordance with prior consultations and the individual interests of the students.
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows: - class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Ivana Prijatelj Pavičić, PhD, full professor with permanent tenure	
Course name	**SCHIAVONI ARTISTS** (HZ312)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Compulsory course within the *Art History* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	6+0+0

COURSE DESCRIPTION
Course aims
The course aims to critically examine the Schiavoni artists, who in Croatian art history are designated and studied under the common name of the proto-national community to which they belonged, and to equip doctoral students for the study of Schiavoni artists at the theoretical and scholarly level.

Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, doctoral students will be able to: - research scientific and professional literature on Schiavoni artists - interpret and evaluate artistic works through a critical engagement with scholarly literature - research scientific and professional literature on Schiavoni artists - critically reflect on issues related to the Schiavoni through research work.
Course content
Introduction. Analysis of the biographies and oeuvres of artists known as Schiavoni. Overview of ideologemes, national stereotypes, and political ideas in texts dealing with the interpretation of the historical, regional, and national artistic identity of visual artists known as Schiavoni from the fifteenth to the eighteenth century. Reflection of national ideologies, political ideas and movements, and cultural nationalisms in historiography devoted to Schiavoni artists.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒ research work

Student obligations
Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course
The final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Julije Klović najveći minijaturist renesanse, (exhibition catalogue). Zagreb: Galerija Klovićevi dvori.	1	10
Prijatelj, K. (1957). Ivan Duknović. Zagreb: Društvo historičara umjetnosti.	2	10

Fisković, C., Duknović, I. (1990). *Ioannes Dalmata u domovini,* Split: Književni krug.	1	10
Fisković, I. (ur.). (1996). *Ivan Duknović i njegovo doba*. *Zbornik radova međunarodnog znanstvenog skupa održanog u Trogiru o 550. obljetnici rođenja Ivana Duknovića*, Trogir: Muzej grada Trogira, Zagreb: Odsjek za povijest umjetnosti Filozofskog fakulteta Sveučilišta u Zagrebu.	3	10
Fisković, I., Bužančić, R. (ur.). (2018). *Ivan Duknović i krugovi njegove djelatnosti. Zbornik međunarodnog znanstvenog skupa, održanog u Splitu u rujnu 2010.*, Split: Književni krug.	3	10
Kruft, H-W, Vranjanin, F. (2006). *Francesco Laurana. Ranorenesansni kipar*. Zagreb: Laurana (pogovor I. Prijatelj Pavičić).	1	10
Pelc, M. (ur.) (1998). *Fontes Cloviniane. Julije Klović u dokumentima svoga doba*. Zagreb.	1	10
Prijatelj Pavičić, I. (1999). *Julije Klović, Ikonografske studije.* Zagreb: Matica hrvatska.	1	10
Pavičić Prijatelj, I. (2018). *Schiavoni. Umjetnici, nacija, ideologija,* Zagreb: Jesenski i Turk.	1	10

Supplementary readings

1. Kukuljević Sakcinski, I. (1858). *Slovnik umjetnikah jugoslavenskih*. Zagreb.
2. Pelc, M. (2007). *Renesansa u Hrvatskoj*. Zagreb: Naklada Ljevak.
3. Calvillo, E. (2000). "Romanità and Grazia: Giulio Clovio's Pauline Frontispieces for Marino Grimani." *The Art Bulletin*, LXXXII(2), 280–297.
4. Calvillo, E. (2003). *Imitation and Invention in the Service of Rome: Giulio Clovio's Works for Cardinals Marino Grimani and Alessandro Farnese*. Doctoral dissertation, Baltimore, Maryland: Johns Hopkins University.
5. Macan, V. (2010). *Giorgio Giulio Clovio, ovvero l'ultima stagione dell'arte della miniatura*. Doctoral dissertation, Rome: Pontificia Università Gregoriana, Facoltà di Storia e dei Beni culturali della Chiesa.
6. Pelc, M. (1997). *Život i djela šibenskog bakroresca Martina Rote Kolunića*. Zagreb: Nacionalna i sveučilišna knjižnica and Gradska knjižnica Josip Juraj Šišgorić.
7. Pelc, M. (1997). *Natale Bonifacio*. Zagreb: Institut za povijest umjetnosti Zagreb and Gradska knjižnica Josip Juraj Šišgorić.

Selected sources/chapters from professional and scholarly literature on the Schiavoni:

1. Pribojević, V. (1532). *De origine successibusque Slavorum / On the Origin and Glory of the Slavs*. Venice.
2. Orbini, M. (1601). *The Kingdom of the Slavs*.
3. Crijević Tuberon, L. (1603). *Commentaries on My Own Times*.
4. Vasari, G. (1550). *Le Vite*. Florence.
5. Gigli, G. C. (1615). *La Pittura trionfante scritta in quattro capitoli, e consacrata al molto illustro, e generoso Signore Daniel Nys*. Venice.
6. Ridolfi, C. (1648). *Le Meraviglie dell'arte ovvero le vite degli illustri pittori veneti e dello Stato*. Venice.
7. Boschini, M. (1660). *La carta del navegar pittoresco*. Venice.
8. Mance, I. (2012). *Zèrcalo naroda. Ivan Kukuljević Sakcinski: povijest umjetnosti i politika*. Zagreb.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at university level

- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Srećko Jurišić, PhD, full professor	
Course name	**CINEMATIC VISION OF THE MEDITERRANEAN** (HZ313)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Compulsory course within the *Mediterranean Cultural Studies* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	6+0+0

COURSE DESCRIPTION		
Course aims		
The course aims to critically reflect on the most significant cinematic visions of the Mediterranean from the early 1980s onwards through a critical-interpretative approach applied to selected chapters of film history, with particular emphasis on contemporary cultural theories (cultural studies) and the analysis of issues related to the construction of (multicultural) identities in the Mediterranean region.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of this course, doctoral students will be able to: - identify the main tendencies in the representation of the Mediterranean in film - critically evaluate film (at a basic level) - become familiar with and navigate within the mythologies and mythopoetics of the contemporary Mediterranean - relate the analysed content to the contemporary reality of the Mediterranean basin.		
Course content		
1. Celluloid Waves: Theoretical Framework 2. European Visions (Bergman, Besson, Salvatores, Guadagnino, and others) 3. Beyond the Ocean (Anderson, Miyazaki, Curtiz, and others) 4. Film Analysis		
Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☒multimedia and network ☐laboratory ☐supervision ☒ research work
Student obligations		

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Watching films	x				

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
McDonald, K. (2016). *Film Theory. The Basics*. London: Routledge.	1	10
Elsaesser, T., Hagener, H. (2010). *Film Theory. An introduction through the senses,* London: Routledge.	1	10
Abulafia, D. (2011). *The Great Sea. Human History of the Mediterranean*, New York: OUP.	1	10

Supplementary readings

Multimedia (list of films for viewing + materials on individual films).

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Boris Škvorc, PhD, full professor with permanent tenure
Course name	**FROM THE PERSPECTIVE OF CULTURAL STUDIES: LITERATURE AND NEW MEDIA** (HZ314)
Study programme	Doctoral Study Programme in *Humanities*
Course status	Compulsory course - *Mediterranean Cultural Studies* module

Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	6+0+0

COURSE DESCRIPTION

Course aims

The course aims to critically interpret cultural issues and to deepen knowledge of the theoretical and practical insights necessary for critical reflection in the study of cultural paradigms and theoretical systems from the perspective of cultural studies.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- expand knowledge of theoretical concepts of culture
- relate competences in the field of cultural studies to pragmatic insights into literature, the study of art, and interpretative procedures
- apply acquired knowledge in the analysis of contemporary culture and the role of art within culture
- acquire analytical skills and develop an understanding of the problems of the contemporary world
- evaluate literary works within the framework of contemporary humanistic concepts of cultural theories.

Course content

The course deals with the presentation and examination of the fundamental concepts of cultural studies and theories of culture in the twentieth century, including their contextualisation and the application of theoretical models and paradigms to the concrete reality of the cultural space of the twentieth and twenty-first centuries. The first part examines the basic concepts and dilemmas of cultural studies: the relationship between “high” and “low” culture; the “poetics of everyday life”; the place of working-class, popular, and media-produced culture within the sphere of defining and applying cultural-theoretical paradigms; the Croatian cultural space in the production of hybrid cultural models, the multicultural “multiplication of identities”, and the redefinition of the concept of diaspora. Following the theoretical explication, the central research-oriented part of the course focuses on the Croatian cultural space in context, models of the relationship between the traditional canon and newly created cultural values, with particular emphasis on the study of individual culturally prominent phenomena shaped by media and generational contexts within a broader framework.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☒supervision ☒research work ☒ e-learning (up to 20%)

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Bhabha, H. (2002). *The Location of Culture*. London. (Prevedeno poglavlje: Diseminacija – vrijeme, pripovijest i margine moderne nacije. U: Biti, V. (ur.). Politika i etika pripovijedanja. Zagreb.)	1	10
Biti, V. (2002). Prostor i identitet. *Quorum*, 18/1, 139−147.	1	10
Butler, J. (2000). Nevolje s rodom. Fenizam i subverzija identiteta. Zagreb: Ženska infoteka.	1	10
Certeau, M. (2002). *Invencija svakodnevnice*. Zagreb: Naknada MD.	1	10
Duda, D. (2006). *Politika teorije – zbornik radova i rasprava iz kulturalnih studija*. Zagreb: Disput.	1	10
During, S. (2005). *The Cultural Studies Reader*. London: Routledge.	1	10
Parekh, B. (2000). *Rethinking Multiculturalism: Cultural Diversity and Political Theory*. London: Polity	1	10
Said, E. W. (2007). *Nepripadanje*. Zagreb.	1	10

Supplementary readings

1. Benett, D. (2001). *Multicultural States: Rethinking Difference and Identity*. London: Routledge.
2. Derrida, J. (2007). *Pisanje i razlika*. Zagreb i Sarajevo: Šahimpašić
3. Foucault M. (2002). *Riječi i stvari*. Zagreb: Golden marketing.
4. Škvorc, B. (2017). *Naracija nacije: problemi književne pri/povijesti*. Split: Književni krug.
5. Škvorc, B. (2015). Locating Narratives of Diasporas and/or Émigré Otherness in National Literatures (With Some Examples from Croatian, Serbian and Korean Émigré Fiction). *Eastern European and Balkan Studies*. Vol. 39 No 6. Seoul.
6. Škvorc. B. (2015). Hrvatska književnost i postkolonijalno podrivanje/otpr kanonu i taksonomiji struke: od stereotipa o 'pripadanju' do 'pozicije između“ (margine!?). U: *Transmisija kroatistike*, ur. Kristina Pieniažek-Marković i Tvrtko Vuković. Filozofski fakultet u Zagrebu i Uniwersytet Adama Mickiewicza u Poznaniu, str. 207−236. Poznan.
7. Škvorc, B. (2016). The Politics and poetics of Suppression and ‘Memory Loss’. The Reconstruction of Popular Culture in Post-Yugoslav Croatian Discourse“. *Anafora* II/3, str. 79−104. Osijek.
8. Škvorc, B. (2016). The Influence of Ideologies of the Past and their Respective Narratives on Shaping the Imagining of South Slavic Space “in Between” the Stable Discursive Paradigms (of “Large Nations”)“. *Eastern European and Balkan Studies*. Vol. 40 No. 3. Seoul.
9. Škvorc, B. (2005). *Australski Hrvati: mitovi i stvarnost*. Zagreb: Matica iseljenika.
10. Todorova, M. (2006). *Imaginarni Balkan*. Beograd: XX. vek.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Supervisor appointed by the Study Programme Council	
Course name	**SECOND RESEARCH PAPER** (HZ303)	
Study programme	Doctoral Study Programme in *Humanities*	
Course status	Joint compulsory course	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	10
	Number of hours (L+P+S)	0+3+0

COURSE DESCRIPTION

Course aims

The course aims to deepen doctoral students' research and methodological competences through the preparation of an independent scientific paper that includes the selection of research methods, argumentation, and analytical interpretation of sources. The focus is placed on defining research questions or hypotheses, developing interpretative sections of the text, and connecting theoretical insights with the student's own research approach.

Course enrolment requirements

Prescribed.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- define the aim of the research, the research problem, and formulate research questions or hypotheses
- apply appropriate research procedures and methodological principles in the preparation of the paper
- conduct analytical processing and interpretation of selected sources
- relate theoretical insights to the student's own research approach
- develop a coherent academic text with clearly articulated argumentative sections.

Course content

The course content is focused on the methodological elaboration of the selected topic and the application of scientific research procedures. The doctoral student deepens the analytical work with sources, defines research questions or hypotheses, develops interpretative sections of the text, and structures the paper in accordance with a higher level of scientific argumentation. Particular attention is devoted to the precise analysis and interpretation of sources and to the ability to integrate theoretical and methodological insights into the written text.

Modes of delivery (mark the appropriate boxes with an X)	☐lectures ☐seminars and workshops ☒practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☒ research work

Student obligations

The doctoral student is required to further develop and methodologically elaborate the research topic, define research questions or hypotheses, and conduct analytical work with sources. The student is required to prepare a scientific text of intermediate complexity that includes interpretative sections, argumentation, and the integration of theoretical insights with the student's own research approach. During the preparation of the paper, the doctoral student is required to consult with the supervisor, submit draft versions of the text, and incorporate feedback into subsequent revisions.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance		Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The assessment is based on the quality of the submitted written paper, the clarity of the defined research questions or hypotheses, the application of methodological procedures, and the ability to conduct interpretative analysis of sources. The supervisor evaluates the level of argumentation and the integration of theoretical and methodological insights in the paper and, in accordance with the achieved learning outcomes, enters the final grade into the ISVU system.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Specific literature related to the doctoral student's research topic, selected in consultation with the supervisor, as well as methodological manuals and scientific sources relevant to the field of research.		

Supplementary readings

It is determined individually according to the doctoral student's field of research.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

Quality assurance is ensured through continuous and documented communication between the doctoral student and the supervisor (and/or co-supervisor), with clearly defined stages of progress. Through individual consultations, the supervisor monitors the acquisition of knowledge, the development of research competences, and the application of methodological procedures.
The supervisor regularly evaluates written working materials (e.g., conceptual schemes, draft chapters, research outlines) and provides structured feedback to the doctoral student.
Quality is additionally ensured through:
– records of consultations or short written reflections by the doctoral student,
– monitoring the fulfilment of defined research objectives,
– annual evaluation of the doctoral student or the supervisor's report, or the supervisor's confirmation that the doctoral student has achieved the learning outcomes prescribed by the syllabus.

GENERAL INFORMATION		
Lead instructor	Supervisor appointed by the Study Programme Council	
Course name	**INDIVIDUAL WORK WITH THE SUPERVISOR (SECOND RESEARCH PAPER)** (HZ304)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Joint compulsory course	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	0+3+0

COURSE DESCRIPTION							
Course aims							
The course aims to enhance the doctoral student's research and analytical competences through systematic supervision in the preparation of the second research paper, with particular emphasis on methodological consistency, interpretation of sources, and the development of argumentation.							
Course enrolment requirements							
Prescribed.							
Intended course learning outcomes							
Upon completion of this course, doctoral students will be able to: - methodologically elaborate the research problem under the guidance of the supervisor - apply the supervisor's feedback in the analytical processing of sources and the development of argumentation - develop a coherent academic text of intermediate complexity - demonstrate progress in research independence.							
Course content							
The course content includes supervisory support in the elaboration and methodological advancement of the second research paper. The course includes discussion of the definition of the research problem, the formulation of research questions or hypotheses, the interpretative analysis of sources, the conceptual development of the text, and instruction in academic argumentation and the editing of scholarly work.							
Modes of delivery (mark the appropriate boxes with an X)	☐lectures ☐seminars and workshops ☒practicals ☐remote learning ☐field work		☒independent work ☐multimedia and network ☐laboratory ☒supervision ☒ research work				
Student obligations							
The doctoral student is required to participate in consultations with the supervisor, present ideas and draft versions of the text, apply the feedback received, and further develop the research paper in accordance with the supervisor's guidelines.							
Monitoring student work (mark the appropriate boxes with an X)							
Class attendance		Participation in class		Seminar paper		Experimental work	

Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The assessment is carried out on the basis of continuous monitoring of progress during consultations, the quality of draft versions of the text, the degree of integration of the supervisor's guidance, and the evaluation of the achievement of the learning outcomes. The final grade is entered into the ISVU system by the supervisor.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Specific literature related to the doctoral student's research topic, selected in consultation with the supervisor, as well as methodological manuals and scientific sources relevant to the field of research.		

Supplementary readings

It is determined individually according to the doctoral student's field of research.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

Quality assurance is ensured through continuous and documented communication between the doctoral student and the supervisor (and/or co-supervisor), with clearly defined stages of progress. Through individual consultations, the supervisor monitors the acquisition of knowledge, the development of research competences, and the application of methodological procedures.
The supervisor regularly evaluates written working materials (e.g., conceptual schemes, draft chapters, research outlines) and provides structured feedback to the doctoral student.
Quality is additionally ensured through:
– records of consultations or short written reflections by the doctoral student,
– monitoring the fulfilment of defined research objectives,
– annual evaluation of the doctoral student or the supervisor's report, or the supervisor's confirmation that the doctoral student has achieved the learning outcomes prescribed by the syllabus.

GENERAL INFORMATION		
Lead instructor	Mislav Kukoč, PhD, full professor with permanent tenure	
Course name	**PHILOSOPHY OF THE WORLD AND GLOBALISATION** (HZ315)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course within the *Philosophy* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION
Course aims

The course aims to critically reflect on and examine the philosophical concept of the world, the philosophy of the world derived from it, and, on that basis, to approach the philosophical consideration of the concept, problems, and historical phenomenon of globalisation.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- understand and comparatively analyse the relationship between the philosophy of the world and globalisation
- understand and identify the phenomenon, problem, and process of globalisation
- conceptualise and differentiate various dimensions of complex and intricate globalisation processes and problems
- recognise different approaches to globalisation
- provide an appropriate assessment of the normative aspects of globalisation
- critically discuss the principal problems of globalisation
- apply knowledge of the theoretical aspects of globalisation to the resolution of various practical problems arising from globalising influences in contemporary social, political, cultural, and economic life
- recognise and expose the social traps arising from the ideology of contemporary neoliberal globalism promoted by corporations and the dictates of the unrestricted market
- develop the ability for independent scholarly research of both historical and problem-oriented character, as well as the ability to comparatively analyse texts, themes, and problems from different scientific and theoretical disciplines.

Course content

1. The philosophical concept of the world: philosophy in the world – the world in philosophy; the foundation and development of the philosophy of the world.
2. Globalisation within the framework of the philosophy of history; philosophical terminological and conceptual analysis of the concept, phenomenon, and process of globalisation.
3. Identification and differentiation of various dimensions of complex and intricate globalisation processes and problems; the problem of the humanisation of globalisation: an appropriate assessment of the ethical and normative aspects of globalisation.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☒multimedia and network ☐laboratory ☐supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay	x	Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	

Portfolio		Reading journal: notes on the reading of primary literature	x				

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on the overall work completed throughout the semester. The grade derives from participation in class activities, the evaluation of the research paper, and the evaluation of the essay. The grade also includes the assessment of reading and comprehension of primary literature.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Kukoč, M.(ur. / Ed.) (2011). *Filozofija i globalizacija / Philosophy and Globalization*. Zagreb: Hrvatsko filozofsko društvo / Croatian Philosophical Society.	5	10
Čović, A. (ur. bloka) Tematski blok: Problem svijeta u filozofiji, *Filozofska istraživanja*, 7/1987, 20 (1), str. 3−183. / Das Problem der Welt in der Philosophie, *Synthesis philosophica*, 3/1988, 5 (1). 3−148.	2	10
Baruzzi, A. (1988). Pavo Barišić (ur. bloka) Tematski blok: Pojam svijeta u njemačkom idealizmu i njegove preobrazbe, *Filozofska istraživanja*, 8/1988, 27 (4). 1091−1266.	2	10
Tematski blok: Filozofija povijesti – ideologija – svijet, *Filozofska istraživanja*, 13/1993, 50 (3).501−630.	2	10
Tematski blok: Svijet u filozofiji - filozofija u svijetu, *Filozofska istraživanja*, 10/1990, 38−39 (5−6). 1293−1472.	2	10

Supplementary readings

1. Husserl, E. (1975. − 1976.). Kartezijanske meditacije I-II. Zagreb: CKD.
2. Löwith, K. (1969). *Der Weltbegriff der neuzeitlichen Philosophie*, Sitzungsberichte der Heidelberger Akademie der Wissenschaften, 4. Abhandlung, Heidelberg.
3. Kangrga, M. (1989). *Praksa – vrijeme – svijet*, Odabrana djela, sv. 3, Naprijed, Zagreb.
4. Marx, K. – Engels, F. (1998). *Komunistički manifest* (predgovor: S. Žižek: Bauk još uvijek kruži!). Zagreb: Arkzin.
5. Robertson, R. and Scholte, J. A. (ur.) (2006.). *Encyclopedia of Globalization*, I−IV., London: Routledge.
6. Scholte, J. A. (2000.). *Globalization: a critical introduction*. New York: Palgrave.
7. Robertson, R. (1992). *Globalization: Social Theory and Global Culture*. London: Sage.
8. Beck, U. (2003). *Što je globalizacija? Zablude globalizma – odgovori na globalizaciju*. Zagreb: Vizura.
9. Beck, U. (2004). *Moć protiv moći u doba globalizacije: Nova svjetskopolitička ekonomija.* Zagreb: Školska knjiga.
10. Friedman, T. L. (2010). *Svijet je ravna ploča : Globalizirani svijet u 21. stoljeću*. Zagreb: Algoritam.
11. Kiely, R. (2005). *Empire in the Age of Globalization: US Hegemony and Neoliberal Disorder*. London: Pluto Press.
12. Küng, H. (2007). *Svjetski ethos za svjetsku politiku*. Zagreb: Intercon.
13. Küng, H. (2007). *Svjetski ethos za svjetsko gospodarstvo*. Zagreb: Intercon.
14. Nancy, J. L. (2004). *Stvaranje svijeta ili mondijalizacija*, Zagreb: Jesenski i Turk.
15. Rupert, M. (2000). *Ideologies of Globalization: Contending visions of a New World Order*. London & New York: Routledge.
16. Singer, P. (2005). *Jedan svijet: etika globalizacije*. Zagreb: Ibis grafika.
17. Chossudovsky, M. I. (2008). *Globalizacija bijede i novi svjetski poredak*. Zagreb: Prometej.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at university level

- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Mislav Kukoč, PhD, full professor	
Course name	**PRAXIS PHILOSOPHY** (HZ316)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course within the *Philosophy* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to interpret the spiritual, social, and political context of the emergence of the philosophical circle and to provide insight into, and encourage critical reflection on, the character, fundamental orientations, reception, and significance of the philosophy developed around the *Praxis* journal circle.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- explain the spiritual, social, and political context of the emergence of the philosophical circle around *Praxis*
- interpret the main directions and tendencies within this circle
- compare the philosophy developed within this circle with earlier philosophy (both the so-called bourgeois philosophy and the ideology of dogmatic Marxism)
- interpret the differences among individual representatives of the philosophy within this circle
- understand the causes of the criticism and negation of the philosophy developed within this circle.

Course content

- Preconditions for the formation of the philosophical circle around the *Praxis* journal
- Key concepts developed within this circle: alienation/reification
- Key concepts developed within this circle: revolution
- Key concepts developed within this circle: humanism
- Marginalisation of *Praxis* philosophy: causes and consequences

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☒research work

	☐remote learning ☐field work	

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on the overall work completed throughout the semester. The grade derives from participation in class activities and the evaluation of the research paper.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Praxis, domaće izdanje (1964. – 1974.)	1	10
Praxis, međunarodno izdanje (1966. – 1974.)	1	10

Supplementary readings

1. *Petrović, G. (ur.) (1989). Umjetnost i revolucija. Spomenica posvećena Danku Grliću*. Zagreb: Naprijed.
2. *Bošnjak, B. i dr. (ur) (2001). Zbilja i kritika, Zagreb: Antibarbarus.*
3. *Čović, A. i dr. (2004). Tematski broj o Milanu Kangrgi, Filozofska istraživanja,* 24.
4. Veljak, L: (ur.) (2007). *Gajo Petrović – čovjek i filozof*. Zagreb: FFpress.
5. Veljak, L. (ur.) (2014). *Gajo Petrović, filozof iz Karlovca*. Zagreb: HFD.
6. Mikulić, B./Žitko, M. (ur.) (2015). *Aspekti Praxisa*. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Tonći Kokić, PhD, full professor
Course name	**DARWINISM IN CROATIAN SCIENCE AND CULTURE** (HZ317)

Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course within the *Philosophy* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to critically reflect on the concept of Darwinism in Croatian science and culture and to analyse the transformation of worldviews arising from the new scientific theory of evolution and its implications for science and culture, particularly within the Croatian context.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- demonstrate knowledge of the different meanings of the concepts of science, natural science, worldview, and ideology
- clearly understand the concepts and nature of the theory of evolution
- demonstrate knowledge of the worldviews constituting the theoretical background of views on the origin of the diversity of the living world before and after the emergence of the theory of evolution
- distinguish the nature of science and scientific theories from other, non-scientific worldviews
- demonstrate knowledge of the initial relationship of natural science and religious doctrines towards Darwinism
- explain the connections between philosophy and Darwinism
- recognise the implications of Darwinism in Croatian science and culture
- recognise elements of social and political Darwinism in Croatia
- demonstrate the ability for critical reflection on the role and significance of Darwinism in science and culture
- demonstrate knowledge of current higher education, philosophical, cultural, and scientific "scenes" concerning Darwinism in Croatia
- independently study topics concerning the relationship between Darwinism, science, and culture through the application of philosophical methodology.

Course content

1. Fundamental principles of the theory of evolution: concepts, principles, and the development of the idea
2. Darwinism in relation to philosophy, theology, science, and culture
3. History of the reception of Darwinism in Croatia
4. Contemporary Croatian philosophy, science, and culture on Darwinism

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒ research work ☒ e-learning (20%)

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay	x	Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading log: notes on the primary literature	x				

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on the overall work completed throughout the semester. The grade derives from participation in class activities, the evaluation of the essay, and the assessment of notes on the reading of primary literature.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Darwin, C. (2000). *Postanak vrsta putem prirodnog odabira ili očuvanje povlaštenih rasa u borbi za život*. Zagreb: Ljevak.	2	10
Balabanić, J. (1983). *Darvinizam u Hrvatskoj*. Zagreb: JAZU.	1	10
Balabanić, J. (2009). Darvinizam u Hrvatskoj između znanosti i ideologije. *Nova prisutnost*, 7, 3. 373−406.	5	10
Kokić, T. (2010). *Teorija evolucije: razvoj ideje, osnovna načela i recepcija*. Zagreb: Naklada Breza.	2	10

Supplementary readings

1. Ayala, R. and Arp, R. (ur). (2010). *Contemporary debates in Philosophy of Biology*. Malden, MA: Wiley-Blackwell.
2. Balabanić, J. (2002). *Filozofija biologije. Predavanja na PMF u Zagrebu*. Available at: http://www.hpm.hr/predav.htm
3. Bracanović, T. (2007). *Evolucijska teorija i priroda morala*. Zagreb: Hrvatski studiji.
4. Brusina, S. (1870). Nešto o Darwinovoj teoriji. *Vienac*, 2, 52: 827−831; br. 53: 842−844.
5. Dewitt, R. (2008). *Worldviews. An Introduction to the History and Philosophy of Science*. Malden, MA: Blackwell Publishing.
6. Grmek, D. (1949). Prva darvinistička knjiga štampana u Hrvatskoj. Medicinar, 3, 4−5, 185−87.
7. Hrgović, J. i Polšek, D. (2004). Evolucija društvenosti. Zagreb: Naklada Jesenski i Turk.
8. Kokić, T. (2010). Evolucijska biologija i ideologija // Suvremena znanost i vjera = Contemporary science and faith: zbornik radova s međunarodnog znanstvenog skupa Mostar/ Primorac, Zoran (ur.). Mostar: Sveučilište u Mostaru, 173−192.
9. Ruse, M. (ur) (2009). Philosophy after Darwin. Princeton: Princeton University Press.
10. Šustar, P. (2007). Crick's Notion of Genetic Information and the 'Central Dogma' of Molecular Biology. British Journal for the Philosophy of Science, 58 (1),13−24.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus

- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Tonći Kokić, PhD, full professor Marko Jakić, PhD, assistant professor	
Course name	**DIALOGUE BETWEEN CLASSICAL IDEALISM AND CONTEMPORARY MORAL PHILOSOPHY** (HZ348)	
Study programme	Doctoral Study Programme in *Humanities*	
Course status	Elective	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is the critical analysis of different perspectives on moral issues developed by the most prominent authors of German Classical Idealism and their dialogical comparison with contemporary philosophical thought. It also aims to identify the role of moral philosophy within value-diverse systematic forms of social organisation throughout history. Particular emphasis in the analysis is placed on systematically different value paradigms, normative frameworks, and the concepts of autonomy, duty, freedom, and the universality of moral principles.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- understand the specific features of ethical theories in particular historical periods
- engage in argument-based discussion on the importance of different approaches in moral philosophy
- understand the difference between normative and descriptive approaches
- understand the role of reason, intuition, and emotions in the foundation of moral systems
- recognise the influence of moral philosophy on legal systems throughout history, including contemporary forms of democracy.

Course content

1. Moral foundationalism versus moral relativism
2. Moral apriorism and historical development
3. The a priori and the a posteriori in ethical inquiry
4. Cultural influence on moral intuition
5. Methodology in the study of the philosophy of history
6. The relationship between emotions and reason in the foundation of moral theory
7. Formalism and the demand for universality
8. Personalism and the subject of morality
9. Diversity of contemporary moral approaches
10. Morality and political order

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on the overall work completed throughout the semester. The grade derives from participation in class activities, the evaluation of the research paper, and the evaluation of the essay. The grade also includes the assessment of reading and comprehension of primary literature.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Kant, I. (2022). Kritika praktičkog uma, Jesenski i Turk	2	10
Hegel, G.W.F. (2022). Fenomenologija duha, Jesenski i Turk	4	10
Mill, J. S. (1960). Utilitarizam, Kultura Beograd	1	10
Scheler, M. (1973). Formalism in Ethics and Non-Formal Ethics of Values, Northwestern University Press	1	10
Kierkegaard, S. (1990). Ili-ili, Veselin Masleša	1	10
Rawls, J. (2017). Teorija pravde, Feniks knjiga	1	10

Supplementary readings

Kant I. (2003). Osniivanje metafizike čudoređa, Feniks knjiga
Hegel, G.W.F. (1821). Osnovne crte filozofije prava, Veselin Masleša
Kierkegaard, S. (2000). Strah i drhtanje, Verbum
Kierkegaard, S. (1988). Stages on Life's Way, Princeton University Press
Jakić, M. (2018). Sloboda, pravednost i demokracija u filozofiji Johna Rawlsa, Naklada Breza

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment

- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Tonći Kokić, PhD, full professor Ljudevit Hanžek, PhD, assistant professor	
Course name	**INTRODUCTION TO ANALYTIC PHILOSOPHY** (HZ349)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to familiarise doctoral students with the principal authors, themes, and debates within the philosophical tradition known as “analytic philosophy”, that is, Anglo-American philosophy of the twentieth and twenty-first centuries.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- identify the principal themes in the research focus of analytic philosophers
- present the history of analytic philosophy, highlighting its principal influences and foundational figures
- clearly describe the methodology of analytic philosophy and briefly contrast it with other philosophical traditions of the twentieth century (continental philosophy, scholasticism, Marxism, etc.)
- present the principal debates within the key disciplines of analytic philosophy (metaphysics, epistemology, philosophy of mind, philosophy of language, ethics and metaethics, political philosophy)

Course content

1. The Beginnings of Analytic Philosophy I: Russell and Moore on the Critique of Idealism, Common Sense, and Perception
2. The Beginnings of Analytic Philosophy II: Russell on Definite Descriptions; Logical Atomism
3. The Beginnings of Analytic Philosophy III: Wittgenstein and *Tractatus Logico-Philosophicus*
4. The Beginnings of Analytic Philosophy: Logical Positivism; Meaning, the Meaningfulness of Metaphysics, and the Role of Philosophy
5. Post-positivist Critique of Verificationism: Quine and *Two Dogmas of Empiricism*, Kuhn on the Development of Science, Popper on Falsificationism
6. Quine on Meaning Skepticism; Naturalised Epistemology
7. Ordinary Language Philosophy I: Ryle, Strawson, and Grice
8. Ordinary Language Philosophy II: the Later Wittgenstein
9. Ordinary Language Philosophy: Austin on Speech Acts
10. Truth and Meaning: Tarski and Davidson
11. Kripke on Reference and Necessity

12. The Renaissance of Metaphysics: Modal Metaphysics, the Problem of Universals, Causality
13. Analytic Moral Philosophy I: Fundamental Debates in Metaethics
14. Analytic Moral Philosophy II: Normative Ethics
15. Analytic Philosophy in the Twenty-First Century: New Topics in Metaphysics, Epistemology, and Philosophy of Mind

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☒supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on regular and active participation in class, critical reflection, and the preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents their own reflections on the selected topic in the concluding section of the research.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Schwartz, Stephen (2012) *Brief History of Analytic Philosophy; from Russell to Rawls*, Wiley Blackwell	1	10
Soames, Scott (2024) *Philosophical Analysis in the Twentieth Century, Volume 1: The Dawn of Analysis* (revised edition), Princeton University Press	1	10
Soames, Scott (2024) *Philosophical Analysis in the Twentieth Century, Volume 2: The Age of Meaning* (revised edition), Princeton University Press	1	10
A.P. Martinich and David Sosa (ed.) *Analytic Philosophy: An Anthology* (2nd Edition), Wiley Blackwell	1	10

Supplementary readings

Ayer, A. J., et al. (1963): The Revolution in Philosophy, London: Macmillan & Co. Ltd.
Ayer, A.J. (ed) (1982): Philosophy in the Twentieth Century, London: Weidenfield and Nicolson.
Beaney, Michael. (2003): "Analysis," Stanford Encyclopedia of Philosophy, URL= < http://plato.stanford.edu/entries/analysis/>.
Biletzki and Matar (eds.). (1998): The Story of Analytic Philosophy: Plot and Heroes, London and New York: Routledge.

Capaldi, Nicholas. (2000): The Enlightenment Project in the Analytic Conversation, Dordrecht, Boston, London: Kluwer Academic Publishers.
Charlton, William. (1991): The Analytic Ambition: An Introduction to Philosophy, Oxford and Cambridge: Blackwell.
Clarke, D.S. (1997): Philosophy's Second Revolution: Early and Recent Analytic Philosophy, La Salle: Open Court.
Coffa, J.A. (1991): The Semantic Tradition from Kant to Carnap, Cambridge: Cambridge University Press.
Glock, Hans-Johann (ed.). (1997): The Rise of Analytic Philosophy, Oxford: Blackwell Publishers.
Hanna, Robert. (2001): Kant and the Foundations of Analytic Philosophy, Oxford: Oxford University Press.
Nagel, Ernest. (1936a-b): "Impressions and Appraisals of Analytic Philosophy in Europe," The Journal of Philosophy vol. 33, no. 1, 5-24 and no. 2, 29-53.
Preston, Aaron. (2004): "Prolegomena to Any Future History of Analytic Philosophy," Metaphilosophy, vol. 35, no. 4, 445-465.
Preston, Aaron. (2005a): "Conformism in Analytic Philosophy: On Shaping Philosophical Boundaries and Prejudices," The Monist, Volume 88, Number 2, April 2005.
Preston, Aaron. (2005b): "Implications of Recent Work on Analytic Philosophy," The Bertrand Russell Society Quarterly, no. 127 (August 2005), 11-30.
Stroll, Avrum. (2000): Twentieth Century Analytic Philosophy, New York: Columbia University Press.
Warnock, G.J. (1958): English Philosophy Since 1900, London: Oxford University Press.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Marko Dragić, PhD, professor emeritus	
Course name	**INTERRELATIONSHIP BETWEEN LITERATURE AND HISTORY** (HZ318)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course within the *Literature and culture* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to equip doctoral students with competences concerning the interrelationship between literature and history, as well as with the ability to appreciate and understand the relationship between literature and history.

Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, doctoral students will be able to: - independently study scientific and professional literature in the field of the interrelationship between literature and history - interpret the relationship between literature and history across literary periods - interpret the artistic experience of historical themes in literature - compare literary and historical reality - understand the aesthetic, didactic, and educational functions of literature - understand the significance of history as an auxiliary literary discipline.
Course content
1. Ancient Illyrian, Greek, and Roman themes in literature and history. 2. National rulers in literature and history. 3. The Ottoman occupation of Bosnia and Herzegovina and Croatia, and the suffering of Christians under Ottoman rule. 4. Hajduks and Uskoks in literature and history. 5. Contemporary narratives on historical themes from Illyrian times to the present day.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☒research work ☒ e-learning (up to 20%)

Student obligations
Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam	x	Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course
Supervisory consultations, writing and defence (presentation) of research papers, oral examination.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Aristotel. O pjesničkom umijeću. (any issue)	5	10
Dragić, M. (2018). Hrvatske povijesne i etiološke predaje o ilirskoj kraljici Teuti. *Nova prisutnost: časopis za intelektualna*	1	10

*i duhovna pitanja XIII (2).*Zagreb: Kršćanski akademski krug (KRAK), 279−296.		
Dragić, M. (2018). Povijesne i etiološke predaje iz Otoka Sinjskoga. *Tragovi tradicije, znakovi kulture (Zbornik u čast Stipi Botici)* (ur. Evelina Rudan; Davor Nikolić; Josipa Tomašić) Zagreb: Hrvatska sveučilišna naklada, Hrvatsko filološko društvo, Matica hrvatska. 283−297.	5	10
Dragić, M. (2016). Povijesne i etiološke predaje o ljubuškom kraju. Motrišta 92. Mostar: Matica hrvatska. 25−61.	1	10
Dragić, M. (2011). Zbilja o hrvatskom kralju Dmitru Zvonimiru u poeziji Vladimira Nazora. *Croatian Studies Review, 7.* Sydney: Macquarie Universyty Australia; Split: Faculty of Philosphy Universyty of Split, Croatia; Waterloo Universyty, Canada. 61−88.	1	10
Dragić, M. (2016). Povijesne i etiološke predaje o ljubuškom kraju. *Motrišta 92*. Mostar: Matica hrvatska. 25−61.	1	10

Supplementary readings

1. Dragić, M., Odža, I. (2010). Kliški kapetan Petar Kružić i njegova supruga Jerolima u književnosti, povijesti i suvremenom narodnome pripovijedanju. *Lingua Montenegrina*, br. 5. Časopis za jezikoslovna, književna i kulturna pitanje. Cetinje: Institut za crnogorski jezik i jezikoslovlje „Vojislav P. Nikčević“. 371−402.
2. Dragić, M. (2009). Starohrvatske povijesne teme u suvremenom narodnome pripovijedanju. Zbornik radova Filozofskoga fakulteta u Splitu, br, 2/3, Split. 21−44.
3. Dragić, M. (2007). Ilirske teme u suvremenom narodnome pripovijedanju. U: Brešić, V. (ur.). *Osmišljavanja*. Zagreb: Sveučilište u Zagrebu, Filozofski fakultet, FF-PRESS, 153−171.
4. Dragić, M. (2005). Zbilja o harambaši Andrijici Šimiću u usmenoj i pučkoj epici. Milas, M.; Mimica, I. (ur.). *Andrija Šimić – Izuzetna pojava među hajducima*. Split: Logos-tours, 65−92.
5. Pilar, I. (1931). O dualizmu u vjeri starih Slovjena i o njegovu podrijetlu i značenju. U Boranić, D. (ur.). *Zbornik za narodni život i običaje južnih Slavena.* Zagreb: JAZU, knj. XXVIII, sv. 1, 1−86.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Eldi Grubišić Pulišelić, PhD, full professor with permanent tenure
Course name	**THE MEDITERRANEAN IN THE TRAVELOGUES OF EUROPEAN WOMEN AUTHORS** (HZ319)
Study programme	Doctoral Study Programme in Humanities
Course status	Elective course within the *Literature and culture* course
Year	2
Semester	3

Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to familiarise students with the Mediterranean through the literary travelogues of European women authors of the nineteenth and early twentieth centuries, with particular emphasis on works from the German-speaking and English-speaking cultural spheres, and to encourage research into and critical reflection on this topic.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- draw independent conclusions and value judgments on literary travelogues in the context of the social and cultural position of women as travel writers
- analyse the relationship between the author, the text, and the recipient within the literary-historical contextualisation of the travelogue genre
- through the analysis of representations of foreign countries and peoples present in literary travelogues, draw critical conclusions concerning ethnic prejudices and clichés, as well as cultural stereotyping
- think abstractly and creatively and, through methods of literary analysis and synthesis, as well as comparative literary analysis, investigate and develop new knowledge within related thematic areas.

Course content

The course deals with women's travel writing on the Mediterranean, with particular emphasis on works produced during the nineteenth and early twentieth centuries.

1. By examining the relationship between genre and gender, that is, the specific features of the travelogue as a literary genre on the one hand and the particularities of the female position in the context of travel and writing on the other, the course seeks to provide insight into the ways in which Western women authors perceive the Mediterranean space.
2. Considering the fact that the concept of the Orient in this period encompasses a broad geographical area uniting a wide variety of phenomena, and taking into account feminist and postcolonial theory, the course analyses strategies of representing Oriental cities, traditional culture, and customs, with particular emphasis on descriptions of women and their social position.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☒research work

Student obligations

Students are expected to actively participate in discussions on individual literary works, demonstrate a critical approach to the assigned texts, and write critical reviews on the assigned topic.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x

Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Hodgson, B. (2002). *No Place for a Lady*, Vancouver/British Columbia: Ten Speed Press.	*1*	*10*
Polk, M., Tiegreen, M. (2001). *Women of Discovery*, New York: Clarkson Potter.	*1*	*10*
Hodgson, B. (2005). *Dreaming of East*, Vancouver/British Columbia: Greystone Books.	*1*	*10*
Halbinger, G. (2006). *Frauen reisen in die Fremde*, Wien: Promedia.	*1*	*10*
Duda, D. (1998). *Priča i putovanje*: *Hrvatski romantičarski putopis kao pripovjedni žanr*. Zagreb: Matica hrvatska.	*1*	*10*
Selected travelogues by various women authors	*1*	*10*

Supplementary readings

1. Frederiksen, E., Archibald, T. (1989). *Der Blick in die Ferne*. *(Zur Reiseliteratur von Frauen*). U: Gnüg, Hiltrud/Möhrmann, Renate (ur.): *Frauen, Literatur, Geschichte: Schreibende Frauen vom Mittelalter bis zur Gegenwart*, Frankfurt/M: Suhrkamp Verlag. 104−122.
2. Keay, J. (2009). *Mehr Mut als Kleider im Gepäck. Frauen reisen im 19. Jahrhundert durch die Welt,* München: Piper Verlag GmbH.
3. Krauze, J.M. (2006). *Frauen auf Reisen. Kulturgeschichtliche Beiträge zu ausgewählten Reiseberichten von Frauen aus der Zeit 1842. – 1940.*, Hamburg: Verlag Dr. Kovač.
4. Hilmes, C. (2004). *Aufbruch ins Unbekannte: Frauen reisen in den Orient.* U: Hilmes, Carola: *Skandalgeschichten. Aspekte einer Frauenliteraturgeschichte,* Königstein /Taunus: Ulrike Helmer Verlag. 43−60.
5. Grubišić Pulišelić, E. (2009). *Dalmatien als Heterotopie in Ida von Düringsfelds Reise-Skizzen.* U: Kabić, Slavija/ Goran Lovrić: *Mobilität und Kontakt. Deutsche Sprache, Literatur und Kulturi n ihrer Beziehung zum südosteuropäischen Raum*, Zadar: Sveučilište u Zadru. 265−276.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION

Lead instructor	Gordan Matas, PhD, associate professor	
Course name	**MULTICULTURALISM AND THE NOVEL** (HZ321)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course within the *Literature and culture* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to critically reflect on the theme of multiculturalism through the interpretation of contemporary prose texts from American and Canadian literature. Doctoral students will also independently analyse the most complex problems of the structural analysis of the novel and interpret prose texts through the prism of multiculturalism.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- analyse and compare selected novels
- explain the fundamental facts, theories, and principles within the specified field
- demonstrate knowledge of the principal authors, periods, and works in the field of multicultural literature
- critically evaluate selected works.

Course content

Reading and analysis of twentieth- and twenty-first-century novels from several methodological perspectives: the structuralist approach to the text; the principal issues of narratological analysis of text and discourse; the semiotic analysis of the texts (1 hour); the New Historicist and feminist approaches to the text; and the postcolonial reading of the novel.
Five to eight selected novels by authors from the American and Canadian literary traditions will be read, in consultation with the doctoral students, with an emphasis on the methodological frameworks and the topics of the doctoral research.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☒ e-learning (up to 20%)

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Bhabha, H. K. (1994). *The Location of Culture,* London and NY: Routledge.	1	10
Camboureli, S. (2008). *Canadian literature at the crossroads of language and culture.* Edmonton: Newest press.	1	10
Frye, N.; Hutcheon, L. (1995). *The Bush Garden: Essays on the Canadian Imagination.* Toronto: House of Anansi.	1	10
Gray, R. (2004). *A history of American literature.* Malden: Blackwell Publishing.	1	10
Bennett, D. (ur.). (1998). *Multicultural States. Rethinking Difference and Identity*. London i New York: Routledge.	1	10
Moya, P. M. (2000). *Reclaiming Identity. Realist Theory and the Predicament of Postmodernism*. Barkley i London: University of California Press.	1	10

Supplementary readings

O'Grady, J.; Staines, D. (ur.). (2003). Northrop Frye on Canada. Toronto: University of Toronto Press.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Antonela Marić, PhD, full professor
Course name	**THEORIES OF THE GROTESQUE IN LITERATURE** (HZ322)
Study programme	Doctoral Study Programme in Humanities

Course status	Elective course within the *Literature and culture* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to critically reflect on theories of the grotesque and the grotesque in art, particularly in literature, and to acquire theoretical approaches to the grotesque and the grotesque, identify elements of the grotesque, and compare and analyse the selected materials. Furthermore, doctoral students will critically approach and analyse theories of the grotesque by applying highly specialised knowledge.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- study and master theoretical content through the analysis of elements of the grotesque
- independently undertake comparative analysis of texts
- defend a thesis through argument-based discussion and participate in polemics
- independently express opinions in accordance with the acquired knowledge.

Course content

The definition most commonly used explains the grotesque as the “visual and verbal representation of people or animals in unusual, fantastic, or comic forms”, that is, as the “quality of that which is unusual, strange, ridiculous, monstrous, or caricatural”. Interest in grotesque ornamentation emerged in the fifteenth century following the discovery of grotesque depictions in Roman baths (*Domus Aurea*), under the pretext of imitating Classical authors. In addition to Renaissance painting (Filippino Lippi, Perugino, Luca Signorelli), elements of grotesque forms are also found on capitals and façades. Particularly interesting hybrid forms appear in the paintings of Giuseppe Arcimboldo (grotesque painting of the sixteenth century), depicting humans and animals created through combinations of bestial elements bizarrely integrated into vegetables and tree roots, thus producing fascinating humanoid creatures. According to G. Gori, the grotesque is a mode of artistic expression dominated by forms that oppose the laws of nature while adhering to their own aesthetics and internal logic, forms belonging to the sphere of the fantastic, the incredible, and the incompatible with reality. The grotesque is often regarded as a form of humour, satire, caricature, or the comic in general, from Aristotle’s concept of comedy and laughter to Freud and Lévi. The grotesque, however, is none of these individually, but rather a combination of all of them together: a distinct form grounded in experience yet negating natural laws, dependent upon the artist’s imagination and the ability to convey emotion. The analysis of the grotesque will be approached primarily from the perspective of Kayser’s understanding of the poetics of the grotesque and from the perspective of Bakhtin’s theory of grotesque realism.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☒multimedia and network ☐laboratory ☒supervision ☒ research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Kayser, W. J. (1963). *The Grotesque in Art and Literature*, Bloomington: Indiana University Press.	*1*	*10*
Bakhtin, M. M. (1984). Rabelais and His World, Indiana University Press, Bloomington: Midland Book.	*1*	*10*
Bàrbieri S. G. (1978). *Le sorti del "tragico". Il Novecento italiano: romanzo e teatro*, Ravenna: Longo,	*1*	*10*
Gori, G. (1927). *Il grottesco nell' arte e nella letteratura,* Roma: Alberto Stock,	*1*	*10*
Giovanelli, P. D., Gori, G. (1978). *Il grottesco e altri studi teatrali,* Roma: Bulzoni.	*1*	*10*

Supplementary readings

1. Tamarin, G. R. (1962). *Teorija groteske*, Sarajevo: Svjetlost.
2. Gašparović, D. (1988). *Kamov, apsurd, anarhija, groteska*, Zagreb: CeKaDe,
3. Beltrame, F. (1996). *Teoria del grottesco*: *Con un'esemplificazione nel racconto di N. V. Gogol' Il naso*, Monfalcone: Edizioni della laguna.
4. Farnham W. (1971). *The Shakespearean grotesque*. Oxford: The Calendon Press.
5. Gori, G. (1914). *Il mantello d'arlecchino*. Roma: Tipografia editrice nazionale
6. Gori, G. (1924). *Il teatro contemporaneo e le sue correnti caratteristiche di pensiero e di vita nelle varie nazioni*, Milano-Roma: Fratelli Bocca Editori.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Joško Božanić, PhD, professor emeritus	
Course name	**STYLISTICS OF LITERARY TEXTS** (HZ323)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course within the *Lingustics* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION		
Course aims		
The course aims to provide an analytical approach to the stylistic dimension of linguistic messages and to develop analytical students` ability to interpret the stylistic value of literary texts. Through theoretical discussion and practical examples, the course develops students` skills in the analytical interpretation of both lyrical and prose texts. It further aims to equip doctoral students with the knowledge and methodological skills required to independently undertake a stylistic analysis of a selected text.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of this course, doctoral students will be able to: - demonstrate mastery of stylistic and analytical terminology - recognize and critically assess the stylistic value of linguistic expression - approach literary texts as linguistic structures through their stylistic dimension - apply stylistic approaches to the interpretation of literary texts independently and critically		
Course content		
1. Literature and language; literary and non-literary texts; reception theory. 2. Narratology: diegesis, mimesis, reliable and unreliable narrator, narrative stance, the style and structure of a literary work; the theory of deviation from the norm. 3. Metaliterariness – Ranko Marinković; Interpretations: Danijel Dragojević, Mak Dizdar; The essayistic style of Predrag Matvejević.		
Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☒research work ☒ e-learning (up to 20%)
Student obligations		
Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.		
Monitoring student work (mark the appropriate boxes with an X)		

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Pranjić, K. (1983). *Stil i stilistika*. In: *Uvod u književnost*, Škreb, Z.; Stamać, S. (ed.). Zagreb: Grafički zavod Hrvatske.	2	10
Pranjić, K. (2002). *Krležin stil.* In: *O Krležinu stilu i koje o čem još.* 5−72. Zagreb: Artresor.	2	10
Vuletić, B. (2006). *Govorna stilistika*. Zagreb: Faculty of Humanities and Social Sciences, University of Zagreb, Department of Phetics. Chapters: *Afektivna stilistika Charlesa Ballya* (9−24); *Lingvistička stilistika* (24−46); *Slobodni neupravni govor* (165−192).	3	10
Katičić, R. (1983). Književnost i jezik. In: *Uvod u Književnost*, Škreb, Z.; Stamać, S. (ed.). Zagreb: Grafički zavod Hrvatske, 139−173.	3	10
Božanić, J. (1984). Proturječnosti proučavanja umjetnosti riječi, *Mogućnosti*. 6−7.	3	10
Božanić, J. (1992). Modus metaliterarnosti u zbirci novela Ruke Ranka Marinkovića. *Mogućnosti* 1−2.	3	10
Božanić, J. (1985). Interpretacija novele Ranka Marinkovića – Samotni život tvoj. *Mogućnosti* 8−9.	3	10

Supplementary readings

1. Badurina, L. (1998). Neke odlike leksika u suvremenoj hrvatskoj publicistici. *Filologija,* 30, 31, 417−426.
2. Božanić, J. (1982). Interpretacija novele Ranka Marinkovića – Benito Floda fon Reltih*, Mogućnosti*, 3, 4, 5.
3. Božanić, J. (1985). Interpretacija novele Ranka Marinkovića – Samotni život tvoj. *Mogućnosti* 8, 9.
4. Božanić, J. (1985). Interpretacija novele Ranka Marinkovića – Anđeo*, Zadarska revija* 2, 3.
5. Božanić, J. (2004). Lingvostilistička interpretacijazapisa nepoznatog pomorca iz 19. st. o životu "maloga" na jedrenjacima. In: Vidović, R. *Život pod jedrima*. Split: Književni krug, 289−338.
6. Božanić, J. (2007). Guc – Naratološka interpretacija zapisa jednog doživljaja mora, *Čakavska rič*, 35 (1), 17−53.
7. Božanić, J.; Brešan T. (2007). Slobodni neupravni govor u facendama otoka Visa, *Čakavska rič*, 35 (2), 237−247.
8. Čale, F. (1973). *Od stila do stilema*. Zagreb: Nakladni zavod Matice hrvatske.
9. Frangeš, I. (1959). *Stilističke studije*. Zagreb: Naprijed.
10. Guiraud, P. (1964). *Stilistika*. Sarajevo: Veselin Masleša.
11. Katičić, R. (1981). *Jezikoslovni ogledi*. Zagreb: Školska knjiga.
12. Pranjić, K. (1986). *Jezikom i stilom kroza književnost*, Zagreb: Školska knjiga.
13. Pranjić, K. (1998). *Iz Bosne k Europi*. Zagreb: MH.

14. Rimmon-Kenan, S. (1989). Naracija: Razine i glasovi. In: Kramarić, Z.(ed.), *Uvod u naratologiju*. Osijek: Izdavački centar Revija, 81-103.
15. Solar, M. (1974). Pojam priče. U: *Ideja i priča*. Zagreb: Liber.
16. Solar, M. (2006). Smrt Sancha Panze. In: *Smrt Sancha Panze i drugi eseji*. Zagreb: Golden marketing, 9−36
17. Škreb, Z. (1983). Mikrostrukture stila i književne forme. In: *Uvod u književnost*, Škreb, Z.; Stamać, S. (ed.). Zagreb: Grafički zavod Hrvatske.
18. Vinogradov, V. (1971). *Stilistika i poetika*. Sarajevo: Zavod za izdavanje udžbenika.
19. Vuletić, B. (1980) *Fonetika književnosti*. Zagreb: Liber.
20. Vuletić, B. (1980). *Sintaksa krika*. Rijeka: Izdavački centar Rijeka.
21. Vuletić, B. (2005). *Fonetika pjesme*. Zagreb: FF Press.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Nataša Stojan, PhD, associate professor	
Course name	**CONTEMPORARY SYNTACTIC THEORIES** (HZ324)	
Study programme	Doctoral Study Programme in *Humanities*	
Course status	Elective course within the *Linguistics* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to introduce students to contemporary theoretical approaches to the analysis of sentence structure in English and Croatian and to develop their proficiency in comparative syntactic research methods.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- identify differences between the grammatical structures of English and Croatian sentences
- explain dative alternation
- analyse the structure of English and Croatian sentences within the framework of different contemporary syntactic theories
- explain ergative and middle structures

- compare, in a well-argued manner, conceptualizations of grammatical functions with their traditional grammatical descriptions
- conduct independent research on the complementation of English and Croatian verbs

Course content

1. Definition of verb valency. Description of the grammatical structure of sentences in English and Croatian.
2. Specification of grammatical relations within the framework of Role and Reference Grammar.
3. Conceptual characterization of grammatical functions within the framework of Cognitive Grammar

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☒supervision ☒research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Quirk, R., S. Greenbaum, G. Leech, J. Svartvik (1985). *A Comprehensive Grammar of the English Language.* Longman.	1	10
Tesnière, L. (2015). *Elements of structural syntax. (*T. Osborne & S. Kahane, Trans.,). Amsterdam: John Benjamins. (Original work published 1966)	2	10
Silić, J., I. Pranjković (2005). *Gramatika hrvatskoga jezika.* Zagreb: Školska knjiga.	2	10
Katičić, R. (2002). *Sintaksa hrvatskoga književnog jezika*, Zagreb: Nakladni zavod Globus.	3	10
Van Valin, R. Jr. (2005). *Exploring the Syntax-semantics interface.* Cambridge: Cambridge University press.	1	10

Langacker, R. W. (2008). *Cognitive Grammar: a basic Introduction.* Oxford: Oxford University Press.	1	10

Supplementary readings

1. Belaj, Branimir (2004). *Pasivna rečenica.* Osijek: Faculty of Humanities and Social Sciences
2. Pranjković, Ivo (1993). *Hrvatska skladnja*. Zagreb: Hrvatska sveučilišna naklada.
3. Huddleston, R., G.K. Pullum et al. (2002). *The Cambridge Grammar of the English language*: Cambridge University Press.
4. Taylor,John R. (2003). *Linguistic Categorization.* Oxford: Oxford University Press.
5. Dixon, Robert M. W. (1991). *A new approach to English grammar, on semantic principles,* Oxford University Press.
6. Hopper,P.l J, S. A.Thompson (1980). Transitivity in grammar and discourse. *Language* 56.2. 251−299.
7. Barić, E. et.al. (2005). *Hrvatska gramatika.* Zagreb: Školska knjiga.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Daniela Matić, PhD, associate professor	
Course name	**CRITICAL DISCOURSE ANALYSIS** (HZ326)	
Study programme	Doctoral Study Programme in *Humanities*	
Course status	Elective course within the *Linguistics* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to provide students with insight into the relationship between language and society and their interaction, the relationships established within discourse, and the ways in which established discourse practices are transformed. It also examines how language use may contribute to one social group exerting influence over another. The course focuses on the analysis of linguistic texts, the processes of text production, and their interpretation within discourse and social practice.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- recognize and explain the relationship between language and society, their interaction, and power relations within discourse
- select appropriate methods of discourse analysis depending on the social issues expressed through linguistic means
- critically analyse various types of texts within the contexts of discourse and social practice
- formulate and design an original set of analytical instruments appropriate to the text and linguistic level under examination
- compare discourse practices across different societies

Course content

1. Discourse: definition; discourse analysis: critical and non-critical approaches; Critical Discourse Analysis: theoretical foundations.
2. Methods of analysis in Critical Discourse Analysis; multimodal discourse.
3. Selection of linguistic means and the expression of power relations; power asymmetry, democratization of discourse, commodification and conversationalization of discourse, synthetic personalization.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam	x	Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Chilton, P. (2004). *Analysing political discourse: theory and practice.* Abingdon, New York: Routledge.	1	10
Fairclough, N. (1995). *Critical discourse analysis*. Harlow: Pearson Education Limited.	1	10

Fairclough, N. (2001). *Language and Power*. Harlow: Pearson Education Limited.	1	10
Fairclough, N. (2003). *Analysing discourse*. Abingdon, New York: Routledge.	1	10
Richardson, J.E. (2007). *Analysing Newspapers. An Approach from Critical Discourse Analysis.* Basingstoke. New York: Palgrave.	1	10
Rogers, R. (ed.). (2011). *An Introduction to Critical Discourse Analysis in Education.* New York, Abingdon: Routledge.	1	10
Tolson, A. (2006). *Media Talk: Spoken Discourse on TV and Radio*. Edinburgh: Edinburgh University Press Ltd.	1	10
Wodak, R.; Meyer, M. (ed.). (2001). *Methods of Critical Discourse Analysis*. London-Thousand Oaks-New Delhi: Sage Publications Ltd.	1	10

Supplementary readings

1. Austin, J. L. (1975) *How to Do Things with Words*. Sbisà, M.; Urmson, J.O. (ed.). Oxford: Oxford University Press.
2. Brown, P.; Levinson, S.C. (1987) *Politeness: some universals in language usage*. Cambridge: Cambridge University Press.
3. Cutting, J. (2002). *Pragmatics and Discourse*. London: Routledge.
4. Fowler, R. (1991). *Language in the news: discourse and ideology in the Press*. Abingdon, New York: Routledge.
5. Gee, J.P.; Handford, M. (ed.). (2012). *The Routledge Handbook of Discourse Analysis. Abingdon*, New York: Routledge.
6. Kress, G.; van Leeuwen, T. (2001). *Multimodal Discourse: The modes and media of contemporary communication.* London: Hodder Arnold.
7. Levinson, S.C. (1983). *Pragmatics*. Cambridge: CUP.
8. Mey, J. L. (2001). *Pragmatics*. Malden and Oxford: Blackwell Publishers.
9. Schiffrin, D.; Tannen, D.; Hamilton, H.E. (ed.). *The Handbook of Discourse Analysis*, Malden, Oxford, Carlton: Blackwell Publishing.
10. Van Dijk, T. A. (ed.). (1997). *Discourse as Social Interaction*, vol. 2. London: Sage Publications Ltd.
11. Van Dijk, T. A. (1998). *Ideology*. London, Thousand Oaks, New Delhi: Sage Publications Ltd.
12. Verschueren, J. (1999). *Understanding Pragmatics*. London: Arnold.
13. Yule, G. (1996). *Pragmatics*. Oxford: OUP.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Katarina Lozić Knezović, PhD, full professor Domagoj Vidović, PhD, senior research associate
Course name	**RESEARCH ON CHAKAVIAN AND SHTOKAVIAN DIALECTS IN DALMATIA** (HZ327)

Study programme	Doctoral Study Programme in *Humanities*	
Course status	Elective course within the *Linguistics* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to qualify doctoral students for dialectological research in Dalmatia, with particular emphasis on the study of Chakavian and Shtokavian dialects.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- recognize earlier stages of linguistic development and their reflections in the contemporary language
- conduct phonological and morphological analyses of individual contemporary Chakavian and Shtokavian dialects in Dalmatia
- identify common features of Chakavian and Shtokavian dialects and their mutual influence
- identify the influence of other languages on Dalmatian Chakavian and Shtokavian dialects
- determine their relationship to various prestigious linguistic varieties, ranging from different standard languages to prestigious urban dialects

Course content

1. Diachronic approach: reconstruction of the pre-migration dialectal landscape of Dalmatia.
2. Determination of the present-day boundary between Shtokavian and Chakavian dialects.
3. The relationship between dialect and standard language.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☒research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	

Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Lisac, J. (2003). *Hrvatska dijalektologija 1., Hrvatski dijalekti i govori štokavskog narječja i hrvatski govori torlačkog narječja*. Golden marketing – Tehnička knjiga. Zagreb.	1	10
Lisac, J. (2003). *Hrvatska dijalektologija 2., Čakavsko narječje*. Golden marketing – Tehnička knjiga. Zagreb.	1	10
Šimunović, P. (2006). *Rječnik bračkih čakavskih govora*. Golden maketing – Tehnička knjiga. Zagreb.	1	10
Vranić, S. (2005). *Čakavski ekavski dijalekt: sustav i podsustavi,* Faculty of Humanities and Social Studies, University of Rijeka, Department of Croatian Studies, *Fluminensia* Library, Vol 1., Rijeka, 2005.	1	10
Menac-Mihalić, M. (1989). Glagolski oblici u čakavskom narječju i u hrvatskom književnom jeziku. *Filologija* 17. 81–109.	1	10
Kapović, M. (2015). *Povijest hrvatske akcentuacije*. Zagreb: Matica hrvatska.	1	10
Tomelić Ćurlin, M. (2009). Jezične značajke mjesnoga govora Janjine. *Croatica et Slavicaladertina* 5/5. 87–96.	1	10
Utjecaj migracija na novoštokavske ijekavske govore u Neretvanskoj krajini i Donjoj Hercegovini, *Hrvatski dijalektološki zbornik*, 15, Zagreb 2009., 283–304.	1	10

Supplementary readings

1. Brozović, D., Ivić, P. (1988). *Jezik srpskohrvatski/hrvatskosrpski, hrvatski ili srpski*. Jugoslavenski leksikografski zavod „Miroslav Krleža". Zagreb.
2. Čilaš Šimpraga, A. (2010). Ikavski štokavski govori između rijeke Krke i Neretve.
3. Celinić, A. at. al. *Prinosi hrvatskoj dijalektnoj fonologiji.* Književni krug Split – Institut za hrvatski jezik i jezikoslovlje. Split – Zagreb. 159–224.
4. Ligorio, O. (2010). Fonemika dubrovačkoga govora. *Croatica et Slavica Iadertina* 1. 19–30.
5. Lisac, J. (2008). Govori Dalmatinske zagore kao dio novoštokavskog ikavskog dijalekta. *Croatica et Slavica Iadertina* 4. 105–114.
6. Lukežić, I. (2004). Čakavsko u štokavskome govoru Imotske krajine. I. B. Šamija. Rječnik imotsko-bekijskoga govora. Društvo Lovrećana. Zagreb. 471–501.
7. Moguš, M. (1977). *Čakavsko narječje*. Fonologija. Školska knjiga. Zagreb.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Aleksandar Jakir, PhD, full professor with permanent tenure	
Course name	**DALMATIA IN THE FIRST HALF OF THE TWENTIETH CENTURY** (HZ328)	
Study programme	Doctoral Study Programme in *Humanities*	
Course status	Elective course within the *History* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION
Course aims
The course aims to develop students` understanding of the fundamental processes and structures that shaped Dalmatia in the first half of the twentieth century, as well as their analytical and interpretative skills in examining key historical phenomena. Doctoral students will independently investigate and critically evaluate primary and secondary sources and relevant scholarly literature, thereby develop critical thinking and the ability to formulate their own perspectives on the key issues addressed in the course.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, doctoral students will be able to: - explain the main political, economic, and cultural processes in Dalmatia during the specified period - compare the status of Dalmatia within the Austro-Hungarian Monarchy with its status in the newly established State of Slovenes, Croats, and Serbs - explain the principal political ideas and movements in interwar Yugoslavia - compare the development of the political left and right in Dalmatia in the context of broader European developments - explain the causes of the crisis and collapse of the Kingdom of Yugoslavia
Course content
1. Key phenomena, structures, and processes that shaped the history of Dalmatia in the first half of the twentieth century. 2. The role of Dalmatia in the formation of the first Yugoslav state. 3. Conditions in Split during the interwar period 4. The development of other urban centres and the culture of everyday life. 5. The collapse of the first Yugoslav state.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☒multimedia and network ☐laboratory ☐supervision ☒research work

Student obligations
Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Jakir, A. (2018). Dalmacija u međuratnom razdoblju, 1918. – 1941. Zagreb: Leykam International.	1	10
Jakir, A. (2007). O nekim aspektima oblikovanja nacionalnih identiteta na primjeru Dalmacije između dva svjetska rata. In: Cipek, T., Vrandečić. J. (ed.): *Nacija i nacionalizam u hrvatskoj povijesnoj tradiciji*. Zagreb: Alinea. 127−139.	5	10

Supplementary readings

1. Goldstein, I. (2008). *Hrvatska 1918−2008*, Zagreb: Europapress holding and Novi Liber.
2. Kečkemet, D. (2002). *Prošlost Splita*. Split: Marjan tisak.
3. Novak, G. (2004). *Prošlost Dalmacije I. and II.*, Split: Marjan tisak.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Tihomir Cipek, PhD, full professor with permanent tenure
Course name	**THE HISTORY OF TOTALITARIAN DICTATORS** (HZ329)

Study programme	Doctoral Study Programme in *Humanities*	
Course status	Elective course within the *History* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to analyse primary and secondary historiographical sources related to fascist and communist movements and parties, and to critically examine the establishment, legitimization, and maintenance of totalitarian regimes. Historical sources will be analysed to develop students` ability to independently interpret and critically assess democratic political culture.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, doctoral students will be able to:

- explain the influence and functioning of totalitarian ideologies, movements, and parties
- interpret the establishment of totalitarian dictatorships in Croatia
- explain the methodology of comparative historiographical research on totalitarian dictatorships
- compare the characteristics of left-wing and right-wing totalitarian ideologies in Europe
- analyse the ideological foundations of dictatorships

Course content

1. The history and historiography of the two totalitarian ideologies and regimes that fundamentally shaped the history of the twentieth century.
2. “Internal” comparative analysis: identification of different variants within fascist and communist movements and regimes.
3. “External” comparative analysis: comparison of the relationships and characteristics of fascism, National Socialism, and communism.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☒multimedia and network ☐laboratory ☐supervision ☒research work

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x

Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Arendt, H. (2002). *Totalitarizam.* Zagreb: Politička kultura.	1	10
Cipek, T. (2006). Stoljeće diktatura u Hrvatskoj. In: Lj. Antić (ed.), *Hrvatska politika u 20. stoljeću*. Zagreb.	2	10
Neumann F. (1992). *Demokratska i autoritarna država*. Zagreb: Naprijed.	1	10
Nolte, E. (1988). *Fašizam u svojoj epohi.* Beograd: Prosveta. (selected chapters).	1	10
Furet, F. (1997). *Prošlost jedne iluzije. Ogledi o komunističkoj ideji u XX. stoljeću*. Zagreb: Politička kultura. (selected chapters).	1	10
Ellenstein, J. (1982). *Historija staljinskog fenomena*. Zagreb.	1	10

Supplementary readings

1. Ackermann-Schmiechen, D. (2006). *Diktaturen im Vergleich*. Darmstadt: Wissenschaftliche Buchgesellschaft.
2. Balasz, A., at al. (2004). *The Leader Cult in Communist Dictatorships: Stalin ant the Estern Block*, New York: Palgrave-Macmillan.
3. Cipek, T. (2009). „Trijumf volje“ kao trijumf nacizma. Propaganda u filmu Leni Riefenstahl. *Međunarodne studije*, 1. 94−109.
4. Gregor, N. (2000). *Nazism*, Oxford: Oxford University Press.
5. Griffin, R. (1995). *Fascism*, Oxford: Oxford University Press.
6. Griffin, R. (2002). The Priomacy of Culture: The Current Growth (or Manufacture) of Concensus within Fascists Studies, *The Journal of Contemporary History*, Vol. 37, 1. 13−38;
7. Falasca-Zamponi, S. (1997). *Fascist Spectacle: The Aeshetics of Power in Mussolini's Italy*, Berkeley: University of California Press.
8. Jesse, E. (1999). *Totalitarismus im 20. Jahrhundert. Eine Bilanz der internationalen Forschung*. Bonn: Nomos.
9. Kershaw, I., Lewin, M. (ed.) (1997). *Nazism and Stalinism. Dictatorships in Comparison*, Cambrige: Cambridge University Press.
10. Russo, H. (1999). *Stalinisme et nazisme. Historie et memorie comparees*; Bruxelles: Editions Complexe.
11. Silone, I. (2006). *Fašizam: njegov postanak i razvoj*. Zagreb: Durieux.
12. Timmermann H. i W. D. Gruner, (2001). *Demokratie und Diktatur in Europa. Geschichte und Wechsel der Politischen Systeme im 20. Jahrhundert*, Berlin: Duncker & Humblot.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level

- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Tonija Andrić, PhD, associate professor	
Course name	**METHODOLOGY OF THE ANALYSIS OF NOTARIAL SOURCES** (HZ330)	
Study programme	Doctoral Study Programme in *Humanities*	
Course status	Elective course within the *History* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION		
Course aims		
The course aims to familiarize doctoral students with historiographical methods for analysing notarial sources through the application of contemporary information technologies. The course focuses primarily on methods of collecting, classifying, and systematising data from notarial sources, creating computer databases using Microsoft Excel 97–2003 Workbook, conducting statistical analyses, and interpreting the results obtained. Ultimately, the course aims to enable doctoral students to engage in critical reflection based on the quantitative and qualitative analysis of preserved data from Dalmatian notarial records and to contextualize these findings within the socio-political and economic circumstances of medieval Croatia.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of this course, doctoral students will be able to: - conduct palaeographic and diplomatic analyses of notarial instruments - create a computer database for entering data from notarial sources - perform quantitative analysis of selected data series - interpret qualitatively the obtained results - contextualize the obtained research results within the socio-political and economic circumstances of medieval Croatia		
Course content		
1. Methodology of working with notarial sources – the development of the Dalmatian notarial system, volume and preservation of archival materials, types of notarial instruments, palaeographic and diplomatic analysis of documents, and quantitative and qualitative analysis of series of notarial data. 2. Creation and use of a computer database – development of a database using Microsoft Excel 97–2003 Workbook, entry of key data from preserved notarial sources (auctor, destinatar, legal act, dispositio, actum, etc.), filtering and statistical processing of the entered data, interpretation of the results, and contextualization of the findings.		
Modes of delivery (mark the appropriate boxes with an X)	☒lectures	☒independent work

	☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒multimedia and network ☐laboratory ☒supervision ☒research work ☒ e-learning (up to 20%)

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	x
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

Assessment in this course will be based on practical work, specifically the creation of a computer database using notarial sources.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Lučić, J. (ed.) (1984). *Spisi dubrovačke kancelarije*. *Zapisi notara Tomasina de Savere (1282.−1284.), Diversacancellarie I (1282.−1284.), Testamenta I (1282.−1284.)* Monumenta 1historica Ragusina, Vol. 2, Zagreb.	1	10
Stipišić, J., Nazor, A. (2002). *Splitski bilježnički spisi, Sv. I: Spisi splitskog bilježnika Ivana pok. Çove iz Ankone od 1341. do 1344.,* Zagreb.	1	10
Karbić, M., Ladić, Z. (ed.) (2001). Oporuke stanovnika grada Trogira u Arhivu HAZU. Testamenta Traguriensia 1370.", *Radovi Zavoda za povijesne znanosti HAZU u Zadru*, Vol. 43, Zagreb-Zadar. 161−254.	1	10
Kolanović, J., Leljak, R. (ed.) (2003). *Bilježnički zapisi: Andrija pok. Petra iz Cantua (Andreascondam Petri de Canturio), 1355.−1356.* Zadar: The State Archives in Zadar	1	10
Mayer, A. at al. (ed.) (1981). Kotorski spomenici. Druga knjiga kotorskih notara god. 1329., 1332.−1337. *Monumenta Catarensia 2*, JAZU−CANU, Zagreb.	1	10

Supplementary readings

Stipišić, J. (1954). Razvoj splitske notarske kancelarije, *Zbornik Historijskog instituta Jugoslavenske akademije,* Vol. I, Zagreb. 111.−123.

Grbavac, B. (2010). *Notarijat na istočnojadranskoj obali od druge polovine 12. do kraja 14. stoljeća* (unpublished doctoral dissertation), Zagreb.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Ivan Basić, PhD, associate professor	
Course name	**EARLY MEDIEVAL CIVILISATION OF THE ADRIATIC BASIN** (HZ331)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course within the *History* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The primary aim of the course is to provide doctoral students with interdisciplinary knowledge of the early Middle Ages in the Adriatic basin and the approaches used to study this period. It also aims to familiarise them with the methods historians use to analyse and interpret sources, the ways in which the past is constructed, and the fundamental terminology associated with the cultural spheres and civilisations of the medieval Adriatic. Doctoral students will distinguish between individual cultural spheres and their corresponding social focal points over a period spanning several centuries and interpret civilisational continuities and achievements through concrete examples. Ultimately, the course focuses on analysing the influences and processes that shaped the earliest cultural landscape of the Adriatic basin and on contextualising this landscape within the socio-political circumstances of the period.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- Analyse complex interrelationships at the intersections and boundaries of cultural spheres in the peri-Adriatic historical space during the early Middle Ages;
- Demonstrate knowledge of the foundational concepts and chronological framework of the early medieval Adriatic;
- analyse collections of published sources and relevant historiography concerning the early medieval Adriatic;
- demonstrate an understanding of the key themes in national and international scholarship on the Adriatic basin in the early Middle Ages;
- critically examine historians` treatment of relevant early medieval sources and engage in critical discussion of their approaches;
- Contextualise the attained research results within the socio-political circumstances of the period.

Course content

1. Space, foundational concepts, and the chronological framework of the medieval Adriatic: changes in boundaries and the nomenclature of territorial units; published and unpublished sources; national and international historiography on the medieval Adriatic.
2. The origins, genesis, and formation of early medieval cultural and civilisational spheres along the Adriatic Sea: key scholarly paradigms; issues of continuity and discontinuity.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☐ e-learning (%) ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	X	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	X
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on the student`s overall performance in the course throughout the semester, including active participation in class and the assessment of the research paper.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Ančić, M., Shepard, J., & Vedriš, T. (Eds.). (2017). *Imperial spheres and the Adriatic: Byzantium, the Carolingians and the Treaty of Aachen*. Routledge.	1	10
Hrvatske zemlje u ranome srednjem vijeku (o. 550. – o. 1150.). (2015). In Z. Nikolić Jakus (Ed.), *Povijest Hrvata I*. Zagreb.	1	10
Marasović, T. (2008–2011). *Dalmatia praeromanica: Ranosrednjovjekovno graditeljstvo u Dalmaciji* (Vols. 1–3). Split–Zagreb.	1	10
Milošević, A. (2000). *Hrvati i Karolinzi* (Vols. 1–2). Split.	1	10
Croats and Carolingians: Migration, integration and connectivity on the southeastern border of the Carolingian Empire. (2017). A. Milošević, D. Dzino, & T. Vedriš (Eds.). Leiden.	1	10
Rapanić, Ž. (1987). *Predromaničko doba u Dalmaciji*. Split.	1	10
Raukar, T. (1997). *Hrvatsko srednjovjekovlje: Prostor, ljudi, ideje*. Zagreb.	1	10

Jurković, M., & Lukšić, T. (Eds.). (1996). *Starohrvatska spomenička baština: Rađanje prvog hrvatskog kulturnog pejzaža*. Zagreb.	1	10

Supplementary readings

1. Brogiolo, G. P., & Delogu, P. (Eds.). (2005). *L'Adriatico dalla tarda antichità all'età carolingia: Atti del convegno di studio*. Giglio.
2. Dzino, D. (2010). *Becoming Slav, becoming Croat: Identity transformations in post-Roman and early medieval Dalmatia*. Brill.
3. Ferluga, J. (1978). *L'amministrazione bizantina in Dalmazia*. Deputazione di Storia Patria.
4. Goldstein, I. (1992). *Bizant na Jadranu*. Latina et Graeca.
5. Supičić, I. (Ed.). (1997). *Hrvatska i Europa: Kultura, znanost i umjetnost* (Vol. 1, *Srednji vijek [VII–XII. stoljeće]: Rano doba hrvatske kulture*). HAZU.
6. Jakšić, N. (2015). *Klesarstvo u službi evangelizacije: Studije iz predromaničke skulpture na Jadranu*. Književni krug.
7. Katičić, R. (1998). *Litterarum studia: Književnost i naobrazba ranoga hrvatskog srednjovjekovlja*. Matica hrvatska.
8. Levak, M. (2007). *Slaveni vojvode Ivana: Kolonizacija Slavena u Istri u početnom razdoblju franačke uprave*. Leykam International.
9. Raukar, T. (2007). *Studije o Dalmaciji u srednjem vijeku*. Književni krug.
10. Štih, P. (2010). *The Middle Ages between the Eastern Alps and the Northern Adriatic: Select papers on Slovene historiography and medieval history*. Brill.
11. *Hortus Artium Medievalium*. (1997). *3*. Zagreb–Motovun.
12. *Hortus Artium Medievalium*. (1998). *4*. Zagreb–Motovun.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Marko Rimac, PhD, associate professor	
Course name	**SOCIO-ECONOMIC STRUCTURES OF EARLY MODERN DALMATIA** (HZ332)	
Study programme	Doctoral Study Programme in Humanities	
Course status	Elective course within the *History* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is to introduce students to the specific characteristics of the socio-economic structure of early modern Dalmatia during the period when the region was situated between several imperial powers (the Venetian, Ottoman, Habsburg, and French empires) and their associated social and economic systems, including the communal, timar-sipahi, and military frontier systems).

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- explain the foundational social and economic structures of early modern Dalmatia;
- demonstrate knowledge of the relevant types of archival sources;
- explain changes in the socio-economic structures and historical contexts of early modern Dalmatia;
- Read and interpret archival sources relating to the social and economic history of early modern Dalmatia;
- analyse the long-term consequences of the social and economic divide between "old" and "new" Dalmatia.

Course content

1. The Venetian-Ottoman period: the deepening of differences.
2. Venetian legal particularism and the social diversity of the 18th century.
3. Planned and implemented reform projects under the early Austrian and French administrations.
4. Rural-urban relations in "old" and "new" Dalmatia.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☒field work	☒independent work ☒multimedia and network ☐laboratory ☐supervision ☒ blended e-learning (up to 20%) ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	X
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on the student`s overall performance in the course throughout the semester, including active participation in class and the assessment of the research paper.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Vekarić, N. (2010). Metoda „reprezentativne kapi" i genealoška metoda u povijesnoj demografiji. *Povijesni prilozi, 39*, 23–38.	1	10
Rimac, M. (2014). Ima li u Hrvatskoj open field-a? Zemljišna razdioba u selu Vojnić 1705. godine. In: *Spalatumque dedit ortum: Zbornik povodom desete godišnjice Odsjeka za povijest Filozofskog fakulteta u Splitu* (pp. 333–388). Faculty of Humanities and Social Sciences, University of Split, Department of History.	1	10
Juran, K. (2016). *Stari i novi stanovnici Šibenika i njegovih predgrađa u drugoj polovici 17. i početkom 18. stoljeća*. The State Archives in Šibenik.	1	10
Čoralić, L. (Ed.). (2013). *U potrazi za mirom i blagostanjem: Hrvatske zemlje u 18. stoljeću* (pp. 111–148, 345–406). Matica hrvatska.	1	10

Supplementary readings

1. Rimac, M., & Mladineo, G. (2011). *Zadarsko okružje na mletačkom katastru iz 1709. godine: Part II: Srednji kotar*. State Archives in Zadar.
2. Jurin Starčević, K. (2005). *Srednjodalmatinsko zaleđe za vrijeme osmanske vladavine u 16. i 17. stoljeću* (Unpublished MSc thesis). Faculty of Humanities and Social Sciences, University of Zagreb .
3. Juran, K. (2014). Doseljavanje Morlaka u opustjela sela šibenske Zagore u 16. stoljeću. *Povijesni prilozi, 46*, 129–160.
4. Sabean, D. W. (1990). *Property, production, and family in Neckarhausen, 1700–1870*. Cambridge University Press.
5. Sabean, D. W. (1998). *Kinship in Neckarhausen, 1700–1870*. Cambridge University Press.
6. Palladini, F. M. (2002). *"Un caos che spaventa": Poteri, territori e religioni di frontiera nella Dalmazia della tarda età veneta*. Marsilio.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Marko Rimac, PhD, associate professor
Course name	**LANDSCAPE HISTORY** (HZ333)
Study programme	Doctoral Study Programme in Humanities
Course status	Elective course within the *History* module
Year	2
Semester	3

Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is to prepare doctoral students to conduct independent research and produce a research paper, while encouraging further research through practical experience in recognising and interpreting human impact on the landscape.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- recognise phenomena in the landscape and its historical development;
- distinguish between contemporary and historical landscapes;
- interpret the historical context of human impact on the landscape;
- conduct preliminary research into and interpretation of a selected rural landscape.

Course content

1. European research traditions.
2. Retrograde analysis of land registers.
3. Historical landscape characterisation.
4. Historical landscapes in Croatia.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☒field work	☒independent work ☒multimedia and network ☐laboratory ☐supervision ☒ blended e-learning (up to 20%) ☒ research paper

Student obligations

Regular class attendance, taking lecture notes, and active participation in discussions in preparation for the exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	X
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on the student`s overall performance in the course throughout the semester, including active participation in class and the assessment of the research paper.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Rimac, M. (2014). Ima li u Hrvatskoj open field-a? Zemljišna razdioba u selu Vojnić 1705. godine. In *Spalatumque dedit*	1	10

ortum: Zbornik povodom desete godišnjice Odsjeka za povijest Filozofskog fakulteta u Splitu (pp. 333–388 Faculty of Humanities and Social Sciences, University of Split, Department of History.		
Rimac, M., & Mladineo, G. (2011). *Zadarsko okružje na mletačkom katastru iz 1709. godine: Drugi dio: Srednji kotar*. State Archives in Zadar.	1	10
Aston, M. (2002). *Interpreting the landscape: Landscape archaeology and local history*. Routledge.	1	10
Rippon, S. (2008). *Beyond the medieval village: The diversification of landscape character in southern Britain*. Oxford University Press.	1	10

Supplementary readings

1. Hall, D. (2014). *The open fields of England*. Oxford Scholarship Online.
2. Belaj, V. (2007). *Hod kroz godinu*. Golden Marketing – Tehnička knjiga.
3. Novaković, P. (2003). *Osvajanje prostora: Razvoj prostorske in krajinske arheologije*. Filozofska fakulteta.
4. Pleterski, A. (2013). *The invisible Slavs: Župa Bled in the "prehistoric" early Middle Ages*. Založba ZRC.
5. Küster, H. (1999). *Geschichte der Landschaft in Mitteleuropa: Von der Eiszeit bis zur Gegenwart*. C. H. Beck.
6. Bloch, M. (1966). *French rural history: An essay on its basic characteristics*. University of California Press.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Vedran Barbarić, PhD, associate professor	
Course name	**ART OF INDIGENOUS ADRIATIC COMMUNITIES IN THE IRON AGE** (HZ334)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Art History* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0
COURSE DESCRIPTION		
Course aims		

The course aims to enable students to critically examine and evaluate knowledge of the artistic and cultural-historical heritage of indigenous Iron Age communities (9th − 1st century BC) in the Adriatic, and to develop their own interpretations of this heritage.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- interpret the function and genesis of artistic artefacts;
- propose novel interpretations of individual artistic artefacts by examining their relationships with contemporaneous and related Adriatic examples;
- assess the scientific validity of existing interpretations of the role and execution of individual artistic artefacts;
- evaluate the artistic contribution of individual Adriatic communities during the Iron Age;
- apply insights into Adriatic interrelations among Adriatic communities in their own research paper.

Course content

1. The Late Bronze Age in the Adriatic. Adriatic interrelations throughout the Iron Age. Reflections of Greek presence among local Adriatic communities
2. The eastern Adriatic coast: the Iapodes, Kvarner, and Histri.
3. The eastern Adriatic coast: the Liburni. Ethnic communities of the central and southern Adriatic.
4. The Delmatae, Veneti, and Etruscans on the Adriatic coast. The Piceni and Samnites.
5. Southern Italy: indigenous communities on the Adriatic coast.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☐ e-learning (%) ☒ research paper

Student obligations

Attendance at all forms of teaching, active class participation in class, including critical reflection and evaluation of new information, and preparation and presentation of a seminar paper.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	X
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
D'Andria, F. (Ed.). (1990). *Archeologia dei Messapi*. Edipuglia.	/	10
Capuis, L. (1993). *I Veneti*. Milano.	/	10
Piantoni, F. (Ed.). (2001). *Eroi e regine: Piceni, popolo d'Europa*. Edizioni De Luca.	/	10
Stipčević, A. (1989). *Iliri*. Školska knjiga.	4	10
Torelli, M. (Ed.). (2000). *The Etruscans*. Bompiani.	/	10
Wilkes, J. J. (1992). *The Illyrians*. Blackwell Publishers.	1	10
Wilkes, J. J. (2001). *Iliri*. LAUS.	3	10
Supplementary readings		
1. *Enciclopedia dell'arte antica classica e orientale*. (1958–1965, 1970, 1994–1997). (Vols. 1–6 + supplements). Roma. 2. Benac, A. (Ed.). (1987). *Praistorija jugoslavenskih zemalja* (Vol. 5, *Željezno doba*). Akademija nauka i umjetnosti Bosne i Hercegovine.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows: - class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
Lead instructor	Vedran Barbarić, PhD, associate professor	
Course name	**GREEK COLONISATION ON THE EASTERN ADRIATIC** (HZ335)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Art History* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0
COURSE DESCRIPTION		
Course aims		
The course aims to enable students to critically examine and evaluate the development of Greek culture and art in the context of Greek colonisation on the eastern Adriatic, and to independently interpret these topics through a critical analysis of key historical and cultural phenomena.		
Course enrolment requirements		
None.		

Intended course learning outcomes

Upon completion of this course, students will be able to:

- understand the processes of Greek colonisation on the eastern Adriatic;
- understand the historical and art-historical processes associated with Greek colonisation;
- identify different approaches to the study of Greek colonisation on the eastern Adriatic;
- formulate a reasoned judgement on the phenomenon of Greek colonisation on the eastern Adriatic;
- critically discuss the key issues related to Greek colonisation;
- conduct independent research into individual aspects of Greek colonisation;

Course content

1. Introduction to Greek colonisation on the eastern Adriatic.
2. Foundation of Greek colonies and sub-colonies (Issa, Pharos, Tragurion, Epetion, the settlement in Lumbarda, Greek emporia).
3. Art of Greek cities and Hellenisation. Indigenous communities, epigraphic and numismatic sources in the light of recent archaeological research.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☒field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☐ e-learning (%) ☒ research paper

Student obligations

Regular class attendance, active participation in discussions, preparation of research papers, consultations with the supervisor, taking the exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam	x	Essay		Research	X
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on student`s overall performance in the course throughout the semester:

- participation in class activities
- consultations with the supervisor;
- preparation and presentation of research papers;
- oral exam.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Brunšmid, J. (1998). *Natpisi i novac grčkih gradova u Dalmaciji* (M. Bonačić-Mandinić, Trans.). Književni krug.	2	10
Gabričević, B. (1966). Pristupna razmatranja o urbanizmu grčkih naseobina na istočnoj obali Jadrana. *Vjesnik za arheologiju i historiju dalmatinsku, 68*, 147–170.	1	10

Novak, G. (1940). Kolonizatorsko djelovanje Dionizija Starijeg na Jadranu. *Vjesnik Hrvatskog arheološkog društva (Serta Hoffilleriana), 18–21*, 111–126.	1	10
Rendić-Miočević, D. (1989). *Iliri i antički svijet*. Književni krug.	1	10
Suić, M. (2003). *Antički grad na istočnom Jadranu*. Golden Marketing – Tehnička knjiga.	1	10
Cambi, N. (2002). *Antika*. Naklada Ljevak.	1	10
Cambi, N., Čače, S., & Kirigin, B. (2002). *Grčki utjecaj na istočnoj obali Jadrana*. Književni krug.	1	10
Rendić-Miočević, D. (1980). O knidskoj kolonizaciji otoka Korčule. *Diadora, 9*, 105–125.	1	10
Zaninović, M. (1988). Pharos od polisa do municipija. *Arheološki radovi i rasprave, 11*, 35–48.	1	10
Zaninović, M. (1996). *Od Helena do Hrvata*. Školska knjiga.	1	10
Jeličić Radonić, J., & Rauter Plančić, B. (1995). *Pharos – antički Stari Grad*. Muzejski galerijski prostor.	1	10
Jeličić Radonić, J., & Katić, M. (2015). *Faros: Osnivanje antičkog grada*. Književni krug & Filozofski fakultet Sveučilišta u Splitu.	1	10

Supplementary readings

1. Carratelli, G. P. (1996). *I Greci in occidente*. Bompiani.
2. Graham, A. J. (1983). *Colony and mother city in ancient Greece*. Ares Publishers.
3. Olalla, P. (2006). *Mitološki atlas* Grčke. Golden Marketing.
4. Katičić, R. (1995). *Illyricum mythologicum*. Antibarbarus.

Additional literature will be determined in accordance with individual topics.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Željko Peković, PhD, professor emeritus	
Course name	**EARLY MEDIEVAL MONUMENTS OF NATIONAL SIGNIFICANCE** (HZ336)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Art History* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0
COURSE DESCRIPTION		
Course aims		

The course aims to enable students to critically examine the most significant examples of Croatia`s early medieval monumental heritage, including both individual monuments and groups of monuments. These monuments share the common characteristic of unquestionable national significance. The course presents different categories of monuments in chronological order, providing a basis for their subsequent independent analysis.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- identify the key examples of the monumental heritage of the period under study
- relate the monumental heritage of the period in Croatia to contemporary and related elsewhere in Europe
- discuss the morphological characteristics of the architecture and sculpture of the period
- explain the development and origins of the principal architectural forms of the period
- evaluate the contribution of the heritage of the period to the broader European heritage of its time
- critically analyse selected aspects of the course content as a basis for independent research

Course content

The relief from Žrnovnica will serve as an introduction to early medieval sculpture of the 8th century, while sculptures from the second half of the 9th century will be used to present a group of monuments of a similar character associated with the reigns of rulers Trpimir and Branimir. The architecture of the same period will be presented through a lecture on the Church of the Holy Salvation (hr. Sv. Spas) in Cetina. The architecture of the 9th century as a whole will be explored through lectures on the royal courts of the period, with a particular focus on the multi-layered sites in Bijaći near Trogir and Biskupija near Knin.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☒field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☐ e-learning (%) ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in

formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Rapanić, Ž. (1987). *Predromaničko doba u Dalmaciji*. Logos.	2	10
Delonga, V. (1996). *Latinski epigrafički spomenici u ranosrednjovjekovnoj Hrvatskoj*. Museum of Croatian Archaeological Monuments.	2	10
Jakšić, N. (1997). Predromaničko kiparstvo. In I. Fisković (Ed.), *Tisuću godina hrvatskog kiparstva*. Nakladni zavod Matice hrvatske.	1	10
Milošević, A. (Ed.). (2002). *Hrvati i Karolinzi. 1: Rasprave i vrela. Katalog*. Museum of Croatian Archaeological Monuments.	1	10
Peković, Ž. (2008). *Četiri elafitske crkve*. Omega inženjering & Faculty of Humanities and Social Sciences, University of Split.	1	10
Peković, Ž. (2010). *Crkva Sv. Petra Velikoga: Dubrovačka predromanička katedrala i njezina skulptura*. Omega inženjering & Faculty of Humanities and Social Sciences, University of Split..	1	10
Milošević, A., & Peković, Ž. (2009). *Predromanička crkva Svetoga Spasa u Cetini / La chiesa preromanica di San Salvatore a Cetina*. Omega inženjering & Faculty of Humanities and Social Sciences, University of Split.	1	10
Marasović, T. (2008–2009). *Dalmatia praeromanica* (Vols. 1–3). Književni krug & Museum of Croatian Archaeological Monuments; Faculty of Architecture, University of Zagreb.	1	10

Supplementary readings

1. Petricioli, I. (1960). *Pojava romaničke skulpture u Dalmaciji*. Društvo historičara umjetnosti Hrvatske. Mohorovičić, A. (Ed.). (1978). *Prilozi istraživanju starohrvatske arhitekture*. Faculty of Architecture, University of Zagreb.
2. Milošević, A. (Ed.). (1995). *Starohrvatska prosvjeta* (Ser. 3, Vol. 21/1994).
3. Milošević, A. (Ed.). (1995). *Starohrvatska prosvjeta* (Ser. 3, Vol. 22/1995).
4. Jurković, M. (Ed.). (1997). *Hortus artium medievalium* (Vol. 3). Zagreb–Motovun.
5. Jurković, M. (Ed.). (2002). *Hortus artium medievalium* (Vol. 8). Zagreb–Motovun.
6. Milošević, A. (2002). *Crkva Sv. Marije – mauzolej i dvori hrvatskih vladara u Biskupiji kraj Knina*. Museum of Croatian Archaeological Monuments.
7. Goss, V. (2006). *Predromanička arhitektura u Hrvatskoj*. Art Studio Azinović.
8. Peković, Ž. (2012). Crkva sv. Stjepana u Pustijerni. In M. Jurković & A. Milošević (Eds.), *Munuscula in honorem Željko Rapanić* (*Dissertationes et Monographiae*, Vol. 5). International Research Centre for Late Antiquity and Middle Ages.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Radoslav Bužančić, PhD, associate professor	
Course name	**SELECTED CHAPTERS FROM EARLY RENAISSANCE ART** (HZ337)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Art History* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION		
Course aims		
The course aims to enable students to critically examine the visual arts of the Early Renaissance in Europe and Croatia, and to develop a critical approach to the material studied. Through the analysis of selected aspects of Early Renaissance art, students will develop the skills required to use scholarly literature effectively in the study of individual topics and to conduct independent research into the period.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of this course, students will be able to: - identify the stylistic features of the Early Renaissance - analyse and interpret the origins of Early Renaissance architectural forms - understand and explain the theoretical principles underlying Early Renaissance art - use appropriate terminology related to Early Renaissance art - apply and further develop their acquired knowledge and skills - use selected case studies as a basis for independent research work.		
Course content		
Architectural treatises and humanism, the philosophy of the New Age. Renaissance treatises and theoretical principles of Renaissance architecture. The aesthetics of pagan antiquity in the sacral architecture of the 15th and 16th centuries. Princely and republican state systems. The patriciate and palaces of the modern era. The Renaissance in Croatia.		
Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☐ e-learning (%) ☒ research paper
Student obligations		
Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.		

Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Bužančić, R. (2006). Virtus et Genius na ribnjaku Hektorovićeva Tvrdalja (Virtus et Genius on the fishpond of Hektorović's Tvrdalj). In *Kultura ladanja: Zbornik radova sa znanstvenih skupova "Dani Cvita Fiskovića" 2001. i 2002.*	1	10
Bužančić, R. (2008). Ubikacija kaštela vojvode Hrvoja Vukčića Hrvatinića na mjestu samostana sv. Klare u splitskoj Dioklecijanovoj palači. In *Samostan sv. Klare u Splitu u svome vremenu: Radovi simpozija u povodu 700. obljetnice samostana sv. Klare (1308.–2008.) održanog u Splitu 2008.* (pp. 393–407). Monastery of Saint Clare of Assisi – Split.	3	10
Bužančić, R. (2007). Prilozi za Nikolu Ivanova Firentinca u Splitu i Trogiru (A contribution to the work of Niccolò di Giovanni in Split and Trogir). *Prilozi povijesti umjetnosti u Dalmaciji, 41*, 301–314.	1	10
Bužančić, R. (2012). *Nikola Ivanov Firentinac i trogirska renovation urbis*. Književni krug.	3	10
Bužančić, R., & Doljanin, A. (2014). FEDES – Krepost na portalu splitske palače Tome Papalića. *Klesarstvo i graditeljstvo, 1–4*.	1	10
Bužančić, R. (2008). Raj – literarni predložak za ranorenesansnu kapelu Sv. Ivana Trogirskog. In *Zbornik radova sa znanstvenih skupova "Dani Cvita Fiskovića" 2003. i 2004. godine* (pp. 123–136). Institute of Art of History.	1	10
Bužančić, R. (2016). Nikola Firentinac i njegova pojava u Dalmaciji. U *Scripta in honorem Igor Fisković* (pp. 291–300). FF Press.	1	10

Supplementary readings

1. Murray, P. (1963). *The architecture of the Italian Renaissance*. London.
2. Alberti, L. B. (1991). *On the art of building in ten books* (J. Rykwert, N. Leach, & R. Tavernor, Trans.). MIT Press.
3. Smith, C. (1992). *Architecture in the culture of early humanism: Ethics, aesthetics, and eloquence, 1400–1470*. Oxford University Press.
4. Westfall, C. W. (1974). *In this most perfect paradise: Alberti, Nicholas V, and the invention of conscious urban planning in Rome*. Pennsylvania State University Press.

5. Alberti, L. B. (2008). *O slikarstvu (De pictura) – O kiparstvu (De statua)* (M. Špikić, Ed.; G. Stepanić & I. Bratičević, Trans.). Institute of Art of History.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Andrej Žmegač, PhD, assistant professor	
Course name	**VENETIAN FORTIFICATIONS IN CROATIA** (HZ338)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Art History* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to enable students is to critically analyse Venetian interests on the Croatian Adriatic coast and their interdependence with fortification architecture, and to independently interpret these relationships.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- demonstrate analytical knowledge of the major achievements of Venetian fortification heritage
- contextualize these achievements within relevant historical events, including the Venetian-Ottoman wars and changes in borders
- identify the key elements of related Venetian activities, including arsenals, ship types, and navigation
- understand the elements of fortification research, including available archival materials, etc.
- conduct independent research on selected aspects of Venetian fortification heritage.

Course content

1. Historical overview of fortification architecture. Basic concepts.
2. The Venetian Republic, basic historical divisions, institutions, economy.
3. Navigation methods, arsenals, types of ships.
4. Venetian fortifications in Croatia in the Middle Ages.
5. Venetian fortifications in Croatia in the Early Modern Period.

6. Discussion of the topics for independent written work

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☐ e-learning (%) ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay	x	Research	X
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on students` active participation in class and the quality of their written work (essay).

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Čoralić, L. (2004). *Kraljica mora s lagunarnih sprudova: Povijest Mletačke Republike*. Meridijani.	2	10
Beritić, L. (1962). Obalna utvrđenja na našoj obali. In *Pomorski zbornik* (Vol. 1, pp. 217–263).	1	10
Žmegač, A. (2010). Utvrde od srednjeg vijeka do 19. stoljeća. In M. Pelc (Ed.), *Hrvatska umjetnost: Povijest i spomenici* (pp. 175–195).	1	10

Supplementary readings

1. Lane, F. (2007). *Povijest Mletačke Republike*. Golden Marketing – Tehnička knjiga.
2. Difnik, F. (1986). *Povijest Kandijskog rata u Dalmaciji*. Književni krug.
3. Ćuzela, J. (2005). *Šibenski fortifikacijski sustav*. City library Juraj Šižgorić.
4. Duplančić, A. (2007). *Splitske zidine u 17. i 18. stoljeću*. Ministry of Culture of the Republic of Croatia.
5. Žmegač, A. (2009). *Bastioni jadranske Hrvatske*. Školska knjiga.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus

- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Sandra Križić Roban, PhD, associate professor	
Course name	**EXPANDED PRACTICES – ARTISTIC THEMES, MEDIA, PHENOMENA AND RELATIONS FROM THE 1970s TO THE PRESENT** (HZ339)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Art History* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION		
Course aims		
The course aims to provide doctoral students with an understanding of contemporary art practices and the key figures who have shaped the European art scene from the late 1970s to the present, as well as to familiarize them with a range of contemporary trends, curatorial practices, and forms of artistic engagement. Doctoral students select theoretical texts addressing diverse strategies in contemporary art in order to explore the specific characteristics of artistic styles and movements, new media practices, and their broader socio-cultural, economic, and political contexts.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of this course, students will be able to: - critically evaluate diverse art practices and strategies of multimedia engagement - demonstrate knowledge of the period and its key figures through the study of relevant scientific literature - apply relevant literature to the analysis of the formal and thematic aspects of individual artworks - conduct independent artistic research - interpret individual phenomena and examine the relationships between them		
Course content		
The course covers topics related to contemporary art practices from the late 1970s to the present. Several thematic groups will be explored through a problem-oriented approach: 1. Word-based practices – decisions, actions and gestures (performativity) 2. Archives, ruins and the culture of memory 3. Participatory practices and relational aesthetics 4. Towards a horizontal art history – the need for a new art-historical narrative 5. A time of transition: social activism - does art without consequences exist?		
Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals	☒independent work ☒multimedia and network ☐laboratory ☐supervision

	☐remote learning ☐field work	☒ blended e-learning (up to 20%) ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	X
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on class attendance, active participation in discussions, and the preparation and presentation of a research paper. The assessment takes into account students` overall work throughout the semester, their knowledge and understanding of the relevant literature, their interpretative skills, and their ability to express a personal and critical perspective on the assigned topic.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Irwin (Ed.). (2006). *East Art Map: Contemporary art and Eastern Europe*. Afterall.	1	10
Djurić, D., & Šuvaković, M. (Eds.). (2006). *Impossible histories: Historic avant-gardes, neo-avant-gardes, and post-avant-gardes in Yugoslavia, 1918–1991*. MIT Press.	1	10
Selected texts from: *Documenta X* ([exhibition catalogue] (1997). Kassel.) and Documenta 11 ([exhibition catalogue] (2002). Kassel.)	1	10
Belting, H. (2010). *Kraj povijesti umjetnosti? Refleksije*. Muzej suvremene umjetnosti.	1	10
Piotrowski, P. (2012). *Avant-garde in the shadow of Yalta: Art in Central-Eastern Europe, 1945–1989*. Reaktion Books. (Croatian edition: *Avangarda u sjeni Jalte*. IPU.)	1	10
Bourriaud, N. (2002). *Relational aesthetics*. Les presses du réel. (photocopy of Serbian translation available)	1	10

Supplementary readings

1. Selected texts from *Documents of Contemporary Art* (Memory, Ruins, Time, Situation, Archive, Participation). Whitechapel Gallery.
2. *Nova umjetnička praksa*. (1978). Galerija suvremene umjetnosti (danas MSU).
3. *Inovacije u hrvatskoj umjetnosti 70-ih godina*. (1982). Gallery of Contemporary Art (now Museum of Contemporary Art, Zagreb).
4. *Foreign exchange (or the stories you wouldn't tell a stranger)*. (2014). Diaphanes.
5. Križić Roban, S., & Kovač, L. (Eds.). (2017). *Postmedia and non-institutional art practices since the 1960s*. Institute of Art History.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Marina Marasović-Alujević, PhD, professor emerita	
Course name	**ROMANISMS IN THE ONOMASTICS OF DALMATIA** (HZ340)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Art History* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to collect and analyse Romanisms in the onomastics of Dalmatia, with a focus on anthroponymy and toponymy, and to develop the ability to interpret them independently from a scholarly perspective.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- understand the historical context in which Croat-Romance linguistic symbiosis developed
- recognize the main linguistic characteristics of Romance strata in onomastics
- identify the characteristics of the Latinization of Croatian names in historical documents and inscriptions
- conduct independent scholarly research in anthroponymy and toponymy while and apply critical thinking in the analysis of relevant linguistic data

Course content

- Historical sources (epigraphic monuments, written documents).
- A diachronic approach to the study of anthroponymy: the pre-Roman substrate, Roman non-Christian names, Romance medieval anthroponyms, hagionyms, Christian names.
- Characteristics of individual Romance strata in the toponymy of Dalmatia.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☐ e-learning (%)

	☐remote learning ☒field work	☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Marasović-Alujević, M. (2012). *Imena Splićana od postanka grada do kraja XVIII. stoljeća*. Faculty of Humanities and Social Sciences.	3	10
Šimunović, P. (1967). Leksikon prezimena Hrvatske u okviru antroponomastičkih proučavanja. *Onomastica, 13*. Wrocław–Warszawa–Kraków.	1	10
Šimunović, P. (1985). *Naša prezimena: Porijeklo, značenje, rasprostranjenost*. Nakladni zavod Matice hrvatske.	1	10
Marasović-Alujević, M. (2003). *Hagioforna imena u srednjovjekovnom Splitu i okolici*. Književni krug.	4	10

Supplementary readings

1. Codex diplomaticus Regni Croatiae, Dalmatiae et Slavoniae (Vols. 1–15). (1904–1967). JAZU.
2. Novak, V., & Skok, P. (1952). *Supetarski kartular*. JAZU.
3. Tagliavini, C. (1982). *Origine e storia dei nomi di persona* (Vols. 1–2). Bologna.
4. Bjelanović, Ž., & Marasović-Alujević, M. (2009). Splitska prezimena etnonimskog podrijetla s talijansko-hrvatskim jezičnim odlikama. *Folia onomastica Croatica, 17*, 19–35.
5. Delonga, V. (1997). *Ranoromanički natpisi grada Splita*. Muzej hrvatskih arheoloških spomenika.
6. Kuzmanić, M. N. (2008). *Splićani, obitelji i prezimena*. Magistra.
7. Marasović-Alujević, M. (2009). Nomi di persona sulle iscrizioni epigrafiche latine nella Dalmazia dell'alto Medioevo. *Rivista Italiana di Onomastica, 5*, 463–480.
8. Marasović-Alujević, M. (2009). Prezimena i nadimci u srednjovjekovnom Splitu. *Riječ, 15*(1), 76–87.
9. Marasović-Alujević, M. (1975). Hagionimi srednjovjekovnog Splita. *Starohrvatska prosvjeta, III(15)*, 269–304.
10. Marasović-Alujević, M. (2009). Romanizzazione dei cognomi slavi nella Spalato rinascimentale. In *Atti del XVII Congresso AIPI* (pp. 197–204).

11. Marasović-Alujević, M. (2008). Uloga hagionima u onomastičkim istraživanjima srednjovjekovnog Splita. *Hagiologija*, 181–188.
12. Marasović-Alujević, M. (2008). Quod slavice dicitur: seguendo le traduzioni romanzo-slave nella Spalato medievale. *Adriatico: Rivista di cultura tra le due sponde*, 300–308.
13. Marasović-Alujević, M. (2010). Lo sviluppo dei cognomi sull'esempio della Spalato medievale. In *Proceedings of the 22 International Congress of Onomastic Sciences (ICOS 22)* (pp. 237–243).
14. Marasović-Alujević, M. (1987). Sanktoremski toponimi na području srednjovjekovnog Splita. In *Zbornik šeste onomastičke konferencije* (pp. 233–245). SANU.
15. Marasović-Alujević, M., & Marasović, T. (2008). Sućidar u Splitu – arheološka i onomastička istraživanja. *Prilozi povijesti umjetnosti u Dalmaciji, 41*, 27–48.
16. Marasović-Alujević, M. (2005). Srednjovjekovni predio Bene u Splitu – arheološka i onomastička istraživanja. *Starohrvatska prosvjeta, 32*, 149–162.
17. Marasović-Alujević, M., & Rogošić, A. (2015). Elementi italiani nei cognomi di Spalato. *Quaderni Internazionali di RIOn, 5*, 171–181.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Eliana Moscarda Mirković, PhD, associate professor	
Course name	**OVERVIEW OF ISTRIAN AND KVARNER LITERATURE IN ITALIAN** (HZ341)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Mediterranean Interdisciplinary Cultural Studies* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to provide students with an understanding of the most significant characteristics of Italian-language literature in the Istria and Kvarner regions, develop their ability to critically analyse these characteristics, and enable them to interpret them independently from a scholarly perspective.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- explain the main characteristics of Italian-language literature in the Istria and Kvarner regions

- identify the main developmental phases of Italian-language literature in the Istria and Kvarner regions through the study of literary works
- compare the literary genres represented in the works of the most significant Italian-language authors from the Istria and Kvarner regions
- critically analyse the themes addressed in prose and lyric works by selected authors of Italian-language literature from the Istria and Kvarner regions

Course content

1. The development of Italian-language literature in the Istria and Kvarner regions
2. The most significant authors of Italian-language literature in the Istria and Kvarner regions

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☐ e-learning (%) ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Milani, N., & Dobran, R. (Eds.). (2010). *Le parole rimaste: Storia della letteratura italiana dell'Istria e del Quarnero nel secondo Novecento* (Vols. 1–2). EDIT.	1	10
Moscarda Mirković, E. (2014). *I multipli itinerari della memoria: Percorsi autobiografici nella scrittura femminile istro-quarnerina*. Juraj Dobrila University of Pula	1	10
Pužar, A. (Ed.). (1999). *Papirnati grad: Talijanska književnost Rijeke u XIX. i XX. stoljeću*. EDIT.	1	10

Supplementary readings

1. Deghenghi Olujić, E. (Ed.). (2004). *La forza della fragilità: La scrittura femminile nell'area istro-quarnerina: Aspetti, sviluppi critici e prospettive*. EDIT.
2. Maier, B. (1996). *La letteratura italiana dell'Istria dalle origini al Novecento*. Italo Svevo.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows: - class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Marijana Alujević, PhD, associate professor	
Course name	**MEDITERRANEAN WAY OF LIFE AND ROMANISMS IN THE WORKS AND LIBRETTI OF SPLIT OPERETTA AUTHORS** (HZ342)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Mediterranean Interdisciplinary Cultural Studies* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION
Course aims
The course aims to provide students with the competences required to contribute to the study of loanwords of Romance origin in the local Split dialect, and to master analytical multidisciplinary methodology appropriate to cultural studies.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: - identify and describe the characteristics of Romance loanwords in the Split dialect - critically reflect on the various factors that contributed to the penetration of Romance loanwords into the Split dialect - identify Romance lexical elements in the works of Split authors and analyse how they reflect and depict everyday Mediterranean life
Course content
The course aims to contribute to the study of Romance loanwords in the local Split dialect. It examines the influence of Romance languages on the vocabulary and syntax of the local Split dialect through the analysis of literary works by authors such as Tijardović, Smoje, Kovačić, and Uvodić Splićanin, as well as other authors selected according to students` interests and choice. The course also explores the historical context in which this Romance influence developed, and analyses the etymology, semantic fields, and contexts of use of loanwords relating to various aspects of life in a Mediterranean city. Particular attention is given to loanwords of Venetian, Italian, Triestine, Dalmatian, and French origin, with Venetian loanwords predominating, which is understandable given the four-centuries of Venetian rule in Dalmatia.

The course also explores the Mediterranean character and way of life depicted in the works of 20th-century authors, composers, and librettists from Split. It examines representations of everyday life in Split, the subtle and vivid characterisation of local figures through picturesque and melodious language, and the ways in which these works convey Mediterranean temperament and mentality. Attention is also given to folklore motifs, customs, architecture, and other features that contribute to the distinctive local character of a Mediterranean city.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☐ e-learning (%) ☒research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project	x	Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on the preparation and presentation of a research paper. If the assignment takes the form of a theoretical overview, the doctoral student is expected to further develop one of the topics covered in the course on the basis of the recommended literature. The instructor provides the student with the core literature and directs them to additional relevant sources. Alternatively, the research paper may take the form of a small-scale field study supported by an appropriate theoretical framework that provides a basis for analysing the findings.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Alujević, M. (2008). Il carattere mediterraneo della vita quotidiana di Spalato presente nelle operette di Ivo Tijardović. In M. Giammarco & A. Sorella (Eds.), Adriatico/Jadran – Rivista di cultura tra le due sponde (pp. 155–164). Fondazione Ernesto Giammarco.	1	10
Bartoli, M. G. (2000). *Il Dalmatico: Resti di un'antica lingua romanza parlata da Veglia a Ragusa e sua collocazione nella Romania appennino-balcanica*. Istituto della Enciclopedia Italiana fondata da Giovanni Treccani.	1	10
Berezina Matoković, D. (2004). *Ričnik velovareškega Splita*. Vlastita naklada.	1	10
Boerio, G. (1993). *Dizionario del dialetto veneziano*. Giunti.	1	10
Hraste, M., & Šimunović, P. (1979–1983). *Čakavisch-deutsches Lexikon* (Vol. 3). Böhlau.	1	10

Jernej, J. (1956). Sugli italianismi penetrati nel serbo-croato negli ultimi 100 anni. *Studia Romanica Zagabrensia, 1*(1), 54–82.	1	10
Marasović-Alujević, M. (1982). Balatura – prilog terminologiji starog splitskog graditeljstva. *Kulturna baština, 13*, 93–96.	1	10
Miotto, L. (1984). *Vocabolario del dialetto veneto-dalmata*. Edizioni Lint.	1	10
Muljačić, Ž. (1992). I contatti linguistici e culturali slavo-romanzi nel bacino dell'Adriatico nel Medio Evo. *Storia e Civiltà, 8*(3–4), 186–204.	1	10
Pinguentini, G. (1986). *Nuovo dizionario del dialetto triestino: Storico, etimologico, fraseologico*. Del Bianco Editore.	1	10
Šimunković, Lj. (1996). *Mletački dvojezični proglasi u Dalmaciji u 18. stoljeću*. Književni krug.	1	10
Vidović, R. (1993). *Jadranske leksičke studije*. Književni krug.	1	10
Vinja, V. (1998–2004). *Jadranske etimologije: Jadranske dopune Skokovu etimologijskom rječniku* (Vol. 1, A–H). HAZU & Školska knjiga.	1	10

Supplementary readings

Supplementary readings are determined individually according to the doctoral candidate's interests, the topic of their doctoral thesis, and their knowledge of foreign languages, consultation with the supervisor.

1. Alujević, M. (2010). Gli adattamenti dialettali delle *Baruffe chiozzotte* di Goldoni. In M. Giammarco & A. Sorella (Eds.), *Adriatico/Jadran – Rivista di cultura tra le due sponde*. Fondazione Ernesto Giammarco.
2. Buljan, B. (1976). *Mala Floramye Ive Tijardovića 1926–1976*. HNK Split; Slobodna Dalmacija.
3. Kerbler, J. (1979). *Ivo Tijardović: Šjor Ivine vedre note*. Prosvjeta.
4. Kovačić, I. (1996). *Smij i suze starega Splita*. Lukana.
5. Kudrjavcev, A. (1985). *Vječni Split*. Logos.
6. Smoje, M. (1971). *Kronika o našem malom mistu*. Nakladni zavod Marko Marulić.
7. Tijardović, I. (1984). *Mala Floramye u tri čina*. Jugoton.
8. Tijardović, I. (2005). *Spli'ski akvarel*. Ex Libris.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Krešimir Bagić, PhD, full professor with permanent tenure
Course name	**WORDS AND WORLDS** (HZ343)
Study programme	Doctoral study programme in Humanities
Course status	Elective course within the *Mediterranean Interdisciplinary Cultural Studies* module
Year	2

Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to provide students with the ability to analyse rhetorical and stylistic devices, identify their characteristics and functions in various types of discourse, including descriptive, expository, narrative, media, and advertising, and interpret them independently from a scholarly perspective.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- understand figurativeness as a process that characterizes the deep structure of language
- trace the conceptualization of rhetorical and stylistic figures from ancient rhetoric to contemporary stylistics, linguistics, and literary theory
- identify rhetorical and stylistic figures and different types of discourse, including innovative and lexicalized figures
- analyse and discuss the role of rhetorical and stylistic figures in specific textual contexts across a corpus of fiction and non-fiction, including scientific, journalistic, essayistic, and promotional texts.

Course content

1. Figurativeness as a process that characterizes the deep structure of language. Conceptualizations of rhetorical and stylistic figures from ancient rhetoric to contemporary stylistics, linguistics, and literary theory.
2. Figures and discourse types. Innovative and lexicalized figures.
3. Analysis and discussion of a corpus of fiction and non-fiction texts, including scientific, journalistic, essayistic, and promotional texts. Identification and analysis of rhetorical and stylistic figures and discussion of their roles in specific textual contexts.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☒ blended e-learning (up to 20%)

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Bagić, K. (2006). Figurativnost reklamnoga diskurza. In *Raslojavanje jezika i književnosti: Zbornik radova 34. seminara Zagrebačke slavističke škole* (pp. 81–93). Zagreb School of Slavic Studies	1	10
Benčić, Ž., & Fališevac, D. (Eds.). (1995). *Tropi i figure*. Institute of Literary Studies	1	10
Meyer, M., Carrilho, M. M., & Timmermans, B. (2008). *Povijest retorike od Grka do naših dana*. Disput.	1	10
Simeon, R. (1969). *Enciklopedijski rječnik lingvističkih naziva* (Vols. 1–2). Matica hrvatska.	1	10
Škiljan, D. (1989). Terminologija: Figure i tropi. *Latina et Graeca, 34*, 64–75.	1	10

Supplementary readings

1. Bagić, K. (Ed.). (2006). *Bacite stil kroz vrata, vratit će se kroz prozor*. MeandarMedia.
2. Biti, V. (2006). *Pojmovnik suvremene književne i kulturne teorije*. Matica hrvatska.
3. Čulić, Z. (2003). *Čovjek, metafora, spoznaja*. Književni krug.
4. Ducrot, O., & Todorov, T. (1987). *Enciklopedijski rečnik nauka o jeziku* (Vols. 1–2). Prosveta.
5. Genette, G. (1985). *Figure*. Vuk Karadžić.
6. Genette, G. (2006). *Metalepsa*. Disput.
7. Jankélévitch, V. (1989). *Ironija*. Izdavačka zajednica Zorana Stojanovića.
8. Kvintilijan, M. F. (1967). *Obrazovanje govornika*. Veselin Masleša.
9. Solar, M. (2006). *Rječnik književnoga nazivlja*. Golden Marketing.
10. Škarić, I. (2003). *Temeljci suvremenoga govorništva*. Školska knjiga.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Antonela Marić, PhD, full professor; Snežana Milinković, PhD, full professor
Course name	**FORMS OF THE ITALIAN CHIVALRIC EPIC IN THE FIRST HALF OF THE 16th CENTURY** (HZ344)
Study programme	Doctoral study programme in Humanities
Course status	Elective course within the *Mediterranean Interdisciplinary Cultural Studies* module

Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to provide students with an understanding of the diverse linguistic, generic, thematic, discursive, and stylistic features of the Italian chivalric epic poetry from the first half of the 16th century, develop their ability critically analyse these features, and enable them to interpret them independently from a scholarly perspective.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- identify and describe the main linguistic, generic, thematic, discursive, and stylistic characteristics of the works studied
- establish intertextual, interdiscursive, and stylistic and linguistic connections with other genres of the period covered
- relate thematic and motivic elements to their social and historical context
- conduct independent research and identify new linguistic, stylistic, thematic, and motivic connections within and among chivalric epics.

Course content

1. The system of the chivalric epic of the first half of the 16th century: "origins", structural elements, and related aspects.
2. The relationship between the "low" and the "elevated", linguistic and stylistic features, formulaic language, narrative structure, protagonists.
3. Plurilingualism and the chivalric epic.
4. Zuan Polo Liompardi.
5. Analysis of the work "Rado Stizuxo".
6. Analysis of the work "Le vendete che fese i fioli de Rado Stizuxo".

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☒ independent e-learning (up to 20%)

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay	x	Research	x

Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Milinković, S. (2016). Le sfide interpretative: Il poemetto buffonesco *Rado Stizuoso* e il suo destino nella critica letteraria. In *Presente e futuro della lingua italiana: Atti del Convegno dell'Università di Craiova* (pp. 132–146). Franco Cesati.	1	10
Milinković, S. (2016). Još ponešto o „komičnom" epu Đovan Pola Liompardija *Libero del Rado Stizuxo*. *Glas SANU, 1*, 456–488.	1	10
Milinković, S. (2016). Adriatic peculiarities: A case of Zuan Polo Leopardi's "Poemetto Buffonesco" from the early 16th century. *Quaderns de la Mediterrània, 23*, 227–234.	1	10

Supplementary readings

Supplementary readings will be selected in consultation with the doctoral students.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Antonela Marić, PhD, full professor; Andrea Gialloreto, PhD, associate professor	
Course name	**COMPARATIVE MEDITERRANEAN** (HZ345)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Mediterranean Interdisciplinary Cultural Studies* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to introduce doctoral students to the principles of critical analysis of the comparative cultural dynamics of the Mediterranean, and enable them to interpret these dynamics independently from a scholarly perspective, taking into account the historical period and social context of individual authors and works.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- examine the literary and cultural dynamics of the Mediterranean;
- identify the fundamental characteristics of major works from the Mediterranean region through selected examples
- independently analyse one of the works covered in the lectures
- recognize the most important authors and works from individual Mediterranean countries
- accurately identify the historical period and social context of individual authors and works.

Course content

1. The Mediterranean mother: cultural trajectories of the Mediterranean from Bachelard's perspective, from *La mer* by Jules Michelet to *Madre mediterranea* by Dominique Fernandez.
2. *Isolitudine*: dynamics of attraction-repulsion, travel-stasis, openness to otherness-defense of the *limes* in novels and essays focusing on the Mediterranean.
3. The sea at war: military diasporas from the Adriatic to the Aegean Sea and the coasts of Maghreb during World War II explored through novels, poetry collections, and diaries.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☐ e-learning (%) ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in

formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Morante, E. (2003). *L'isola di Arturo* (Prefazione di G. Debenedetti). RCS Quotidiani.	1	10
Michelet, J. (2003). *La mer*. Gallimard.	1	10
Fernandez, D. (1967). *La madre mediterranea*. Mondadori.	1	10

Supplementary readings

Supplementary readings will be selected *ad hoc* in consultation with the doctoral students.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Katarina Lozić Knezović, PhD, full professor	
Course name	**ONYMICON OF THE EASTERN ADRIATIC** (HZ346)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Mediterranean Interdisciplinary Cultural Studies* module	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to introduce doctoral students to the onomastic inventory of the Croatian Adriatic coastal area, with an emphasis on dialectal and traditional elements, and to develop their ability to conduct independent research into onomastic inventories.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- critically evaluate previous research in the field
- conduct independent research using appropriate scholarly research methods

- perform appropriate philological analysis of data using established methodological procedures
- critically engage with scholarly and professional literature and apply the acquired knowledge
- understand the specific features of linguistic strata reflected in the onymy (proper names) of the Eastern Adriatic
- understand the linguistic symbiosis between Croats and other linguistic communities that have left their mark on Eastern Adriatic onymy (proper names).

Course content

1. Terminology and an overview of onomastic research; archival, lexicographical, and field research of onomastic material.
2. Toponomastic corpus: dialectal and traditional/ethnological elements; the anthroponomastic corpus: dialectal and religious elements.
3. Cultural-historical, linguistic/dialectological significance of onyms (proper names) and their development.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☒field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☐ e-learning (%) ☒ research paper

Student obligations

Regular and active participation in class, independent research, and presentation of the results of the research in the form of a research paper on a selected topic.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam	x	Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on participation in lectures, evaluation of the seminar/research results, and an oral exam.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Skračić, V. (2011). *Toponomastička početnica: Osnovni pojmovi i metoda terenskih istraživanja*. Center for Adriatic Onomastics and Ethnolinguistics, University of Zadar.	1	10
Šimunović, P. (2004). *Bračna toponimija*. Golden marketing – Tehnička knjiga.	2	10
Šimunović, P. (2009). *Uvod u hrvatsko imenoslovlje*. Golden marketing – Tehnička knjiga.	1	10
Putanec, V. (1976). Esej o jezičnom znaku onomastici te o antroponimiji u Hrvatskoj. In V. Putanec & P. Šimunović (Eds.), *Leksik prezimena SR Hrvatske* (pp. V–XIV). Institute of Croatian Language; Nakladni zavod Matice hrvatske.	1 (http://www.sumari.hr/biblio/pdf/10176.pdf)	10

Supplementary readings

1. Brozović Rončević, D., & Kapetanović, A. (2013). Tvorba i motivacija starohrvatskih priimaka. In M. Turk & M. Opašić (Eds.), *A tko to ide? / А хто мам иђе?, Hrvatski prilozi XV. međunarodnom slavističkom kongresu* (pp. 39–51). Croatian Philological Society; Hrvatska sveučilišna naklada.
2. Čilaš Šimpraga, A., Ivšić Majić, D., & Vidović, D. (2018). *Rječnik suvremenih hrvatskih osobnih imena*. Institut za hrvatski jezik i jezikoslovlje.
3. Frančić, A. (2009). Onomastička svjedočenja o hrvatskome jeziku. In A. Bićanić & S. Damjanović (Eds.), *Povijest hrvatskoga jezika I. Srednji vijek* (pp. 211–259). Društvo za promicanje hrvatske kulture i znanosti Croatica.
4. Frančić, A. (2006). Proučavanje hrvatske antroponimije u 20. stoljeću. In J. Hekman (Eds.), *Hrvatski jezik u XX. stoljeću* (pp. 405–421). Matica hrvatska.
5. Marasović-Alujević, M., & Lozić Knezović, K. (2018). *Toponimija otoka Drvenika i Ploče*. Faculty of Humanities and Social Sciences, University of Split.
6. Skok, P. (1950). *Slavenstvo i romanstvo na jadranskim otocima* (I–II). Jadranski institut JAZU.
7. Skračić, V. (1997). Pravilnosti u jadranskoj nesonimiji. *Radovi Filozofskog fakulteta u Zadru, 36* (Razdio filoloških znanosti, 26), 63–71.
8. Šimunović, P. (2005). *Toponimija hrvatskoga jadranskog prostora*. Golden marketing – Tehnička knjiga.
9. Šimunović, P. (2006). *Hrvatska prezimena*. Golden marketing – Tehnička knjiga.
10. Vidović, D. (2014). *Zažapska onomastika*. Institute of Croatian Language and Linguistics.
11. the journal *Folia Onomastica Croatica* Croatian Academy of Sciences and Arts (HAZU), Department of Philological Sciences.
12. monographs of the Center for Adriatic Onomastics and Ethnolinguistics, University of Zadar

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Ljudevit Hanžek, PhD, assistant professor	
Course name	**RESEARCH IN CROATIAN PHILOSOPHICAL HERITAGE** (HZ401)	
Study programme	Doctoral study programme in Humanities	
Course status	Compulsory course within the *Philosophy* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	6+0+0

COURSE DESCRIPTION

Course aims

The course aims to provide students with the knowledge and understanding necessary to explore the specific features and characteristics of the writings of Croatian philosophers, as well as their influence on the formation of Croatian identity and on the European philosophical and cultural heritage. It also

aims to develop students` ability to conduct independent research into Croatian philosophical heritage.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- explain the philosophical thought of Croatian philosophers and the significance of Croatian philosophical heritage
- demonstrate an understanding of the need for further research into Croatian philosophical heritage
- identify the most important writings of Croatian philosophers
- compare the ideas expressed by Croatian philosophers in their writings with those expressed in the writings of European philosophers
- interpret the influence of European philosophical heritage on Croatian philosophical heritage and vice versa
- explain the contribution of Croatian philosophers and their writings to both Croatian and European philosophical heritage
- conduct independent research into Croatian philosophical heritage.

Course content

1. Medieval scholastic Aristotelianism in the 12th century; characteristics of the philosophical thought of the first Croatian philosopher, Herman Dalmatin (Herman the Dalmatian).
2. Characteristics of Renaissance philosophy and the writings of Croatian Renaissance philosophers: Kotruljević, Modruški, Dragišić, Marulić, Grisogono, Petrić, Skalić, Gučetić, Dominis.
3. Philosophical thought and characteristics of the writings of 17th and 18th-century Croatian philosophers: Križanić, Bošković, Stay.
4. Philosophical thought of the 19th and 20th centuries: Dorotić, Starčević, Marković, Bazala, Zimmermann, Vuk-Pavlović, the Praxis School, Filipović.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☒multimedia and network ☐laboratory ☐supervision ☐ e-learning (%) ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, students` overall work throughout the semester is evaluated. The final grade is based on class participation and the assessment of the research paper.		
Required readings and number of copies relative to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
Zenko, F. (Ed.). (1997). *Starija hrvatska filozofija* (Hrestomatija filozofije, Vol. 9). Školska knjiga.	2	10
Zenko, F. (Ed.). (1995). *Novija hrvatska filozofija* (Hrestomatija filozofije, Vol. 10). Školska knjiga.	1	10
Banić-Pajnić, E., & Grgić, F. (Eds.). (2017). *O hrvatskoj filozofiji*. Institute of Philosophy.	1	10
Balić, D. (2013). Zašto „Hrvatska filozofska baština"? In D. Balić (Ed.), *Hrvatska filozofska baština: 3. studentski filozofski simpozij Odsjeka za filozofiju Filozofskog fakulteta Sveučilišta Josipa Jurja Strossmayera u Osijeku* (pp. 7–13). Faculty of Humanities and Social Sciences, Josip Juraj Strossmayer University of Osijek	https://people.krizevci.info/Balic_Davor/biblio/	10
Supplementary readings		
Martinović, I. (2011). *Žanrovi hrvatske filozofske baštine od 15. do 18. stoljeća*. Faculty of Humanities and Social Sciences, University of Split https://www.ffst.unist.hr/images/50013808/zanrovi%20hrv.%20filozofske%20bastine.pdf		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows: - class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
Lead instructor	Mislav Kukoč, PhD, full professor with permanent tenure	
Course name	**PHILOSOPHY OF THE MEDITERRANEAN** (HZ402)	
Study programme	Doctoral study programme in Humanities	
Course status	Compulsory course within the *Philosophy* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	6+0+0
COURSE DESCRIPTION		
Course aims		
The course aims to provide students with an understanding of the Mediterranean roots of Western European philosophy and the development of the Mediterranean philosophy. Particular attention is		

given to the Mediterranean roots of Croatian philosophy, and to the contribution of Mediterranean philosophy to contemporary philosophy in a global context.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- recognize the Mediterranean as the cradle of Western European philosophy and science, and as a foundation of Western European culture and civilization
- understand the formation, conflicts, and mutual influences of Mediterranean cultures
- conceptualize and philosophically reflect on the specific form of Mediterranean multiculturalism that significantly shaped the development of Western philosophy
- provide arguments for situating Croatian philosophy within the Mediterranean dimension of its multi-regional cultural identity
- reflect on and critically discuss the contributions of Mediterranean philosophy to the development of a global ethos as a prerequisite for inter-civilizational dialogue
- conceptualize Mediterranean philosophy as a paradigm of globalization
- conduct independent historical and problem-oriented scholarly research and perform comparative analysis of texts, themes, and problems across different academic and theoretical disciplines.

Course content

1. The Mediterranean as the cradle of Western European philosophy and science and as a foundation of Western European culture and civilization.
2. The formation, conflicts, and mutual influences of Mediterranean cultures as a specific form of Mediterranean multiculturalism that significantly shaped the development of Western philosophy. Philosophical reflection on Mediterranean multiculturalism.
3. The emergence and development of contemporary Mediterranean philosophy.
4. Mediterranean philosophy as a paradigm of globalization.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☒multimedia and network ☐laboratory ☐supervision ☐ e-learning (%) ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading log: notes on required readings	x				

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, students` overall work in throughout the semester is evaluated. The final grade is based on class participation, the assessment of the research paper, and students` engagement with the relevant source literature.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Kukoč, M. (Ed.). (2009). *Filozofija Mediterana*. Croatian Philological Society; Faculty of Humanities and Social Sciences, University of Split.	5	10
Kukoč, M. (Ed.). (2009). Tematski blok: Filozofija Mediterana – od antike do suvremenosti. *Filozofska istraživanja, 29*(4), 641–732.	2	10
Braudel, F. (1997). *Sredozemlje i sredozemni svijet u doba Filipa II.* Antibarbarus.	1	10
Camus, A. (1971). *Pobunjeni čovjek*. Zora.	2	10
Roksandić, D., & Strpić, P. (Eds.). (1989). Tematski blok: Mediteran / Okrugli stol: Mediteran. *Naše teme, 33*(5), 979–1134.	1	10

Supplementary readings

1. Braudel, F. (2002). *Memory and the Mediterranean*. Vintage Books.
2. Diels, H. (1983). *Predsokratovci: Fragmenti* (Vols. 1–2). Naprijed.
3. Matvejević, P. (2004). *Druga Venecija*. V.B.Z.
4. Matvejević, P. (2006). *Mediteranski brevijar*. V.B.Z.
5. Matvejević, P. (2009). *Kruh naš*. V.B.Z.
6. Đurić, M. N. (1986). *Istorija helenske etike*. BIGZ.
7. Windelband, W., & Heimsoeth, H. (1956). *Povijest filozofije* (Vols. 1–2). Kultura.
8. Vorländer, K. (1963). *Philosophie des Altertums* (Geschichte der Philosophie I, mit Quellentexten). Rowohlt.
9. Posavec, Z. (Ed.). (1992). *Hrvatska filozofija u prošlosti i sadašnjosti*. Croatian Philological Society.
10. Schiffler, Lj. (2004). *Vetera et nova: Hrvatska filozofija u europskom obzoru*. Croatian Philological Society Vico, G. (1982). *Načela nove znanosti: O zajedničkoj prirodi nacija*. Naprijed.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Supervisor appointed by the Study Council
Course name	**INDIVIDUAL SUPERVISOR-GUIDED WORK ON THE PREPARATION OF A SCIENTIFIC PAPER** (HZ446)
Study programme	Doctoral study programme in Humanities
Course status	Compulsory

Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	10
	Number of hours (L+P+S)	0+3+0

COURSE DESCRIPTION

Course aims

The course aims to enable the doctoral students, through independent research under the continuous guidance of a supervisor, to develop the advanced skills required to prepare a scientific paper within the doctoral studies. Through the systematic compilation, analysis, and synthesis of relevant scientific literature, the doctoral students develop the methodological research competences necessary to establish the theoretical and research framework of their own work. The course also fosters research independence, critical thinking, and the ability to formulate well-founded scientific conclusions, providing a foundation for the further development of the doctoral research.

Course enrolment requirements

Prescribed.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- formulate a preliminary concept for a scientific paper, including a research design or a draft outline of a chapter of their research or doctoral thesis;
- structure texts in accordance with relevant academic and methodological standards, applying appropriate scientific style, citation practices, and other academic conventions
- apply the supervisor's instructions and feedback to improve the quality of their own scientific work
- provide well-reasoned justifications for research decisions and interpretations based on relevant literature and methodological principles

Course content

- Introductory analysis of the research field.
- Searching for, selecting, and critical evaluating scientific literature.
- Formulating the theoretical and conceptual framework of the research.
- Developing methodological guidelines and research design.
- Preparing a draft outline of a chapter of the scientific paper or doctoral thesis.
- Formulating and justifying research assumptions and hypotheses.
- Applying academic writing, citation, and technical formatting criteria.
- Regular consultations with the supervisor and valuation of research progress.
- Adjusting research decisions in response to the supervisor`s feedback.

Modes of delivery (mark the appropriate boxes with an X)	☐lectures ☐seminars and workshops ☒practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☐ e-learning (%) ☒ research paper

Student obligations

Doctoral students are required to conduct research independently, regularly submit written work in progress, study and synthesise relevant literature, actively incorporate the supervisor's feedback, systematically develop the structure and content of the scientific paper in accordance with the supervisor's instructions, and adhere to the principles of academic integrity.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance		Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

Assessment and evaluation are based on continuous monitoring of doctoral students` independent work, the quality of submitted research and written materials, the extent to which supervisor feedback is incorporated, and progress in relation to the research plan. The grade is based on the supervisor's assessment of the learning outcomes achieved, and the final grade is entered into the ISVU system by the supervisor.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Specialised literature relevant to the doctoral student`s research topic, selected in consultation with the supervisor, as well as methodological guides and scientific sources relevant to the field of research.		

Supplementary readings

Determined individually according to the doctoral student`s research field.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Supervisor appointed by the Study Council	
Course name	**INDIVIDUAL CONSULTATIONS WITH THE SUPERVISOR FOR THE PURPOSE OF WRITING A SCIENTIFIC PAPER** (HZ448)	
Study programme	Doctoral study programme in Humanities	
Course status	Compulsory	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	5+0+0
COURSE DESCRIPTION		
Course aims		

This course aims to develop competences in presenting research in a well-reasoned manner, formulating scientifically grounded hypotheses, and operationalizing them in the writing a scientific paper. Through individual consultations with the supervisor (and/or co-supervisor) within the doctoral study programme, the doctoral student is introduced to methods for searching for and critically evaluating scientific literature, as well as to the principles and methodology of scientific writing. Through independent review and synthesis of relevant literature and data, under the continuous guidance of the supervisor, the doctoral student acquires the knowledge and skills necessary to conduct their own scientific research.

Course enrolment requirements

Intended course learning outcomes

Upon completion of this course, students will be able to:

- independently search for, analyse, and critically evaluate relevant scientific literature within the specific field of their chosen research topic
- identify key problems, theoretical frameworks, and methodological approaches in the available literature and relate them to their own research question
- formulate a coherent literature review and theoretical framework for their doctoral research by synthesizing the relevant literature;
- formulate scientifically grounded research questions and hypotheses and provide a clear theoretical justification for them.

Course content

The course consists of individual consultations with the supervisor (and/or co-supervisor) aimed at developing the research approach, facilitating the understanding and critical evaluation of selected scientific literature, and shaping the theoretical framework of the paper. During these consultations, under the supervisor`s guidance, the doctoral student analyses relevant literature, elaborates the research problem, develops competence in scientific writing, and strengthens their ability to construct and evaluate critical arguments. Particular emphasis is placed on selecting relevant scientific literature and organising it in relation to the research topic, formulating research questions, and preparing the initial written components of the future scientific paper or doctoral thesis.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☐ e-learning (%) ☒ research paper

Student obligations

Doctoral students are required to participate regularly in consultations, prepare and submit written work in progress, study relevant literature, actively incorporate the supervisor's feedback, continuously improve their scientific work in accordance with the supervisor's instructions, and adhere to the principles of academic integrity.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance		Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course
Assessment and evaluation are based on continuous monitoring of doctoral students` independent work, the quality of submitted research and written materials, the extent to which supervisor feedback is incorporated, and progress in relation to the research plan. The grade is based on the supervisor's assessment of the learning outcomes achieved, and the final grade is entered into the ISVU system by the supervisor. Assessment and evaluation of the doctoral students` work are based on continuous monitoring of their participation in consultations, the quality of submitted written materials, and their ability to incorporate the supervisor`s feedback. The supervisor assesses the extent to which the learning outcomes have been achieved and enters the final grade into the ISVU system.
Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Specialised literature relevant to the doctoral student`s research topic, selected in consultation with the supervisor, as well as methodological guides and scientific sources relevant to the field of research.		

Supplementary readings
Determined individually according to the doctoral student`s research field.
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
The quality of the teaching process, teaching skills, and curriculum adoption levels will be established The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows: - class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Boris Škvorc, PhD, full professor with permanent tenure	
Course name	**READING THE NOVEL** (HZ405)	
Study programme	Doctoral study programme in Humanities	
Course status	Compulsory course within the *Literature and Culture* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	6+0+0

COURSE DESCRIPTION
Course aims
The course aims to enable doctoral students to acquire a sound command of the terminology and methodological framework of narratological, semiotic, and new historicist text analysis of literary texts, particularly novels.

Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: - analyse and interpret contemporary and diachronic prose literary texts from Croatian, South Slavic, and selected European literatures - independently analyse the most complex problems in the structural analysis and interpretation of prose texts - acquire the theoretical knowledge required for competent literary interpretation - contextualize individual novels, canonical sequences, and points of comparative intersection within the broader literary paradigms.
Course content

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☒multimedia and network ☐laboratory ☒supervision ☒ blended e-learning (up to 20%) ☒ research paper

Student obligations
Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course
In accordance with the course learning outcomes and student obligations, the final grade is derived from active participation in class (critical reflection), evaluation of the research paper, familiarity with the newest theories, and the quality of expressed personal stances in formulating the hypothesis. The evaluation measures the quality of the research paper and expressed opinion, and evaluates theoretical insights, along with independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Bal, M. (1997). *Introduction to the theory of narrative*. University of Toronto Press.	/	10
Eco, U. (2006). *Šest šetnji pripovjednim šumama*. Algoritam.	3	10
Biti, V. (Ed.). (1992). *Suvremena teorija pripovijedanja*. Globus.	5	10

Butler, J. (2000). *Nevolje s rodom: Feminizam i subverzija identiteta*. Zagreb.	3	10
Eagleton, T. (2005). *Teorija i nakon nje*. Algoritam.	3	10
Škvorc, B. (2017). *Naracija nacije: Problemi književne pri/povijesti*. Književni krug.	10	10

Supplementary readings

1. Abbott, H. P. (2008). *The Cambridge introduction to narrative*. Cambridge University Press.
2. Bahtin, M. (1978). *Problemi poetike Dostojevskog*. Nolit.
3. Barthes, R. (1983). *S/Z; Writing degree zero; The pleasure of the text*. Hill and Wang.
4. Biti, V. (Ed.). (2002). *Politika i etika pripovijedanja*. Hrvatska sveučilišna naklada.
5. Booth, W. C. (1961). *The rhetoric of fiction*. University of Chicago Press.
6. Chambers, R. (1984). *Story and situation: Narrative seduction and the power of fiction*. Manchester University Press; University of Minnesota Press.
7. Chatman, S. (1990). *Coming to terms: The rhetoric of narrative in fiction and film*. Cornell University Press.
8. Cobley, P. (2001). *Narrative*. Routledge.
9. Eco, U. (1992). *Interpretation and overinterpretation*. Cambridge University Press.
10. Eco, U. (2006). *Šest šetnji pripovjednim šumama*. Algoritam.
11. Frank, M. (1994). *Kazivo i nekazivo*. Naklada MD.
12. Herman, D., Jahn, M., & Ryan, M.-L. (Eds.). (2008). *Routledge encyclopedia of narrative theory*. Routledge.
13. Lasić, S. (1973). *Poetika kriminalističkog romana*. Liber.
14. Milanja, C. (1996). *Hrvatski roman 1945–1990: Nacrt moguće tipologije hrvatske romaneskne prakse*. Zavod za znanost o književnosti.
15. Nemec, K. (1994, 1998, 2003). *Povijest hrvatskog romana I–III*. (Nakladnik nije naveden).
16. Peleš, G. (1989). *Priča i značenje*. Naprijed.
17. Peleš, G. (1999). *Tumačenje romana*. Artrezor Naklada.
18. Solar, M. (Ed.). (1978). *Moderna teorija romana*. Nolit.
19. Solar, M. (1979). *Ideja i priča*. Znanje.
20. Škvorc, B. (2003). *Ironija i roman: U Krležinim labirintima*. Naklada MD.
21. Škvorc, B. (2005). *Gorak okus prešućenog*. Alfa.
22. Škvorc, B. (2014). Der Vermittler von „Wahrheiten“: Die Rolle von Übersetzern, des Übersetzens und der „Schnüffler“ bei der Konstruktion der Chronik. In A. Wanish & B. Tošović (Eds.), *Andrićs Chronik: Andrić Initiative 7*. Karl-Franzens-Universität Graz.
23. Škvorc, B. (2015a). Kako izreći neizrecivo?: Izvedbe odnosa moći unutar mogućih svjetova (značenjskih/smislenih jezgri) pro/izvedenih u romanu *Prokleta avlija*. In B. Tošović (Ed.), *Andrićs Initiative 8* (pp. 491–523). Karl-Franzens-Universität Graz.
24. Škvorc, B. (2015b). Reading the ironic layers of the reconstruction: Others in the construct of “Austrian Bosnia” in *The Bridge on the Drina River*. *Porównania/Comparisons, 16*(2).
25. Škvorc, B. (2016). Između mimikrije i aproprijacije: Primjeri različitih procedura izvedbi dislociranog etničkog/emigrantskog diskursa/teksta (Hong, Lee, Ugrešić i Albahari). *Književna smotra, 179*(1).
26. White, H. (1987). *The content of the form: Narrative discourse and historical representation*. Johns Hopkins University Press.
27. Žmegač, V. (2004). *Povijesna poetika romana*. Matica hrvatska.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations

- student self-assessment - peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Gordana Galić Kakkonen, PhD, associate professor	
Course name	**WORLD LITERATURE AND GLOBALIZATION PROCESSES** (HZ406)	
Study programme	Doctoral study programme in Humanities	
Course status	Compulsory course within the *Literature and Culture* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	6+0+0

COURSE DESCRIPTION
Course aims
The course aims to enable doctoral students to examine key stages in the historical development of ideas about world literature, from J. W. Goethe to D. Damrosch, P. Casanova, and F. Moretti, and to develop an awareness of the place and role of (world) literature within the context of contemporary globalization processes. Doctoral students will critically reflect on different approaches to the literary canon in light of changing perspectives in the 21st century and analyse the shifting relationships between national and world literature, Western and non-Western literatures, the local and the global, and high and low culture.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: - explain the main approaches to the study and conceptualisation of world literature(s) - critically reassess existing methodological approaches to non-European literary traditions - interpret the dynamics of the relationships between the centre and the periphery, and between "minor" and "major" literatures - demonstrate an awareness of the tensions between the global and the local in world literature - analyse the circulation of literary works and recognize the importance of translation practices - identify economic, political, and social forces that influence literary phenomena - engage in critical discussions concerning the literary canon.
Course content
1. Concepts of world literature(s) from J. W. Goethe's initial idea to contemporary theoretical and critical reflections on the nature and purpose of literature (e.g., D. Damrosch, F. Moretti, P. Casanova). 2. The concept of globalization. The place and role of literature in global processes. National vs. global. 3. World-systems theory (I. Wallerstein). Centre and periphery. Global and local literary scenes. The status of non-European literatures. Literary influences. The production, translation, circulation, and comparison of literature. 4. Academic vs. public literary taste. Debates on the literary canon. Anthologies of world literature and criteria for the selection of literary works.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures	☒independent work ☐multimedia and network

	☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐laboratory ☐supervision ☐ e-learning (%) ☒ research paper

Student obligations

In addition to attending lectures, doctoral students are required to demonstrate their knowledge and understanding of the subject matter by completing an independent project and submitting it in written form. The project should demonstrate a thorough knowledge of the relevant literature and a critical and analytical approach to the assigned topic.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project	X	Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Connell, L., & Marsh, N. (Eds.). (2010). *Literature and globalization: A reader*. Routledge.	1	10
Damrosch, D. (Ed.). (2014). *World literature in theory*. John Wiley & Sons.	1	10
D'haen, T. (2011). *The Routledge concise history of world literature*. Routledge.	1	10
Eriksen, T. H. (2014). *Globalization: The key concepts*. Bloomsbury Academic.	1	10
Gupta, S. (2009). *Globalization and literature*. Polity.	1	10

Supplementary readings

1. Anderson, B. (1983). *Imagined communities: Reflections on the origin and spread of nationalism*. Verso.
2. Apaduraj, A. (2001). Kultura i globalizacija (A. Appadurai, *Modernity at large: Cultural dimensions of globalization*). Biblioteka XX vek.
3. Apter, E. (2005). *The translation zone*. Princeton University Press.
4. Back, H. J. (2015). The literary canon in the age of new media. *ePoetics Today, 36*(1–2), 1–32.
5. Bahun, S. (2014). The politics of world literature. U T. D'haen, D. Damrosch & D. Kadir (Eds.), *The Routledge companion to world literature* (pp. 373–382). Routledge.
6. Bassnett, S. (Ed.). (2019). *Translation and world literature*. Routledge.
7. Bhabha, H. K. (1994). *The location of culture*. Routledge.
8. Bloom, H. (1994). *The western canon*. Harcourt Brace Jovanovich.
9. Bruckner, P. (2005). *Babilonska vrtoglavica: Kozmopolitizam ili mondijalizam*. Algoritam.

10. Calvino, I. (2001). *Why read the classics?* Vintage Books.
11. Carravetta, P. (2014). The canon(s) of world literature. In T. D'haen, D. Damrosch & D. Kadir (Eds.), *The Routledge companion to world literature* (pp. 264–272). Routledge.
12. Casanova, P. (2007). *The world republic of letters*. Harvard University Press.
13. Damrosch, D. (2003). *What is world literature?* Princeton University Press.
14. De Zepetnek, S. T., & Vasvári, L. O. (2013). The contextual study of literature and culture, globalization and digital humanities. In S. Tötösy de Zepetnek & T. Mukherjee (Eds.), *Companion to comparative literature, world literatures, and comparative cultural studies* (pp. 3–35). Cambridge University Press India.
15. D'Haen, T. (2011). How many canons do we need? World literature, national literature, European literature. U L. Papadima, D. Damrosch & T. D'haen (Eds.), *The canonical debate today: Crossing disciplinary and cultural boundaries* (pp. 19–37).
16. Fabian, J. (2002). *Time and the other: How anthropology makes its objects*. Columbia University Press.
17. Giddens, A. (2005). *Odbjegli svijet: Kako globalizacija oblikuje naše živote* (A. Milićević, Trans.). Jesenski i Turk; Klub studenata sociologije Diskrepancija.
18. Gorak, J. (1991). *The making of the modern canon: Genesis and crisis of a literary idea*. Athlone.
19. Guillory, J. (1993). *Cultural capital: The problem of literary canon formation*. University of Chicago Press.
20. Hassan, W. S. (2000). World literature in the age of globalization: Reflections on an anthology. *College English, 63*(1), 38–47.
21. Hayot, E. (2014). World literature and globalization. In T. D'haen, D. Damrosch & D. Kadir (Eds.), *The Routledge companion to world literature* (pp. 223–231). Routledge.
22. Jagić, S. (2012). Globalizacijski procesi i kultura. *Acta Iadertina, 9*, 15–24.
23. Jay, P. (2001). Beyond discipline? Globalization and the future of English. *PMLA, 116*(1), 32–47.
24. Kadir, D. (2004). To world, to globalize – Comparative literature's crossroads. *Comparative Literature Studies, 41*(1), 1–9.
25. Kundera, M. (2013). Die Weltliteratur. In T. D'haen, C. Domínguez & M. R. Thomsen (Eds.), *World literature: A reader* (pp. 289–300). Routledge.
26. MacCormack, B. (2002). Postcolonialism in an age of globalization: Opening international relation theory to identities in movement. *Alternatives: Global, Local, Political, 27*(1), 99–115.
27. Mignolo, W. D. (2012). *Local histories/global designs: Coloniality, subaltern knowledges, and border thinking*. Princeton University Press.
28. Morgan, A. (2015). *The world between two covers: Reading the globe*. W. W. Norton & Company.
29. Morin, E. (1995). *Misliti Europu*. Durieux.
30. Nagy-Zekmi, S., & Zabus, C. (2009). *Colonization or globalization?: Postcolonial explorations of imperial expansion*. Lexington Books.
31. Nancy, J.-L. (2007). *The creation of the world or globalization* (F. Raffoul & D. Pettigrew, Trans.). State University of New York Press.
32. Paić, Ž. (2005). *Politika identiteta: Kultura kao nova ideologija*. Antibarbarus.
33. Pisac, A. (2012). Književnost velikih i sociologija malih nacija. *Etnološka tribina, 35*(42), 169–186.
34. Reiss, T. J. (2004). Mapping identities: Literature, nationalism, colonialism. In C. Prendergast (Ed.), *Debating world literature* (pp. 110–148). Verso.
35. Ritzer, G. (2012). *The globalization of nothing*. SAGE.
36. Robbins, B. (2014). Uses of world literature. In T. D'haen, D. Damrosch & D. Kadir (Eds.), *The Routledge companion to world literature* (pp. 383–392). Routledge.
37. Robertson, R. (1992). *Globalization: Social theory and global culture*. Sage.
38. Rosendahl Thomsen, M. (2008). *Mapping world literature: International canonization and translational literatures*. Continuum.
39. Safranski, R. (2008). *Koliko globalizacije čovjek može podnijeti?* Naklada Ljevak.
40. Said, E. W. (1994). *Culture and imperialism*. Vintage Books.

41. Saussy, H. (2006). *Comparative literature in an age of globalization*. Johns Hopkins University Press.
42. Slamnig, I. (2001). *Svjetska književnost zapadnog kruga*. Školska knjiga; Grafički zavod Hrvatske.
43. Solar, M. (2000). *Granice znanosti o književnosti*. Naklada Pavičić.
44. Spivak, G. C. (2001). *Death of a discipline*. Columbia University Press.
45. Steger, M. B. (2013). *Globalization: A very short introduction*. Oxford University Press.
46. Steiner, G. (2009). *Ideja Europe*. Antibarbarus.
47. Šoljan, A. (1964). *Sto najvećih djela svjetske književnosti*. Stvarnost.
48. Virilio, P. (1999). *Brzina oslobađanja*. Naklada DAGGK.
49. Wallerstein, I. (1986). *Suvremeni svjetski sistem*. Centar za kulturnu djelatnost.
50. Young, R. J. C. (2014). World literature and postcolonialism. In T. D'haen, D. Damrosch & D. Kadir (Eds.), *The Routledge companion to world literature* (pp. 213–222). Routledge.
51. Young, R. J. C. (2003). *Postcolonialism: A very short introduction*. Oxford University Press.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Katarina Lozić Knezović, PhD, full professor; Maslina Ljubičić, PhD, professor emerita	
Course name	**INTERCULTURAL COMPETENCE IN APPLIED LINGUISTICS** (HZ407)	
Study programme	Doctoral study programme in Humanities	
Course status	Compulsory course within the *Linguistics* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	6+0+0

COURSE DESCRIPTION

Course aims

The course aims to enable students to examine models of intercultural communicative competence and their role in applied linguistics, and to explore the relationship between source and target cultures in the context of additional language acquisition, with a particular emphasis on the position of Mediterranean cultures within contemporary globalization processes. The course also introduces students to, and develops their critical understanding of, methods and approaches to applied linguistic research on intercultural competence.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- analyse and interpret theoretical concepts and principles related to intercultural competence
- critically examine the relationship between source and target cultures in the process of additional language acquisition based on relevant scientific research
- independently research and analyse intercultural competence in the field of applied linguistics
- critically examine emerging research problems in the field of intercultural competence
- plan their own research on aspects of intercultural competence in the context of additional language acquisition.

Course content

1. Fundamental concepts and definitions of intercultural communicative competence.
2. Models of intercultural (communicative) competence in the context of applied linguistics.
3. The role of and relationship between the source and target culture in additional language acquisition.
4. Mediterranean cultures in relation to the acquisition of an additional language and understanding of its culture.
5. Research methods for studying intercultural competence in the field of applied linguistics
6. Open questions in applied linguistics concerning new models and principles of additional language acquisition.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☒supervision ☐ e-learning (%) ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Deardorff, D. K. (Ed.). (2009). *The SAGE handbook of intercultural competence*. SAGE.	1	10

Vickov, G. (2014). Incorporating L1 culture into primary EFL: Research into the EFL teachers' perspective. U M. Gačić & R. Šamo (Eds.), *Early foreign language learning and teaching: Perspectives and experience* (pp. 142–154). Učiteljski fakultet.	1	10
Vickov, G. (2016). *Hrvatska kultura u učenju stranog jezika*. Hrvatska sveučilišna naklada; Filozofski fakultet u Splitu.	10	10

Supplementary readings

1. Kramsch, C. (2001). *Language and culture*. Oxford University Press.
2. Kramsch, C., & Thorne, S. (2002). Foreign language learning as global communicative practice. U D. Block & D. Cameron (Eds.), *Language learning and teaching in the age of globalization* (pp. 83–100). Routledge.
3. Byram, M., & Feng, A. (2005). Teaching and researching intercultural competence. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 911–930). Lawrence Erlbaum.
4. Rathje, S. (2007). Intercultural competence: The status and future of a controversial concept. *Journal for Language and Intercultural Communication, 7*(4), 254–266.
5. Vickov, G. (2007). Learners' own cultural identity in early language learning. In M. Nikolov, J. Mihaljević Djigunović, G. Lundberg, T. Flanagan & M. Mattheoudakis (Eds.), *Teaching modern languages to young learners: Teachers, curricula and materials* (pp. 105–121). Languages for social cohesion.
6. Rader, D. (2018). *Teaching and learning for intercultural understanding* (Selected chapters). Routledge.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Mate Kapović, PhD, full professor	
Course name	**HISTORICAL LINGUISTICS** (HZ408)	
Study programme	Doctoral study programme in Humanities	
Course status	Compulsory course within the *Linguistics* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	6+0+0

COURSE DESCRIPTION

Course aims

The course aims to enable doctoral students to examine historical-linguistic theories, theories of language change, and language variation as a consequence of language changes. Students will

critically examine recent findings in historical linguistics and the study of language change, including developments in modern quantitative and variational sociolinguistics. The course aims to prepare students for independent engagement with relevant literature and scholarly research on topics within the broad field of historical linguistics.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- understand the fundamental concepts of historical linguistics
- identify and analyse linguistic changes occurring in contemporary language use
- critically evaluate different contemporary approaches to historical linguistics
- explain current approaches to theories of language change based on relevant scientific research
- analyse linguistic changes
- engage in well-reasoned discussions of theories of language change
- independently read, understand, and critically engage with contemporary literature

Course content

1. The nature of language, language change, and variation.
2. Language changes and society.
3. Phonological changes.
4. Morphological changes.
5. Reconstruction.
6. Language families of the world.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☐ e-learning (%) ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
Campbell, L. (2004). *Historical linguistics: An introduction*. Edinburgh University Press.	1	10
Ringe, D., & Eska, J. F. (2013). *Historical linguistics: Toward a twenty-first century reintegration*. Cambridge University Press.	1	10
Trask, R. L. (2007). *Trask's historical linguistics* (revised by R. McColl Millar). Hodder Arnold.	1	10
Labov, W. (1994). *Principles of linguistic change. Volume I: Internal factors*. Blackwell.	1	10
Labov, W. (2001). *Principles of linguistic change. Volume II: Social factors*. Blackwell.	2	10
Labov, W. (2010). *Principles of linguistic change. Volume III: Cognitive and cultural factors*. Wiley-Blackwell.	1	10
Supplementary readings		
7. Joseph, B. D., & Janda, R. D. (Eds.). (2003). *The handbook of historical linguistics*. Blackwell Publishing.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows: - class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
Lead instructor	Marko Trogrlić, PhD, full professor with permanent tenure	
Course name	**DALMATIA AND VIENNA IN THE 19TH CENTURY** (HZ409)	
Study programme	Doctoral study programme in Humanities	
Course status	Compulsory course within the *History* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	6+0+0
COURSE DESCRIPTION		
Course aims		
The course aims to enable doctoral students to examine and critically evaluate the historical relationship between Dalmatia, as one of the Austrian crown lands, and the central institutions in Vienna during the period from 1798 to 1918.		

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- explain the main historical preconditions for the establishment of Austrian administration in Dalmatia
- interpret the modernization reforms in the judiciary and administration during the First and Second Austrian administrations
- explain the economic and political position of the province within the Monarchy
- explain the vertical structure of the administrative system
- analyse Dalmatian political processes in relation to developments in the imperial capital
- identify surviving features of Austrian administration in architecture and civil engineering
- explain the development of the main economic sectors
- recognize Dalmatia`s cultural contribution to the Monarchy

Course content

1. Dalmatia and Vienna: political relations.
2. Dalmatia and Vienna: economic relations.
3. Dalmatia and Vienna: cultural issues.
4. Dalmatia and Vienna: confessional issues.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☒multimedia and network ☐laboratory ☐supervision ☐ e-learning (%) ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	X	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*

Peričić, Š. T. (2006). *Povijest Dalmacije od 1797. do 1860.* Matica hrvatska.	2	10
Vrandečić, J. (2002). *Dalmatinski autonomistički pokret u XIX. stoljeću*. Zagreb.	2	10
Supplementary readings		
Taylor, J. P. (1990). *Habsburška monarhija 1809–1918*. Dom i svijet.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows: - class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
Lead instructor	Josip Vrandečić, PhD, tenured professor	
Course name	**FROM THE MEDITERRANEAN ENTENTE TO THE DREADNOUGHT: AUSTRIA-HUNGARIAN FOREIGN POLICY IN THE MEDITERRANEAN AREA** (HZ410)	
Study programme	Doctoral study programme in Humanities	
Course status	Compulsory course within the *History* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	6+0+0
COURSE DESCRIPTION		
Course aims		
The course aims to prepare doctoral students for further research in the diplomatic history of the Mediterranean during the era of imperialism. Drawing on international scholarship and Croatian sources, students will critically examine and interpret the origins and development of Austro-Hungarian diplomacy and naval policy.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of this course, students will be able to: - explain the origins of Austria-Hungarian Mediterranean policy - interpret the diplomatic history of the Mediterranean during the era of imperialism - explain the achievements and scope of Austro-Hungarian diplomacy and naval policy - conceptualise research tasks focused on foreign policy topics concerning the Austro-Hungarian maritime zone		
Course content		
Unlike the other members of the "Concert of Europe", Austria-Hungary entered the naval arms race relatively late, largely as a consequence of Emperor and King Franz Joseph's lack of interest in		

colonial policy. Nevertheless, interest in the Habsburg Monarchy`s maritime engagement began to grow among political and economic circles towards the end of the 19th century. This was largely driven by the rapid growth of Trieste and Rijeka, which developed into important trading hubs linking Central Europe with the Orient. In 1887, Austria-Hungary joined the so-called Mediterranean Entente, initially comprising Great Britain and Italy and soon joined by Spain. The alliance was primarily directed against Anglo-French or Franco-Russian rapprochement and survived for a decade. In 1904 Vice Admiral Rudolf Count Montecuccoli-Polinago, the last major representative of the generation that had fought in the Battle of Lissa, assumed command of the Imperial and Royal Navy. Under his leadership, competition between Austria-Hungary and Italy for dominance in the Adriatic intensified. With the support of Archduke Franz Ferdinand and his "Belvedere Circle", Austria-Hungary embarked on a programme of naval expansion, including the construction of dreadnoughts of the *Viribus Unitis* class. Among the most vocal proponents of this policy were Slovenian and Croatian deputies in the Imperial Council, whose actions and speeches in parliamentary delegations reflected strong opposition to the imperialist ambitions of the Kingdom of Italy. On the eve of World War I, when command of the navy passed to Admiral Anton Haus, Austria-Hungary succeeded in establishing a balance of naval power with the Italian Royal Navy. Unlike the Italophobic heir to the throne, Franz Ferdinand, Haus sought to make use of the potential of the Triple Alliance by strengthening cooperation between the two navies. Together, they were stronger than the French Navy. The course will also devote particular attention to the policy of the Habsburg Monarchy towards the Ottoman Empire on the eve of and during World War I.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☒multimedia and network ☐laboratory ☐supervision ☐ e-learning (%) ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Bridge, F. R. (1990). *The Habsburg monarchy among the great powers 1815–1918*. Berg.	1	10

Höbelt, L. (1965). Die Marine. U H. Rumpler (Ur.), *Die bewaffnete Macht (Die Habsburgermonarchie 1848–1918, sv. 5)* (pp. 687–763). Verlag der Österreichischen Akademie der Wissenschaften.	1	10
Halpern, P. G. (1994). *A naval history of World War I*. Naval Institute Press.	1	10
Vego, M. N. (1996). *Austro-Hungarian naval policy 1904–1914*. Frank Cass.	1	10
Rumpler, H. (1997). *Eine Chance für Mitteleuropa: Bürgerliche Emanzipation und Staatsverfall in der Habsburgermonarchie*. Ueberreuter.	1	10
Sondhaus, L. (1999). *The naval policy of Austria-Hungary 1867–1918: Navalism, industrial development and the politics of dualism*. Purdue University Press.	1	10

Supplementary readings

1. Koudelka, A. (1899). *Unsere Kriegsmarine*. Alfred Hödler.
2. Schmidt-Brentano, A. (1887–2005). *Die österreichischen Admirale* (Vols. 1–3). Biblio Verlag.
3. Sokol, H. H. (2002). *Des Kaisers Seemacht 1848–1914: Die k. k. österreichische Kriegsmarine*. Amalthea Verlag.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Željko Peković, PhD, professor emeritus	
Course name	**RESEARCH, RESTORATION AND PRESENTATION OF EARLY MEDIEVAL ARCHITECTURAL HERITAGE** (HZ411)	
Study programme	Doctoral study programme in Humanities	
Course status	Compulsory course within the *Art History* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	6+0+0

COURSE DESCRIPTION

Course aims

The course aims to introduce doctoral candidates to recent research on the restoration and presentation of early medieval architecture, archaeological sites, buildings, parts of historic entities, and historic complexes that constitute protected cultural heritage, as well as to new methods for researching and documenting cultural heritage. The course also introduces students to the systematic process of researching and restoring buildings and architectural complexes including documentation, research, spatial development, valorisation, adaptive reuse, the role of the investor, project design, and implementation.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- valorise early medieval architectural heritage
- present acquired knowledge of the research, restoration, and presentation of early medieval architectural heritage
- apply new methods to the research, restoration, and presentation of architectural heritage
- apply methods and processes for documenting architectural heritage
- understand the conservation process, the preparation of conservation projects, and the role of the investor.

Course content

1. Introduction to an integrated approach to processing and restoring architectural heritage from the perspective of technical sciences.
2. The systematic process of researching and restoring buildings and architectural complexes: documentation, research, spatial development, valorisation, adaptive reuse, the role of the investor, project design, and implementation. Research relates to the origin and development of historic buildings and entities, alongside insights into traditional materials and construction techniques. It also explores the application of contemporary technical achievements in today's processing and presentation of research results. Investigation of architectural heritage, both destructive and non-destructive, and documentation methods.
3. Site presentation in the conservation process based on the valorisation of findings, conservation studies, and projects.
4. A unified method of displaying acquired data on architectural heritage as a prerequisite for comparative studies of specific aspects across broader geographic areas.
5. Practical application of theoretical and methodical principles (examples of successful architectural heritage restorations in Croatia).
6. Traditional materials: stone, brick, mortar, wood. The study of traditional materials and construction techniques as a prerequisite for conservation interventions.
7. Preliminary research and selection criteria for conservation procedures.
8. Repair and reinforcement of masonry structures, reconstruction, and aseismic strengthening.
9. Methods for the consolidation of architectural structures.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☒ blended e-learning (up to 20%) ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	

Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on active participation in class, including critical reflection, the quality of the research paper, familiarity with current theories, and the quality of the student`s reasoning in formulating hypothesis. Assessment focuses on the quality of the research paper and the student`s ability to express and substantiate their own views, as well as their theoretical knowledge and, independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Milošević, A., & Peković, Ž. (2009). *Predromanička crkva Svetoga Spasa u Cetini = La chiesa preromanica di San Salvatore a Cetina*. Omega Engineering d.o.o.; Centar Studia Mediterranea.	1	10
Peković, Ž. (2008). *Četiri elafitske crkve = Quattro chiese delle isole Elafite*. Omega Engineering d.o.o.; Center Studia Mediterranea, Faculty of Humanities and Social Sciences, University of Split.	1	10
Obelić, B., Krajcar Bronić, I., Barešić, J., Peković, Ž., & Milošević, A. (2007). Dating of the Old Bridge in Mostar, Bosnia and Herzegovina. *Radiocarbon, 49*(2), 617–623.	1	10
Peković, Ž., & Topić, N. (2010). Late-medieval and post-medieval foundry in the historic centre of Dubrovnik. *Post-Medieval Archaeology, 44*, 1–10.	1	10
Milošević, A., & Peković, Ž. (2008). Povijesne i arheološke potvrde za srednjovjekovni Mostar. *Godišnjak ANUBiH, 35*, 5–50.	1	10
Peković, Ž. (2006). Prijedlog rekonstrukcije izvorne skele Staroga mosta u Mostaru. *Prostor: Znanstveni časopis za arhitekturu i urbanizam, 14*(2/32), 159–165.	1	10
Peković, Ž. (2006). Geometrija Starog mosta u Mostaru i mjerni sustav u kojem je građen. *Prostor: Znanstveni časopis za arhitekturu i urbanizam, 14*(1/31), 34–41.	1	10
Obelić, B., Krajcar Bronić, I., Barešić, J., Peković, Ž., & Milošević, A. (2006). Dating of the Old Bridge in Mostar. U *19th International Radiocarbon Conference, Keble College, Oxford, 3rd–7th April: Abstracts and Programme* (pp. 128). University of Oxford.	1	10

Supplementary readings

1. Feilden, B. M. (2003). *Conservation of historic buildings*. Architectural Press.
2. Marasović, T. (1983). *Zaštita graditeljskog nasljeđa: Povijesni pregled s izborom tekstova i dokumenata*. Društvo konzervatora Hrvatske.
3. Viollet-le-Duc, E. (1885). *Dictionnaire raisonné de l'architecture française du XIe au XVIe siècle*. Paris.
4. Jokilehto, J. (2002). *A history of architectural conservation*. Butterworth-Heinemann.
5. *Sadržaj i obrada snimka postojećeg stanja graditeljskog naslijeđa*. (1983). Zavod za zaštitu spomenika kulture Split; Zavod za graditeljsko nasljeđe Arhitektonskog fakulteta u Zagrebu. (Radni materijal).
6. *Konzerviranje i restauriranje*. (2001). *Kolo, 1*.
7. Marasović, D., et al. (1995). *Izbor iz djelatnosti Zavoda za zaštitu spomenika kulture u Splitu 1961–1995*. Državna uprava za zaštitu kulturne i prirodne baštine, Povjerenstvo u Splitu.
8. Bedenko, V. (1989). *Zagrebački Gradec: Kuća i grad u srednjem vijeku*. Školska knjiga.

9. Krizmanić, A. (1998). *Komunalna palača – Pula: Razvitak gradskog središta kroz 21. stoljeće*. Istarska naklada.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Vedran Barbarić, PhD, associate professor	
Course name	**THE SACRALIZATION OF SPACE** (HZ412)	
Study programme	Doctoral study programme in Humanities	
Course status	Compulsory course within the *Art History* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	6+0+0

COURSE DESCRIPTION

Course aims

The course aims to enable students to examine practices of selecting and consecrating sacred sites within different religious systems along the eastern Adriatic coast from prehistory to the Middle Ages. Particular attention is devoted to the practices involved in selecting church dedications (titulars) in the Early Middle Ages, with students drawing on an interdisciplinary approach that combines historical, art-historical, archaeological, and linguistic methodologies.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- critically analyse sacral heritage within the spatial landscapes of the eastern Adriatic coast and its hinterland
- identify and explain, at an advanced level, the sacralization of specific locations and reasons underlying their selection
- contextualize selected examples within the broader context of sacral heritage across different historical periods
- identify elements of sacral heritage that reveal traces of earlier cults and beliefs.

Course content

1. Prehistoric, Greek, and Roman cults and their traces in the landscape.
2. Christianization of the pagus in Late Antiquity. Slavic mythology and the sacral interpretation of the landscape.
3. Early Medieval Christianity. Church titulars as indicators of earlier cults.
4. Selected case studies: Palagruža, Poljica, Brač, and other examples.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☐ e-learning (%) ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on active participation in class, including critical reflection, the quality of the research paper, familiarity with current theories, and the quality of the student`s reasoning in formulating hypothesis. Assessment focuses on the quality of the research paper and the student`s ability to express and substantiate their own views, as well as their theoretical knowledge and, independence of thought

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Barbarić, V., & Ursić, L. (2019). *Sakralna baština otoka Brača: Itinerari kulturnog turizma* [Exhibition catalog]. Arheološki muzej u Zagrebu.	2	10
Barbarić, V. (2018). Kontinuitet svetih mjesta u prostoru otoka Brača. *Bračk zbornik, 23*, 185–204.	1	10
Katičić, R. (2017). *Naša stara vjera*. Ibis grafika; Matica hrvatska.	1	10
Milošević, A. (2013). *Tragovi starih vjerovanja u kršćanstvu ranoga srednjega vijeka*. Omega Engineering; Center Studia Mediterranea Faculty of Humanities and Social Sciences, University of Split.	1	10
Praničević Borovac, I. (2017). *Sveci i pomorci: Umjetnička baština pomorske tematike Dalmacije pod zaštitom svetaca*. Književni krug.	1	10

Supplementary readings

Supplementary readings will be determined during the course in accordance with the participants' interests.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level

- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Davor Dukić, PhD, full professor	
Course name	**IMAGOLOGICAL APPROACH AND THE HISTORY OF LITERARY CULTURE** (HZ413)	
Study programme	Doctoral study programme in Humanities	
Course status	Compulsory course within the *Mediterranean Interdisciplinary Cultural Studies* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	6+0+0

COURSE DESCRIPTION		
Course aims		
The course aims to enable students to critically reflect on the fundamental terms and concepts of imagological analysis and to apply them independently in the analysis of selected textual or visual material.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of this course, students will be able to: - explain the context in which imagology emerged and developed - explain the concept of the representation of geocultural space - understand and apply imagological terminology (self-image/auto-image, hetero-image, imagem, imagotype/stereotype, personal/cultural imaginary, etc.); - independently identify and analyse the imagotypical attributes of geocultural spaces in fictional and non-fictional texts or films - critically analyse relevant imagological scholarship		
Course content		
1. History of imagological research (early and recent French imagology; the Aachen School; contemporary imagology and European studies). 2. Fundamental imagological concepts (hetero-image, self-image/auto-image, imagem, imagotype/stereotype, personal and cultural imaginary). 3. Axiological foundations of imagology; the concept of formal imagology. 4. Perspectives of the imagological approach in researching the history of literary culture. 5. Student research assignments.		
Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☐ e-learning (%) ☒ research paper

	☐field work	

Student obligations

Doctoral candidates are expected to participate actively in lectures, and demonstrate their knowledge and understanding of the subject matter through the preparation and presentation of an agreed project. This project should demonstrate a thorough knowledge of the relevant literature and a critical and analytical approach to the selected topic. It should also demonstrate the doctoral student`s knowledge of recent theoretical developments and their ability to critically engage with them in developing their own perspective on the topic.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading log: notes on required readings	x				

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The overall performance in the course is assessed, including participation in individual and group classes, familiarity with the assigned readings, and the preparation and defence of a research paper.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Beller, M., & Leerssen, J. (Eds.). (2007). *Imagology: The cultural construction and literary representation of national characters – A critical survey*. Rodopi.	1	10
Dukić, D., Blažević, Z., Plejić Poje, L., & Brković, I. (Eds.). (2009). *Kako vidimo strane zemlje: Uvod u imagologiju*. Srednja Europa.	1	10
Oraić Tolić, D., & Kulcsár Szabó, E. (Eds.). (2006). *Kulturni stereotipi: Koncepti identiteta u srednjoeuropskim književnostima*. FF Press.	2	10
Dukić, D. (2009). The concept of the cultural imagery: Imagology with and not against the early Völkerpsychologie. In E. F. Coutinho (Ed.), *Discontinuities and displacements: Studies in comparative literature* (Proceedings of the XVIII Congress of the ICLA, pp. 71–80). Aeroplano Editora.	1	10

Supplementary readings

Zacharasiewicz, W. (2010). *Imagology revisited*. Rodopi.

Voltrová, M. (2017). *Terminologie, Methodologie und Perspektiven der komparatistischen Imagologie*. Frank & Timme.

The reading list may be expanded or modified in accordance with the students' profiles and interests.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations

- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Nikica Mihaljević, PhD, full professor	
Course name	**MIGRATION, MULTICULTURALISM, INTERCULTURALISM AND TRANSCULTURATION IN WOMEN'S LITERATURE** (HZ444)	
Study programme	Doctoral study programme in Humanities	
Course status	Compulsory course within the *Mediterranean Interdisciplinary Cultural Studies* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	6+0+0

COURSE DESCRIPTION

Course aims

The course aims to enable students to examine the concepts of transmigration, multiculturalism, cultural diversity (multiculturality), interculturalism, transculturation, and pluriculturalism through the analysis of texts by contemporary female writers.
The course draws on contemporary reflections on the possibility and impossibility of belonging to a single place, a single moment, a single identity, a single culture, etc. Students examine transculturation and the identities of transnational generations as central elements of migration processes. Consequently, particular attention is devoted to themes such as biculturalism, hybrid identities, fluid identities, the integration of immigrants into local environments, cultural heterogeneity, migratory dynamics, borders, oppression, and solidarity in the context of migration, as well as feminism and the status of women in newly emerging situations.
The course will partly focus on the analysis of women's writing (*écriture féminine*) through examples of narrative prose by 20th and 21st-century female writers. By examining responses to new social and migratory dynamics and questioning national, cultural, and personal boundaries, students explore the diverse ways in which female authors contribute to the analysis and critique of current social and cultural issues. Students will also analyse motifs of escape, departure, arrival, travel, return, delayed return, and nostalgia in selected literary texts. Throughout the course, particular attention will be devoted to the question of identity as a central theme of female writing, with students examining the ways in which this type of writing addresses gender relations, the position of women, and male dominance.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:
- independently explain the fundamental concepts of multiculturalism, cultural diversity (multiculturality), interculturalism, transmigration, transculturation, and pluriculturalism
- demonstrate knowledge and understanding of the basic theoretical concepts related to transmigration processes in the context of feminism and female writing
- independently formulate a research question or task concerning migration, identity and the concepts of interculturalism, transculturation, and pluriculturalism in a literary text
- critically reflect on and evaluate issues related to migration, identity, and multiculturality
- critically analyse, evaluate, synthesise the findings and conclusions of original research on transmigration, multiculturality, and transculturation in literary texts.

Course content

1. Introductory definition of terms.
2. The phenomenon of migration in relation to gender divisions. Capitalist production, colonial attitudes, consumer society.
3. The question of identity (personal, cultural, national, traditional), causes of transmigration, transmigration experiences, the sense of (non)belonging.
4. Hybrid identity, dislocated identity.
5. Literary texts that address issues of transmigration, multiculturality, interculturality, and transculturation.
6. Prejudices and stereotypes in literary texts. Cultural identities.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☒laboratory ☐supervision ☒ blended e-learning (up to 20%) ☒ research paper

Student obligations

In addition to actively participating in lectures, the doctoral student is required to demonstrate their knowledge and understanding of the subject matter through the preparation and presentation of an agreed project. The project should demonstrate a thorough knowledge of the relevant literature and a critical and analytical approach to the assigned topic. Overall, the course requires regular attendance, independent research, and the preparation and presentation of a research paper.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on active participation in class, including critical reflection, the quality of the research paper, familiarity with current theories, and the quality of the student`s reasoning in formulating hypothesis. Assessment focuses on the quality of the research paper and the student`s ability to express and substantiate their own views, as well as their theoretical knowledge and, independence of thought

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Berry, B. (2006). *Kultura i jednakost: Egalitarna kritika multikulturalizma*. Naklada Jesenski i Turk.	1	10
Bhabha, H. K. (2004). *The location of culture*. Routledge.	1	10
Boehmer, E. (1995). *Colonial and postcolonial literature: Migrant metaphors*. Oxford University Press.	1	10
Eagleton, T., Jameson, F., & Said, E. W. (1990). *Nationalism, colonialism, and literature*. Minneapolis, MN: University of Minnesota Press.	1	10
Čale Feldman, L., Dujić, L., Grdešić, M., Jambrešić Kirin, R., Dremel, A., & Medved, N. (Eds.). (2019). *Kamen na cesti: Granice, opresija i imperativ solidarnosti*. Centar za ženske studije & Institut za etnologiju i folkloristiku.	1	10

Martin Alcoff, L., & Manetta, E. (Eds.). (2003). *Identities: Race, class, gender, and nationality*. Blackwell Publishing.	1	10
Mihaljević, N. (Ed.). (2017). *Gender in(equality): Literary, linguistic, and artistic responses to gendered dominance*. IRF Press.	3	10
Oraić Tolić, D. (2005). *Muška moderna i ženska postmoderna*. Naklada Ljevak.	1	10
Simal, B., & Marino, E. (Eds.). (2004). *Transnational, national, and personal voices: New perspectives on Asian American and Asian diasporic women writers*. LIT Verlag.	1	10
Zlatar, A. (2004). *Tekst, tijelo, trauma: Ogledi o suvremenoj ženskoj književnosti*. Naklada Ljevak.	2	10

Supplementary readings

Ambrosini, M. (2005). *Sociologia delle migrazioni*. Il Mulino.

Barbulli, C. (2010). *Scrittrici migranti: La lingua, il caos, una stella*. Edizioni ETS.

Batina, K. (2018). *Aspekti ženskog autorstva u ranoj hrvatskoj etnologiji i folkloristici*. Hrvatska akademija znanosti i umjetnosti.

Bhabha, H. K. (Ed.). (2002). *Nation and narration*. Routledge.

Brešić, V. (2001). *Hrvatska emigrantska književnost*. Nakladni zavod Matice Hrvatske.

Čačinović, N. (2000). *U ženskom ključu: Ogledi o teoriji kulture*. Centar za ženske studije.

Eriksen, T. H. (2014). *Globalization: The key concepts*. Bloomsbury.

Galić Kakkonen, G., & Mihaljević, N. (2016). Globalizacija, svjetska književnost i prevođenje. In R. Scotti Jurić, N. Poropat Jeletić, & I. Matticchio (Eds.), *Studi filologici e interculturali tra traduzione e plurilinguismo* (pp. 215–224). Aracne editrice.

Gnisci, A. (Ed.). (2006). *Nuovo planetario italiano: Geografia e antologia della letteratura della migrazione in Italia e in Europa*. Città Aperta Edizioni.

Harding, S. (1998). *Is science multicultural? Postcolonialisms, feminisms, and epistemologies*. Indiana University Press.

Lukšić, I. (Ed.). (2002). *Egzil, emigracija: Novi kontekst*. HFD.

Mihaljević, N., & Carić, S. (2018). "The centre cannot hold": Quattro scrittrici migranti interpretano i malanni moderni. Filozofski fakultet u Splitu.

Moi, T. (2007). *Seksualna/tekstualna politika: Feministička književna teorija*. AGM.

Morris, P. (2000). *Literature and feminism: An introduction*. Blackwell Publishers.

Nail, T. (2015). *The figure of the migrant*. Stanford University Press.

Oraić Tolić, D., & Kulcsár Szabó, E. (2006). *Kulturni stereotipi: Koncepti identiteta u srednjoeuropskim književnostima*. FF Press.

Sablić Tomić, H. (2005). *Gola u snu: O ženskom književnom identitetu*. Znanje.

Safranski, R. (2008). *Koliko globalizacije čovjek može podnijeti?* (H. Sinković, Trans.). Naklada Ljevak.

Spivak, G. (2010). *Nationalism and the imagination*. Seagull Books.

Warhol-Down, R. (Ed.). (2008). *Women's worlds: The McGraw-Hill anthology of women's writing*. McGraw-Hill Higher Education.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Vojko Strahovnik, PhD, assistant professor	
Course name	**ETHICS AND VALUES EDUCATION** (HZ415)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Philosophy* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to enable students to critically reflect on ethics and values education and to examine the relationship between ethics, moral philosophy, moral development, and ethics education. Students will engage in a reflective dialogue and compare their reflections on their own lives and ethical actions. To support independent research, students will examine the ethical dimension of education, including the educational process and its broader context, and explore approaches and tools for ethics education.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- define and clearly articulate the goals and learning outcomes of ethics and values education
- explain the ethical dimensions of the educational process
- explain the relationship between moral theory, normative ethics, and ethics and values education
- analyse the factors that influence ethics and values education
- define and analyse key ethical values, principles, and ideals
- develop and apply a range of educational approaches, methods, and tools related to ethics and values education
- synthesise knowledge of the teacher`s role and the key principles of professional teacher ethics
- evaluate the significance and benefits of ethics and values education
- explain the need to develop ethics and values education as a form of global education in response to contemporary ethical challenges in local and global societies.

Course content

1: Ethics, Moral Philosophy, and Education

- Ethics, moral theory, normative ethics, and applied ethics
- Key ethical concepts: good, right, duty, virtue, value, principle, ideal
- Key ethical theories
- Ethical dimensions of teaching/education

2: Ethics and Values Education

- Moral development and education of children (key stages of moral development, ways of stimulating ethical reflection, reflective and sensitive thinking)
- Ethics and values education, goals, approaches, and methods (moral development approach, values classification, critical thinking approach, etc.)
- Methods and tools for classroom/group use (case analysis, active learning and volunteer work, cooperative learning, the role of reflection and collaborative learning, structured drama and role-

playing, model-based learning, problem-solving, philosophy and critical thinking, techniques involving artistic activities, addressing emotions, the Gestalt approach and experiential learning, etc.)
- Evaluation and assessment of ethics and values education

3: Teacher Ethics
- Key points of professional ethics
- The role of the teacher / the teacher as a role model

4: Ethical Aspects and Challenges of the Contemporary World
- Ethical aspects and challenges of the contemporary world (ways of addressing them in the classroom/group setting)
- Active citizenship and democracy; the ethics of war and peace
- Economic inequalities and poverty, economic and distributive justice, social welfare
- Environmental protection and environmental ethics, sustainability
- (Digital) media, information, and media literacy/education
- Ethical issues related to new technologies
- Globalization and interdependence, cultural identity, intercultural dialogue, interreligious dialogue

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☒multimedia and network ☐laboratory ☐supervision ☐ e-learning (%) ☒ research paper

Student obligations

Regular class attendance, taking lecture notes, and active participation in discussions in preparation for the research paper.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The overall performance in the course throughout the semester is assessed. The final grade is based on participation in class activities and the evaluation of the research paper.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Cam, P. (2012). *Teaching ethics in schools* (selected chapters). Australian Council for Educational Research.	1	10
Ćurko, B. (2017). *Kritičko mišljenje u nastavi filozofije, logike i etike*. Hrvatsko filozofsko društvo.	1	10
Dewey, J. (1926). *Democracy and education: An introduction to the philosophy of education* (selected chapters). Macmillan.	1	10
Freakley, M., Burgh, G., & MacSporran, L. T. (2008). *Values education in school: A resource book for student inquiry*	1	10

(selected chapters). Australian Council for Educational Research.		
Noddings, N. (2013). *Caring: A relational approach to ethics and moral education* (selected chapters). University of California Press.	1	10
Strahovnik, V. (2016). Ethics and values education. In M. Peters (Ed.), *Encyclopedia of educational philosophy and theory*. Springer. https://doi.org/10.1007/978-981-287-532-7_167-1	1	10
Strahovnik, V. (2018). *Moralna teorija: O prirodi moralnosti* (selected chapters). Naklada Lara.	1	10
Supplementary readings		
Selected in consultation with the doctoral student.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows: - class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
Lead instructor	Hrvoje Jurić, PhD, full professor	
Course name	**INTEGRATIVE BIOETHICS IN THE CONTEXT OF WORLD BIOETHICS** (HZ416)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Philosophy* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0
COURSE DESCRIPTION		
Course aims		
The course aims to enable students to examine the concept of integrative bioethics within the context of global bioethics. Students will explore the emergence and development of bioethics worldwide and in Croatia, as well as the main characteristics of integrative bioethics on a global scale, with particular emphasis on Southeastern, Southern, and Central Europe. Through the course, students will develop the ability to critically assess scientific and professional achievements within an international context.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of this course, students will be able to:		

- explain the place and importance of integrative bioethics within the international scientific context
- comparatively analyse the relationship between integrative bioethics and other approaches within the field of bioethics
- identify and distinguish the main characteristics of integrative bioethics and analyse their reception in the international context
- independently conduct historical and problem-oriented scientific research and comparatively analyse scientific texts, themes, and problems.

Course content

1. The emergence and development of bioethics worldwide and in Croatia.
2. The formulation and development of the concept and project of integrative bioethics. The role of integrative bioethics in formulating and developing the concept and project of European bioethics.
3. The concept of integrative bioethics in the context of global bioethics.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☒multimedia and network ☐laboratory ☐supervision ☐ e-learning (%) ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay	x	Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading log: notes on required readings	x				

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The overall performance in the course throughout the semester is evaluated. The final grade is based on active participation in class activities and the evaluation of the essay. The assessment also includes the student`s reading log and notes on the primary sources.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Čović, A. (2004). *Etika i bioetika*. Pergamena.	1	10
Čović, A. (2007). Integrativna bioetika i pluriperspektivizam. In V. Valjan (Ed.), *Integrativna bioetika i izazovi suvremene civilizacije* (pp. 65–76). Bioetičko društvo u BiH.	1	10
Jurić, H. (2007). Uporišta za integrativnu bioetiku u djelu Van Rensselaera Pottera. In V. Valjan (Ed.), *Integrativna bioetika i izazovi suvremene civilizacije* (pp. 77–99). Bioetičko društvo u BiH.	1	10

Rinčić, I., & Muzur, A. (2012). *Fritz Jahr i rađanje europske bioetike*. Pergamena.	1	10

Supplementary readings

1. Čović, A. (2011). Pojmovna razgraničenja: Moral, etika, medicinska etika, bioetika, integrativna bioetika. In A. Čović & M. Radonić (Eds.), *Bioetika i dijete: Moralne dileme u pedijatriji* (pp. 11–24). Pergamena.
2. Čović, A., Gosić, N., & Tomašević, L. (Eds.). (2009). *Od nove medicinske etike do integrativne bioetike / From new medical ethics to integrative bioethics*. Pergamena.
3. Čović, A. (Ed.). (2011). *Integrative Bioethik und Pluriperspektivismus / Integrative bioethics and pluri-perspectivism*. Academia Verlag.
4. Jeličić, A. (2016). *Recepcija i preobrazba bioetike u Hrvatskoj* [Doctoral dissertation, University of Zagreb, Faculty of Humanities and Social Sciences].
5. Jurić, H. (2012). Hans Jonas' integrative philosophy of life as a foothold for integrative bioethics. In A. Muzur & H.-M. Sass (Eds.), *Fritz Jahr and the foundations of global bioethics: The future of integrative bioethics* (pp. 139–148). LIT Verlag.
6. Kukoč, M. (2012). Development of integrative bioethics in the Mediterranean area of South-East Europe. *Medicine, Health Care and Philosophy, 15*(4), 453–460.
7. Rinčić, I., & Muzur, A. (2011). Variety of bioethics in Croatia: A historical sketch and a critical touch. *Synthesis Philosophica, 26*(2), 423–428.
8. Zagorac, I., & Jurić, H. (2008). Bioetika u Hrvatskoj. *Filozofska istraživanja, 28*(3), 601–611.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Ljudevit Hanžek, PhD, assistant professor	
Course name	**SELECTED CHAPTERS FROM PHILOSOPHY OF MIND** (HZ417)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Philosophy* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to introduce doctoral candidates to the major philosophical problems concerning the mind, mental states, and consciousness.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- define the fundamental concepts of the philosophy of mind
- distinguish philosophical issues concerning the mind and mental states from empirical approaches to the study of the mind and consciousness
- explain basic metaphysical positions concerning the nature of the mind (materialism, dualism, functionalism, panpsychism);
- explain and critically analyse major arguments in the philosophy of mind (explanatory gap, knowledge argument, zombie argument, the Twin Earth thought experiment...)
- identify the connections between debates in the philosophy of mind and other branches of philosophy (metaphysics, epistemology, ethics, philosophy of language...).

Course content

1. Introductory lecture. Fundamental concepts of the philosophy of mind: mental state, mental/propositional content, phenomenal character, consciousness, introspection, intentionality, reduction, emergence, supervenience; functional and phenomenal understandings of consciousness (A-consciousness and P-consciousness); Internalism and externalism regarding mental content; Twin Earth (Putnam); mental causation: the problem of interaction: pairing and the principle of conservation of energy; causal closure of the physical world.

2. Metaphysics of mind I: Substance dualism; property dualism; psychophysical parallelism; epifenomenalism; the problem of interaction; naturalistic dualism (Chalmers); Behaviorism: Analytical behaviorism; methodological and psychological behaviorism; behaviorism and introspection; behaviorism and the cognitive revolution; Functionalism: machine functionalism; analytical functionalism; psycho-functionalism; functional states and realizing states; functionalism and qualia; problems for functionalism (the Chinese Nation – Block, the problem of holism).

3. Metaphysics of mind II: Eliminative materialism: Folk psychology and its problems; elimination contrasted with reduction; instrumentalism; the self-refutation problem; defence of the explanatory potential of folk psychology; physicalism. Type identity theory; multiple realizability; token identity theory; physicalism and supervenience; reductive and non-reductive physicalism; a priori and a posteriori physicalism; theoretical physicalism and object physicalism. Problems for physicalism: qualia and consciousness; What is it like to be a bat? (Nagel); the knowledge argument (Jackson); Kripke's critiques of physicalism; the zombie argument (Chalmers).

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☐ e-learning (%) ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	

Written exam		Oral exam		Essay	x	Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on active participation in class, including critical reflection, evaluation of the essay, familiarity with current theories, and the ability to formulate and substantiate personal positions when developing hypotheses..

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Heil, J. (2004). *Philosophy of mind: A contemporary introduction*. Routledge.	1	10
Chalmers, D. (2002). *Philosophy of mind: Classical and contemporary readings*. Oxford University Press.	1	10
Schneider, S., & Velmans, M. (Eds.). (2017). *The Blackwell companion to consciousness*. Wiley-Blackwell.	1	10
Lycan, W., & Prinz, J. (Eds.). (2008). *Mind and cognition: An anthology*. Wiley-Blackwell.	1	10
Block, N., Flanagan, O., & Guzeldere, G. (Eds.). (1997). *The nature of consciousness: Philosophical debates*. MIT Press.	1	10

Supplementary readings

1. Wright, C., Smith, B., & Macdonald, C. (Eds.). (1998). *Knowing our own minds*. Clarendon Press.
2. Bar-On, D. (2004). *Speaking my mind*. Oxford University Press.
3. Carruthers, P. (2005). *Consciousness: Essays from a higher-order perspective*. Oxford University Press.
4. Gallois, A. (1996). *The mind within, the world without*. Cambridge University Press.
5. Hill, C. (1991). *Sensations: A defense of type materialism*. Cambridge University Press.
6. Hurlburt, R. T. (1990). *Sampling normal and schizophrenic inner experience*. Plenum Press.
7. Kriegel, U. (2009). *Subjective consciousness*. Oxford University Press.
8. Lycan, W. (1996). *Consciousness and experience*. MIT Press.
9. Dretske, F. (1991). *Explaining behavior*. MIT Press.
10. Dretske, F. (1995). *Naturalizing the mind*. MIT Press.
11. Dreyfus, H. L., & Hall, H. (Eds.). (1982). *Husserl, intentionality and cognitive science*. MIT Press.
12. Fodor, J. A. (1990). *A theory of content and other essays*. MIT Press.
13. Stoljar, D. (2010). *Physicalism*. Routledge.
14. Alter, T., & Walter, S. (Eds.). (2008). *Phenomenal concepts and phenomenal knowledge: New essays on consciousness and physicalism*. Oxford University Press.
15. McLaughlin, B., Beckermann, A., & Walter, S. (Eds.). (2009). *The Oxford handbook of philosophy of mind*. Oxford University Press.
16. Armstrong, D. (1993). *A materialist theory of the mind*. Routledge.
17. Chalmers, D. (1996). *The conscious mind*. Oxford University Press.
18. Dennett, D. (1991). *Consciousness explained*. Little, Brown and Company.
19. Rosenberg, G. (2004). *A place for consciousness: Probing the deep structure of the natural world*. Oxford University Press.
20. Hart, W. D. (1988). *The engines of the soul*. Cambridge University Press.
21. John, H., & Mele, A. (Eds.). (1995). *Mental causation*. Oxford University Press.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Tonći Kokić, PhD, full professor Gabriela Bašić Hanžek, PhD, assistant professor	
Course name	**ARGUMENTATION THEORY** (HZ449)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Philosophy* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to enable students to critically reflect on the theoretical foundations of argumentation as an interdisciplinary field. Students will apply the knowledge they acquire through independent work involving the analysis and production of texts.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:

- understand the basic concepts of argumentation theory (the distinction between argument and argumentation, reason, dialogue, etc.);
- distinguish between the three principal approaches in argumentation theory (rhetorical, pragma-dialectical, and epistemological);
- recognise and evaluate argumentative structures within a text;
- recognise and classify so-called fallacies in argumentation.

Course content

1-2. Introduction to argumentation theory: the state of the discipline, its relationship to other disciplines (philosophy, linguistics).
3-4. Fundamental concepts and distinctions in argumentation theory.
5-6. Three principal starting points in argumentation theory, their advantages and disadvantages.
7-8. Identification and reconstruction of arguments in a text (source).
9-10. The technique of argument diagramming.
11-12. Fallacies or errors in argumentation: theoretical foundations.
13-14. Classification of fallacies in argumentation and difficulties in their evaluation.
15. Concluding remarks.

Modes of delivery	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ independent work ☐ multimedia and network ☐ laboratory ☒ supervision ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

The final grade is based on regular and active participation in classes, critical reflection, and the preparation of a research paper in which the doctoral student clearly demonstrates knowledge of contemporary theories and presents their own reflections on the selected topic in the concluding section of the research.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Van Eemeren, F. H., & Grootendorst, R. (2004). *A Systematic Theory of Argumentation.* Cambridge: Cambridge University Press.	1	10
Van Eemeren, F.H., Garssen, B., Krabbe, E.C.W., Snoeck Henkemans, F.A., Verheij, B., & Wagemans, J.H.M. (2014). *Handbook of Argumentation Theory.* Springer Netherlands.	1	10

Supplementary readings

1. Bašić Hanžek, G. (2022). *Teorija argumentacije.* Split: Filozofski fakultet u Splitu.
2. Sekulić, D. (2016). *Psihologija zaključivanja i logika*. Zagreb: KruZak
3. Sekulić, D. *Neformalna logika* (lecture notes).
4. Škarić, I. (2008). *Temeljci suvremenoga govorništva*. Zagreb: Školska knjiga.
5. Woods, J. (1994). "Is the theoretical unity of the fallacies possible?" *Informal Logic* 16(2), 77-85.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and levels of programme acquisition shall be determined through evaluation based on standardised assessment methods, through surveys on the quality of teaching activities and self-assessment, as follows:

- class attendance and participation, and performance in assigned tasks;
- student questionnaires on the quality of teaching conducted at the university level;
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus;
- individual teacher-student consultations;
- student self-assessment;

- peer evaluation of the implementation and quality of the teaching process.

GENERAL INFORMATION		
Lead instructor	Srećko Jurišić, PhD, full professor	
Course name	**THE CRIME NOVEL IN THE MEDITERRANEAN** (HZ418)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Literature and Culture* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is to introduce doctoral students to the complex landscape of the crime fiction on the shores of the Mediterranean Sea, focusing on the fact that the genre has long moved beyond narrow genre conventions and increasingly engages with social issues. Doctoral students will critically evaluate and interpret the most significant representatives of Mediterranean crime novel and their works, considering the influence of the region`s complex geopolitical developments on the genre. Particular attention will be paid to works of the French writer and journalist Jean-Claude Izzo, who, at the beginning of the twenty-first century, introduced the notion of the so-called Mediterranean noir.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- situate themselves within the generic landscape of the crime fiction in the Mediterranean region
- recognise the fundamental characteristics of the genre
- identify the most important authors and works from individual Mediterranean countries
- confidently determine the historical period and social context of individual authors and works.

Course content

The course focuses on the analysis of the geocritical context of crime fiction in France, Italy, Croatia, Spain, and Portugal, as well as Greece and North Africa. Particular attention is paid to the view held by many critics maintain that crime fiction originated precisely on the shores of the Mediterranean, with early examples including the biblical story Cain and Abel and Sophocles' *Oedipus Rex*. In 1993, the Paris publishing house Gallimard published Sophocles' masterpiece in its "Série Noire" collection devoted to crime fiction, thereby, in a certain sense, officially establishing the Mediterranean roots of a genre that would achieve widespread popularity across the Atlantic at the beginning of the twentieth century, although important works of crime fiction continued to be produced throughout the Mediterranean region. Works by authors such as Vázquez Montalbán, Sciascia, Camilleri, Pavičić, Markaris, among others, will be analysed.

Modes of delivery	☒ lectures	☒ independent work ☐ multimedia and network

	☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ laboratory ☒ supervision ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Scaggs, J. (2005). *Crime novel*. London, New York.	1	10
Izzo, J. C. (2011). *Aglio, menta e basilico*, Roma, e/o, (u prijevodu)	1	10

Supplementary readings

Additional literature shall be agreed upon with doctoral students on an ad hoc basis.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Marko Dragić, PhD, professor emeritus

Course name	**INTERFERENCES BETWEEN ORAL AND WRITTEN LITERATURE** (HZ418)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Literature and Culture* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to introduce doctoral students to issues concerning the relationship between oral and written literature and to develop their professional competences in literary-historical and literary-theoretical research.

Course enrolment requirements

As stipulated in the Regulations on Study in the Postgraduate Doctoral Programme of the Faculty of Humanities and Social Sciences, University of Split.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- analyse professional and scientific literature on the interaction between oral and written literature
- explain the relationship between oral and written literature
- interpret the interplay between oral and written literature;
- interpret literary works as specific documents of their historical period
- formulate independent perspectives on the interaction between oral and written literature through analysis, comparison, and synthesis
- recognise the aesthetic and social functions of oral literary genres within written literature.

Course content

Poetics, classification, and contextualisation of Croatian oral literature in the works of authors such as Marko Marulić, Marin Držić, Petar Hektorović, Mavro Orbini, Juraj Rattkay, Ivan Gundulić, Petar Zrinski, Ignjat Đurđević, Fran Krsto Frankopan, Pavao Ritter Vitezović, Andrija Kačić Miošić, Ivan Mažuranić, Matija Mažuranić, August Šenoa, Dinko Šimunović, Božo Lovrić, Miroslav Krleža, Ivo Andrić, Ivan Raos, Ivan Aralica, and others. Interpretation of selected examples of oral literature in the works of these authors.

Modes of delivery	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☒ supervision ☒ research paper ☒ e-learning

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Botica, S. (2013). *Povijest hrvatske usmene književnosti.* Zagreb: Školska knjiga.	5	10
Kekez, J. (1988). *Prva Hrvatska rečenica*. Zagreb: Matica hrvatska.	4	10
Kekez, J. (1987). *Usmeno-pisani književni suodnosi: izbor rasprava i ogleda*. Nikšić: NIO Univerzitetska riječ.	5	10
Dragić, M. (2016). Legende i svjedočanstva o čudotvornoj slici Gospe Sinjske. *Croatica et Slavica Iadertina* 12. Zadar: Department of Croatian and Slavic studies, University of Zadar.	1	10
Dragić, M. (2013). Starozavjetni motiv Sodome i Gomore u Bakulinom Šematizmu i u suvremenom pripovijedanju u Hercegovini. *Zbornik o Petru Bakuli*. Zagreb: Faculty of Croatian Studies, University of Zagreb. 75−97.	3	10

Supplementary readings

1. Dragić, M. (2011). Etiologija izreke Šaptom Bosna poginu. *Školski vjesnik*, V. 60, n. 3. 361−382.
2. Dragić, M. (2011). Harač i drugi zločini u Mažuranićevom spjevu Smrt Smail-age Čengića i suvremenom narodnome pripovijedanju. In Ivan Mažuranić (1814. – 1890.) i Montenegro. Cetinje, Osijek: HCDP "Croatica - Montenegrina" RH & CKD "Montenegro - Montenergina", Osijek & Institute for Montenegrin Language and Literature "Vojislav P. Nikčević", Cetinje. 379−411.
3. Dragić, M., Blažević, I. (2009). Interferencije usmene književnosti u Raosovom romanu Prosjaci i sinovi. *8. Kijevski književni susreti, Zbornik radova i pjesama*. 69−96.
4. Vončina, J. (1986). *Kačić i Relković na razmeđu epoha*. Predgovor za djela Kačića i Relkovića. Zagreb: Novi liber. 5−107.
5. Botica, S. (2003). *Andrija Kačić Miošić*. Zagreb: Školska knjiga.
6. Kombol, M. (1961). *Povijest hrvatske književnosti do preporoda*. Zagreb: MH.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level

- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Nikica Mihaljević, PhD, full professor	
Course name	**SPACE AND IDENTITY IN THE LITERARY TEXT** (HZ420)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Literature and Culture* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to introduce doctoral students to the fundamental epistemological principles of the spatial turn in the social sciences, particularly the humanities, and to contemporary concepts of space in literature and related fields of study. The course also aims to develop students` ability to critically examine how special parameters may legitimise, shape, and transform personal, collective, and national identities, to identify and articulate similarities and differences between identities, and engage with the concept of Otherness.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:
- demonstrate knowledge of the fundamental theoretical approaches to the study of spatial elements in literary texts
- explain the key concepts of contemporary theories of space
- formulate independent research questions concerning space in literary texts and apply theoretical knowledge of literary space in textual analysis
- discuss the relationship between space and identity and substantiate their own arguments
- critically examine the layered nature of literary space and its multiple meanings
- identify, interpret, and distinguish the specific characteristics of literary space in the works of different authors.

Course content

1. Contemporary concepts of space in literary studies and theoretical approaches to and critical reflection on space. The changing significance of space and spatial parameters in literature throughout the centuries, from the fundamental ontological dimensions of identity to the diverse determinants of identity explored in contemporary scholarship.
2. The role of space in the construction of personal and collective identity. Real versus “imaginary” space. Otherness and the distinction between self and other in the process of identity formation. The influence of space on the construction of identity.

3. Literary space as an intersection of multiple layers of meaning, including social, historical, cultural, linguistic, sociological, religious dimensions. 4. The concepts of urbanity, utopia, heterotopia, and dystopia; space and place; place and non-place, etc.; the importance of interior and exterior spaces in literature, as well as peripheral urban areas in contemporary literature. Positive and negative connotations of the periphery. Analysis of literary space in selected texts. Representations of the city and urban space in selected literary works with a focus on their anthropological, sociological, cultural, and other dimensions.

Modes of delivery	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☒ supervision ☒ research paper ☒ e-learning

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Alter, R. (2005). *Imagined Cities. Urban Experience and the Language of the Novel*. New Haven: Yale University Press.	1	10
Foucault, M. (1996). O drugim prostorima, *Glasje*, 3, 6 (pp. 8-14). Zadar.	1	10
Lehan, R. (1998). *The City in Literature: an Intellectual and Cultural History.* Berkeley: University of California Press.	1	10
Lefebvre, H. (2005). *The Production of Space*. Maiden, Oxford, Victoria: Blackwell Publishing.	1	10
Lutwack, L. (1984). *The Role of Place in Literature*. Syracuse: Syracuse University Press.	1	10

Nemec, K. (2010). *Čitanje grada*. Zagreb: Naklada Ljevak.	1	10
Soja, E. (1996). *Thirdspace: Journeys to Lost Angeles and Other Real-and-Imagined Places*. Oxford: Blackwell Publisher.	1	10
Tambling, J. (2001). *Lost in the American City: Dickens, James, and Kafka*. New York: Palgrave.	1	10
Warf, B., & Arias, S. (Eds.). (2009). *The Spatial Turn: Interdisciplinary Perspectives*. London, New York: Routledge.	1	10
Westphal, B. (2011). *Geocriticism: Real and Fictional Spaces*. New York: Palgrave Macmillan.	1	10
Wirth-Nesher, H. (1996). *City codes. Reading the Modern Urban Novel*. Cambridge: Cambridge University Press.	1	10

Supplementary readings

1. Borelli, G. (2013). *Immagini di città. Processi spaziali e interpretazioni sociologiche*. Milano: Bruno Mondadori.
2. Caws, M. A. (Ed.). (1991). *City Images. Perspectives from Literature, Philosophy, and Film*. New York: Gordon and Breach.
3. Godono, E. (2001). *La città nella letteratura postmoderna*. Napoli: Liguori.
4. Harding, D. (2003). *Writing the city: Urban Visions and Literary Modernism*. New York: Routledge.
5. Iengo, F. (1988). *La grande città dei letterati. Testi esemplari da Cartesio a Leopardi*. Milano: Unicopli.
6. Iengo, F. (1992). *Gli scrittori e la città che cambia. Letteratura urbana fra Illuminismo e Romanticismo*. Chieti: Vecchio Faggio Editore.
7. Jurišić, S., Marić, A., Mihaljević, N., & Dalmatin, K. (Eds.). (2018). *La città italiana come spazio letterario nel contesto mediterraneo (1990. – 2015.)*. Firenze: Franco Cesati.
8. Leerssen, J. (2007). Identity / Alterity / Hybridity. In M. Beller, J. Leerssen (Eds.), *Imagology: The cultural construction and literary representation of national characters: A critical survey* (pp. 335–342). Amsterdam, New York: Rodopi.
9. Mihaljević, N., & Carić, S. (2017). Spazi transgenerazionali in Adua di Igiaba Scego. In A. Santamaria Villaroya (Ed.), *Personajes femeninos y canon* (pp. 289–317). Sevilla: Benilde Ediciones.
10. Mihaljević, N. (2014). Spazi vulnerabili nei romanzi di Neera e Marchesa Colombi. In K. Ackermann, & S. Winter (Eds.), *Spazio domestico e spazio quotidiano nella letteratura e nel cinema dall'Ottocento a oggi* (pp. 29–37). Firenze: Franco Cesati Editore.
11. Mihaljević, N. (2014). Dall'identità personale all'identità culturale: lo spazio urbano come l'esperienza individuale e collettiva in un testo letterario. In I. Živančević Sekeruš, & N. Majstorović (Eds.), *Susret kultura* (pp. 263–272). Novi Sad: Univerzitet u Novom Sadu – Filozofski fakultet.
12. Parker, S. (2004). *Urban Theory and Urban Experience: Encountering the City*. London: Routledge.
13. Petković, N. (2010). *Identitet i granica: Hibridnost i jezik, kultura i građanstvo 21. stoljeća.* Zagreb: Naklada Jesenski i Turk.
14. Romano, M. (1991). *Pagine sulla città nella letteratura tra l'800 e' 900*. Bologna: CUSL.
15. Romano, M. (1996). *Città della letteratura: immagini e percorsi*. Bologna: CLUEB.
16. Said, E. (2000). *Invention, Memory, and Place*, Critical Inquiry. 26, 2. 175−192.
17. Tally, R. (Ed.). (2011). *Geocritical Explorations: Space, Place, and Mapping in Literary and Cultural Studies*. New York: Palgrave MacMillan.
18. Timms, E., & Kelley, D. (Eds.). (1985). *Unreal City: Urban Experience in Modern European Literature and Art*. New York: St. Martin's Press.
19. Zlatar, A. (2008). *Prostor grada, prostor kulture.* Zagreb: Naklada Ljevak.
20. Zoran, G. (1984). *Towards a Theory of Space in Narrative*. Poetics Today, 5, 2. 309−335.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Ivana Odža, PhD, associate professor	
Course name	**IDENTITY DETERMINANTS OF WOMEN IN CROATIAN ORAL LITERATURE** (HZ421)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Literature and Culture* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to introduce doctoral students to the significance of oral literature and the ways in which female identity is represented. It also aims to develop their ability to critically examine women`s roles through the lens of feminist criticism, comparing feminist perspectives with elements of traditional culture and dominant approaches to women`s position of in Croatian oral literary theory. In addition, the course aims to enable students to critically analyse the representation and roles of female characters in selected examples of oral literature.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- explain the importance of traditional culture and oral literature in shaping a people`s identity, including conceptions of women`s role and status
- describe the main stages in the development of Croatian oral literature and its principal poetic characteristics
- critically examine the representation of women in selected oral literary texts in relation to the main approaches of feminist criticism and established perspectives on women in Croatian oral literary scholarship
- analyse the relationship between the expression of female identity in traditional culture and the representation of women in oral literature
- identify connections between social relations in traditional culture and their fictional representations in oral literature, and explore the potential for multiple interpretations of female identity.

Course content

1. Fundamental concepts of culture and traditional culture and their relationship with oral literature.
2. Representations and determinants of female identity in oral literature, based on a selected corpus of oral literary texts.
3. Approaches to interpreting female identities in oral literature in relation to dominant perspectives on the position of women in Croatian traditional culture.
4. Representations of woman in oral literature in relation to the fundamental approaches of feminist literary criticism. Discussion with doctoral students.

Modes of delivery	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ research paper ☒ e-learning

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Documenting the cultural heritage of one's local area	x				

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

Consultations with the supervisor, participation in individual and group teaching sessions, preparation and presentation of the research paper.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Bošković Stulli, M. (2002). *O usmenoj tradiciji i o životu*. Zagreb: Konzor.	1	10
Botica, S. (2011). *Biblija i hrvatska tradicijska kultura*. Zagreb: Školska knjiga.	1	10
Dragić, M. (2005). *Književna i povijesna zbilja: kroatističke teme*. Split: Croatian Cultural Society Napredak.	1	10
Jambrešić Kirin, R., & Škokić, T. (Eds.). (2004). *Između roda i naroda*. Zagreb: Centre for Women Studies.	1	10
Mesić, M. (2006). *Multikulturalizam: društveni i teorijski izazovi*. Zagreb: Školska knjiga.	1	10
Rihtman Auguštin, D. (1984). *Struktura tradicijskog mišljenja*. Zagreb: Školska knjiga.	1	10

Supplementary readings

1. Delić, S. (2001). *Između klevete i kletve. Tema obitelji u hrvatskoj usmenoj baladi*. Zagreb: Hrvatska sveučilišna naklada.
2. Papić, Ž., & Sklevicky, L. (Eds.). (2003). *Antropologija žene*. Beograd: Prosveta.
3. Vitez, Z. (2004). *Hrvatska tradicijska kultura: na razmeđu svjetova i epoha*. Zagreb: Institut za etnologiju i folkloristiku.
4. Wolf, V. (2003). *Vlastita soba*. Zagreb: Centre for Women Studies.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Maslina Ljubičić, PhD, professor emeritus	
Course name	**CROATIAN AND ITALIAN PHRASEOLOGY IN CONTACT AND CONTRAST** (HZ422)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Linguistics* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to introduce doctoral students to the similarities and differences between Italian and Croatian phraseology, with particular emphasis on Italian phraseology, especially Venetian, and the phraseology of Croatian coastal dialects. The course also aims to develop their ability to identify phraseological variants and innovations.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- distinguish between free lexical combinations and phraseological units and evaluate their characteristics
- analyse the semantic and structural features of phraseological units and provide well-founded explanations of their use
- identify metaphors in phraseological units and examine correspondences between languages
- independently examine a selected aspect of Croatian coastal dialect phraseology and identify Italian lexical elements within it

- explain differences between phraseological variants across geographical areas and historical periods and investigate phraseological innovations.

Course content

1. Syntagmatic lexical structures: free combinations, restricted collocations, phraseological units. Semantic and structural characteristics of phraseological units.
2. Metaphor as a source of phraseological units and their calques– cross-linguistic similarities and differences, with particular emphasis on Italian and Croatian.
3. Differences between Croatian coastal dialects and standard Croatian. Phraseological variation and distinctive phraseological features associated with geographical location and historical period.

Modes of delivery	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ discussion ☒ research paper

Student obligations

Discussion of topics covered in lectures, preparation of research papers examining selected aspects of Italian phraseology contrastively with Croatian, with particular emphasis on individual local dialects of Croatian coast, and critical evaluation of new findings.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam	x	Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in classes, preparation and presentation of the research paper, and oral examination.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Jernej, J. (1978). Fraseologia in chiave contrastiva, *Studia Romanica et Anglica Zagrabiensia*, XXIII. 349−362.	1	10
Jernej, J. (1982). Interferencije na području frazeologije, *Strani jezici*, 1-2. 13−17.	/	10
Jernej, J. (1996). Bilješke oko porijekla naše Frazeologije. *Suvremena lingvistika*, 22, 1 – 2. 265−269.	/	10
Menac, A., Fink-Arsovski, Ž., & Venturin, R. (2003). *Hrvatski frazeološki rječnik*. Zagreb: Naklada Ljevak.	1	10
Menac, A., & Menac-Mihalić, M. (2011). *Frazeologija splitskoga govora s rječnicima*, Zagreb: Institute of Croatian Language and Linguistics.	1	10

Menac-Mihalić, M. (2005). *Frazeologija novoštokavskih ikavskih govora u Hrvatskoj s rječnikom frazema i značenjskim kazalom s popisom sinonimnih frazema*. Zagreb: Školska knjiga.	1	10
Turk, M., & Opašić, M. (2008). Supostavna raščlamba frazema, *Fluminensia*, vol. 20,1.19−31.	1	10
Vulić, S. (1999). Frazemi u rječnicima izvornih čakavskih govora, *Čakavska rič*, XXVII, 1, 29−41.	1	10

Supplementary readings

1. Casadei, F. (1996). *Metafore ed espressioni idiomatiche. Uno studio semantico sull'italiano*, Roma: Bulzoni.
2. Jernej, J. (1982). Interferencije na području frazeologije. *Strani jezici*, 1 − 2. 13−17.
3. Jernej, J. (1992. – 1993.). O klasifikaciji frazema. *Filologija*, 20−21. Zagreb. 191−197.
4. Ježek, E. (2005). Strutture sintagmatiche nel lessico, In E. Ježek, *Classi di parole, strutture, combinazioni* (pp. 167–190). Bologna: il Mulino.
5. Ljubičić, M. (1994). O hrvatskim zoonimima: konotativno značenje i frazeologija, *Filologija*, 22 – 23. 245−252.
6. Ljubičić, M., Leksem riba u frazeologiji hrvatskoga i drugih europskih jezika. Retrieved from http://www.animalisticki-frazemi.eu/images/frazemi/zbornik_radova/Ljubicic%20za%20WEB.pdf
7. Matković, D. (2004). *Rječnik frazema i poslovica govora Vrboske na otoku Hvaru.* Jelsa: Ogranak Matice hrvatske Jelsa.
8. Menac, A., & Menac-Mihalić, M. (2014). *Frazemi i poslovice u dalmatinsko-venecijanskom govoru Splita u 20. stoljeću*. Zagreb: Knjigra.
9. Quartu, B. M. (1993). *Dizionario dei modi di dire della lingua italiana*. Milano: Rizzoli.
10. Vulić, S. (2003). Leksikografska obradba frazema u budućem velikom sintetskom rječniku izvornih čakavskih govora, *Fluminensi*a, vol. 15, n. 1. 43−56.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Ivana Franić, PhD, full professor
Course name	**CROATIAN LEXICAL AND LEXICOGRAPHICAL HERITAGE (IN THE MEDITERRANEAN CONTEXT)** (HZ423)
Study programme	Doctoral study programme in Humanities
Course status	Elective course within the *Linguistics* module
Year	2
Semester	4

Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to examine Croatian lexicographical heritage and familiarise students with the key characteristics of the linguistic and historical periods during which Croatian-language dictionaries were compiled in the Adriatic region. It also aims to develop students` ability to analyse dictionary content, both in general-language entries and in specialised vocabularies, and to deepen their understanding of contacts between the Croatian language and other languages and cultures, particularly those of the Mediterranean. In addition, the course seeks to develop students` ability to analyse lexicographical methods and procedures, critically evaluate the distinctive features of dictionaries, engage with lexicological and lexicographical research, and critically assess both the content of lexicographical works and the methods used in their compilation.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- identify the distinctive characteristics of works belonging to the Croatian lexicographical heritage;
- demonstrate knowledge of the historical contacts between Croatian and other languages and of the influence of other cultures, particularly those of the Mediterranean
- independently investigate, classify, and critically evaluate the content of lexicographical works and the methods used in their compilation
- identify the components of dictionary entries and distinguish between their general and specific features
- explain the role of lexicography in documenting linguistic and cultural heritage and reflecting contacts between languages and cultures
- apply the knowledge acquired to their own research
- independently investigate, classify and analyse Croatian lexical material and compare it constituent elements
- independently investigate, analyse, and describe an selected set of lexical units from the assigned material in accordance with established lexicographical conventions.

Course content

1. Introduction. Linguistic, historical and cultural contexts; stages in the development of the Croatian language. Printed and manuscript dictionaries. Lexicographical models, and dating. Dictionary structure. The relationship between dictionary pages and columns; the relationship between source and target language. Headwords, cross-references, synonyms.
2. Procedures and methods of lexicographical analysis. Synonymy, neologisms, first attestations, lexical gaps. The Croatian-Latin language relationship as reflected in lexicographical works. Italian in older Croatian lexicographical works. Other languages represented in dictionaries and their influence on Croatian.
3. General and specialised vocabularies and the origin of lexis, analysis. Cultural and civilisational elements in dictionaries. Independent research work.

Modes of delivery	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ research paper ☒ e-learning

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam	x	Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

Doctoral students are required to conduct research and prepare a seminar paper on a selected topic. They must also take an oral examination to demonstrate that they have achieved the course learning outcomes.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Sydney I. L. (1993., 2001). *Dictionaries – The Art and Craft of Lexicography.* Cambridge: Cambridge University Press.	1	10
Katičić, R. (2013). *Hrvatski jezik.* Zagreb: Školska knjiga.	1	10
Franić, I. (2014). *Tragovima hrvatskih rječnika. Dubrovački Dictionarium Latino-Illiricum (1715. – 1716.) Đure Matijaševića*: FF Press.	1	10
Gabrić-Bagarić, D. (2010). *Na ishodištu hrvatske leksikografije.* Zagreb: Institute of Croatian language and Linguistics.	1	10
Kačić, M. (1995). *Hrvatski i srpski, zablude i krivotvorine*. Zagreb: Department of Linguistics, Faculty of Humanities and Social Sciences.	1	10
Deanović, M. (1933). Odrazi talijanske akademije „degli Arcadi“ preko Jadrana. Vol. I, Rad JAZU 248(111), Zagreb, 1−98.	1	10
Deanović, M. (1935). Odrazi talijanske akademije „degli Arcadi“ preko Jadrana“, Vol. II, Rad JAZU 250(112), Zagreb, 1−125.	1	10

Supplementary readings

1. Wierzbicka, A. (1985). *Lexicography and Conceptual Analysis*. Ann Arbor: Karoma Press.
2. Lyons, J. (1971). *Introduction to Theoretical Linguistics*. London: Cambridge University Press.
3. Vajs, N., Žic-Fuchs, M. (1998). *Definicija i frazem u jednojezičnom rječniku*, *Filologija*, 30 − 31, 363−368.
4. Žic-Fuchs, M. (1991). *Znanje o jeziku i znanje o svijetu – semantička analiza glagola kretanja u engleskom jeziku*. Zagreb: Faculty of Humanities and Social Sciences, Department of Linguistics and Oriental Studies.
5. Žic-Fuchs, M. (1994). Semantičke i leksikografske definicije, *Filologija*, 22 − 23, 275−279

6. Muhvić-Dimanovski, V. (2005). *Neologizmi, Problemi teorije i primjene*. Zagreb: FF press.
7. Tafra, B. (2005). *Od riječi do rječnika*. Zagreb: Školska knjiga.
8. Raffaelli, I. (2015). *O značenju. Uvod u semantiku*. Zagreb: Matica hrvatska.
9. Collignon, L., & Glatigny, M. (1978). *Initiation a la lexicographie*, Paris: CEDIC.
10. Šarić, Lj. (2007). *Antonimija u hrvatskome jeziku*. Zagreb: Hrvatska sveučilišna naklada.
11. Petrović, B. (2005). *Sinonimija i sinonimičnost u hrvatskome jeziku*. Zagreb: Hrvatska sveučilišna naklada.
12. Gostl, I. (1995). Od glagoljskih lucidarija do Hrvatske enciklopedije. Pet stoljeća hrvatske enciklopedike i leksikografije, *Radovi Leksikografskoga zavoda*, vol. 4. 81−124.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Magdalena Nigoević, PhD, full professor	
Course name	**LANGUAGE AND MEDIA** (HZ424)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Linguistics* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to familiarise doctoral students with the key concepts of contemporary media studies, develop their knowledge of media theories, and enable them to critically assess and independently analyse the fundamental dimensions of the relationship between language and media.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- explain the basic concepts of media theory
- identify and distinguish linguistic practices across different media
- describe the characteristics of media discourse and its various subtypes
- apply the terminological and theoretical frameworks required for the scholarly investigation of media language.

Course content

1. Differentiation of discourse domains and identification of the defining characteristics of public and media discourse.
2. Introduction to contemporary theories of media discourse and exploration of the possibilities and limitations of language, speech, and communicative practices.
3. Analysis of different media, media genres, and media content, with particular emphasis on understanding the use of different linguistic styles. The journalistic functional style of standard Croatian.

Modes of delivery	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☒ multimedia and network ☐ laboratory ☒ supervision ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in class and discussions, preparation and presentation of the research paper, and discussion of the research topic.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Durant, A., & Lambrou, M. (2009). *Language and Media*. London: Routledge	1	10
Hudeček, L., & Mihaljević, M. (2009). *Jezik medija*. Zagreb: Hrvatska sveučilišna naklada.	1	10
Granić, J. (Ed.). (2006). *Jezik i mediji. Jedan jezik: više svjetova*. Zagreb: Croatian Society of Applied Linguistics.	2	10

Supplementary readings

1. Badurina, L. (2008). *Između redaka: studije o tekstu i diskursu*. Zagreb: Hrvatska sveučilišna naklada.
2. Bonomi, I., Masini, A., & Morgana, S. (Eds.). (2003). *La lingua italiana e i mass media*. Roma: Carocci.
3. Briggs, A., & Cobley, P. (Ed.). (2002). *The Media: An Introduction*. Pearson – Longman.
4. Burn, A., & Parker, D. (2003). *Analysing Media Texts*. London, New York: Continuum.
5. Devereux, E. (2003). *Understanding the Media*. London: Sage.
6. Kovačević, M., & Badurina, L. (2001). *Raslojavanje jezične stvarnosti*. Rijeka: Izdavački centar Rijeka.

7. Leburić, A., Lončar, M., Šuljug Vučica, Z., & Bandalović, G. (2010). *Jezična stvarnost medija: rezultati sociološkog istraživanj*a. Split: Redak.
8. Leburić, A., & Nigoević, M. (2008). *Mediji kao (pre)nositelji interkulturalizma u hrvatsko-talijanskim interakcijama: istraživanja s početka trećeg milenija*. Split: Redak.
9. Manovich, L. (2001). *The Language of New Media*. Cambridge MS: MIT Press. (available in Italian: *Il linguaggio dei nuovi media*. (2002). Milano: Olivares.)
10. McQuail, D. (2001). *Sociologia dei media*. Bologna: il Mulino.
11. Nigoević, M., & Galić, J. (2013). Titolazione giornalistica italiana e croata a confronto. *Italica Belgradiensa*, I: 198−212.
12. Ortoleva, P. (2000). *Mass media. Dalla radio alla rete*. Firenze: Giunti Gruppo Editoriale.
13. Silić, J. (2006). *Funkcionalni stilovi hrvatskoga jezika*. Zagreb: Disput.
14. Škarić, I. (1988). *U potrazi za izgubljenim govorom*. Zagreb: Školska knjiga.
15. Škiljan, D. (2000). *Javni jezik*. Zagreb: Izdanja Antibarbarus.
16. Thornborrow, J. (1999). Language and the Media. In L. Thomas & S. Wareing (Eds.), *Language, Society and Power* (pp. 49-64). London, New York: Routledge.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Anita Runjić-Stoilova, PhD, full professor	
Course name	**RHETORIC AND SOCIETY** (HZ425)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Linguistics* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to enable students to critically reflect on the historical development of rhetoric and its application in various spheres of human activity, develop their ability to present arguments in a well-founded and persuasive manner, and foster a culture of attentive listening. The course also aims to equip students with the skills required for public speaking in a variety of rhetorical situations, in accordance with the principles of rhetorical strategy and genre conventions. In addition, students will develop the ability to analyse a range of speakers and speeches and identify the distinctive features of the Mediterranean speaker.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- explain the importance of rhetoric in the contemporary world
- defend a thesis through reasoned argumentation and participate in polemical situations
- analyse and evaluate the public performance of different speakers
- independently prepare and deliver speeches in accordance with the principles of rhetoric
- speak effectively in public in a variety of situations

Course content

1. Rhetoric; the history of oratory from Antiquity through the Middle Ages and the modern era to contemporary rhetorical theories.
2. Models of argumentative support (Perelman, Toulmin, Tindale, and Walton) and their practical application; logical and rhetorical-poetic figures; rhetorical devices – with a focus on their application in independent research on different corpora.
3. The study and independent analysis of historically significant speeches and speakers, with particular emphasis on speakers from the Mediterranean region and prominent Croatian speakers.

Modes of delivery	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☒ multimedia and network ☐ laboratory ☒ supervision ☒ research paper

Student obligations

Class attendance, participation in discussions, and completion a short research project presented in the form of a research paper.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Analysis of prominent speakers and speeches	x				

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in classroom discussions, preparation and evaluation of the research paper, and preparation and delivery of a public speech.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Aristotel (1989). *Retorika*. Zagreb: Naprijed.	1	10
Kišiček, G., & Stanković, D. (2014). *Retorika i društvo*. Zagreb: Naklada Slap.	1	10
Meyer, M., Carrilho, M.M., & Timmermans, B. (2008). *Povijest retorike od Grka do naših dana*. Zagreb: Disput.	2	10

Škarić, I. (2000). *Temeljci suvremenoga govorništva*. Zagreb: Školska knjiga.	1	10
Škarić, I. (2011). *Argumentacija*. Zagreb: Nakladni zavod Globus.	1	10

Supplementary readings

1. Beebe, S. A., & Beebe, S. J. (1991). *Public Speaking*. New Jersey: Prentice-Hall.
2. Beker, M. (1997). *Kratka povijest antičke retorike.* Zagreb: ArTresor naklada.
3. Berry, C. (1997). *Glumac i glas*. Zagreb: AGM.
4. Brooks, D. W. (1978). *Speech Communicatio*n. Wm.C. Brown Company Publishers.
5. Ciceron, M.T. (2002). *O govorniku*. Zagreb: Matica hrvatska.
6. Fahnestock, J., & Secor, M. (1990). *A Rhetoric of Argument*. McGraw-Hill Pub.
7. Comp Kumičić, E. (1994). *Govori*. Zagreb: Hrvatska sveučilišna naklada.
8. Freeley, A. J. (1996). *Argumentation and Debate*. International Thomson Publishing Comp.
9. Gottesman, D., & Mauro, B. (2006). *Umijeće javnog nastupa. Osvojite govornicu koristeći se glumačkim vještinama*. Zagreb: Naklada Jesenski i Turk.
10. Grabnar, B. (1997). *Zgodovina retorike.* Ljubljana: Šola retorike.
11. Gračanin, Đ. (1968). *Temelji govorništva*. Zagreb: self-published.
12. Ivas, I., & Škarić, I. (2007). *Razgovori o retoric*i. Zagreb: FF press.
13. Kišiček, G. (2018). *Retorika i politika*. Zagreb: Jesenski i Turk.
14. Kvintilijan, M.F. (1985). *Obrazovanje govornika*. Sarajevo: Veselin Masleša.
15. Laws, A. (2003). *Negotiations*. Oxford: Summertown Publishing.
16. Lucas, S. (2001).*The art of Public Speaking*. McGraw-Hill, Inc.
17. Matošić, J. (Ed.). (1941). *Nauka o govorništvu i antologija svjetskih govornika*. Zagreb: Tiskara Danica.
18. Niernberg, J., & Ross, I. S. (2005). *Tajne uspješnog pregovaranja*. Zagreb: Školska knjiga.
19. Schopenhauer, A. (2002). *Eristička dijalektika: umijeće kako uvijek biti u pravu objašnjeno u 38 trikova*. Split: Marjan tisak.
20. Pease, A. (2002). *Govor tijela, kako misli drugih ljudi pročitati iz njihovih kretnji.* Zagreb: AGM.
21. Perelman, Ch. (1982). *The Realm of Rhetoric*. Notre Dame, London: University of Notre Dame.
22. Reike, R. D., & Sillars, M.O. (1993). *Argumentation: Critical Decision Making*. New York: Harper Collins.
23. Senc, S. (Ed.). (1981). *Demostenovi izabrani govori*. Split: Logos.
24. Starčević, A. (1995). *Govori*. Zagreb: Hrvatska sveučilišna naklada.
25. Šego, J. (2005). *Kako postati uspješan govornik*. Zagreb: Profil International.
26. Škarić, I. (1988). *U potrazi za izgubljenim govorom*. Zagreb: Školska knjiga.
27. Španjol Marković, M. (2008). *Moć uvjeravanja: govorništvo za menadžere (i sve one koji to žele postati).* Zagreb: Profil International.
28. Tindale, Ch. (2007). *Fallacies and Argument Appraisa*l. Cambridge: Cambridge University Press.
29. Toulmin, S. E. (1969). *The Uses of Argument*. Cambridge: Cambridge University Press.
30. Tudor, G. (1992). *Kompletan pregovarač: umijeće poslovnog pregovaranja.* Zagreb: MEP Consult.
31. Visković, N. (1997). *Argumentacija i pravo*. Split: Pravni fakultet u Splitu.
32. Weston, A. (1992). *A Rulebook for Arguments.* Hackett Pub. Comp.
33. Zadro, I. (Ed.). (1999). *Glasoviti govori*. Zagreb: Naklada Zadro.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Darko Hren, PhD, full professor	
Course name	**STATISTICS FOR LINGUISTS** (HZ426)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Linguistics* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to introduce doctoral students to the foundations of statistical thinking and reasoning, as well as methods for describing and analysing data and independently interpreting the results.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- organise data collected through research
- prepare collected data for statistical analysis
- identify, explain, and calculate the basic statistical parameters used to describe a data set – measures of central tendency (arithmetic mean, median, mode) and measures of dispersion (standard deviation, interquartile range, total range)
- determine the level of measurement (measurement scale) applicable to a given type of data and select appropriate descriptive statistics accordingly
- compare statistical methods in terms of their aims and purposes
- draw conclusions about the statistical significance of differences or correlations based on the results of statistical hypothesis testing.

Course content

1. Fundamental concepts in statistics and statistical reasoning.
2. Organisation of research data and basic descriptive statistical analysis.
3. Hypothesis testing and statistical significance.

Modes of delivery	☒ lectures ☐ seminars and workshops ☒ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work							
Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam	x	Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	x
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

Final grade is based on a written exam. A prerequisite for taking the written exam is the completion of independent assignments involving the calculation and presentation of descriptive statistics.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Petz, B., Kolesarić, V., & Ivanec, D. (2012). *Petzova statistika*. Jastrebarsko: Naklada Slap.	3	10
Bubić, A. (2015). *Osnove statistike u društvenim i obrazovnim znanostima*. Faculty of Humanities and Social Sciences, University of Split	2	10

Supplementary readings

1. Field, A. (2005). *Discovering statistics using SPSS*. London: Sage.
2. Levine, D., & Stephan, D. (2005). *Even you can learn statistics*. Upper Saddle River NJ: Pearson Prentice Hall.
3. Milas, G. (2009). *Istraživačke metode u psihologiji i drugim društvenim znanostima*. Jastrebarsko: Naklada Slap.
4. Tabachnik, B., & Fidell, L. (2007). *Using multivariate statistics*. Boston: Pearson Education.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Edi Miloš, PhD, associate professor
Course name	**CROATIAN-FRENCH INTELLECTUAL RELATIONS BETWEEN THE TWO WORLD WARS** (HZ427)
Study programme	Doctoral study programme in Humanities
Course status	Elective course within the *History* module
Year	2
Semester	4

Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to enable students to examine the intellectual and cultural life of Mediterranean France between the two world wars. Students will critically assess Mediterranean and European history through the relationships between prominent Croatian and French intellectuals and evaluate different approaches to studying this period, which ended amid the turmoil of war with the collapse of the "first" Yugoslavia for the Croats and the fall of the Third Republic for the French. Particular emphasis will be placed on the figure of Bogdan Radica and his encounters with leading French thinkers of the time, with the aim of preparing students to conduct independent research on the period.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- demonstrate knowledge of the intellectual and cultural life of France between the two world wars
- explain the significance of the figure of the "intellectual";
- contextualise and interpret the works of Croatian and French intellectuals of the period
- identify and assess French influence on Croatian intellectual life between the two world wars
- interpret the history and identity of Europe and the Mediterranean during the interwar period from the perspective of French-Croatian relations
- analyse and interpret the past through a predefined perspective and within a clearly defined area of inquiry.

Course content

1. The historical and cultural context of French and Croatian intellectuals and their activities.
2. Major intellectual debates in France and Croatia during the interwar period.
3. French influence on the activities and thought of Croatian intellectuals.
4. Bogdan Radica and his encounters with French intellectuals.

Modes of delivery	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x

Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

The final grade is based on active participation in class (critical reflection), the evaluation of the research paper, familiarity with the most contemporary theories, and the quality of the personal viewpoints expressed in formulating the hypothesis. The assessment also includes the quality of the research paper and the viewpoints presented, as well as the evaluation of theoretical insights and independence of thought.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Katunarić, D. (Ed.). (1995). *Hrvatska-Francuska: stoljetne povijesne i kulturne veze.* Zagreb: Društvo hrvatskih književnika.	2	10
Radica, B. (2006). *Agonija Europe*. Zagreb: Disput.	2	10
Radica, B. (1971). *Sredozemni povratak.* München, Barcelona: Knjižnica Hrvatske revije.	2	10
Carpentier J., & Lebrun F. (Eds.). (1999). *Povijest Francuske*. Zagreb: Barbat.	2	10

Supplementary readings

1. Radica, B. (1982). *Živjeti – Nedoživjeti*. Book I. München, Barcelona: Knjižnica Hrvatske revije.
2. Winock, M. (1999). *Le Siècle des intellectuels*. Paris: Seuil.
3. Kljajić, S. (2017). *Nikad vise Jugoslavija. Intelektualci i hrvatsko nacionalno pitanje (1929. – 1945.)*. Zagreb: Hrvatski institut za povijest.
4. Ory, P., & Sirinelli, F. (2004). *Les Intellectuels en France*. Paris: A. Colin.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Aleksandar Jakir, PhD, full professor with permanent tenure
Course name	**CROATIAN INTELLECTUALS AND NATIONAL IDEOLOGY IN THE FIRST HALF OF THE 20TH CENTURY** (HZ428)
Study programme	Doctoral study programme in Humanities
Course status	Elective course wihin the *History* module
Year	2

Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to enable students to develop a critical understanding of Croatian national ideology and the major intellectual tendencies in modern Croatian history in the first half of the 20th century, as well as to acquire analytical skills necessary for independent interpretation.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- conceptualise and analyse political ideas in the interwar period
- compare the political ideas of the principal theorists of Croatian nationalism
- apply theoretical frameworks of nationalism to their own research
- analyse the relationship between political reality and theoretical approaches
- interpret approaches to the national question within left-wing movements
- explain the role of individual intellectuals in the Ustaša regime.

Course content

1. National solutions in Croatian interwar ideologies.
2. Right-wing theorists of nationalism and their role in the Ustaša movement.
3. Approaches to the national question within the left-wing political thought.

Modes of delivery	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☒ multimedia and network ☐ laboratory ☐ supervision ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

Final grade is based on students` overall performance throughout the semester. The final grade is based on participation in class activities and evaluation of their research paper.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Cipek, T., & Vrandečić, J. (Eds.). (2007). *Nacija i nacionalizam u hrvatskoj povijesnoj tradiciji*. Zagreb: Alinea.	2	10
Lukas, F., & Mađor, M. (Ed.). (1997). *Hrvatska narodna samobitnos.* Zagreb: Dom i svijet.	1	10
Šufflay, M. (1999). *Hrvatska u svijetlu svjetske historije i politike: dvanaest eseja*. Zagreb: Novija hrvatska povjesnica.	1	10

Supplementary readings

1. Aralica, V. (1935. − 1945.). Matica hrvatska u političkom životu Hrvatske. *Časopis za suvremenu povijest*. 447−482.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Nikola Samardžić, PhD, full professor	
Course name	**THE MEDITERRANEAN AFTER "THE MEDITERRANEAN": POST-BRAUDELIAN STUDIES: TOPICS, CHALLENGES, METHODS** (HZ429)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *History* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to highlight the diversity of topics, challenges, and methodological approaches in Mediterranean history, whether examined in general terms, at the local level, or within a broader regional, European, or global context. Doctoral students will be encouraged to engage in research, undertake archival work, and deepen their understanding of scholarly developments over the past several decades, including emerging research questions, methods, and interpretative frameworks.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- identify post-Braudelian trends in the study of the early modern Mediterranean
- interpret specific phenomena and systems of the early modern period including the institutional and functional systems of Venice and Dubrovnik, the complex dynamics of European politics, and relations with the hinterland
- explain the distinctive characteristics of early modern societies including demography, everyday life, perception and measurement of time, attitudes towards life and death, historical anthropology, the history of mentalities, economic structures, challenges posed by wars, diseases, climate change, etc.

Course content

1. Braudel's final reflections and immediate intellectual legacy.
2. Functional systems of the Venetian and Dubrovnik Republics.
3. Structures of everyday life in the Mediterranean and its hinterland, including demography, nutrition, diseases, the economy, historical anthropology

Modes of delivery	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☒ multimedia and network ☐ laboratory ☐ supervision ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

Final grade is based on students` overall performance throughout the semester, including their participation in class activities and evaluation of their research paper.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Goffredo, S., & Dubinsky, Z. (Eds.). (2014). *The Mediterranean Sea. Its history and present challenges*. Dordrecht, Heidelberg, New York, London: Springer.	1	10
Martin, J., & Romano, D. (Eds.). (2000). *Venice Reconsidered. The History and Civilization of an Italian City-State, 1297. – 1797.* Baltimore: Johns Hopkins University Press	1	10

Fynn-Paul, J. (Ed.). (2014). *War, Entrepreneurs, and the State in Europe and the Mediterranean, 1300. – 1800*. Leiden, Boston: Brill.	1	10
Hughes, J. D. (2005). *The Mediterranean: an environmental history*. Santa Barbara, Denver, Oxford: ABC Clio.	1	10
Horden, P., & Kinoshita, S. (2014). *A Companion to Mediterranean History*. Chichester: Blackwell.	1	10
Parker, G. (2013). *Global crisis: war, climate change and catastrophe in the seventeenth century*. New Haven, London: Yale University Press.	1	10

Supplementary readings

1. De Vivo, F. (2007). *Information and communication in Venice: rethinking early modern Politics*. Oxford: Oxford University Press.
2. Cowen, A. (Ed.). (2007). *Marriage, manners and mobility in early modern Venice*. Aldershot: Ashgate.
3. Frigo, D. (2000). *Politics and Diplomacy in Early Modern Italy. The structure of diplomatic practice, 1450±1800*. Cambridge: Cambridge University Press.
4. O'Connell, M. (2009). *Men of empire: power and negotiation in Venice's maritime State*. Baltimore: Johns Hopkins University Press.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Anamarija Kurilić, PhD, full professor Ivan Matijević, PhD, associate professor	
Course name	**LATIN EPIGRAPHY** (HZ430)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *History* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to enable doctoral students to independently and critically read and interpret Latin inscriptions, as well as to use them in historical research.

Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, doctoral students will be able to: - use specialised terminology and key collections of epigraphic sources appropriately - read, translate, date, and interpret standard Latin inscriptions - independently analyse epigraphic monuments - identify and distinguish the characteristic features of ancient, medieval, and early modern Latin epigraphy - independently collect and analyse data from epigraphic monuments relevant to scholarly research - identify inscriptions that serve as primary historical sources for the study of significant historical events, processes, and individuals, and incorporate their content into scholarly research - present the results of their independent research in accordance with the relevant principles and methodology of scholarly work.
Course content
1. Introductory lecture; Latin literacy – origin and development; Latin script and its forms in stone inscriptions. 2. Standards and methods of reading and interpreting epigraphic monuments; abbreviations and ligatures; analysis of more complex abbreviations and ligatures; methods of dating inscriptions. 3. The production of epigraphic monuments (techniques, quarries, workshops) and the creation of inscriptions on them (text preparation and graphic design, transfer of text onto the medium, inscription carving). 4. Most common inscription contents: naming patterns and systems of nomenclature; analysis of naming patterns in selected Latin inscriptions. 5. Titulature and the *cursus honorum* – military and civil careers; analysis of selected Latin inscriptions documenting the careers of prominent military and civil officials. 6. Types of inscriptions; basic features of different inscription types (patterns, formulae, conventions, etc.); analysis of representative examples. 7. Medieval and early modern epigraphy; analysis of selected inscriptions. 8. Methods of analysing Latin inscriptions (typological, comparative, statistical, etc.) and their relevance to other disciplines; application of statistical methods to selected Latin inscriptions. 9. Inscriptions as primary historical sources; analysis of selected inscriptions documenting significant historical events, processes, or individuals (e.g. the *Fasti Triumphales*, military diplomas, inscriptions associated with historical figures (e.g. the inscription of Pontius Pilate or Franjo Tahy), legal inscriptions, etc.). 10. Fieldwork; analysis of ancient inscriptions in a museum or at the archaeological site.

Modes of delivery	☒ lectures ☐ seminars and workshops ☒ practicals ☐ remote learning ☒ field work	☐ independent work ☐ multimedia and network ☐ laboratory ☒ supervision ☒ research paper

Student obligations
Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work							
Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

Final grade is based on the student's overall performance throughout the semester, including their participation in class activities and the evaluation of their research paper.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Matijašić, R. (2002). *Uvod u latinsku epigrafiju*. Pula: Faculty of Humanities and Social Sciences, University of Pula	1	10
Stipišić, J. (1972). *Pomoćne povijesne znanosti u teoriji i praksi*. Zagreb: Školska knjiga.	1	10

Supplementary readings

1. Kurilić, A. (1999). *Pučanstvo Liburnije od 1. do 3. stoljeća po Kristu: antroponimija, društveni slojevi, etničke promjene, gospodarske uloge*. Doctoral dissertation, manuscript. Faculty of Humanities and Social Sciences, University of Zadar
2. Cagnat, R. (1898). *Cours d'Épigraphie Latine*, Paris. (or Calabi Limentani, I. (1990), *Epigrafia romana*. Roma: Cisalpino).
3. Lassère, J.M. (2005). *Manuel d'épigraphie romaine*. Paris: Picard.
4. Novak, V. (1987). *Latinska paleografija*. Beograd: Naučna knjiga.
5. Susini, G. (1982). *The Roman Stonecutter*. Roma: Blackwell.
6. Šanjek, F. (2004). *Latinska paleografija i diplomatika*. Faculty of Croatian Studies, University of Zagreb.
7. Wallace, R. (2005). *An introduction to wall inscriptions from Pompeii and Herculaneum*. Wauconda: Bolchazy-Carducci.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Marko Rimac, PhD, associate professor Michael Ursinus, PhD, professor emeritus
Course name	**THE EASTERN ADRIATIC IN THE OTTOMAN CULTURAL CONTEXT** (HZ431)
Study programme	Doctoral study programme in Humanities

Course status	Elective course within the *History* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to quip students with the methodological skills necessary for the development of new knowledge of the Ottoman culture and institutions in the Eastern Adriatic region. Students will evaluate evidence concerning the conduct of individual sanjak-beys and critically examine relevant historical documents, interpreting them within their historical context.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- explain the significance of specific Ottoman institutions and historical figures
- assess the historical significance of Ottoman documents originating from or relating to the eastern Adriatic region
- evaluate the Ottoman contribution to the cultural diversity and synthesis of the Eastern Adriatic;
- identify and analyse the nature of Ottoman–Venetian contacts in the region

Course content

1. Ottoman territorial divisions / administrative units in the Eastern Adriatic region
2. The role of Ferhat Pasha as sanjak-bey of Klis
3. The Sokolović family as an example of transcultural relations in the region

Modes of delivery	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course		
The final grade is based on the doctoral student's overall performance throughout the semester, including their participation in class activities and the assessment of their research paper.		
Required readings and number of copies relative to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
Imber, C. (2002). *The Ottoman Empire, 1300. – 1650. The Structure of Power*. Basingstoke: Palgrave Macmillan.	1	10
Korić, E. (2015). *Životni put prvog beglerbega Bosne. Ferhad-paša Sokolović (1530. − 1590.).* Sarajevo: Orijentalni institut.	1	10
Šabanović, H. (1959). *Bosanski pašaluk. Postanak i upravna podjela*. Sarajevo: Oslobođenje.	1	10
Jurin-Starčević, K. (2005). *Srednjodalmatinsko zaleđe za vrijeme osmanske vladavine u 16. i 17. Stoljeću.* Master's thesis, Faculty of Humanities and Social Sciences, University of Zagreb	1	10
Supplementary readings		
Supplementary reading materials will be assigned in consultation with the instructor.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows: - class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
Lead instructor	Ana Torlak, PhD, associate professor	
Course name	**COLONIA MARTIA IULIA VALERIA SALONA FELIX** (HZ432)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Art History* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0
COURSE DESCRIPTION		

Course aims

The course aims to equip students with the advanced knowledge and skills necessary to independently and critically examine selected aspects of Salonitan art through the study of selected topics and the analysis of monuments. The course also aims to develop their ability to critically assess issues relating to Salona, its urban development, monumental complexes, and art-historical questions.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- analyse and critically evaluate processes of urbanisation
- analyse and critically evaluate the architecture from different historical periods
- independently examine architectural and artistic workshops
- discuss issues and controversies related to Salona
- apply the knowledge acquired to conduct independent art-historical research

Course content

1. Introduction to the origins and development of Salona, the capital of the Roman province of Dalmatia, through the study of relevant historical sources, monumental complexes, and individual monuments.
2. Salona in the age of Caesar and Augustus (*Urbs vetus*).
3. The expansion of Salona under Marcus Aurelius (*Urbs orientalis* and *Urbs occidentalis*) and the restoration of the city under Diocletian.
4. Late Antique and Early Christian Salona.

Modes of delivery	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☒ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☒ supervision ☒ research paper

Student obligations

Regular class attendance, active participation in discussions, preparation of research papers, consultations with the supervisor, and completion of the exam.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam	x	Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

Final grade is based on the students` overall performance throughout the semester, including participation in class activities, consultations with the supervisor, preparation and presentation of research papers, and the oral examination.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*

Cambi, N. (Ed.). (1991). *Antička Salona*. Split: Književni krug.	1	10
Bulić, F. (1986). *Po ruševinama stare Salone*. Split: Arheološki muzej u Splitu.	1	10
Bulić, F. (1984). *Izabrani spisi*. Split: Književni krug.	1	10
Cambi, N. (2002). *Antika*. Zagreb: Naklada Ljevak.	1	10
Suić, M. (2003). *Antički grad na istočnom Jadranu*. Zagreb: Golden marketing.	1	10
Rendić-Miočević, D. (1991). Salona quadrata. In N. Cambi (Ed.), *Antička Salona* (pp. 47–63). Split: Književni krug.	1	10
Cambi, N. (2005). *Kiparstvo rimske* Dalmacije. Split: Književni krug.	1	10
Jeličić–Radonić, J. (2008). Tragovi carskog kulta u Saloni, *Zbornik projekta Mythos – cultus – imagines deorum, Znakovi i riječi II*, Tomas, H. (Ed.), Zagreb: FF Press.	1	10
Jeličić–Radonić, J. (2006). Urbs Orientalis, *Hortus Artium Medievalium 12*, Zagreb, Motovun, 43−54.	1	10
Jeličić-Radonić, J. (2009). Diocletian and the Salona Urbs orientalis, *Dioklecijan, tetrarhija i Dioklecijanova palača*, Cambi, N., Belamarić, J., Marasović, T. (Eds.), Split: Književni krug, 307−333.	1	10
Dyggve, E. (1996). *Povijest salonitanskog kršćanstva*. Split: Književni krug.	1	10
Jeličić-Radonić, J. (2007). Salona at the Time of bishop Hesychius, *Hortus Artium Medievalium* 13/1, Zagreb, Motovun, 13−24.	1	10

Supplementary readings

1. Bulić, F. (1925). Razvoj arheoloških istraživanja i nauka u Dalmaciji kroz zadnji milenij, *Zbornik Matice hrvatske*, Zagreb, 93−246.
2. Abramić, M. (1935-1949). Tyche (Fortuna) Salonitana, VAHD 52, Split, 1−12.
3. Cambi, N. (1965). Ženski likovi s krunom u obliku gradskih zidina iz srednje Dalmacije, VAHD 65, 67. 55−72.
4. Rendić–Miočević, D. (1960-1961). Antička Salona (Salonae) – povijesno- urbanistički i spomenički fenomen, *Arhitektura.* 54−69.
5. Dyggve, E. (1989). *Izabrani spisi*. Split: Književni krug.
6. Jeličić-Radonić, J. (1997-1998). Nova istraživanja gradskih zidina Salone, *PPUD* 37. 5−36.
7. Buškariol, F. (1988). Pregled arheološke topografije Salone. *Mogućnosti* 3 − 4, 274−287.
8. Jeličić-Radonić, J., Sedlar, A. (2009). Topografija antičke Salone (I). Urbs vetus. *Tusculum* 2. 7−32.

Additional reading materials will be selected in accordance with the individual topics chosen and may include book chapters and articles published in scholarly journals

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks

- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Daniela Matetić Poljak, PhD, assistant professor	
Course name	**ARCHITECTURAL DECORATION OF DIOCLETIAN'S PALACE** (HZ433)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Art History* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to enable students to examine architectural decoration as an expression of artistic style and to critically analyse the ideological and political implications of the Tetrarchic period through the example of Diocletian's Palace in Split.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:
- identify and describe the motifs in the decorative repertoire of Diocletian's Palace and compare them with corresponding examples from other monuments
- analyse motifs and their constituent elements using specialised terminology
- identify and distinguish the principal stylistic characteristics of architectural decoration from the Tetrarchic period
- analyse and compare elements of architectural orders
- identify and classify canonical and non-canonical architectural orders
- apply the knowledge acquired to independent research.

Course content

1. Introduction to the course: the architectural decoration of Diocletian's Palace and the history of its study.
2. The repertoire of motifs in Diocletian's Palace (acanthus leaves, canonical and non-canonical motifs, composite motifs).
3. Stylistic characteristics of individual motifs in the Palace with comparisons to other Tetrarchic sites.
4. Typology of architectural order elements I: columns, including bases and pedestals, shafts, and capitals
5. Typology of architectural order elements II: entablature components, including architraves, architrave-friezes, friezes cornices, pediments
6. Materials used in the architectural decoration of Diocletian's Palace.

7. Characteristics of individual architectural decoration ensembles within the spatial context of the Palace.
8. Architectural decoration of Diocletian's Palace in the broader context of the development of Late Antique architectural decoration.

Modes of delivery	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☒ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☒ supervision ☒ research paper

Student obligations

Regular class attendance, active participation in classes, completion of the assigned reading, preparation of a research paper on the assigned topic.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam	x	Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

The final grade is based on class attendance and participation (10%), consultations (10%), research paper (50%), oral examination (30%).

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
McNally, S. (2005). The Friese of the Temple at Split. In *Diokelcijan, Tetrarhija i Dioklecijanova palača.* Split: Književni krug.	1	10
Matetić Poljak, D. (2005). Les chapiteaux du palais de Diocletien. In *Diokelcijan, Tetrarhija i Dioklecijanova palača.* Split: Književni krug.	2	10
Matetić Poljak, D. (2014). Le motif du rinceau peuplé dans le Palais de Dioclétien à Split; Mélanges X. Lafon, Presses Universitaires d'Aix-Marseille. 173−180.	2	10
Marasović K., & Matetić Poljak, D. (2010). Upotreba dekorativnog kamena u Dioklecijanovoj palači u Splitu, *Histria Antiqua* 19. 89−100.	1	10
Millela, M. (2001). La decorazione arcitettonica di eta constantina: l'archivolto e cornice, *Arco di Constantino*, 2001. 101−116.	1	10
Pensabene, P. (1971). Gli elementi decorativi, u Ampolo C., Carandini A., Pucci G., Pensabene P., "La villa del Casale a Piazza Armerina, problemi,	1	10

saggi stratigrafici ed altre ricerche", *MEFRA.* 83, 1. 209−216.		
Verzar Bass, M. (2005). Reflessioni sulle mensole figurate del Palazzo di Diocleziano a Spalato, con particolare attenzione alla figura di Acheloos. In *Dioklecijan, Tetrarhija i Dioklecijanova palača.* Split: Književni krug.	1	10
Wrede, H. (1981). Eine tetrarchische Gigatomachie in Spalato. *Jahrbuch für die Antike und Christentum*, 24. 67−70.	2	10

Supplementary readings

1. Bulić, F. (1908). Materiale e provenienza della pietra, delle colonne, nonche delle sfingi del Palazzo di Diocleziano a Spalato e delle colonne ecc. delle basiliche cristiane a Salona, *Bullettino di Archeologia e Storia Dalmata*.
2. Bulić, F., & Karaman LJ. (1927). *Palača cara Dioklecijana*. Zagreb: Matica hrvatska.
3. Hebrard, E., & Zeiller, J. (1912). *Spalato, Le Palais de Dioclétien.* Paris.
4. Mirnik, I. (1977). On some architectural fragments from Diocletian palace at Split*, Archeologia Iugoslavica,* XVIII, Beograd. 45−56.
5. Mirnik, I. (1989). Roman architectural fragments, Diocletian's Palace, American-yougoslave excavations vol. VI, Minneapolis. 9−40.
6. Niemann, G. (2005). *Dioklecijanova palača u Splitu.* Split.
7. Weigand, E. (1914). Baalbek und Rom, die romische Reichkunst in ihrer Entwickelung und Differenzierung, *JDAI*, 29. 37−91.
8. Ginouvès, R., & Martin, R. (1985). *Dictionnaire methodique de l'architecture grecque et romain,* vol. I., (chapter on motifs of architectural decoration).
9. Gros, P. (2001). *L'Architecture Romaine 2. Maisons, palais, villas et tombeaux*, Paris, (chapter on architectural decoration).
10. Wilson, Jones, M. (2000). *Principles of Roman Architecture, Yale Universtiy Press,* (chapters on architectural orders).

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Ivana Prijatelj Pavičić, PhD, full professor with permanent tenure
Course name	**MARIAN ICONOGRAPHY IN DALMATIAN PAINTING** (HZ434)
Study programme	Doctoral study programme in Humanities
Course status	Elective course within the *Art History* module
Year	2
Semester	4

Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to enable doctoral students to evaluate Marian iconography in Dalmatian painting from the 15th to the 18th century and to critically examine and conduct research on this subject from theoretical and methodological perspectives.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- use scholarly and professional literature on Marian iconography in Dalmatian to prepare their own scholarly and professional papers
- independently interpret and evaluate works of art depicting Marian themes
- critically evaluate scholarly literature and apply a scientific approach to advance their independent research

Course content

Marian painting in Dalmatia from the 15th to the 18th century: historical and theological context, emergence and dissemination of individual Marian themes (Hodegetria, Eleusa, Glykophilousa, Mary Help of Christians, Oranta, Nursing Madonna, Mediatrix, scenes from the life of Mary and Christ, the Immaculate Conception, Our Lady of Sorrows, Queen of All Saints, the Woman of the Apocalypse, Our Lady of Health, Our Lady of Mount Carmel, Our Lady of the Rosary, Our Lady of the Girdle, Mary and the Saints, Our Lady of Sinj, Our Lady of the Rocks). Marian painting as a metahistorical guide to Dalmatia.

Modes of delivery	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ research paper

Student obligations

Completion of assigned reading, regular and active participation in classes, critical reflection, and preparation of a research paper in which the doctoral student clearly demonstrates familiarity with contemporary theories and presents original reflections on the selected topic in the concluding section.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

Final grade is based on the doctoral students` overall performance throughout the semester. Including participation in class activities and the assessment of the research paper.

Required readings and number of copies relative to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
Prijatelj Pavičić, I. (1998). *Kroz Marijin ružičnjak. Zapadna marijanska ikonografija u dalmatinskom slikarstvu od 14. do 18. st*. Split: Književni krug.	3	10
Cvetnić, S. (2009). *Ikonografija nakon Tridentskog sabora i hrvatska likovna baština*, Faculty of Humanities and Social Sciences, University of Zagreb	2	10
Kunčić, M. (2008). *Od pošasti sačuvaj nas, Utjecaj osmanske opasnosti i kužnih epidemija na ikonografiju zavjetnih slika, Primjer Splita i Trogira u 15. i 16.* stoljeću. Zagreb.	1	10
Supplementary readings		
1. Badurina, A. (Ed.). (1979). *Leksikon ikonografije, liturgike i simbolike zapadnog kršćanstva*. Zagreb. 2. Jozić, B. (2009). *Riječ u slici*. *Repertorij kršćanske ikonografije*. Split: Književni krug. Depending on their research interests and the topic of their future doctoral dissertation, doctoral students will be directed towards specialised literature during lectures and through the selection of seminar readings,		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows: - class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
Lead instructor	Katarina Horvat-Levaj, PhD, associate professor	
Course name	**BAROQUE ARCHITECTURE IN MEDITERRANEAN CROATIA** (HZ435)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Art History* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0
COURSE DESCRIPTION		
Course aims		
The course aims to enable students to critically examine the stylistic and typological development of representative sacral and secular architecture in the Adriatic regions of Croatia during the 17th and		

18th centuries situate it within the broader Mediterranean context, and acquire the theoretical and practical knowledge necessary for the independent research in this field.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- identify the stylistic development of 17th- and 18th-century architecture in Adriatic regions of Croatia
- identify the typological development of the aforementioned architecture
- distinguish foreign stylistic influences from the traditions of local stone-carving and construction workshops
- analyse differences in the stylistic development of architecture across the political divisions of the Croatian Adriatic region: Venetian Dalmatia and Istria, the independent Republic of Dubrovnik, and the parts of the northern Adriatic under Habsburg rule
- demonstrate knowledge of the works of significant local and foreign architects and builders
- interpret and evaluate historical architecture for the purposes of independent research

Course content

1. Introduction to architectural typology and style.
2. Baroque architecture in Italy.
3. 17th- and 18th-century architecture in Dalmatia.
4. 17th- and 18th-century architecture in Dubrovnik.
5. 17th- and 18th-century architecture in Istria and the Croatian Littoral.
6. Interpretation and evaluation of historical architecture.

Modes of delivery	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ research paper

Student obligations

Regular class attendance, active participation in discussions and involvement in all activities related to the preparation and presentation of research work.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

Final grade is based on the doctoral students` overall performance throughout the course, with particular emphasis on class attendance and the research paper, which should include independent research and interpretation of architectural work.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*

Pelc, M. (ur.) (2010). *Hrvatska umjetnost, povijest i spomenici*. Zagreb (chapter on Baroque architecture).	1	10
Prijatelj, K. (1982). Barok u Dalmaciji. In A. Horvat, R. Matejčić, & K. Prijatelj (Eds.), *Barok u Hrvatskoj*. Zagreb.	1	10
Howard, D. (1980). *The Architectural History of Venice*. London.	1	10
Norberg-Schulz, C. (1979). *Architettura Barocca*. Milano: Electa.	1	10
Norberg-Schulz, C. (1980). *Late Baroque and Rococo Architecture*. Milano: Electa.	1	10
Horvat-Levaj, K. (2011). *Barokne palače u Dubrovniku*. Zagreb, Dubrovnik: Institut za povijest umjetnosti.	1	10
Marković, V. (2004). *Crkve 17. i 18. stoljeća u Istri – tipologija i stil*. Zagreb.	1	10

Supplementary readings

1. Bösel, R. (1986). *Jesuitenarchitektur in Italien 1540. – 1773*., Die Baudenkmäler der römischen und der neapolitanischen Orednsprovinz, Teil 1, Wien.
2. Boscarino, S. (1981). *Sicilia barocca*, Architettura e città, Roma: Officina.
3. Horvat-Levaj, K. (2004). Strani projektanti i domaća tradicija u dubrovačkoj baroknoj arhitekturi. In M. Pelc (Ed.), *Zbornik I. kongresa hrvatskih povjesničara umjetnosti* (pp. 75–84). Zagreb
4. Horvat-Levaj, K. (2007). Tommaso Napoli u Dubrovniku. In V. Marković, I. Prijatelj-Pavičić (Eds.), *Umjetnički dodiri dviju jadranskih obala u 17. i 18. stoljeću*, Zbornik radova sa znanstvenog skupa održanog 21. i 22. studenog 2003. godine u Splitu u povodu 5. obljetnice smrti Krune Prijatelja. Split. 31−52.
5. Marković, V. (2007). *Katedrale i trobrodne župne crkve 17. i 18. stoljeća u Dalmaciji*. In V. Marković, I. Prijatelj-Pavičić (Eds.), *Umjetnički dodiri dviju jadranskih obala u 17. i 18. stoljeću.* Zbornik radova sa znanstvenog skupa održanog 21. i 22. studenog 2003. godine u Splitu u povodu 5. obljetnice smrti Krune Prijatelja. Split, 17−30.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Ivana Čapeta Rakić, PhD, associate professor
Course name	**ICONOLOGICAL APPROACH TO THE WORK OF ART** (HZ436)
Study programme	Doctoral study programme in Humanities
Course status	Elective course within the *Art History* module
Year	2

Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to enable students to critically examine iconology, understood as the study of the broader cultural context in which a work of art is created, as well as its content and meaning. It also seeks to familiarise students with the wider cultural and historical framework through the analysis of selected works of art. Students will explore why a particular theme or motif is represented in a specific way within a given cultural environment, why it emerges at a particular historical moment, and why an artist or patron chooses a particular subject for a work of art. They will also examine the influences that shape the development of particular themes and the messages they convey. Particular emphasis is placed on equipping students with the skills needed to adopt an interdisciplinary approach to the analysis of works of art, drawing on knowledge of the political, social, economic, and geographical, and climatic circumstances of the period, as well as the influence of religion, philosophy, and literature on the visual arts.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:
- identify iconographic themes in the visual arts
- interpret the iconological significance of visual themes
- discuss works of art relevant to the course content
- apply the knowledge acquired to their own research.

Course content

1. Introductory lecture; iconology; critical overview of its historical development.
2. Iconological interpretation of works of art; selected examples of medieval art.
3. Iconological interpretation of works of art; selected examples of early modern art.
4. Iconology today; concluding remarks.

Modes of delivery	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ research paper

Student obligations

Regular class attendance, active participation in discussions and engagement in all activities related to the preparation and presentation of research work.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course		
Final grade is based on students` overall performance throughout the semester, taking into account their participation in class activities and the assessment of the research paper.		
Required readings and number of copies relative to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
Vicelja-Matijašić, M. (2013). *Ikonologija.* Rijeka: FFRi.	1	10
Panofsky, E. (1975). *Ikonološke studije*. Beograd: Nolit.	1	10
Mitchell, W. J. T. (2009). *Ikonologija, Slika, tekst, ideologija*. Zagreb: Izdanja Antibarbarus.	1	10
Burke, P. (2003). *Očevid - Upotreba slike kao povijesnog dokaza*. Zagreb: Izdanja Antibarbarus.	1	10
Supplementary readings		
1. IKON journal of iconographic studies, Rijeka.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows: - class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
Lead instructor	Dalibor Prančević, PhD, associate professor	
Course name	**MANIFESTATIONS OF MODERN SCULPTURE IN CROATIA** (HZ437)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Art History* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0
COURSE DESCRIPTION		
Course aims		
The course aims to familiarise doctoral students with the manifestations of modern sculpture in Croatia through lectures, discussions in supervision sessions, research and independent study. The lectures will present and explain the broader contextual frameworks of sculptural production from the late nineteenth century to the mid-1970s, taking into account the social, economic, political, and aesthetic factors that shaped sculptural practice during this period.		

The course also aims to familiarise doctoral students with relevant literature that systematically presents and interprets sculptural production and the contexts in which it emerged. Students will be guided towards additional literature to support their understanding of individual course units and deepen their knowledge of the subject. To provide students with direct access to works of art and foster a more comprehensive understanding of them, the course will also incorporate fieldwork including visits to museums, galleries, and public urban spaces.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- independently interpret key issues in modern sculpture and critically examine how they are addressed in relevant professional and scholarly literature
- analyse and critically evaluate artistic achievements in modern sculpture
- identify differences and similarities between artistic developments within the national cultural context and those in the broader art European and global context
- use scholarly and professional literature on the manifestations of modern sculpture in Croatia to support their own research

Course content

1. Introduction to the course (presentation of the course aims, objectives and work programme). Overview of relevant literature examining and interpreting the manifestations of modern sculpture within the Croatian cultural context. Comparative analysis of methodological approaches to the study and analysis of modern sculpture in Croatia and worldwide.
2. The development of modern sculpture in Croatia from the late nineteenth to the end of the Second World War; the beginnings of modern sculpture in Croatia in the late 19th and early 20th centuries, and its development up to the end of the First World War. Individual examinations of the major figures of the sculptural scene, as well as lesser-known artists who have received limited attention in the history of sculpture. Sculpture during the interwar period. The Second World War and the ideological uses of sculptural production.
3. Sculpture from the end of the Second World War to 1975: sculpture in the context of the changing socio-political paradigm. Experiments in sculpture, redefinitions, and new approaches to the concept of sculpture.

Modes of delivery	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ independent work ☐ multimedia and network ☐ laboratory ☒ supervision ☒ research paper

Student obligations

Regular class attendance and participation in discussions, engagement in all activities related to the preparation and presentation of research work.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

Engagement with the assigned literature, regular and active participation in class (10%), critical reflection, preparation of a research paper (45%) in which doctoral students are expected to demonstrate a clear understanding of contemporary theories and provide their own critical reflections on the research findings (45%).

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Gamulin, G. (1999). *Hrvatsko kiparstvo XIX. i XX. Stoljeća*. Zagreb: Naprijed.	1	10
Šimat Banov, I. (2013). *Hrvatsko kiparstvo od 1950. do danas*. Zagreb: Naklada Ljevak.	1	10
Clegg, E. (2006). *Art, Design and Architecture in Central Europe 1890. − 1920*. New Haven, London: Yale University Press.	1	10
Gagro, B. (1975). Hrvatska skulptura građanskog perioda. In *Jugoslavenska skulptura 1870. – 1950.* Beograd: Muzej savremene umetnosti.	1	10
Protić, M. B. (1975). et al., *Jugoslavenska skulptura 1870. – 1950.* Beograd: Muzej suvremene umetnosti.	1	10
Wood, J., Hulks, D., & Potts, A. (2007). *Modern Sculpture Reader*. Leeds: Henry Moore Institute.	1	10

Supplementary readings

1. Adamec, A. (1999). *Hrvatsko kiparstvo na prijelazu stoljeća*. Zagreb.
2. Galić, A., & Gašparović, M. (2004). *Secesija u Hrvatskoj*. Zagreb: Muzej za umjetnost i obrt.
3. Gašparović, M. et al. (Eds.). (2011). *Art Deco i umjetnost u Hrvatskoj između dva rata*. Zagreb: Muzej za umjetnost i obrt.
4. Maković, Z. (Ed.). (2011). *Strast i bunt: ekspresionizam u Hrvatskoj*. Zagreb: Galerija Klovićevi dvori.
5. Bihalji Merin, O. (1955). *Jugoslavenska skulptura dvadesetog veka*. Beograd.
6. Protić, M.P. (1982). *Umetnost na tlu Jugoslavije: Skulptura dvadesetog veka*. Beograd, Zagreb, Mostar.
7. Angeli Radovani, K. (2007). *Između proroka i radnika: ogledi o stoljeću hrvatskog kiparstva* (priredio Ive Šimat Banov), Zagreb.
8. Angeli Radovani, K. (1985). *Kip bez grive: teze, portreti, karamboli*. Zagreb.
9. Angeli Radovani, K. (2006). *Kip s grivom: o Ivanu Meštroviću* (I. Šimat Banov, Ed.). Zagreb.
10. Vinterhalter, J. (Ed.) (2007). *Prodori avangarde u hrvatskoj umjetnosti prve polovice 20. stoljeća*. Zagreb: Muzej suvremene umjetnosti.
11. Artists' monographs

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Joško Božanić, PhD, professor emeritus	
Course name	**TYPOLOGY OF THE TRADITIONAL BOAT** (HZ438)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Mediterranean Cultural Studies* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION		
Course aims		
The course aims to provide students with a critical understanding of the fundamental principles of design and the typology of Adriatic boats.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of the course, doctoral students will be able to: - understand and analyse the typology of Adriatic boats, particularly those using traditional forms of propulsion - examine both the tangible and intangible factors material that shape culture - understand the professional approach to reconstructing historical vessels, particularly the importance of viewing each vessel as an integrated and indivisible system - recognise calculations as tools merely for predicting how a particular design solution is likely to perform in practice - avoid extreme design solutions and, in keeping with tradition, favour moderation and a balanced approach		
Course content		
The course covers a range of topics, including the distinction between professional and scientific approaches, the fundamental professional and scientific premises concerning the importance of intangible ideas in contrast to predominantly material approaches to science, the role of natural reality as the ultimate and unquestionable criterion for evaluating the the practical performance of a design solution, the shift from an immutable and static worldview to one that is changeable, relative, and dynamic worldview, the avoidance of extreme solutions, the lessons derived from the “bell-shaped” statistical curve, the vessel as both the subject and object, the stages involved in the reconstruction project of a traditional boat and the typology of traditional Adriatic vessels.		
Modes of delivery	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ research paper ☒ e-learning
Student obligations		

Regular class attendance and participation in discussions and all activities related to the preparation and presentation of research work.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

Final grade is based on doctoral students` overall performance throughout the semester, taking into account their participation in class activities and the assessment of the research presented in their research paper.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Casson L. (1971). *Ships and Seamanship in the Ancient World.* Princeton: Princeton University Press.	1	10
Dudszus A., & Henriot E. (1986). *Dictionary of Ship Types.* Glasgow: Conway Maritime Press Ltd.	1	10
Paris E. (1973). *Die Grosse zeit der Galeeren und Galeassen.* Berlin: Verlag Dehlius, Klasing & Co.	1	10
Underhill H. A. (1949). *Masting and Rigging the Clipper Ship & the Ocean carrier*. Glasgow: Brown, Son and Ferguson.	1	10
Vidović, R. (1984). *Pomorski rječnik*. Split: Logos.	1	10
Chapman, A. F. (1969). *Architectura Navalis Mercatoria*. Bielefeld, Berlin: Verlag Dehlius, Klasnig & Co.	1	10

Supplementary readings

Supplementary reading materials will be agreed upon with the doctoral students.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Antonela Marić, PhD, full professor

Course name	**SHORT STORY AND THE MEDITERRANEAN** (HZ439)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Mediterranean Cultural Studies* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to develop doctoral students` critical understanding of the short story as a literary form, including its origins and development in literature, and to familiarise them with its fundamental theoretical principles. It also aims to develop their ability to compare and analyse selected short stories through critical examination and independent analysis.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- examine the theoretical foundations of the short story and analyse its key elements
- demonstrate a thorough understanding of the theoretical approaches to the short story
- analyse the structure of short stories
- conduct independent comparative analysis of literary texts
- defend their arguments and engage in critical debate
- formulate and express independent views on the short story within the Mediterranean context.

Course content

The module aims to present the short story as a fully-fledged literary prose genre, with particular emphasis on stories inspired by elements of folk oral literature.
Following a brief overview of the genre's historical development, from the earliest medieval prose forms and *One Thousand and One Nights*, with its elements of the marvellous and the supernatural, to the contemporary short story and its most prominent Mediterranean authors, the module will examine the fundamental characteristics of the Mediterranean literary milieu, alongside a concise overview of relevant critical and theoretical approaches.
Short prose forms by Mediterranean authors, particularly when compared with the literature of the hinterland of the so-called “Dinaric” type, often display distinctive features, including Mediterranean humour, realism, and elements of the carnivalesque and grotesque characteristic of folk culture. Through the analysis of selected literary texts, the module aims to demonstrate that the short story is a literary genre of equal value to longer prose forms. The selection of works, with a particular focus on the Mediterranean Adriatic, will also seek to establish a canon of this genre and identify the most significant achievements of its leading representatives.

Modes of delivery	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning	☒ independent work ☒ multimedia and network ☒ laboratory ☐ supervision ☒ research paper

	☐ field work	

Student obligations

Regular class attendance and participation in all activities related to the preparation and presentation of research work.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

The final grade is based on regular and active participation in class, critical engagement with the course content, and the preparation of a research paper. In the paper, doctoral students are expected to demonstrate a thorough understanding of contemporary theoretical approaches and provide their own critical reflections on the selected topic in the concluding section.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Auerbach, E. (1984). *La tecnica di composizione della novella*. Roma, Napoli: Theoria.	1	10
Božanić, J. (2015). *Viški facendijer*. Split: Književni krug.	1	10
Speraddio, M., & Brindisi, G. (1988, 2002). *Dal giullare alla TV. La lunga storia della novella italiana.* Napoli: Medusa editrice.	1	10
Speraddio, M., & Brindisi, G. (1988, 2002). *Dal giullare alla TV. La lunga storia della novella italiana.* Napoli: Medusa editrice.	1	10
Picone, M. (1985). *Il racconto*. Bologna: Il Mulino.	1	10
Speraddio M., & Brindisi G. (1988, 2002). *Dal giullare alla TV. La lunga storia della novella italiana*. Napoli: Medusa editrice.	1	10
Salsano, R. (1996). *Novellistica in nuce*. Napoli: Liguori.	1	10
Braudel, F. (2002). *Mediterraneo. Lo spazio. La storia. Gli uomini. Le tradizioni*. Milano: Bompiani.	1	10

Supplementary readings

1. Baldini, E. (2015). *Fra l'adriatico e il West. 77 racconti fuori campo*. Ravenna: Fernandel.
2. Varone, P., & Pistono, F. (Eds.). (2013). *Natale mediterraneo. Scrittori del Sud raccontano* Interlinea, Napoli: Collana Nativitas.
3. Varone, P., & Pistono, F. (Eds.). (2017). *Vite mediterranee*. Milano: Rogiosi Editore.
4. Scaglia, F. (2013). *Il giardino di Dio. Mediterraneo, storie di uomini e pesci*. Piemme.
5. Bergson, H. (1987). *Smijeh: esej o značenju komičnog.* Zagreb: Znanje.
6. Pirandello, L. (1908). *L'Umorismo.* Lanciano: R. Caraba.
7. Guglielmi, G. (1986). *La prosa italiana del Novecento. Umorismo, metafisica, grottesco*. Torino: Einaudi.

8. Solar, M. (2004). *Teorija novele, Novela i bajka* u *Ideja i priča*. Zagreb: Golden marketing.
9. Bošković Stulli, M. (1993). *Žito posred mora: Usmene priče iz Dalmacije.* Split: Književni krug.
10. Carpinteri, L., & Faraguna, M. (1977). *Le Maldobrìe*. Trieste: Edizioni de la Citadela.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Joško Božanić, PhD, professor emeritus	
Course name	**LINGUA FRANCA IN DALMATIAN HALIEUTIC TERMINOLOGY** (HZ440)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Mediterranean Cultural Studies* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to examine Dalmatian halieutic terminology and cultural interactions within the Adriatic–Mediterranean cultural milieu, with particular emphasis on linguistic and lexical influences and interferences.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- explain the phenomenon of the universal Mediterranean maritime idiom – *lingua franca* – as preserved in maritime, and especially halieutic, terminology
- demonstrate knowledge of traditional terminology relating to vessels, fishing, and nautical practices;
- recognise the transethnic character of Mediterranean maritime cultural heritage
- demonstrate knowledge of the maritime cultures of the Croatian people
- interpret maritime-related content
- use basic traditional maritime terminology.

Course content

1. Croatian nautical, shipbuilding, fishing, ichthyological, and meteorological vocabulary; maritime dictionaries; schools of maritime lexicography.
2. Maritime vocabulary in dictionaries of standard Croatian; “noštromizmi”; maritime vocabulary in

glossaries of Chakavian dialects; the glossary of the *gajeta falkuša.*
3. A comparative study of the lexical contributions of M. Deanović to the Linguistic Atlas of the Mediterranean (Sali, Komiža, Lopud, Bay of Kotor, Krk, and Korčula).
4. The phenomenon of *lingua franca*; the translingual character of Adriatic maritime vocabulary; Croatian maritime terms as a integral part of the linguistic heritage.

Modes of delivery	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☒ multimedia and network ☒ laboratory ☒ supervision ☒ research paper

Student obligations

Regular class attendance and participation in discussions in preparation for a research paper.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

The final grade is based on regular and active participation in class, critical engagement with the course content, and the preparation of a research paper. In the paper, doctoral students are expected to demonstrate a thorough understanding of contemporary theoretical approaches and provide their own critical reflections on the selected topic in the concluding section.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Božanić, J. (2007). *Lingua Franca in the Dalmatian Fishermen Terminology. Structural Studies, Repairs and Maintenance of Heritage Architecture X*. Southampton, Boston: Wessex Institute of technology, WIT Press.	1	10
Vidović, R. (1984). *Pomorski rječnik*. Split: Logos.	2	10
Božanić, J. (1997). Nacrt glosara gajete falkuše. In B. Finka (Ed.). *Tisuću godina prvoga spomena ribarstva u Hrvata* (pp. 181–194). Zadar-Sali-Split 10-18 listopada 1995. Zagreb: HAZU.	3	10
Skok, P. (1933). *Naša pomorska i ribarska terminologija na Jadranu*. Split: Pomorska biblioteka Jadranske straže.	2	10
Vidović, R. (1992). Koine pomorskoga anemonimijskoga nazivlja, *Čakavska rič XX*, 1. 53 – 75.	3	10

Božanić, J. (1999). Mali – lingvostilistička interpretacija jednog zapisa nepoznatog pomorca iz 19. stoljeća o životu maloga na jedrenjacima, *Čakavska rič*. 2. 143−189.	1	10

Supplementary readings

1. Deanović, M. (1962). Lingvistički atlas Mediterana, vol. 1: Anketa u Boki Kotorskoj. Zagreb: Rad JAZU.
2. Deanović, M. (1966). Lingvistički atlas Mediterana, vol. 2.: Anketa na Visu (Komiži). Zagreb: Rad JAZU.
3. Deanović, M. (1967). Lingvistički atlas Mediterana, vol. 3: Anketa u Salima na Dugom otoku. Zagreb: Rad JAZU.
4. Deanović, M. (1954). Pomorski i ribarski nazivi na Lopudu. Dubrovnik: Anali Historijskog instituta JAZU.
5. Deanović, M. (1966). Stratifikacija naših pomorskih i ribarskih naziva po njihovu porijeklu. *Pomorski zbornik*. Zadar.
6. Filipi, G. (1997). *Betinska brodogradnja – etimologijski rječnik pučkog nazivlja*. Šibenik: Županijski muzej u Šibeniku.
7. Božanić, J. (1999). Mali – lingvostilistička interpretacija jednog zapisa nepoznatog pomorca iz 19. stoljeća o životu maloga na jedrenjacima, *Čakavska rič* 1999. 2.143–189.
8. Vinja, V. (1998). *Jadranske etimologije I. II.III*. Zagreb: HAZU, Školska knjiga.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Srećko Jurišić, PhD, full professor	
Course name	**MEDITERRANEAN TRADITION OF DISCOURSE ON ANIMALS AND MEDIEVAL BESTIARIES** (HZ443)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Mediterranean Cultural Studies* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to familiarise doctoral students with recent research into the history of discourse on “non-human animals” and to enable them to recognise and analyse textual, discursive, figurative, and other representational strategies developed in the Mediterranean region during Antiquity and the Middle Ages, which continue to shape contemporary constitutions of otherness, particularly non-

human and animal otherness. Particular emphasis will be placed on the connections, borrowings, and adaptations that characterize animal representations across the three major Mediterranean civilisations: Greco-Roman, Judeo-Christian, and Islamic. The aim is to encourage students to adapt an interdisciplinary approach and develop methodological creativity in analysing different types of texts, works of art, and cultural phenomena. Furthermore, the course aims to foster the inventive application of knowledge and skills, particularly analytical and interpretative methods acquired through the study of literature, visual arts, and the history of science, to other fields of culture and scholarship.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- critically examine and evaluate narratives, visual representations, and other forms of representation of non-human animal figures within human cultural and scientific practices
- apply an interdisciplinary approach in analysing phenomena within an intermedial environment and identify similarities, differences, and causal relationships between social, cultural, and artistic phenomena and achievements across different historical periods and fields of creative activity, particularly in the Mediterranean region
- recognise and critically evaluate the historical and cultural factors shaping different forms of discourse on animals and representations of non-human beings within the Mediterranean region and Europe;
- critically evaluate and formulate their own perspectives on cultural, social, historical, and scientific phenomena, and substantiate these perspectives with sound arguments
- contribute to the development of scientific methodology through an interdisciplinary approach and the application of methods from related academic disciplines

Course content

1. Cultural animal studies (animal studies): the history of the discipline, its subject matter, and methodologies. Methodological insights from related fields: animal studies and feminist criticism and postcolonial criticism. Ethical foundations of the animal question in contemporary theory and the importance of its activist roots in the development of animal studies as a scientific discipline.
2. Conceptualisation and status of animals from Antiquity to the late Middle Ages in the Mediterranean region. Philosophical perspectives on animals in ancient Greece: Anaximander, Pythagoras, Plato, Aristotle, Plutarch. Animals in ancient Rome: Lucretius, Cicero, Seneca, Pliny the Elder. The status of animals in the works of Christian and Islamic thinkers.
3. Christian allegorical animals: bestiaries as an expression of the biblical theoretical model. The taxonomic and naturalistic-allegorical structure of typical bestiary texts.
4. History of the bestiary genre in Mediterranean countries: from the Alexandrian *Physiologus* (dating from between the second and fourth centuries) and its Latin versions to medieval works in Romance vernacular languages.
5. Animals in other medieval genres: in literature (fables, animal epics, love poetry), as well as in visual arts and architecture.
6. Lay representations of animals: medieval non-allegorical bestiaries (Liber monstrorum, Brunetto Latini's Tresor, and the Arabic Kitab Na't al-Hayawan), veterinary and hunting manuals. Animals in other cultural practices of the Middle Ages, from Marco Polo`s travel writings to historical studies of everyday life, nutrition, clothing, and agriculture.

Modes of delivery	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ research paper

Student obligations

Regular class attendance, completion of assigned reading, and preparation of an essay as part of the written examination.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

The final grade is based on regular and active participation in class, critical engagement with the course content, and the preparation of a research paper. In the paper, doctoral students are expected to demonstrate a thorough understanding of contemporary theoretical approaches and provide their own critical reflections on the selected topic in the concluding section.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Delort, R. (1984). *Les animaux ont une histoire*, Editions du Seuil, Paris (available in Italian: *L'uomo e gli animali dall'età della pietra a oggi* (1987). F. Villari (Trans.). Roma, Bari: Laterza.	1	10
Ditadi, G. (Ed.). (1994). *I filosofi e gli animali*. Isonomia, Padova: Este (sv. I).	1	10
Kay, S. (2017). *Animal Skins and the Reading Self in Medieval Latin and French Bestiaries*. Chicago, London: The University of Chicago Press.	1	10
Machiedo, V. (1996). (Ed. & Trans.), Tri srednjovjekovna bestijarija. *Dubrovnik*. 7(3–4), 64−85.	1	10
McCulloch, F. (1960). *Mediaeval Latin and French Bestiaries*. Chapel Hill: The University of North Carolina Press.	1	10
Morini, L. (Ed.). (1996). *Bestiari medievali*. Torino: Einaudi.	1	10
Pastoureau, M. (2011). *Bestiaires du Moyen Âges*. Paris: Éditions du Seuil. (available in Italian: *Bestiari del Medioevo* (2012). C. Testi (Trans.). Torino: Einaudi.	1	10
Salisbury, J. E. (1994). *The Beast Within. Animals in the Middle Ages*, New York, London: Routhledge.	1	10
Visković, N. (1996). *Životinja i čovjek. Prilog kulturnoj zoologiji*. Split: Književni krug.	2	10

Supplementary readings

1. Carol J. Adams, & Donovan, J. (Eds.). (2006). *Animals and Women. Feminist Theoretical Explorations*. Durham, London: Duke University Press (1. edit. 1995).

2. Anselmi, G. M., & Ruozzi, G. (Eds.). (2009). *Animali della letteratura italiana*. Roma: Carocci.
3. Baltrušaitis, J. (1972). *Le Moyen Âges fantastique. Antiquités et exotismes dans l'art gothique*, Paris. (tal. ed. (2002). *Il Medioevo fantastico. Antichità ed esotismi nell'arte gotica*, translated by F. Zuliani and F. Bovoli. Milano: Adelphi).
4. Baxter, R. (1998). *Bestiaries and Their Users in the Middle Ages*. Phoenix Mill: Sutton Publishing.
5. Bulliet, R. W. (2005). *Hunters, Herders, and Hamburgers. The Past and Future of Human-Animal Relationships*. New York: Columbia University Press.
6. Calarco, M. (2008). *Zoographies. The Question of the Animal from Heidegger to Derrida*. New York: Columbia University Press.
7. Cambi, N., & Visković, N. (Eds.). (1998). *Kulturna animalistika*. Split: Književni krug.
8. Cavell, S., Diamond, C., McDowell, J., Hacking, I., & Wolfe, C. (2008). *Philosophy and Animal Life*. New York: Columbia University Press.
9. Ciccarese, M. P. (2002., 2007.). *Animali simbolici. Alle origini del bestiario cristiano*. Bologna: EDB.
10. Clark, W.B., & McMunn, M. T. (Eds.). (1989). *Beasts and Birds of the Middle Ages. The Bestiary and Its Legacy*. Philadelphia: University of Pennsylvania Press.
11. Contadini, A. (2012). *A World of Beasts: A Thirteenth-Century Illustrated Arabic Book on Animals (the "Kitab Na't al-Hayawan) in the Ibn Bakhtishu Tradition*. Leiden, Boston: Brill.
12. Damjanov, J. (2008). *Bestijarij od predaje do umjetnosti i natrag*. Zagreb: Sipar.
13. Derrida, J. (2006). *L'animal que donc je suis*, Éditions Galilée, Paris. (tal. ed. *L'animale che dunque sono*, translated by M. Zannini. Milano: Jaca Book.).
14. de Waal, F. (2006). *Primates and Philosophers. How Morality Evolved*. Princeton, Oxford: Princeton University Press.
15. Duchet Suchaux, G., & Pastoureau, M. (2002). *Le bestiaire medieval. Dicionnaire historique et bibliographique*. Paris: Le Léopard d'or.
16. Evans, E. P. (2006). *The Criminal Prosecution and Capital Punishment of Animals*. Kessinger: Whitefish. (reprint of the 1906 edition published by Faber and Faber. London, Boston.).
17. Zambon, F. (Ed.). (1975). *Il Fisiologo*. Milano: Adelphi.
18. Flores, N. C. (Ed.). (2000). *Animals in the Middle Ages.* New York, London: Routledge.
19. Fumagalli, V. (1994). *Paesaggi della paura. Vita e natura nel Medioevo*. Bologna: Il Mulino.
20. George, W., & Yapp, B. (1991). *The Naming of the Beasts. Natural History in the Medieval Bestiary*. London: Duckworth.
21. Hassig, D. (Ed.). (1999). *The Mark of the Beast. The Medieval Bestiary in Art, Life, and Literature*. New York, London: Garland Publishing.
22. Heck, C. & Cordonnier, R. (2011). *Le bestiaire médiéval*. Paris: Citadelles & Mazenod. (eng. ed. *The Grand Medieval Bestiary. Animals in Illuminated Manuscripts*. (2012). Translated by J. Goodman et al. New York, London: Abbeville Press.).
23. Houwen, L. A. J. R. (Ed.). (1997). *Animals and the Symbolic in Mediaeval Art and Literature*. Groningen: Egbert Forsten.
24. Husić, S. (2009, November 26). Animalistička terapija. *Zarez*, 11(270), 20-21.
25. Husić, S. (2011, May 12). Nevolje s vrstom. *Zarez*, 13(309), 14-15.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Ivana Tomić Ferić, PhD, full professor with permanent tenure

Course name	**MUSICAL SOURCES OF DALMATIA IN THE CONTEXT OF CENTRAL EUROPEAN AND MEDITERRANEAN MUSICAL CULTURE** (HZ445)	
Study programme	Doctoral study programme in Humanities	
Course status	Elective course within the *Mediterranean Cultural Studies* module	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5
	Number of hours (L+P+S)	3+0+0

COURSE DESCRIPTION

Course aims

The course aims to provide an overview of research into the relationship between music and identity, exploring how identity is expressed and constructed through music in different historical and social contexts and against different ideological backgrounds. Particular attention will be paid to the role of music in shaping ethnic, majority and minority, individual, and collective identity. The course also aims to develop doctoral students` ability to critically examine research in the history of art music from Antiquity to the present day through theoretical and auditory analysis of scholarly literature and musical examples. This will include examining musical illustrations and discussions in general histories of music, as well as specific topics such as individual musical works, composers, domestic music-making, music in churches and theatres, music education, etc. Particular emphasis will be placed on Croatian and European perspective.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- identify and describe the defining characteristics of music-historical styles from Antiquity to the 21st century
- investigate cultural (and musical) convergences across different European geographical areas and cultural corridors
- demonstrate theoretical and aural familiarity with diverse musical expressions in art and traditional music, recognizing their role as markers of the identity among communities differentiated by ethnicity, gender, or social class
- critically examine the historical, geographical, social, and cultural dimensions of the concept of the Mediterranean in Croatian musical culture

Course content

The course content provides an overview of the historical development of art music and explores contemporary ethnomusicological topics. Contemporary Croatian (and European) ethnomusicology is characterised by a shift in focus from the analysis of musical works towards the study of the conceptions and practices of tradition bearers and other participants, the contexts and circumstances of music-making, and the ways in which social groups and communities construct and express their identities through music. The ethnomusicological framework of the course encompasses thematic units that reflect current research trends in Croatia and Europe.

I. Centuries of Croatian (Art) Music

1. Art music in Croatia from the Middle Ages to the present day – musical works, composers, domestic music-making, music in church and theatre spaces
2. Music as cultural heritage: historical musical archives and collections in Croatia – the organisation, revitalisation, re-evaluation, and preservation of musical sources and artefacts (musical materials, books on music, and musical instruments) as integral components of (trans)national cultural identity

II.	Contemporary Ethnomusicology in Croatia and Worldwide 1. Traditional music in Croatia by region with particular reference to Dalmatian klapa singing 2. Reflections on music, identity, ethnicity, and culture – music, culture, and experience – Music in displaced and minority communities – Globalisation of music in the 21st century	
III.	Intercultural Perspectives on Music and Heritage 1. Croatian (art and traditional) music in the European context – music and its discursive spaces (historical, geographical, socio-political, ethnic, cultural, aesthetic) 2. Music and its geographies: the dissemination of musical art from centres to peripheries and vice versa (musical routes – mapping artistic and cultural influences and relations; musical migrations and repertoire transfers; connections and relations between major and marginal European musical centres)	
Modes of delivery	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ research paper ☒ e-learning

Student obligations

Regular class attendance, active participation in discussions, successful completion of individual and group tasks, preparation and presentation of research papers, and completion of the oral exam.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam	x	Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

The final grade is based on class attendance and completion of in-class activities (30%), the research paper (30%), and the final oral examination (40%). The assessment criteria for each component are available in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Tomić Ferić, I., & Marić, A. (Eds.). (2021). *Između Srednje Europe i Mediterana: Glazba, književnost i izvedbene umjetnosti.* Split: Umjetnička akademija, Filozofski fakultet u Splitu.	1	10
Stipičević, E. (1997). *Hrvatska glazba.* Zagreb: Školska knjiga, 1997.	1	10
Županović, L. (1984/1989). *Centuries of Croatian Music*, vols. 1-2. Zagreb: Muzički informativni centar.	2	10
Rice, T. (2013). *Ethnomusicology: A Very Short Introduction*. New York: Oxford University Press.	1	10

Povrzanović Frykman, M. Conceptual frameworks: Reflections on ethnicity, identity, culture, and diversity as they relate to the representation of migrants. In C. Johansson, & P. Bevelander (Eds.). *Museums in a Time of Migration: Rethinking Museums' Roles, Representations, Collections, and Collaborations* (93-112). Lund: Nordic Academic Press, 2017, 93-112.	1	10
Povrzanović Frykman, M. Connecting Places, Enduring the Distance: Transnationalism as a Bodily Experience. *Narodna umjetnost,* 38/2 (2001), 11-31.	1	10
Andreis, J. (1974). *Music in Croatia*. Zagreb: Institut za muzikologiju – Muzička akademija.	2	10

Supplementary readings

1. Ceribašić, N. (2007). Musical Faces of Croatian Multiculturality. *Yearbook for Traditional Music* 39 (2007).1–26.
2. Ćaleta, J. Klapa singing: A Traditional Folk Phenomenon of Dalmatia. *Narodna umjetnost,* 34/1 (1997), 127-145.
3. Ćaleta, J. The Ethnomusicological Approach to the Concept of the Mediterranean in Music in Croatia. *Narodna umjetnost.* 36/ 1(1999), 183-195.
4. Ćaleta, J. The "Klapa Movement" – Multipart Singing as a Popular Tradition. *Narodna umjetnost.* 45/1 (2008), 125-148.
5. Marošević, G. The Encounter Between Folklore Studies and Anthropology in Croatian Ethnomusicology. *The World of Music*, 40/3 (1998), 51-81.
6. Myers, H. (1993). *Ethnomusicology: An Introduction.* New York: W. W. Norton.
7. Bezić, J. The Dalmatian islands – a Geographically Recognised Mediterranean Region – showing obvious Differences in the Musical Expression of their inhabitants. *Narodna umjetnost* 36/1 (1999), 157-172.
8. Tomić Ferić, I. (2019). Cultural contacts between the two shores of the Adriatic in the second half of the eighteenth century, as exemplified in the works and correspondence of Julije Bajamonti. In Lazarević Di Giacomo, P., & Leto, M. R. (Eds.), *L'Adriatico tra sogno e realta* (pp. 229–269). Pescara: Edizioni dell'Orso Alessandria.
9. Milošević Carić, M. (2016). The Town of Hvar as the Meeting Point of Musicians in the 17th and 18th Centuries, In V. Katalinić (Ed.), *Music Migrations in the Early Modern Age: Markets, Patterns, Styles* (pp. 103–117). Zagreb: Hrvatsko muzikološko društvo.
10. Katalinić, V. (2014). *Sorkočevići, dubrovački plemići i glazbenici*. Zagreb: Muzički informativni centar Koncertne direkcije Zagreb.
11. Demović, M. (1989). *Glazba i glazbenici u Dubrovačkoj Republici: Od polovine XVII. do prvog desetljeća XIX. stoljeća*. Zagreb: Jugoslavenska akademija znanosti i umjetnosti.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the teaching process, teaching skills, and the level of programme attainment shall be determined through evaluation based on standardised assessment methods, quality survey of teaching activities, and self-evaluation, as follows:

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Supervisor appointed by the Study Council	
Course name	**SUPERVISOR-GUIDED DEVELOPMENT OF THE DOCTORAL THESIS TOPIC** (HZ447)	
Study programme	Doctoral study programme in Humanities	
Course status	Compulsory	
Year	3	
Semester	5	
Number of credits and mode of delivery	ECTS student workload coefficient	10
	Number of hours (L+P+S)	0+3+0

COURSE DESCRIPTION
Course aims
The course aims to enable doctoral students to independently formulate the formal proposal for their doctoral thesis topic by developing the research problem, establishing an appropriate theoretical and methodological framework, and clearly defining the research aims, hypotheses, and expected scientific contribution. The course supports students in preparing their application for approval and equips them to present and defend the proposal professionally before a committee.
Course enrolment requirements
To apply for approval of the doctoral thesis topic, the doctoral student must have published at least one scientific paper or presented a paper at a scientific conference.
Intended course learning outcomes
Upon completion of the course, students will be able to: - define and justify the research problem and its scientific relevance - formulate research questions and/or hypotheses in accordance with methodological requirements - develop an appropriate theoretical framework and methodological approach to the research - prepare a written proposal for the doctoral thesis topic in accordance with institutional guidelines - justify the expected scientific contribution of the research.
Course content
The course content focuses on the systematic preparation of the doctoral thesis topic, including the definition of the research problem, review of relevant literature, and methodological positioning of the research. Under the guidance of the supervisor, doctoral students develop the theoretical framework, formulate research questions and hypotheses, define the aims and expected contribution of the research, and structure the proposal in accordance with programme and institutional requirements. Particular attention is devoted to preparing the documentation required for the application of the doctoral thesis topic and ensuring that the proposal meets the expectations of the supervisor, the doctoral programme, and the expert committee.

Modes of delivery	☐ lectures ☐ seminars and workshops ☒ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☒ supervision ☒ research paper

Student obligations
In cooperation with the supervisor, the doctoral student is required to select a research topic, conduct an analytical review of the relevant literature, and define the research problem, aims, and hypotheses. The doctoral student is required to prepare a written proposal for the doctoral thesis topic including the theoretical framework, methodology, research plan, and expected scientific contribution. Throughout the process, the doctoral student is required to consult with the supervisor, submit draft versions of the proposal, and incorporate the supervisor`s feedback.

Monitoring student work							
Class attendance		Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course
Assessment is based on the quality of the submitted written proposal of the doctoral thesis topic, the clarity of the formulated aims, hypotheses, and methodological approach, and the extent to which the supervisor`s feedback has been incorporated. The grade is based on the supervisor's assessment of the achievement of the learning outcomes, and the final grade is entered into the ISVU system by the supervisor.

Required readings and number of copies relative to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
Specific literature relevant to the doctoral student's research topic, selected in consultation with the supervisor, as well as methodological manuals and scientific sources relevant to the field of research.		

Supplementary readings
Determined individually according to the doctoral student's field of research.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
The quality of course delivery and the achievement of the learning outcomes are ensured through regular individual consultations with the supervisor, during which the supervisor monitors doctoral student`s understanding of the relevant scholarly literature, analytical and critical reading skills, and the development of methodological and argumentative skills. The supervisor provides continuous feedback, guides the doctoral student in preparing the literature review and conceptualising the research problem, and evaluates written work in progress. The doctoral student's progress is monitored through: - recorded consultations - structured feedback from the supervisor - submitted drafts of written work - the supervisor's confirmation that the learning outcomes prescribed by the syllabus have been achieved. Quality is further ensured through programme-level monitoring mechanisms, including the annual supervisor`s report and monitoring of the doctoral student`s progress by the programme council, etc..

GENERAL INFORMATION	
Lead instructor	Doctoral module coordinator
Course name	**DOCTORAL EXAMINATION** (HZ501)
Study programme	Doctoral study programme in Humanities

Course status	Compulsory	
Year	3	
Semester	5	
Number of credits and mode of delivery	ECTS student workload coefficient	10
	Number of hours (L+P+S)	0+3+0

COURSE DESCRIPTION

Course aims

The aim of the doctoral examination is to assess the doctoral student's ability to independently structure and orally present the theoretical and methodological framework of their research, situate the research topic within the relevant scientific context, and provide a well-supported justification of the expected scientific contribution of the doctoral thesis.

Course enrolment requirements

The doctoral student must have earned at least 120 ECTS credits and have an approved doctoral thesis topic.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- apply their knowledge of scientific research based on an understanding of relevant scientific and professional literature
- independently conduct research related to the doctoral thesis topic using appropriate scientific research methods
- appropriately analyse research data using methodological procedures relevant to the doctoral thesis;
- apply their knowledge of the selected topic while acquiring new knowledge and developing their research interests
- synthesise scientific material relevant to the preparation of the doctoral thesis
- orally explain and justify the theoretical concepts underpinning the doctoral thesis
- apply research skills and methodological procedures to the preparation of the doctoral thesis
- independently present and scientifically justify the research outline, methodology, and expected scientific contribution of the doctoral thesis.

Course content

The course content includes the review, selection, and critical analysis of relevant literature in the specific field of research, as well as the preparation of the oral presentation accompanied by an appropriate PowerPoint presentation. Based on the approved doctoral thesis topic, the doctoral student presents the theoretical framework of the research before an expert committee and situates it within the broader context of existing scientific knowledge in the relevant field. Particular attention is devoted to the methodological foundations of the research, including the definition of the research problem, formulation of hypotheses, and selection of research methods. The course also addresses the interpretation of expected or collected results and the justification of the expected scientific contribution of the doctoral thesis. The course concludes with a discussion and defence of the research premises before the committee.

Modes of delivery	☐ lectures ☐ seminars and workshops ☒ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ research paper

Student obligations

The doctoral student is required to independently study relevant scientific literature related to the approved doctoral thesis topic and other assigned literature, synthesise and structure the collected data under the supervisor`s guidance, and prepare an oral presentation accompanied by a PowerPoint presentation. In the presentation, the doctoral student is expected to clearly present the research problem, premises, theses, and expected scientific contribution, and subsequently participate in the discussion and provide reasoned responses to the committee's questions.

Monitoring student work

Class attendance		Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam	x	Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

The oral presentation is assessed on the basis of the clarity and logical structure of the presentation, the quality of scientific argumentation, the ability to position the research topic methodologically, and the ability to defend the research premises in discussion. The examination is graded numerically in accordance with the applicable grading system.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Up to 10 bibliographic units recommended by the supervisor and the other members of the committee. One committee member is the coordinator of the doctoral module, while the other is selected, with regard to the chosen examination topic, from among the instructors of the doctoral module. The recommended literature should be relevant to the doctoral student's research topic and cover two related fields.		

Supplementary readings

Selected in consultation with the supervisor and the other members of the committee.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

The quality of the course is monitored through the student questionnaire on teaching quality, evaluations of teaching activities, and regular assessment of the achievement of learning outcomes through the examination procedure before the committee. The quality of course delivery is further ensured through the completion of all prescribed obligations, doctoral student self-assessment and supervision by doctoral module coordinator.

GENERAL INFORMATION		
Lead instructor	Supervisor appointed by the Study Council	
Course name	**THIRD RESEARCH PAPER OF A HIGHER-LEVEL COMPLEXITY** (HZ503)	
Study programme	Doctoral study programme in Humanities	
Course status	Compulsory	
Year	3	
Semester	5	
Number of credits and mode of delivery	ECTS student workload coefficient	10
	Number of hours (L+P+S)	0+3+0

COURSE DESCRIPTION

Course aims

The aim of the course is to prepare doctoral students to prepare a complex scientific text as a preparation for the doctoral dissertation while developing greater research independence, theoretical and methodological maturity, and the ability to articulate and justify the potential scientific contribution of their research. The emphasis is placed on integrating previously acquired knowledge developing a scientific text that demonstrates clear methodological positioning and establishes a clear connection with the doctoral dissertation.

Course enrolment requirements

Prescribed.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- independently produce a scientific text of a higher level of complexity
- methodologically position their research topic within relevant scientific debates
- critically interpret data and results and contextualise them within the research problem
- justify the scientific contribution of their research
- relate the results of their research to the planned doctoral dissertation.

Course content

The course content represents a preparatory phase for the doctoral thesis and focuses on integrating the theoretical and methodological knowledge acquired through previous research papers. The doctoral student independently produces a scientific text of a higher level of complexity demonstrating the ability to relate the topic to relevant scholarly debates, position the research methodologically, and interpret the results. Emphasis is placed on developing an initial scientific contribution, conducting well-supported analysis, and clearly articulating the research objectives in relation to the planned doctoral dissertation.

Modes of delivery	☐ lectures ☐ seminars and workshops ☒ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☒ supervision ☒ research paper

Student obligations

The doctoral student is required to independently produce a research text of a higher level of complexity by integrating previous research experience, methodologically positioning the research topic, and justifying the potential scientific contribution of the work. The doctoral student is also required to develop an appropriate interpretative framework and clearly relate the research results to the planned doctoral dissertation. Throughout the preparation of the paper, the doctoral student is required to consult with the supervisor and demonstrate, in the final version, the ability to incorporate supervisor`s feedback.

Monitoring student work

Class attendance		Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

Assessment is based on the quality of the independently produced scientific paper, the level of theoretical and methodological maturity, the ability to justify the potential scientific contribution, and the clarity with which the research results are related to the planned doctoral dissertation.
The grade is based on the supervisor's assessment of the achievement of the learning outcomes, and the final grade is entered into the ISVU system by the supervisor.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Specific literature relevant to the doctoral student's research topic, selected in consultation with the supervisor, as well as methodological manuals and scientific sources relevant to the field of research.		

Supplementary readings

Determined individually according to the doctoral student's field of research.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

Quality is monitored through continuous and documented communication between the doctoral student and the supervisor (and/or co-supervisor), with clearly defined stages of progress. Through individual consultations, the supervisor monitors knowledge acquisition, development of research competences, and application of methodological procedures.
The supervisor regularly evaluates written work in progress, including conceptual frameworks, preliminary chapter drafts, and research drafts, and provides structured feedback to the doctoral student.
Quality is further ensured through:

- records of consultations or brief written reflections by the doctoral student
- monitoring of the fulfilment of defined research objectives
- annual evaluation of the doctoral student, supervisor reports, or the supervisor's confirmation that the doctoral student has achieved the learning outcomes prescribed by the syllabus.

GENERAL INFORMATION		
Lead instructor	Supervisor appointed by the Study Council	
Course name	**PREPARATION OF THE DOCTORAL THESIS** (HZ601)	
Study programme	Doctoral study programme in Humanities	
Course status	Compulsory	
Year	3	
Semester	6	
Number of credits and mode of delivery	ECTS student workload coefficient	20
	Number of hours (L+P+S)	0+3+0

COURSE DESCRIPTION

Course aims

The course aims to enable doctoral students to prepare and complete a doctoral dissertation that constitutes an independent scientific contribution to the field of research. The course develops the ability to engage in critical reflection, maintain methodological consistency, justify the scientific premises of the research, and systematically present relevant findings, while preparing the doctoral student for the defence of the doctoral thesis.

Course enrolment requirements

Prescribed.

Intended course learning outcomes

Upon completion of the course, doctoral students will be able to:

- conduct independent and methodologically rigorous scientific research
- develop and systematise theoretical and empirical findings into a structured academic text
- justify research premises, interpret results, and formulate scientific conclusions
- demonstrate the scientific contribution of their research to the relevant field
- prepare the doctoral dissertation for the evaluation and public defence

Course content

The course content encompasses the comprehensive preparation of the doctoral thesis through independent research and the preparation of a scientific paper under the guidance of the supervisor. It includes the development of the theoretical framework, methodological design, empirical or analytical data processing, interpretation of results, and structuring of the doctoral thesis chapters in accordance with academic standards and institutional requirements. Particular attention is devoted to the formulation of scientific arguments, presentation of research findings, conceptual coherence of the doctoral thesis, and preparation of the thesis for public defence.

Modes of delivery	☐ lectures ☐ seminars and workshops ☒ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☒ supervision ☒ research paper

Student obligations

The doctoral student is required to independently conduct research in accordance with the approved topic, prepare the complete doctoral thesis text, consult with the supervisor, submit chapters and draft versions of the text, and incorporate revisions based on feedback. The doctoral student is required to structure the doctoral thesis in accordance with institutional requirements, apply appropriate methodological procedures and citation standards, and present the research findings in a scientifically rigorous manner. Upon completion, the doctoral student is required to prepare the doctoral thesis for the evaluation and defence procedure.

Monitoring student work

Class attendance		Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

Assessment is based on the quality of the submitted doctoral thesis, the methodological rigour of the research, the clarity of scientific argumentation, the relevance of the results, and the justified scientific contribution. The doctoral thesis is evaluated by an appointed expert committee in accordance with institutional requirements governing the evaluation and defence of doctoral thesis. Following the evaluation procedure, the committee makes a decision on the acceptance of the thesis and awards the final grade, which is entered into the ISVU system.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Specific literature relevant to the doctoral student's research topic, selected in consultation with the supervisor, as well as		

methodological manuals and scientific sources relevant to the field of research.		
Supplementary readings		
Determined individually according to the doctoral student's field of research.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Quality is monitored through continuous and documented communication between the doctoral student and the supervisor (and/or co-supervisor), with clearly defined stages of progress. Through individual consultations, the supervisor monitors knowledge acquisition, development of research competences, and application of methodological procedures. The supervisor regularly evaluates written work in progress, including conceptual frameworks, preliminary chapter drafts, and research drafts, and provides structured feedback to the doctoral student. Quality is further ensured through: - records of consultations or brief written reflections by the doctoral student - monitoring of the fulfilment of defined research objectives - annual evaluation of the doctoral student, supervisor reports, or the supervisor's confirmation that the doctoral student has achieved the learning outcomes prescribed by the syllabus.		

GENERAL INFORMATION		
Lead instructor	Supervisor appointed by the Study Council	
Course name	**INDIVIDUAL SUPERVISOR-GUIDED WORK ON THE PREPARATION OF THE DOCTORAL THESIS** (HZ602)	
Study programme	Doctoral study programme in Humanities	
Course status	Compulsory	
Year	3	
Semester	6	
Number of credits and mode of delivery	ECTS student workload coefficient	10
	Number of hours (L+P+S)	0+3+0
COURSE DESCRIPTION		
Course aims		
The course aims to provide systematic supervision throughout the development, revision, and finalisation of the doctoral thesis and to enable the doctoral student to present research results in a coherent scientific text that meets academic standards and institutional requirements. The course supports the development of research independence, argumentative skills, and readiness for the defence of the doctoral thesis.		
Course enrolment requirements		
Prescribed.		
Intended course learning outcomes		
Upon completion of the course, doctoral students will be able to: - develop and revise the doctoral thesis in response to feedback from the supervisor - justify research choices, methodological procedures, and conceptual decisions made in the dissertation - structure and edit doctoral thesis chapters in accordance with academic and institutional standards		

- demonstrate progress in research independence and readiness for the evaluation of the dissertation
- prepare the dissertation for evaluation and defence

Course content

The course content encompasses continuous supervision throughout all stages of the preparation of the doctoral thesis. It includes consultations on the conceptualisation and development of the research problem, the development of the theoretical and methodological framework, the processing and interpretation of results, and the structuring of doctoral thesis chapters. Particular attention is devoted to revising the text in response to the supervisor`s feedback, developing scientific argumentation, and ensuring stylistic and technical quality of the doctoral thesis, as well as preparing the student for the evaluation and public defence of their doctoral thesis.

Modes of delivery	☐ lectures ☐ seminars and workshops ☒ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☒ supervision ☒ research paper

Student obligations

The doctoral student is required to communicate regularly with the supervisor, submit parts of the doctoral thesis for review, incorporate revisions based on the supervisor`s feedback, and independently develop and edit the doctoral thesis text. The doctoral student is also required to present progress, discuss methodological and conceptual issues, and prepare the materials required for the submission of the doctoral thesis for evaluation and defence. Throughout the course, the doctoral student is expected to demonstrate research independence, the ability to integrate critical feedback, and continued progress towards finalising the doctoral thesis.

Monitoring student work

Class attendance		Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course

Assessment is based on monitoring the doctoral student's progress through consultations, the quality of submitted doctoral thesis drafts, the extent to which the supervisor`s feedback has been incorporated, and the development of research independence. The final course grade is based on the supervisor`s assessment of the achievement of the learning outcomes and is entered into the ISVU system by the supervisor.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Specific literature relevant to the doctoral student's research topic, selected in consultation with the supervisor, as well as methodological manuals and scientific sources relevant to the field of research.		

Supplementary readings

Determined individually according to the doctoral student's field of research.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

Quality is monitored through continuous and documented communication between the doctoral student and the supervisor (and/or co-supervisor), with clearly defined stages of progress. Through individual consultations, the supervisor monitors knowledge acquisition, development of research competences, and application of methodological procedures.
The supervisor regularly evaluates written work in progress, including conceptual frameworks, preliminary chapter drafts, and research drafts, and provides structured feedback to the doctoral student.
Quality is further ensured through:

- records of consultations or brief written reflections by the doctoral student
- monitoring of the fulfilment of defined research objectives

annual evaluation of the doctoral student, supervisor reports, or the supervisor's confirmation that the doctoral student has achieved the learning outcomes prescribed by the syllabus.