

UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY GRADUATE STUDY PROGRAMME

HISTORY (double-major); Teacher Education Specialisation and Academic Research Specialisation

SPLIT, November 2025

GENERAL INFORMATION OF HIGHER EDUCATION

Name of higher education institution	Faculty of Humanities and Social Sciences in Split
Address	Poljička cesta 35, 21000 Split
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GENERAL INFORMATION OF THE STUDY PROGRAMME

Name of the study programme	University Graduate Programme History (double-major); Teacher Education and Academic Research		
Leader of the study programme	Faculty of Humanities and Social Sciences in Split		
Executor/s of the study programme	Faculty of Humanities and Social Sciences in Split		
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 6.sv EQF 6		
Scientific or artistic field and area of study programme	humanities; history		
ISCED FoET classification			

Programme duration (semesters, years)	4 semesters, 2 years
Number of ECTS points acquired on completion of study programme	60
Academic or professional title, i.e. academic degree	*Master of Education (MEdu) in History* (mag. edu. hist.). *Master of History* (mag. hist.).
Language of delivery	Croatian
Place of delivery	Split
Type of delivery (in-person, hybrid, online)	Classroom-based
Enrolment quota (for students in regular and special status)	35 + 5 (non-EU citizens)

1. INTRODUCTION

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

Split and the towns in its surrounding area, primarily Solin and Trogir, possess an exceptionally rich, multilayered history several thousand years old. The diversity of the historical development of this part of central Dalmatia gave rise to St Domnius, Diocletian, Marko Marulić, Markantun de Dominis, and Stjepan Cosmi. This area has a deep historiographical tradition that produced leading figures of Croatian national historical scholarship. *Historia Salonitana* by Thomas the Archdeacon from the thirteenth century is a foundational work of Croatian ethnogenesis, just as *De regno Dalmatiae et Croatiae* by Ivan Lučić is a foundational work of Croatian historiography; Julije Bajamonti was a versatile eighteenth-century polyhistor; Don Frane Bulić was a historian and the founder of Croatian archaeology; the medievalist Šime Ljubić and the polyhistor Grga Novak were leading synthesists of local and national history. The richness of this historical development imposed the necessity of establishing a master's degree programme in history as a logical and justified continuation of the undergraduate study programme in history.

The university graduate study programme in History is fully aligned with the mission, vision, and strategic documents of the Faculty of Humanities and Social Sciences in Split (*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 period 2021–2025, Action Plan of the Faculty of Humanities and Social Sciences in Split 2022–2027*). The programme is oriented towards the acquisition of competences that promote fundamental humanistic and social values, enhance knowledge, encourage responsibility, cooperation, and ethical conduct, contribute to the common good, and prepare students for integration into the labour market. The organisation and implementation of the graduate programme to a significant extent enable the enrolment of bachelor's degree holders who lack the financial means to pursue studies at other universities and in other cities (Zadar, Zagreb, Pula), as well as those bachelor's degree holders from other cities who, due to its specificity, wish to continue their graduate studies in Split. A fundamental characteristic of the graduate study programme in *History* is its innovativeness in relation to similar programmes in the Republic of Croatia. This innovativeness derives from its Adriatic–Mediterranean orientation, which is evident in the structure of the curriculum and syllabus, as well as in its grounding in the aforementioned strategic documents of the Faculty of Humanities and Social Sciences in Split. In contrast to the undergraduate level of study, at which students are introduced to basic knowledge from all periods of human history and to the specific features of historical scholarship, the graduate programme implies a stronger and more diverse involvement of students in the processes of teaching, knowledge deepening, and knowledge exchange. Consequently, the graduate study programme in *History* consists of teacher education specialisation and academic research, "Adriatic Studies" – "Studia Hadriatica".

The teacher education specialisation, through core courses, enables students to deepen the knowledge acquired at the undergraduate level in the fields of general and national history by historical periods, albeit from a more specifically defined perspective, with due regard for the requirements and contemporary standards currently placed upon future history teachers. The Croatian Adriatic area occupies a particular position within the broader ancient Mediterranean context owing to its intensive contacts with Greek and Roman civilisation. Medieval history is studied and interpreted in a broader sense with regard to Croatian history within the European context, and in a narrower sense with regard to Dalmatian communal history. Early modern and contemporary history are considered within the context of historical processes and circumstances of the wider Mediterranean environment, while also taking into account those historical interferences of the Croatian Adriatic area with south-eastern Europe in a broader sense, as well

as their specific characteristics from an early modern and contemporary historical perspective. To the compulsory courses dedicated to these historical periods, a course in *Methodology of scientific research* is added during one semester as necessary and desirable content for mastering the challenges and requirements of the historical profession. Since this is a teacher-oriented specialisation, a justified and important place within this programme is occupied by general compulsory courses: *Pedagogy*, *Didactics*, *Psychology of Education*, *Sociology of Education*, *Methodology of History Teaching I* and *II*, and *Teaching Practice*. In this manner, students are provided with the knowledge required for high-quality and competent work in teaching, particularly through *Methodology of History Teaching* with regard to the requirements and contemporary standards for the delivery of history instruction. Elective courses in each semester offer students the opportunity for additional enrichment and expansion of their personal interest in particular historical fields or subject matter. Within the *M.A. Thesis Workshop*, students, under the supervision of a mentor, are required to apply the acquired knowledge in a concrete academic and research-based treatment of selected material, thereby concluding the five-year cycle of history studies. The teacher education specialisation programme enables high-quality preparation for the needs of contemporary educational teaching practice in history in primary and secondary schools. Upon completion of the graduate teacher education specialisation in *History*, the Master of Education (mag. edu.) in History is also qualified for positions involving linguistic mediation and consultancy in publishing, the media, cultural and economic institutions, as well as other positions requiring a high level of professional qualification.

The academic research programme “Adriatic Studies” – “Studia Hadriatica” is divided into three modules: *Ancient history*, *Medieval history*, and *Early modern and contemporary history*. Within these modules, through the prescribed core, compulsory, and elective courses, students deepen their knowledge in the fields of general and national history acquired during undergraduate study. Due regard is given to the full range of requirements and to contemporary standards of academic and/or research work expected of future graduates of the historical profession or potential candidates for postgraduate doctoral study in history. Teaching is conducted with an emphasis on a specific Adriatic–Mediterranean perspective that has so profoundly and abundantly shaped Croatian historical development throughout all historical periods, leaving a rich heritage.

The core courses within the three offered modules are intended, over the course of four semesters, to provide students continuously with deeper and broader knowledge, more pronounced and well-rounded competences, and at the same time to indicate the specific features of the selected module. The compulsory courses in a certain manner “accompany” the core courses, with the important task of enriching students with insights into other historical periods that are not the focus of their primary interest given the choice of a particular module. In this way, students are protected from the pitfall of “unilaterality”, that is, from undesirable deprivation of important knowledge from other fields that are, conditionally speaking, of secondary importance to them. The system of core and compulsory courses for all students in the research track is supplemented by joint courses: *Latin for Historians I* i *II*, *Auxiliary Historical Sciences III* and *Methodology of Scientific Research*. All courses from the aforementioned three groups (core, compulsory, and joint) are always taken in the same semester. Elective courses within these modules serve the purpose of additional enrichment and further development of the acquired knowledge in accordance with students’ individual preferences. This programme, with regard to the prescribed number of contact hours, the number of ECTS credits, and the distribution of individual courses by semester, enables students to select one course from one of the other graduate study programmes at the Faculty of Humanities and Social Sciences in Split or at other faculties of the University of Split. Successful completion of the academic research programme ensures a high-quality foundation for independent academic and research work and provides training for employment as a research and professional associate in scientific and research institutions, cultural, educational, and other public institutions and institutions of broader social significance, in tourism-related activities at the level of the city, county, region, and state, as well as abroad.

All students may also enrol in optional courses from other departments or units, although these do not contribute to the total number of credits. Any of the three modules offered within the academic

research programme entitled “Adriatic Studies” – “Studia Hadriatica” at the Split Department of History is activated only if it is selected and enrolled in by at least seven students. This elaborated programme is designed to achieve maximum efficiency in programme delivery and course fluctuation, particularly with regard to the configuration and purposeful alternation of core, compulsory, and joint courses across all three prescribed research modules, as well as to ensure sustainable stability and clarity of the entire system, maximum rationality in the workload of teaching staff and students, balanced concentration and scheduling of the prescribed study material, rational utilisation of the spatial resources available to the Department of History, and the elimination of unnecessary and undesirable duplication and contradictions.

In comparison with the university undergraduate study programme *History*, existing knowledge, skills, and competences are expanded in terms of their quality and content, with a much greater emphasis on responsible and independent use of existing knowledge. In this process, to the extent possible according to the teaching programme, each student’s existing qualities are respected and new qualities, inclinations, and knowledge from other fields of science are developed, taking into account individual abilities and tendencies. Students are trained to become successful transmitters of knowledge within educational institutions and, owing to solid foundations, to continue their academic and research work at the postgraduate level.

The university graduate study programme *History* continuously evaluates and enhances the quality of work of all participants in the teaching process, promotes lifelong learning, fosters joint research between teaching staff and students, and supports the professional development of teaching staff to enable them to perform the teaching and academic-research components of their work to the highest standard. The Department of History develops collaboration with numerous institutions connected to education, science, and culture in order to provide its students, as future historians, with additional training and practical experience. The graduate study programme *History* educates specialists possessing general and specific knowledge and skills required for participation in interdisciplinary, multidisciplinary, and transdisciplinary research. These competences facilitate employment in scientific, educational, and cultural institutions, as well as in numerous professional roles across various social sectors, including higher education institutions, research institutes, archives, museums, galleries, libraries, history teaching in primary and secondary schools, journalism, publishing, the media, various bodies of state and public administration, tourism, and culture.

Since its establishment in the academic year 2003/2004, the graduate study programme *History* has been continuously subjected to critical evaluation, with reflection on all forms of teaching that are modified and improved in accordance with staffing conditions, faculty self-evaluation, and student assessment. A constant obligation of the Department of History is the promotion and guidance of scientific, interdisciplinary, and transdisciplinary research into Mediterranean cultural-historical heritage, in order to preserve, evaluate, and popularise history, cultural heritage, and Mediterranean studies within the European context, and to contribute to the development of the local and regional community. Particular attention is devoted to the cultivation and development of Croatian national identity within the framework of the European community of nations. The primary mission of the Split graduate double-major study programme in History is to serve as an effective and dynamic instrument for the transmission of knowledge in the field of historical scholarship, maintaining a continuous balance between classical and modern approaches. On the basis of all the above, it can be concluded that the study programme *History* is adaptable to the needs of the labour market, follows the latest developments in historical scholarship, and that the Department of History possesses extensive experience in its implementation.

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 graduate study programme *History* 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). Since the initial licence of 2020, the proposed programme has been aligned with the general development strategy, action plans, and other documents of the Faculty of Humanities and Social Sciences in Split (*Development Strategy of the Faculty of Humanities and Social Sciences in Split 2015–2020*, *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*), while new revisions and supplements are made in accordance with current and relevant documents (*Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025, Action Plan of the Faculty of Humanities and Social Sciences in Split 2022–2027, Action Plan of the Faculty of Humanities and Social Sciences in Split of 2023*) (all listed documents are available on the Faculty website: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/stratgije).

The graduate study programme *History*, in terms of content and organisation, is comparable to the sets of competences defined for the professional standard of historian, as well as to the programmes of existing university graduate double-major study programmes in History in the Republic of Croatia (for example, the Faculty of Humanities and Social Sciences, University of Zagreb, http://www.ffzg.hr/; the Faculty of Humanities and Social Sciences, University of Zadar, https://www.unizd.hr/; and the Faculty of Humanities and Social Sciences, University of Pula, Juraj Dobrila University, https://ffpu.unipu.hr/). Considering the proposed conception of the study programme, the study dynamics, the potential mobility of students, and the ECTS credits that students are required to earn during the programme, the proposed programme can be compared with similar study programmes within the European Union, as evidenced by frequent student exchanges under the Erasmus programme.

The graduate study programme in History also has specific features in comparison with other such programmes in the Republic of Croatia, which are evident in its orientation, through elective courses, towards the microhistorical levels of Salona, Split, Hvar, and Dalmatia in general, with their associated historical and cultural heritage. Specifically, there is a particular emphasis on micro–macro history, the history of everyday life, Christianity, migrations, social history, maritime history, teaching on controversial and sensitive topics, and professional practice in teaching bases. This orientation is reinforced through compulsory and elective courses both at the theoretical level, through the delivery of lectures, seminars, and exercises, and through the organisation of fieldwork at sites of special historical significance (e.g., Dubrovnik, Hvar, Knin, Klis, Salona, Zadar, etc.) as well as at professional institutions (archives and museums). In this way, students are trained to deepen and connect theoretical knowledge in accordance with the study level defined by the Croatian Qualifications Framework. Moreover, in the proposed programme, in the second year of study, students may enrol in the elective course *Professional Practice at a Teaching Base* and acquire an additional 5 ECTS credits. The objective of the professional practice is to familiarise students with concrete practical conditions in a teaching base and to train them to independently identify and solve practical problems in a real work environment, in accordance with the learning outcomes of the study programme. By involving students in partner institutions, opportunities for connection with the labour market are provided, as confirmed by previous experience (https://www.ffst.unist.hr/_download/repository/Pravilnik_o_nastavnim_bazama_FF_u_Splitu%5B2%5D.pdf; https://www.ffst.unist.hr/studiji/nastavne_baze).

Within the graduate study programme *History*, the standards and regulations for the assessment of acquired learning outcomes are defined in the syllabus of each course under the sections *Student obligations*, *Monitoring student work*, and *Assessment and evaluation of student work during classes and the final exam*. Similarly, the methods for assessing the achievement of learning outcomes for each student obligation are defined, with detailed guidelines and instructions for each assessment element provided in the course repository. All of these aspects include transparency of criteria and assessment methods, with feedback indicating the extent to which the defined learning outcomes have been achieved and the examination procedures implemented. The intended learning outcomes are acquired through the completion of individual study obligations, study modules, and the overall study programme, while 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),
- Rulebook on the Quality Control System of the University of Split (https://www.ffst.unist.hr/images/50023323/Pravilnik%20o%20sustavu%20osiguravanja%20kvalitete_svibanj%202023..pdf),
- Rulebook on the Quality Control System of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20kvaliteti-%20za%20objavu.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/Prijedlog%20Prirucnika%20kvalitete%20FFST%202021.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 posted 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, revisions of the entire graduate study programme *History* are regularly published on the website of the Department of History (https://www.ffst.unist.hr/odsjeci/povijest). The graduate study programme *History* is fully outlined and implemented within the Higher Education Institutions Information System (ISVU), which enables the collection, management, and processing of

statistical data related to the organisation and implementation of study programmes and reporting on these data.

In the case of other student needs, such as resolving student complaints or protecting their rights, students may contact the Head of Department, the Vice Dean for Teaching and Student Affairs, the Ethics Committee, and the Student Ombudsperson of the Faculty of Humanities and Social Sciences and the Student Ombudsperson of the University of Split. The Head of Department informs them of these options at the beginning of their studies. Furthermore, impartiality and transparency in all procedures are ensured and mechanisms in cases of complaints and other issues relevant to students are defined during their graduate studies. 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 individual, as well as mechanisms for protection against discrimination and harassment. The listed 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.

Students participate in all quality assurance processes and in the work of all designated bodies, committees, departments, and centres, in accordance with national, university, and faculty regulations, statutes, and procedures. The welfare and specific needs of students are supported by the Department of History, 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 Student Services Office (https://www.ffst.unist.hr/za_studente/studentska_sluzba). The centres implement educational and counselling activities in the form of confidential individual and/or group counselling, aimed at providing support and assistance to students in personal, academic, and professional contexts (resolving personal difficulties, achieving academic success, increasing study efficiency, improving quality of life, developing student potential, developing career planning and management skills, and connecting students with potential employers). The Student Services Office provides timely information to students regarding their study obligations and offers support throughout the programme by ensuring the necessary forms and procedures.

Additionally, the History Students' Association "Toma Arhiđakon" – ISHA Split brings together students and alumni of History and related disciplines. Its purpose is the promotion and popularisation of historiography, the establishment of domestic and international cooperation aimed at encouraging historiographical research, the improvement of student standards and study conditions, and the familiarisation of History students and the wider public with local history, the history of Dalmatia and Croatia, and their cultural heritage (https://www.ffst.unist.hr/za_studente/studentski_zivot/toma_arhidakon). The History Students' Association "Toma Arhiđakon" – ISHA Split publishes the journal *Pleter* annually, in both print and online formats. The journal is indexed on the portal of scientific and professional journals *Hrčak* and is also available on the website of the Faculty of Humanities and Social Sciences, University of Split, as well as on the Association's website. All articles are subjected to double-blind peer review (https://www.ffst.unist.hr/za_studente/studentski_casopisi/pleter).

Records of professional development in the area of teaching competences conducted by the Faculty are available in the Faculty documentation, while other professional development is documented through certificates of active participation in scientific conferences and training programmes, as well as in collaborative scientific-research projects and in specific aspects of professional activity. Teaching staff undertake professional development in the area of teaching competences through the organisation of the Faculty of Humanities and Social Sciences in Split and other institutions. For the past ten years, the teaching staff of the Department of History, together with the Agency for Education, have organised Inter-County Professional Meetings for history teachers and educators, and they also developed other forms of collaboration.

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

The graduate study programme *History* at the Faculty of Philosophy in Split is compatible with history programmes implemented at the Faculty of Philosophy in Zagreb, Croatian Studies in Zagreb, the Department of History at the University of Zadar, the "Juraj Dobrila" University in Pula, the Faculty of Philosophy in Rijeka, and the Faculty of Philosophy in Osijek. The *History* study programme is comparable to double-major programmes at the majority of European institutions that apply the so-called Bologna principles. Therefore, with regard to the proposed study programme concept, the study dynamics, possible student mobility, and ECTS credits which students are required to obtain during their studies, the programme can be compared with similar programmes within the European Union. These include programmes in Italy (the graduate university study programme *Scienze storiche. Medioevo, età moderna, età contemporanea* at Sapienza Università di Roma) and Slovenia (the graduate study programme *Zgodovina* at the Faculty of Philosophy of the University of Ljubljana; the graduate study programme *Zgodovina* at the Faculty of Philosophy of the University of Maribor). Students from other departments of the Faculty of Philosophy, as well as students from the University of Split, have the possibility of enrolment in elective courses at the graduate level at the Department of History.

In accordance with the so-called Bologna principles and the Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025, Erasmus+ agreements for the mobility of teaching staff and students have been concluded at the graduate level of study. In addition to the aforementioned acts, it should be mentioned that inter-university mobility also fulfils the provisions adopted in 2018, which are set out in the Council Recommendation on common values, inclusive education and the European dimension of teaching. Graduate students in History, as well as teaching staff at the Department of History, can achieve mobility at Croatian universities and those abroad, amongst which those in Slovenia (Faculty of Philosophy in Maribor https://pef.um.si/en/home/; Faculty of Philosophy in Ljubljana https://www.ff.uni-lj.si/), Italy (Sapienza Universita di Roma https://www.uniroma1.it/it; Universita di Cattania https://www.unict.it/; Università degli Studi Gabriele D'annunzio – Chieti/Pescara https://www.unich.it/), Poland (Jagiellonian University in Kraków https://studia.uj.edu.pl/; Adam Mickiewicz University in Poznań https://amu.edu.pl/) and Austria (University of Vienna https://www.univie.ac.at/) should be particularly highlighted. This experience contributes to their personal and professional development and strengthens the link between national and European higher education. Likewise, teaching staff at the Department of History have the opportunity to exchange knowledge and experience with teaching staff from other European higher education institutions through the Erasmus+ programme, which creates the possibility of improving their own work at their home institution, thus leading to an increase in the quality of the teaching process at the Department of History.

Students of the graduate university study programme *History* can also achieve inter-university mobility within the framework of the European University of the Seas Alliance (SEA-EU), which comprises the University of Split and eight other universities: the University of Cádiz, Brest, Kiel, Gdańsk, Malta, Parthenope in Naples, Nord in Bodø and Algarve in Faro. Within the SEA-EU alliance, various types of mobility are available to students, such as summer schools, joint research projects, short-term exchange programmes, etc. The aforementioned programmes enrich students' experience and make them more competitive in the labour market.

In the context of globalisation and constant changes in society, investment in further education becomes crucial for personal and professional development. Masters of Education in History, with their deep understanding of past events and analytical skills, have a unique advantage when considering opportunities for postgraduate study or further professional development. In Croatia, there are various options, the first of which is enrolment in postgraduate studies *History*. The Croatian university system offers a range of specialised programmes at the postgraduate level, focused on different periods and thematic aspects of history, providing the opportunity to deepen knowledge in specific areas of interest. Furthermore, interdisciplinary programmes enable Masters of Education in History to integrate their knowledge with other disciplines such as archaeology, sociology or political science. Such interdisciplinarity opens doors to new perspectives and approaches to studying history, enabling the development of a broader understanding of society.

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

To enrol in the graduate study programme *History*, completion of an accredited university undergraduate double-major study in *History* is required, providing a minimum of 180 ECTS credits in combination with another double-major undergraduate study. The university graduate study programme *History* may be combined with any double-major study programme at the Faculty of Humanities and Social Sciences in Split.

The programme lasts 2 years (4 semesters). Completion of the university graduate study programme *History* (double-major) confers a minimum of 60 ECTS credits. The conditions of enrolment into higher years of study are defined by the Faculty Council Decision, issued for each academic year and published on the Faculty’s website. Specific requirements needed for enrolment in individual courses are indicated in the syllabi of those courses.

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

Upon completion of the university graduate study programme *History,* the student will be able to:

1. Interpret the overall historical overview of major historical events, processes, and ideologies, with particular reference to the Croatian lands;

2. Apply acquired knowledge in work within schools, scientific, and cultural institutions;

3. Investigate and compare the meaning and structure of historical concepts and processes;

4. Compare analogous political, social, and economic processes across different historical periods and spaces;

5. Utilise academic and professional literature for lecture preparation and scientific research;

6. Use primary and secondary archival sources for the writing of professional and academic papers;

7. Discuss research approaches, methods, and historical schools, and evaluate their advantages and disadvantages with regard to the approach to a given topic;

8. Compare individual ideologies;

9. Apply acquired knowledge in the preparation and development of teaching lessons in schools;

10. Interpret and compare different and evaluate new historiographical methodologies;

11. Conduct independent research on and write papers about general, national, and local history;

12. Conduct independent archival research;

13. Develop an awareness and overview of potentially unexplored topics for original academic papers;

14. Compare different history departments, institutes, and archives domestically and internationally;

15. Develop an awareness of Croatian historical heritage;

16. Develop an awareness of further professional development and independent research.

1.6. Structure and form of delivery

The graduate study programme *History* is structured and conducted as a regular university double-major programme and may be freely combined with other double-major programmes at the Faculty of Humanities and Social Sciences in Split. The programme lasts two years, with two semesters per year (a total of four semesters). In the final year of study, the student may choose the elective course *Work-based Learning at a Partner Institution*, thereby earning an additional 5 ECTS credits. One year of study corresponds to 30 ECTS credits. Student obligations during the programme are defined by the teaching programmes of individual courses (see course descriptions), while their obligations to participate in teaching, as well as the rhythm of study and examination, are determined by the regulations of the Faculty of Humanities and Social Sciences in Split. During the graduate study programme in History, students may also enrol in one elective course from other study programmes. A list of available courses is published on the Faculty's website.

Teaching in the programme is delivered through lectures, seminars, and practical exercises, conducted directly at the faculty, in the field, in laboratories, in schools, and in partner institutions. In accordance with students' specific interests and learning outcomes, visits to relevant stakeholders in the labour market are organised. The syllabus of each course defines the forms of teaching, aligned with the ECTS workload at the course level, the learning outcomes of the course, course content, student obligations, procedures and methods of assessment and evaluation of student work, and the required examination literature.

1.7 Manner of completing the study programme

Manner of completing the study programme	☐ Master's Thesis ☒	☐ Diploma exam ☐
Requirements for final/Master's Thesis or final/diploma exam	In accordance with the Thesis Regulations: Undergraduate and Graduate Studies of the Faculty of Humanities and Social	

	Sciences in Split (https://www.ffst.unist.hr/_download/repository/Thesis%20regulations%20undergraduate%20and%20graduate%20studies%5B1%5D.pdf), students, in agreement with their supervisor, choose and register the topic of their Master's Thesis in the final year of study, and no later than the end of class time in the winter semester. The Department Council approves the student's topic and supervisor. The conditions for applying for their Master's Thesis defence are: completion of the written part of the Master's Thesis and its approval by the Master's Thesis defence committee, passing all examinations, and fulfilling all obligations prescribed by the study programme.
Procedure of evaluation of final/diploma exam and evaluation and defence of final/Master's Thesis	The Master's Thesis in the graduate study programme *History* is, in principle, a scientific/research paper in which students are expected to demonstrate the theoretical knowledge of a specific/selected field, as well as competence in conducting scientific research and interpreting its results. The evaluation and defence procedure of the Master's Thesis is prescribed by the Thesis Regulations: Undergraduate and Graduate Studies of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20zavr%C5%A1nom%20i%20diplomskom%20radu.pdf).

2. LIST AND DESCRIPTION OF COURSES

2.1. List of compulsory and elective courses

TEACHER EDUCATION SPECIALISATION

	LIST OF COURSES						
	Year of study: 1						
	Semester: 1						
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
Psychology of Education	Goran Kardum, PhD, full professor with permanent tenure	30	0	30	0	5	C
Sociology of Education	Toni Popović, PhD, assistant professor	30	0	30	0	5	C
The City in Antiquity on the Eastern Adriatic Coast	Ivan Matijević, PhD, associate professor	30	0	15	0	4	C
The Medieval City on the Eastern Adriatic Coast: Origins and Social Growth	Ivan Basić, PhD, associate professor	30	0	15	0	4	C
The Art of Warfare in Antiquity	Ivan Matijević, PhD, associate professor	30	0	0	0	2	E

Poleogenesis of Split at the turn of Late Antiquity and the Early Middle Ages	Ivan Basić, PhD, associate professor	30	0	0	0	2	E
Notarial Documents as Historical Sources: A Workshop in Diplomatics and Paleography	Tonija Andrić, PhD, associate professor	15	0	15	0	2	E
History of the Bay of Kotor under Venetian Rule (1420–1797)	Josip Vrandečić, PhD, full professor with permanent tenure	30	0	0	0	2	E
The Military Revolution in the Mediterranean during the 16th Century	Josip Vrandečić, PhD, full professor with permanent tenure	30	0	0	0	2	E
The History of Monasticism in Croatia	Marko Trogrlić, PhD, full professor with permanent tenure	30	0	0	0	2	E
The Contribution of Christianity to Croatian Society and Culture in the Early Modern Period	Marko Trogrlić, PhD, full professor with permanent tenure	30	0	0	0	2	E
Urban Historical Geography	Nikola Glamuzina, PhD, full professor	30	0	0	0	2	E
The History of State Institutions in the Croatian Lands (1848–1918)	Marko Trogrlić, PhD, full professor with permanent tenure	30	0	0	0	2	E
Selected Topics from the Economic and Cultural History of 18th-Century Split	Marko Trogrlić, PhD, full professor with permanent tenure	30	0	0	0	2	E
Language, Nation and Ideology during the Croatian National Revival	Marko Trogrlić, PhD, full professor with permanent tenure	30	0	0	0	2	E
Teaching Controversial and Sensitive Issues in History Teaching I	Mladenko Domazet, PhD, full professor	5	10	0	0	2	E

The courses Educational Psychology and Sociology of Education are joint compulsory courses in the double-major graduate study programme with a teaching specialisation. The credits are evenly distributed between the two study programmes (2.5 ECTS credits for each course, 5 ECTS credits in total).

In addition to the previously mentioned elective courses, students may enrol in other elective courses within the study programme. Elective courses are selected from the total sum of elective courses listed in the *Organisation of Lectures* for the current academic year.

	LIST OF COURSES						
	Year of study: 1						
	Semester: 2						
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
Fundamentals of Pedagogy	Tonća Jukić, PhD, associate professor	30	0	30	0	5	C
Didactics	Morana Koludrović, PhD, associate professor	30	0	30	0	5	C

Methodology of History Teaching I	Mladenko Domazet, PhD, full professor	30	0	15	0	4	C
Everyday life in the Adriatic Middle Ages	Tonija Andrić, PhD, associate professor	30	0	15	0	4	C
Paganism and Christianity in Interaction	Ivan Matijević, PhD, associate professor	30	0	0	0	2	E
History of the Republic of Dubrovnik	Nikša Varezić, PhD, assistant professor	30	0	0	0	2	E
The Croatian Peasant Movement from its Beginning until 1918	Edi Miloš, PhD, associate professor	30	0	0	0	2	E
Landscape History	Marko Rimac, PhD, associate professor	30	0	0	0	2	E
Archival Science and Historiography	Marko Trogrlić, PhD, full professor with permanent tenure	30	0	0	0	2	E
The Republic of Dubrovnik in Early Modern Roman Archival Records	Nikša Varezić, PhD, assistant professor	30	0	0	0	2	E
Teaching Controversial and Sensitive Issues in History Teaching II	Mladenko Domazet, PhD, full professor	5	10	0	0	2	E

The courses Didactics and Fundamentals of Pedagogy are joint compulsory courses in the double-major graduate study programme with a teaching specialisation. The credits are evenly distributed between the two study programmes (2.5 ECTS credits for each course, 5 ECTS credits in total).

In addition to the previously mentioned elective courses, students may enrol in other elective courses within the study programme. Elective courses are selected from the total sum of elective courses listed in the *Organisation of Lectures* for the current academic year.

LIST OF COURSES							
Year of study: 2							
Semester: 3							
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
Methodology of History Teaching II	Mladenko Domazet, PhD, full professor	15	0	15	0	3	C
The Adriatic Area and the Ottoman Empire	Marko Rimac, PhD, associate professor	30	0	15	0	4	C
The Habsburg Monarchy and the Adriatic Area (1526 - 1790)	Marko Rimac, PhD, associate professor	30	0	15	0	4	C
Contemporary History Fundamentals: Croatian Society in the 20th Century I	Aleksandar Jakir, PhD, full professor with permanent tenure	30	0	15	0	4	C
* Work-based Learning at a Partner Institution	All teaching staff with a scientific-teaching title	0	40	30	80	5	E

* An elective course that may be taken in the winter or summer semester, and does not enter the ECTS credits for electives and is not compulsory. Students can apply for a vocational internship and obtain an additional 5 ECTS credits after completing the course.

LIST OF COURSES							
Year of study: 2							
Semester: 4							
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
Methodology of Scientific Research	Marko Trogrlić, PhD, full professor with tenure	15	15	0	0	1	C
Contemporary History Fundamentals: Croatian Society in the 20th Century II	Aleksandar Jakir, PhD, full professor with permanent tenure	30	0	15	0	4	C
Teaching Practice	Mladenko Domazet, PhD, full professor	0	30	0	0	4	C
MA Thesis Workshop		0	0	0	0	10	C
* Work-based Learning at a Partner Institution	All teaching staff with a scientific-teaching title	0	40	30	80	5	E

* An elective course that may be taken in the winter or summer semester, and does not enter the ECTS credits for electives and is not compulsory. Students can apply for a vocational internship and obtain an additional 5 ECTS credits after completing the course.

ACADEMIC RESEARCH SPECIALISATION „ADRIATIC STUDIES“ – „STUDIA HADRIATICA“

MODULE: ANCIENT HISTORY

LIST OF COURSES						
Year of study: 1						
Semester: 1						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Core course in ancient history I: The City in Antiquity on the Eastern Adriatic coast	Ivan Matijević, PhD, associate professor	30	0	15	4	C
Compulsory course in medieval history I: The Medieval City on the Eastern Adriatic Coast: Origins and Social Growth	Ivan Basić, PhD, associate professor	30	0	15	4	C
Auxiliary Historical Sciences III*	Tonija Andrić, PhD, associate professor	15	0	15	3	C
Latin I**	Inga Vilogorac Brčić, PhD, assistant professor	15	0	15	2	C
Elective course I***		30	0	0	2	E

* *Auxiliary Historical Sciences III* is a joint course for graduate students across all three modules of the academic research specialisation.
** *Latin I* and *II* is a joint course for graduate students across all three modules of the academic research specialisation.
*** In addition to the previously mentioned elective courses, students may enrol in other elective courses within the study programme. Elective courses are selected from the total sum of elective courses listed in the *Organisation of Lectures* for the current academic year.

LIST OF COURSES						
Year of study: 1						
Semester: 2						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Core course in ancient history II: Forms of Government in Rome: Kingdom – Republic – Empire	Ivan Matijević, PhD, associate professor	30	0	15	4	C
Compulsory course in early modern history I: The Mediterranean World in the Early Modern Period	Josip Vrandečić, PhD, full professor with permanent tenure	30	0	15	4	C
Practicum in Ancient History	Ivan Matijević, PhD, associate professor	15	0	15	3	C
Latin II	Inga Vilogorac Brčić, PhD, assistant professor	15	0	15	2	C
Elective course II*		30	0	0	2	E

* In addition to the previously mentioned elective courses, students may enrol in other elective courses within the study programme. Elective courses are selected from the total sum of elective courses listed in the *Organisation of Lectures* for the current academic year.

LIST OF COURSES							
Year of study: 2							
Semester: 3							
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
Compulsory course in ancient history III: Ancient Religions: Similarities and Differences among Greek, Etruscan, and Roman Religions	Ivan Matijević, PhD, associate professor	30	0	15	0	4	C
Compulsory course in Early modern history: The Habsburg Monarchy and the Adriatic Area (1526 - 1790)	Marko Rimac, PhD, associate professor	30	0	15	0	4	C
Methodology of Scientific Research	Marko Trogrlić, PhD, full professor with permanent tenure	15	15	0	0	3	C

Latin Epigraphy	Ivan Basić, PhD, associate professor	15	0	15	0	2	C
Elective course III**		30	0	0	0	2	E
*** Work-based Learning at a Partner Institution	All teaching staff with a scientific-teaching title	0	40	30	80	5	E

** In addition to the previously mentioned elective courses, students may enrol in other elective courses within the study programme. Elective courses are selected from the total sum of elective courses listed in the *Organisation of Lectures* for the current academic year.

*** An elective course that may be taken in the winter or summer semester, and does not enter the ECTS credits for electives and is not compulsory. Students can apply for a vocational internship and obtain an additional 5 ECTS credits after completing the course.

LIST OF COURSES							
Year of study: 2							
Semester: 4							
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
Core course in ancient history IV: Paganism and Christianity in Interaction	Ivan Matijević, PhD, associate professor	30	0	15	0	4	C
Compulsory course from contemporary history: Contemporary history Fundamentals: Croatian Society in the 20th Century II	Aleksandar Jakir, PhD, full professor with permanent tenure	30	0	15	0	4	C
M.A. Thesis Workshop		0	0	30	0	10	C
Elective course IV		30	0	0	0	2	E
*Work-based Learning at a Partner Institution	All teaching staff with a scientific-teaching title	0	40	30	80	5	E

***** An elective course that may be taken in the winter or summer semester, and does not enter the ECTS credits for electives and is not compulsory. Students can apply for a vocational internship and obtain an additional 5 ECTS credits after completing the course.

MODULE: MEDIEVAL HISTORY

LIST OF COURSES						
Year of study: 1						
Semester: 1						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS

Compulsory course in medieval history I: The Medieval City on the Eastern Adriatic Coast: Origins and Social Growth	Ivan Basić, PhD, associate professor	30	0	15	4	C
Compulsory course in medieval history I: The City in Antiquity on the Eastern Adriatic Coast	Ivan Matijević, PhD, associate professor	30	0	15	4	C
Auxiliary Historical Sciences III*	Tonija Andrić, PhD, associate professor	15	0	15	3	C
Latin I**	Inga Vilogorac Brčić, PhD, assistant professor	15	0	15	2	C
Elective course I***		30	0	0	2	E

* *Auxiliary Historical Sciences III* is a joint course for graduate students across all three modules of the academic research specialisation.

** *Latin I* and *II* is a joint course for graduate students across all three modules of the academic research specialisation.

*** In addition to the previously mentioned elective courses, students may enrol in other elective courses within the study programme. Elective courses are selected from the total sum of elective courses listed in the *Organisation of Lectures* for the current academic year.

LIST OF COURSES						
Year of study: 1						
Semester: 2						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Core course from medieval history II: Everyday Life in the Adriatic Middle Ages	Tonija Andrić, associate professor	30	0	15	4	C
Compulsory course from early modern history I: The Mediterranean World in the Early Modern Period	Josip Vrandečić, full professor with permanent tenure	30	0	15	4	C
Latin Paleography	Tonija Andrić, associate professor	15	0	15	3	C
Latin for Historians II	Inga Vilogorac Brčić, assistant professor	15	0	15	2	C
Elective course II*		30	0	0	2	E

* In addition to the previously mentioned elective courses, students may enrol in other elective courses within the study programme. Elective courses are selected from the total sum of elective courses listed in the *Organisation of Lectures* for the current academic year.

LIST OF COURSES							
Year of study: 2							
Semester: 3							
COURSE	LEAD INSTRACTOR	L	P	S	F	ECTS	STATUS

Core course from medieval history III: The Eastern Adriatic and Medieval Economies	Tonija Andrić, associate professor	30	0	15	0	4	C
Compulsory course from early modern history: The Habsburg Monarchy and the Adriatic Area (1526 - 1790)	Marko Rimac, associate professor	30	0	15	0	4	C
Methodology of Scientific Research	Marko Trogrlić, full professor with tenure	15	15	0	0	3	C
Latin Epigraphy	Ivan Basić, associate professor	15	0	15	0	2	C
Elective course III**		30	0	0	0	2	E
***Work-based Learning at a Partner Institution	All teaching instructors with a scientific-teaching title	0	40	30	80	5	E

** In addition to the previously mentioned elective courses, students may enrol in other elective courses within the study programme. Elective courses are selected from the total sum of elective courses listed in the *Organisation of Lectures* for the current academic year.

*** An elective course that may be taken in the winter or summer semester, and does not enter the ECTS credits for electives and is not compulsory. Students can apply for a vocational internship and obtain an additional 5 ECTS credits after completing the course.

LIST OF COURSES							
Year of study: 2							
Semester: 4							
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
Compulsory course in ancient history IV: Paganism and Christianity in Interaction	Ivan Matijević, PhD, associate professor	30	0	15	0	4	C
Compulsory course in contemporary history: Croatian Society in the 20th Century II	Aleksandar Jakir, PhD, full professor with permanent tenure	30	0	15	0	4	C
MA Thesis Workshop		0	0	30	0	5	C
Elective course IV*		30	0	0	0	2	E
**Work-based Learning at a Partner Institution	All teaching staff with a scientific-teaching title	0	40	30	80	5	E

* In addition to the previously mentioned elective courses, students may enrol in other elective courses within the study programme. Elective courses are selected from the total sum of elective courses listed in the *Organisation of Lectures* for the current academic year.

** An elective course that may be taken in the winter or summer semester, and does not enter the ECTS credits for electives and is not compulsory. Students can apply for a vocational internship and obtain an additional 5 ECTS credits after completing the course.

MODULE: EARLY MODERN AND CONTEMPORARY HISTORY

LIST OF COURSES						
Year of study: 1						
Semester: 1						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Compulsory course in early modern history I: The Adriatic Region and the Ottoman Empire	Marko Rimac, PhD, associate professor	30	0	15	4	C
Compulsory course in early modern history: The Habsburg Monarchy and the Adriatic Area (1526 - 1790)	Marko Rimac, PhD, associate professor	30	0	15	4	C
Auxiliary Historical Sciences III*	Tonija Andrić, PhD, associate professor	15	0	15	3	C
Latin for Historians I**	Inga Vilogorac Brčić, PhD, assistant professor	15	0	15	2	C
Elective course I***		30	0	0	2	E

* *Auxiliary Historical Sciences III* is a joint course for graduate students across all three modules of the academic research specialisation.
** *Latin I* and *II* is a joint course for graduate students across all three modules of the academic research specialisation.
*** In addition to the previously mentioned elective courses, students may enrol in other elective courses within the study programme. Elective courses are selected from the total sum of elective courses listed in the *Organisation of Lectures* for the current academic year.

LIST OF COURSES						
Year of study: 1						
Semester: 2						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Compulsory course in early modern history II: The Mediterranean World in the Early Modern Period	Josip Vrandečić, full professor with permanent tenure	30	0	15	4	C
Compulsory course in early modern History: The Habsburg Monarchy and the Adriatic Area (1790 - 1918)	Marko Trogrlić, PhD, full professor with tenure	30	0	15	4	C
Latin for Historians II	Inga Vilogorac Brčić, assistant professor	15	0	15	3	C
Elective course II*		30	0	0	2	E
Elective course III		30	0	0	2	E

* In addition to the previously mentioned elective courses, students may enrol in other elective courses within the study programme. Elective courses are selected from the total sum of elective courses listed in the *Organisation of Lectures* for the current academic year.

LIST OF COURSES

Year of study: 2							
Semester: 3							
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
Core course in contemporary history: Contemporary History Fundamentals: Croatian Society in the 20th Century I	Aleksandar Jakir, full professor with permanent tenure	30	0	15	0	4	C
Compulsory course in contemporary history: Croatia and the Adriatic from 1918 to 1941	Edi Miloš, PhD, associate professor	30	0	15	0	4	C
Methodology of Scientific Research	Marko Trogrlić, PhD, full professor with permanent tenure	15	15	0	0	3	C
Latin Epigraphy	Ivan Basić, PhD, associate professor	15	0	15	0	2	C
Elective course IV*		30	0	0	0	2	E
Elective course V		30	0	0	0	2	E
**Work-based Learning at a Partner Institution	All teaching instructors with a scientific-teaching title	0	40	30	80	5	E

** In addition to the previously mentioned elective courses, students may enrol in other elective courses within the study programme. Elective courses are selected from the total sum of elective courses listed in the *Organisation of Lectures* for the current academic year.

*** An elective course that may be taken in the winter or summer semester, and does not enter the ECTS credits for electives and is not compulsory. Students can apply for a vocational internship and obtain an additional 5 ECTS credits after completing the course.

LIST OF COURSES							
Year of study: 2							
Semester: 4							
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
Core course in contemporary history: Contemporary History Fundamentals: Croatian Society in the 20th Century II	Aleksandar Jakir, full professor with tenure	30	0	15	0	4	C
Compulsory course in contemporary history: Croatia and the Adriatic from 1941 to the Present	Edi Miloš, PhD, associate professor	30	0	15	0	4	C
MA Thesis Workshop		0	0	30	0	5	C
Elective course VI		30	0	0	0	2	E
***Work-based Learning at a Partner Institution	All teaching staff with a scientific-teaching title	0	40	30	80	5	E

*** An elective course that may be taken in the winter or summer semester, and does not enter the ECTS credits for electives and is not compulsory. Students can apply for a vocational internship and obtain an additional 5 ECTS credits after completing the course.

2.2. Course description

GENERAL INFORMATION		
Lead instructor	Goran Kardum, PhD, full professor	
Course name	**PSYCHOLOGY OF EDUCATION** (HZX003)	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Compulsory	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	30+0+30

COURSE DESCRIPTION
Course aims
The course aims to prepare students to critically reflect on cognitive processes, intelligence, motivation, emotions, memory, and learning, as well as on the possibilities and limitations of their application in the educational process. In addition to these topics, students will become familiar with the determinants of the psychology of atypical perception and behaviour, as well as family factors and parenting styles, which are indispensable in the educational process.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, the student will be able to: 1 Distinguish between scientific and non-scientific approaches and methods in the psychology of education 2 Understand the significance of certain elements in developmental psychology and the differences in theoretical approaches and research 3 Explain basic concepts and perspectives on development from the psychodynamic perspective 4 Operationalise and understand the concepts of classical and instrumental conditioning in learning processes, memorising, and adopting various forms of behaviour 5 Analyse differences between the assumptions of the psychodynamic approach and classical behaviourism from the perspective of social and cognitive approaches to learning, development, and teaching 6 Understand and analyse self-control, motivation, initiative, and self-perception in childhood and adolescence 7 Analyse factors of parental and family influence in the context of education, with an emphasis on parenting styles, motives for marriage and parenthood, the development of parenting, and parental competencies

8 Differentiate and describe the basics of the most common internalising and externalising disorders in childhood and adolescence
Course content
Lecture, seminar, and practical topics by week: 1 Psychology as a science and profession; the subject of psychology and the history of its development 2 Scientific methods and research in the field of education 3 Psychoanalysis, psychosexual Development 4 Behaviourism, classical and instrumental conditioning 5 Social cognitive theories; theory of mind and cognitive psychology 6 Psychology and neuroscience of learning and memory; states of consciousness; role of neurotransmitters 7 Intelligence, decision-making 8 Emotions and their development; their role in education 9 Sense of control, self-control, attribution theories; motivation 10 Temperament; formation and manifestation of behaviour: relation between nature and nurture; behavioural genetics and epigenetics 11 Self-perception, personality theories 12 Parenting styles and family; motives and factors in family dynamics 13 Psychology of atypical perception and behaviour in childhood and adolescence

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 ☐ other _____

Student obligations
Regular class attendance, active participation in in-class activities, successful completion of individual and group tasks, producing and presenting a seminar paper, passing the final exam or a mid-term and end-of-term exam.
Monitoring student work (mark the appropriate boxes with an X)

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

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met
The final grade for the course is the result of systematic monitoring of class activity and participation (40%), the seminar paper (20%), and written exams (40%). The criteria for the assessment and evaluation of each element 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*
	1	24
Selected works from relevant online databases	0	24
Lecture notes – summarised lectures	0	24

Supplementary readings

Berk, L. (2006). *Psihologija cjeloživotnog razvoja*. Jastrebarsko: Naklada Slap.
Milas, G. (2005. ili novije) *Istraživačke metode u psihologiji i drugim društvenim znanostima.* Jastrebarsko: Naklada Slap.
Petz, B. (2003). *Uvod u psihologiju.* Jastrebarsko: Naklada Slap.
Slavin, R. E. (2011). *Educational Psychology: Theory and Practice (10th Edition)*. Boston: Pearson.
Vasta, R., Haith, M.M. i Miller, S.A. (1998). *Dječja psihologija: Moderna znanost*. Jastrebarsko: Naklada Slap.
Vidović Vizek, V., Rijavec, M., Vlahović Štetić, V., Miljković, D. (2003). *Psihologija obrazovanja*. Zagreb: IEP-VERN.
Woolfolk, A. (2007). *Educational psychology*. New York: Allyn and Bacon.

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

Class attendance, in-class participation, success in carrying out set tasks; student survey on the quality of teaching and instructors at the university level; passed exam and fulfilment of other course-defined obligations; individual teacher-student consultations; student self-assessment of achieved learning outcomes; cooperative assessment of teacher and students on the implementation and quality of teaching processes.

GENERAL INFORMATION		
Lead instructor	Toni Popović, PhD, assistant professor	
Course name	**SOCIOLOGY OF EDUCATION** (HZX004)	
Study programme	Double-major graduate study programme *History;* teacher education specialisation and academic research specialisation	
Course status	Compulsory	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2,5 (5)
	Number of hours (L+P+S)	30+0+30

COURSE DESCRIPTION

Course aims

The course aims to enable students to acquire competences within the basic concepts of the sociology of education, with particular emphasis on the relationship between the educational subsystem and the global societal system. Furthermore, within the course, students will become familiar with the main sociological theories of education, contemporary perspectives in the sociology of education, insights into the social foundations of the teaching profession, and the processes through which educational institutions operate in contemporary society.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to: 1 Describe and define the basic concepts of the sociology of education 2 Explain the social context of education 3 Recognise sociological theoretical perspectives on education 4 Identify the influence of social and technological changes on the development of education 5 Link the system of educational institutions with the social significance of the teacher's role (characteristics of the profession)
Course content
1 Introduction to the course (course guide: topics, modes of delivery, reading, methods, deadlines, exams); clarifying basic concepts 2 Emergence and development of the sociology of education; subject and methods of the sociology of education; relationship to other disciplines 3 Sociological approach and relevant theoretical concepts of education, part I 4 Sociological approach and relevant theoretical concepts of education, part II 5 Social nature of education: inequalities in education; inequalities in educational opportunities 6 Sociology of education in the primary and secondary school context 7 Midterm exam; service learning 8 Central European and Scandinavian educational structures (PISA project) / Bologna Process in higher education 9 Transition problems in education; education and globalisation 10 Education and European Integration 11 Contemporary perspectives in the sociology of education – education for democracy and human rights, environmental education, intercultural education 12 Entrepreneurial education 13 Curriculum sociology 14 Professional sociology; status, role, and teacher prestige 15 End-of-term exam; course evaluation

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(20%)

Student obligations
Students are required to attend lectures (80%) and seminars (80%), actively participate in all forms of class activities, produce and present a seminar paper compliant with the established criteria, pass the final exam or a midterm and end-of-term exam, and conduct themselves in accordance with the ethical and scientific principles of higher education.
Monitoring student work (mark the appropriate boxes with an X)

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

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met		
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the achievement of the following elements: passing the written exam, that is midterm and end-of-term exam (70%) as well as producing and presenting a seminar paper (30%).		
Required readings and number of copies relative to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
1 Haralambos, M., Holborn, M. (2002). *Sociologija: Teme i perspektive*. Zagreb: Golden marketing. (pp. 773-882)	10	24
2 Pilić, Š. (ur.) (2008). *Obrazovanje u kontekstu tranzicije*. Split: HPKZ. (pp. 45-57; 59-66; 129-145; 149-162; 165-174; 239-244)	10	24
3 Duffour, B., Curtis. W. (2012). Sudij odgojno-obrazovnih znanosti. Zagreb: Educa. (pp. 41-70; 123-152)	2	24
4 Gevirc, Š, Krib, A. (2012). *Razumevanje obrazovanja: sociološka perspektiva*. Beograd: Edicija Reč.	-	24
5 Baranović, B. (ur.) (2015). *Školski kurikulum: teorijski i praktični aspekti*. Zagreb: Institut za društvena istraživanja u Zagrebu. (pp. 15-62)	-	24
6 Ledić, J., Miočić, I., Turk, M. (2016). *Europska dimenzija u obrazovanju: Pristupi i izazovi*: Rijeka: Filozofski fakultet. (pp. 10-49)	1	24
7 Mehta, J. Davies, S. (ur.) (2018). *Education in a new society: renewing the sociology of education*. Chicago, London: The University of Chicago Press.	1	24
8 Boronski, T., Hassan, N. (2020). *Sociology of Education*. London, Thousand Oaks, New Delhi, Singapore: SAGE.	-	24
Supplementary readings		
1 Alfirević, N., Relja, R., Popović, T. (2016). Razvojne perspektive društva i školstvo. U: Krce Miočić, B., Pavičić, J., Alfirević, N., Najev Čačija, Lj. (ur). *Upravljanje odgojno-obrazovnom ustanovom: menadžment i marketing u školama*. Sveučilište u Zadru. (str. 11-35) 2 Ballantine, J. H. (1993). *The Sociology of Education*. Englewood Cliffs: Prentice Hall. 3 Baranović, B. (ur.) (2006). Nacionalni kurikulum u europskim zemljama i Hrvatskoj: komparativan prikaz. *Sociologija i prostor: časopis za istraživanje prostornog i sociokulturnog* razvoja, 44(2/3): 181-200. 4 Bernstein, B. (1994). *Jezik i društvene klase*. Beograd: BIGZ. 5 Bourdieu, P., Passeron, J. C. (2000). *Reproduction in Education, Society and Culture*. London: Sage Publications. 6 Buzov, I. (2009).Obrazovanje za okoliš: kratak pregled razvoja koncepta, *Godišnjak TITIUS*, 1(1): 303-315. 7 Durkheim, E. (1996). *Obrazovanje i sociologija*. Zagreb: Societas. 8 Farnell, T. (ur.) (2022). *Obrazovne nejednakosti u Hrvatskoj: izazovi i potrebe iz perspektive dionika sustava obrazovanja*. Zagreb: Institut za razvoj obrazovanja.		

9 Giddens, A. (2007). *Sociologija*. Zagreb: Nakladni zavod Globus. (16. poglavlje: Obrazovanje, str. 494-536)
10 Georgievski, P. (2009). Društveni kontekst krize škole i oblici školskog nasilja. *Sociologija*, 51(1): 1-22.
11 Hagège, H. (2019). *Education for Responsibility*. London and New York: ISTE Ltd & John Willey and Sons.
12 Huđek, I., Širec, K. (2019). Razvoj poduzetničkog potencijala kroz obrazovanje za poduzetništvo u EU. *Ekonomska misao i praksa*, 28(1): 53-78.
13 Hussain, B., Zafar Sheikh, A., Fatima, T. (2022). Learning social entrepreneurship: Experiences of sociology students. *Cogent Business & Management*, 9(1): 1-20.
14 Lesourne, J. (1993). *Obrazovanje i društvo: izazovi 2000.godine*. Zagreb: Educa. (str. 79-104)
15 Liessmann, K. P. (2006). *Teorija neobrazovanosti: zablude društva znanja*. Zagreb: Naklada Jesenski i Turk.
16 Markočić Dekanić, A. (ur.) (2023). *PISA 2022: rezultati, odrednice i implikacije. Međunarodno istraživanje znanja i vještina učenika*. Zagreb: Nacionalni centar za vanjsko vrednovanje obrazovanja. (str. 10-22, 190-202)
17 Meighan, R., Harber, C. (2014). *A Sociology of Educating*. London, Oxford, New York, New Delhi, Sydney: Bloomsbury.
18 Ninčević, M. (2009). Interkulturalizam u odgoju i obrazovanju: Drugi kao polazište. *Nova prisutnost*, 7(1): 59-84.
19 Pastuović, N. (2013). Kvaliteta predtercijarnog obrazovanja u Hrvatskoj s posebnim osvrtom na strukturu obveznog obrazovanja kao čimbenika njegove kvalitete. *Sociologija i prostor: časopis za istraživanje prostornog i sociokulturnog razvoja,* 97(3): 449-470.
20 Pastuović, N. (2012). *Obrazovanje i razvoj*. Zagreb: Institut za društvena istraživanja, Učiteljski fakultet.
21 Pastuović, N. (1999). *Edukologija. Integrativna znanost o sustavu cjeloživotnog obrazovanja i odgoja*. Zagreb: Znamen. (5. poglavlje: Sociologija cjeloživotnog obrazovanja i odgoja, str. 316-371)
22 Pilić, Š. (2008). *Knjiga o nastavnicima*. Split: Filozofski fakultet.
23 Popović, T. (2016). Sociological Contents and Learning Outcomes in Adult Education. U: Koludrović, M., Brčić Kuljiš, M. (ur.). *Contribution to the Development of the Curricula Aimed at Adult Education Professionals*. Zagreb: Croatian Andragogy Society. (str. 321-339)
24 Popović, T., Relja, R., Alfirević, N. (2019). Selection and Education of School Principals: A Comparative Overview of Policies. U: Ingþórsson, A. H., Alfirević, N., Pavičić, J., Vican, D. (ur.). *Educational Leadership in Policy. Challenges and Implementation Within Europe*. Cham: Palgrave Macmillan. (str. 59-78)
25 Popović, T., Relja, R., Gutović, T. (2017). The Role of Non-Formal Qualifications in the Flexibility of Education and Labor Market. U: Radic, Z., Roncevic, A., Yongqiang, L. (ur.). *22nd International Scientific Conference on Economic and Social Development – "The Legal Challenges of Modern World"*. Split: Varazdin Development and Entrepreneurship Agency, Faculty of Law – University of Split, Faculty of Law – University of Sarajevo, University North, Faculty of Management – University of Warsaw. (str. 677-689)
26 Raditya-Ležaić, A., Boromisa, A., Tišma, S. (2018). Komparativni pregled obrazovanja za održivi razvoj i istraživanje potreba za stručnjacima u Hrvatskoj. *Socijalna ekologija*: *časopis za ekološku misao i sociologijska istraživanja okoline*, 27(2): 165-180.
27 Relja, R., Popović, T., Gutović, T. (2019). Analysis of elements and process of school principals' professionalization in Croatia. *Management: Journal of Contemporary Management Issues*, 24 (sp.iss.): 55-71.
28 Rogošić, S., Baranović, B., Šabić, J. (2021). Primjena IKT-a u procesu učenja, poučavanja i vrednovanja u srednjim strukovnim školama: Kvalitativna analiza. *Metodički ogledi*, 28(1): 63-88.
29 Selwyn, N., Facer, K. (2014). The sociology of education and digital technology: past, present and future. *Oxford Review of Education*, 40(4): 482-496.
30 Sjøberg, S., Jenkins, E. (2020). PISA: a political project and a research agenda. *Studies in Science Education*, 58(1): 1–14.
31 Stanić S., Hren D., Buzov I. (2016). Schools, Local Communities and Communication: Above and Beyond the Stakeholders. U: Alfirević N., Burušić J., Pavičić J., Relja R. (ur.) *School Effectiveness and Educational Management.* Palgrave Macmillan.
32 Štulhofer, A. (1992). Mitologija obrazovnih šansi. *Theleme*, 38(2): 61-72.

33 Tomlinson, S. (2017). *A Sociology of Special and Inclusive Education: Exploring the Manufacture of Disability*. London, New York: Routledge.
34 Vujčić, V. (1990). Obrazovne šanse. Zagreb: Školske novine.
35 Vujčić, V. (1989). Obrazovanje i društvo. Zagreb: CDD.
NOTE: The supplementary reading also serves as the basis for the students' seminar papers, which is supplemented with more relevant bibliographic sources from the sociology of education.

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

- Class attendance, in-class participation, and success in carrying out set tasks
- Student questionnaires on quality of teaching carried out at university level
- Student success on the exam and in fulfilling other course-defined requirements
- Student self-assessment of achieved learning outcomes
- Individual teacher-student consultations
- Cooperative assessment of teacher and students on the implementation and quality of teaching processes

GENERAL INFORMATION		
Lead instructor	Ivan Matijević, PhD, associate professor	
Course name	**THE CITY IN ANTIQUITY ON THE EASTERN ADRIATIC COAST (FPDA1)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Compulsory	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION

Course aims

The course aims are to equip students to acquire knowledge about the development of urban settlements on the eastern Adriatic coast during the Greek, Roman and late antique periods, and to develop analytical skills in order to distinguish the characteristics of towns during these three periods.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:
- identify fundamental developmental principles of urban settlements
- recognise main characteristics of Greek towns on the eastern Adriatic coast
- identify the difference between Greek and Roman towns
- describe the circumstances in which individual Roman towns were founded
- interpret fundamental developmental principles of Roman towns

Course content

1. Origins of the town.
2. Characteristics of the town in social and political terms.

3. Administration in the Greek and Roman town.
4. Greek colonisation.
5. Transformation of the Illyrian hillforts into towns.
6. Issa.
7. Pharos.
8. Salona.
9. Pola and Parentium.
10. Iader.
11. Narona i Epidaurum.
12. Burnum.
13. Tilurium.
14. Roman towns on the islands.
15. Salona and other towns during the late antique 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 ☐other

Student obligations

Participate in class: lectures 80%, seminars 80%.
Act in accordance with ethical and academic principles in higher education.
Complete and present a seminar paper compliant with pre-established criteria.
Seek information about class and seminar paper completion during consultations.
Pass an oral exam.

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

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

Assessment and evaluation of student work during classes and final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

Seminar paper 30 %.
Oral exam 70 %.
The criteria for evaluating and assessing 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*
N. Cambi, *Umjetnost antike na hrvatskim prostorima*, Split 2020.	1	33
M. Suić, *Prošlost Zadra I*., Zadar 1981.	1	33
M. Suić, *Antički grad na istočnom Jadranu*, Zagreb 2003.	1	33

Supplementary readings

L. Mumford, *Grad u historiji*, Zagreb 1968., do pp 274.
Vitruvije, *X. knjiga o arhitekturi*, Zagreb 2005. (prijevod).
J. Stambaugh, *The Ancient Roman City*, Baltimore and London 1988.
E. J. Owens, *The City in the Greek and Roman World*, London 1994.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
Class attendance, participation in all in-class activities, individual consultations, institutional quality monitoring methods (survey), achievement of learning outcomes is verified by examination.

GENERAL INFORMATION		
Lead instructor	Ivan Basić, PhD, Associate Professor	
Course name	**THE MEDIEVAL CITY ON THE EASTERN ADRIATIC COAST: ORIGINS AND SOCIAL GROWTH (FPDB1)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Compulsory	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION
Course aims
The course aims are to equip students to acquire knowledge about the genesis, spatial position and social organisation of medieval urban communities on the eastern Adriatic.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - describe the urban development of communal centres and the expansion of their district place - interpret the development of social structures of Dalmatian communes, the organization of urban life, and the legislation and administrative institutions of autonomous communes - describe the relationship between rural and urban societies and contextualise communes in their relationship to the centres of political power that surround them - critically interpret text and, through the completion of a seminar presentation, consider a problem from different aspects - apply methods of critical thinking and, in discussion with other students, learn to present their views in an argued manner
Course content
1. Concepts of spatial and ideational continuity between the late antique and early medieval periods; types of urban settlements – civitas and castrum; Byzantine Dalmatia: examples of Split and Zadar 2. Town in the area of the Croatian Kingdom in the early Middle Ages – Biograd, Šibenik; town in the area of the Neretva Principality - Phar

3. Church organisation, establishment of dioceses – examples of Split and Zadar; new dioceses – Nin; diocese of Hvar and the problem of the original seat 4. Towards the creation of the commune – proto-communal period; formation of communal administration – citizens' assembly, council, communal statutes 5. Formation of urban space – area, population, demographic density; urbanistic features – social and economic topography 6. Communal space, models and their particularities: town as centre – all communes on the coast, commune with two urban settlements – Hvar, commune without urban settlement - Brač, commune without villages in communal territory – Rab; differences in areas of urban and communal space 7. Method of creating communal territory; economic expansion and subsequent political incorporation into communal territory – Zadar; second method of expansion: fierce conflicts with surrounding rural communities – Split and Ostrog 8. Rural societies on the eastern Adriatic – village in the Zadar district, Istrian “komun”; legal monuments and collections of customary law – Istrian Demarcation, Vrana Law 9. Rural and urban societies under feudal rule – Poljica, Vinodol; codification and social distinctiveness – Poljica Statute, Vinodol Law 10. Urban communities and political authorities - Trpimirovići, Coloman and Arpads, activity of the Angevins; special focus on Zadar and Dubrovnik 11. Town and magnate families; examples of Duke Donald as well as the Šubići and Split 12. Communal ideologies; examples of Thomas the Archdeacon, Miha Madius, Obsidio Iadrensis and their European horizons 13. Eastern Adriatic commune and European-Mediterranean communes (primarily on the Apennine Peninsula) 14. Field instruction in northern Dalmatia (Varvaria-Bribir) 15. Developmental curve of eastern Adriatic towns - periods of social growth and emergence of stagnation

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

Student obligations

Lectures are delivered using multimedia teaching aids and are supported by teaching sources available on the course website. Students are required to regularly attend lectures and seminars, participate in discussions on topics that will be addressed, and complete a seminar presentation.

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	
Project		Continuous assessment of knowledge		Student report	X	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, i.e. methods of verifying if other student obligations have been met		
Student overall performance is assessed throughout the course. The final grade is based on in-class participation and the grade on the oral exam. In addition to the grade on the oral exam, the final grade includes evaluation of class attendance and seminar presentation.		
Required readings and number of copies relative to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
Nada Klaić, Ivo Petricioli, *Zadar u srednjem vijeku,* Zadar 1976.	1	33
Mirjana Matijević-Sokol, *Toma Arhiđakon i njegovo djelo: rano doba hrvatske povijesti,* Jastrebarsko 2002.	3 / online	33
Tomislav Raukar, *Hrvatsko srednjovjekovlje. Prostor, ljudi, ideje,* Zagreb 1997.	3	33
Tomislav Raukar, *Studije o Dalmaciji u srednjem vijeku,* Split 2007.	3	33
Mate Suić, *Antički grad na istočnom Jadranu,* Zagreb 2003.	4	33
Željko Rapanić, *Od carske palače do srednjovjekovne općine*, Split 2007.	3	33
Supplementary readings		
Tomislav Raukar, *Seljak i plemić hrvatskoga srednjovjekovlja,* Zagreb 2003.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Consultations, record of attendance at lectures, active participation in discussions, evaluation of the course and teacher at the end of the semester.		

GENERAL INFORMATION	
Lead instructor	Ivan Matijević, PhD, associate professor
Course name	**THE ART OF WARFARE IN ANTIQUITY (FPDIP18)**
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation
Course status	Elective
Year	1

Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION		
Course aims		
The course aims are to equip students to acquire knowledge about methods of warfare during antiquity, to analyse individual battles in order to explain why one side was defeated or why the other side was victorious, and to recognise the characteristics of the most successful military commanders.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of the course, students will be able to: - recognise the ways in which ancient armies functioned - identify the reasons for restructuring of armies over time and understand the scope of reforms - identify fundamental differences in the battle order of opposing armies - Understand the importance of geostrategic circumstances of individual military conflicts - Interpret the ways in which society functioned during wartime events		
Course content		
1. Thought on war in the ancient world 2. Egyptian army and battles at Megiddo and Kadesh 3. Greco-Persian Wars: Battle of Marathon 4. Greco-Persian Wars: Battle of Thermopylae and Salamis 5. Peloponnesian War 6. Selected battles of ancient Greece II 7. Rise of Macedon under Philip II: Battle of Chaeronea 8. Alexander the Great: Battle of the Granicus and Issus 9. Battle of Gaugamela and Alexander's advance towards the east 10. Beginning of Roman expansion: First Punic War 11. Beginning of Roman expansion: First Punic War 12. Professionalisation of the Roman army and Caesar's conquest of Gaul 13. Roman defeat in the Teutoburg Forest. Suppression of uprisings in Illyricum and Judaea 14. Roman military operations in the time of Marcus Aurelius, Septimius Severus and the soldier emperors 15. Military operations of the Eastern Roman army during the 6th century		
Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☐ seminars and workshops ☐ practical ☐ remote learning ☐ field work	☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☐ other
Student obligations		

Participate in class: lectures 80%.
Act in accordance with ethical and academic principles in higher education.
Seek information about the course during consultation hours.
Pass an oral exam.

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

Class attendance	X	Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam	X	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, i.e. methods of verifying if other student obligations have been met

Oral exam 100%.
The criteria for evaluating and assessing 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*
August Musić, Nikola Majnarić, Ratne starine, Pomorstvo, Odnošaji među državama, Ratne starine, *Nacrt grčkih i rimskih starina.* Zagreb: Nakladni odjel Hrvatske državne tiskare 1942, pretisak Zagreb: Ex libris 2002, pp 26-42; 130- 144.	1	15
Vladimir Brnardić, Kratak pregled razvoja i ustroja rimske vojske, *Publije Flavije Vegecije Renat, Sažetak vojne vještine*, prev. T. Shek Brnardić, Uvod V. Brnardić, Zagreb: Golden marketing 2002, pp 27-35.	1	15
Pierre Cabanes, Kraljevi u Iliriji, Izvori, Razdoblje rimske intervencije u Iliriji (230 – 167), *Iliri od Bardileja do Gencija* (IV-II. st. pr. Kr.), Zagreb: Svitava 2002, pp 73-96; 137-182.	1	15
Marin Zaninović, Politička povijest i teritorijalna rasprostranjenost Delmata; Oružje i oruđe, *Ilirsko pleme*	1	15

Delmati, Šibenik, Ogranak Matice hrvatske i Gradska knjižnica „uraj Šižgorić, pp 15-26; 184 -187.		
Supplementary readings		
A. Goldsworthy, *The complete Roman army*, 2003. B. Campbell, *War and society in imperial Rome* 31 BC- AD 284, 2002. *Cambridge ancient history*, Third edition, vol. 1-13, Cambridge University Press 1970. *The Cambridge history of Greek and Roman warfare*, vol. II, *Rome from the late Republic to the late Empire*, ur. P. Sabin, H. van Wees, M. Whitby, Cambridge University press 2008. P. de Souza, W. Heckel, L. Llewellyn-Jones, *The Greeks at war from Athens to Alexander*, Osprey publishing 2004.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Class attendance, participation in all in-class activities, individual consultations, institutional quality monitoring methods (survey), achievement of learning outcomes is verified by the exam.		

GENERAL INFORMATION		
Lead instructor	Ivan Basić, PhD, associate professor	
Course name	**POLEOGENESIS OF SPLIT AT THE TURN OF LATE ANTIQUITY AND THE EARLY MIDDLE AGES (FPDIP19)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Elective	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION
Course aims
The course aims are to equip students to interpret the genesis, spatial position and social organisation of medieval urban communities on the eastern Adriatic, and to define stages in the gradual acquisition of urban attributes as a consequence of various transformations of the Split Peninsula space in the period from the 4th to the 10th century.
Course enrolment requirements
None.
Intended course learning outcomes

Upon completion of the course, students will be able to: - present stages in the gradual acquisition of urban attributes as a consequence of various transformations of the Split Peninsula space in the period from the beginning of the 4th to the first quarter of the 10th century - describe the types and purposes of structures created in its space during this period (i.e. the material and spiritual role they play in the radius they affect) in the context of transformations to which the aforementioned structures were subjected during this period - interpret questions of continuity/discontinuity between late antique urban culture and the new, early medieval principle of organisation of urban community life - critically interpret original historical texts relevant to the poleogenesis of Split, considering the problem from different aspects - interpret the territorial organisation of the early medieval Split urban community
Course content
1. Subject and methods (spatial and temporal determinants, approach) 2. State of research on the poleogenesis of Split 3. Terminology (urbonyms, toponyms, oikonyms, name of the town) 4. Pre-urban period I (early antique settlement; geomorphological and communication determinants; framework of ancient centuriation; predial toponymy and spatial organisation) 5. Pre-urban period II (ager Salonitanus or crown estate?; urbogenic elements of Diocletian's Palace; Gynaeceum Iovense Dalmatiae-Aspalatho) 6. Proto-urban period I ("Dalmatian dynasty"; spatial transformations: Diocletian's villa in interaction with the environment) 7. Proto-urban period II (Ostrogothic and Justinianic period; finis Salonae) 8. Settlement of Split 9. Formation of the urban core 10. Role of ecclesiastical institutions in poleogenesis I 11. Role of ecclesiastical institutions in poleogenesis II 12. Origo episcopatuum 13. Artistic testimonies and material culture of poleogenesis 14. Poleogenesis of Split and poleogeneses in the Euro-Mediterranean context 15. Review of course content; revision and preparation of students for the exam

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

Student obligations
Lectures are delivered using multimedia teaching aids and are supported by teaching sources available on the course e-pages. Students are required to: 1. Participate in the teaching process (regular attendance at lectures, seminars) 2. Participate in and carry out teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes prescribed by the course 3. Complete a seminar paper according to pre-established criteria 4. Present a seminar paper according to pre-established criteria 5. Pass an oral exam and achieve a minimum of 50% accuracy on the exam 6. Adhere to the time frames required for completing activities in the course 7. Complete individual and group tasks in a timely and quality manner

8. Actively and constructively participate in classes (in discussion of topics that will be addressed)							
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	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Participation in teaching work (field and classroom instruction)	X				

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

The criteria for evaluating and assessing individual components are described in the course repository. In accordance with the learning outcomes of the course and student obligations, the final grade for the course is formed with regard to the achievement of the following components:

1. Oral exam - 75%
2. In-class participation, participation in discussions during classes and field instruction - 25%

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

Title	*Number of copies*	*Number of students*
Željko Rapanić, *Od carske palače do srednjovjekovne općine*, Split 2007.	3	15
Ivan Basić, Najstariji urbonimi kasnoantičkog i ranosrednjovjekovnog Splita, u: *Munuscula in honorem Željko Rapanić. Zbornik povodom osamdesetog rođendana,* ur. M. Jurković, A. Milošević, Zagreb–Motovun–Split 2012., pp 115-155.	1 / online	15
Ivan Basić, Miljenko Jurković, Prilog opusu *Splitske klesarske radionice kasnog VIII. stoljeća, u: Starohrvatska prosvjeta*, ser. III, 38, Split 2011., pp 149-185.	1 / online	15
Ivan Basić, Diocletian's villa in Late Antique and Early Medieval	1 / online	15

Historiography: A Reconsideration, u: *Hortus Artium Medievalium*, 20, Zagreb–Motovun 2014., pp 63-76.		
Mirjana Matijević-Sokol, *Toma Arhiđakon i njegovo djelo: rano doba hrvatske povijesti*, Jastrebarsko 2002.	3 / online	15
Supplementary readings		
Grga Novak, *Povijest Splita*, knj. 1, Split, 1957. (2. izd. Split 1978., 3. izd. Split, 2005.)		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Class attendance, in-class participation, and success in carrying out set tasks. Student questionnaires on quality of teaching carried out at university level. Student success on the exam and in fulfilling other course-defined requirements. Student self-assessment of achieved learning outcomes. Individual teacher-student consultations. Cooperative assessment of teacher and students on the implementation and quality of teaching processes.		

GENERAL INFORMATION		
Lead instructor	Tonija Andrić, PhD, associate professor	
Course name	**NOTARIAL DOCUMENTS AS HISTORICAL SOURCES: A WORKSHOP IN DIPLOMATICS AND PALEOGRAPHY (FPDIP23)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Elective	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	15+15+0

COURSE DESCRIPTION
Course aims
The course aims are to equip students to appreciate palaeography and diplomatics as fundamental historical subdisciplines and to raise awareness of their significance in the study of original archival material, particularly that from the period of Croatian medieval history. The primary aim of the course is to equip students to master types of notarial instruments and to acquire methods of their research.
Course enrolment requirements
None.

Intended course learning outcomes
Upon completion of the course, students will be able to: - conduct independent archival research based on data from notarial records: read, interpret and collect relevant archival material - create a computer database based on notarial sources - systematise and classify archival records - develop their own method of processing notarial documents - recognise specific data series in preserved sources, quantify them and compare them with each other - interpret archival data through qualitative analysis of processed sources
Course content
1. Palaeography and diplomatics as auxiliary historical sciences: historical development in the context of Croatian medieval studies 2. Palaeography – fundamental concepts and definitions: types of scripts, forms of manuscripts, methods 3. Diplomatics – fundamental concepts and definitions; types of documents, external and internal features of documents, methods 4. Development of the institution of notariat and notarial service in eastern Adriatic towns (12th-14th centuries) 5. Notarial drafts, formularies and imbreviatures 6. Types of notarial instruments and their diplomatic analysis 7. Methods of researching notarial records: databases and quantitative processing 8. Qualitative analysis of notarial data and interpretation of results 9. Cursive Gothic - script of notarial records: letter forms, ligatures, abbreviations 10. Purchase agreements: reading originals and diplomatic analysis 11. Business contracts: reading originals and diplomatic analysis 12. Labour contracts: reading originals and diplomatic analysis 13. Prenuptial documents and dowry contracts: reading originals and diplomatic analysis 14. Wills and inventories: reading originals and diplomatic analysis 15. Final overview of course content. Preparation for the exam

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☐ seminars and workshops ☒ practical ☐ remote learning ☒ field work	☒ independent work ☒ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (10%)

Student obligations
Active participation in class as a prerequisite for taking the exam; passed written exam.

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	

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, i.e. methods of verifying if other student obligations have been met
Written exam – 100% The criteria for evaluating and assessing 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*
Jakov Stipišić, *Pomoćne povijesne znanosti u teoriji i praksi: latinska paleografija, opća diplomatika, kronologija, rječnik kratica*, Zagreb 1975. (odabrana poglavlja)	1	15
Vicko Kapitanović, *Povijesna vrela i pomoćne znanosti*, Split 2012. (odabrana poglavlja)	5	15

Supplementary readings
Branka Grbavac, *Notarijat na istočnojadranskoj obali od druge polovine 12. do kraja 14. stoljeća,* Zagreb 2010. (odabrana poglavlja) Jakov Stipišić, "Razvoj splitske notarske kancelarije", *Zbornik Historijskog instituta jugoslavenske* *akademije*, sv. I, Zagreb 1954, pp 111.-123.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
Class attendance, in-class participation, success in completing tasks. Student survey on the quality of teaching and teachers at university level. Passed exam.

GENERAL INFORMATION	
Lead instructor	Josip Vrandečić, PhD, full professor
Course name	**HISTORY OF THE BAY OF KOTOR UNDER VENETIAN RULE (1420–1797) (FPPIP16)**
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation
Course status	Elective

Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION		
Course aims		
The course aims are to equip students to research the political geography of the Bay following the establishment of Venetian and Ottoman rule, and within this framework the efforts of great powers to capture Herceg Novi.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of the course, students will be able to: - explain the main political and social processes of the development of the Bay of Kotor during Venetian administration - interpret the transport, urban, geographical and other particularities of settlements in the Bay - compare the characteristics of the political model with those in other parts of the Venetian Stato da Mar - identify artistic achievements from the Bay - explain the share of the Croatian component in the development of the Bay - identify prominent figures from the Bay and their contribution to the Venetian Republic and the Bay		
Course content		
1. Economic rise of the Bay in the pre-Venetian period 2. Political geography of the Bay 3. Efforts of great powers to capture Herceg Novi 4. Growth of Perast as a maritime centre 5. Development of the merchant navy of the Bay 6. Venetian capture of the Bay during the Morean War 7. Rise of noble and bourgeois merchant families from the Bay 8. Demographic history of the Bay 9. Ecclesiastical history 10. Emigrants from the Bay in Venice 11. Piracy and Brigandage 12. The Bay and Dubrovnik 13. Legal history 14. System of measurement in the Bay 15. Secular and sacral culture of the Bay		
Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☐ seminars and workshops ☐ practical ☐ remote learning	☐ independent work ☒ multimedia and network ☐ laboratory

	☐ field work	☒ supervision ☒ e-learning (15%)

Student obligations

Class attendance, active in-class participation, passing the written exam.

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	
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, i.e. methods of verifying if other student obligations have been met

In-class participation 10%
Written exam 90%
The criteria for evaluating and assessing 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*
Lovorka Čoralić, *Iz prošlosti Boke: odabrane teme,* Samobor 2007, 9-136.	2	15
Miloš Milošević, *Boka Kotorska, Bar i Ulcinj od kraja XV do kraja VIII vijeka*, Podgorica 2008.	1	15

Supplementary readings

Ivo Stjepčević, *Arhivska istraživanja Boke Kotorske*, Perast 2003.
M. Milošević, *Hajduci u Boki Kotorskoj*: 1648-1716, Titograd 1998.
P. Butorac, *Kulturna povijest grada Perasta*, Perast 1999.
S. Prosperov Novak, *Boka Kotorska – od kampanila do kampanila*, Zagreb 2012.

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

Class attendance, in-class participation, student survey on the quality of teaching and teachers at university level, passed exam and fulfilled other obligations prescribed by the syllabus, individual consultations, student self-assessment of achieved learning outcomes.

GENERAL INFORMATION		
Lead instructor	Josip Vrandečić, PhD, full professor	
Course name	**THE MILITARY REVOLUTION IN THE MEDITERRANEAN DURING THE 16TH CENTURY (FPDIP20)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Elective	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION
Course aims
The course aims are to equip students to acquire a fundamental understanding of the military revolution *alla moderna trace italienne* in the Mediterranean during the early modern period, to recognise the ways in which the combination of science and technology was achieved in the art of warfare, and to follow innovations in the art of warfare through the dynamics of Venetian-Ottoman Wars.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - explain the main preconditions of the military revolution in the early modern period - interpret the phenomenology of war as art and science - explain technical innovations in military art - compare medieval methods of siege with contemporary concepts of urban defence - interpret bastion architecture
Course content
1. Medieval battlefield 2. Bastion Revolution 3. Siege of Corfu 1521 4. Attack on Malta 1560 5. Battle for Siena in the 1550s 6. Ottoman military power 7. Battle of Lepanto 1571 8. Dalmatian theatre of war during the Cretan War 9. Venetian military engineers 10. Military revolution in Dalmatia 11. Conquest of Herceg Novi 1687 12. Battle of Ulcinj 1718

13. Spanish tercios
14. War at sea
15. New Dalmatian fortifications in the 18th century

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☐ seminars and workshops ☐ practical ☐ remote learning ☐ field work	☐ independent work ☒ multimedia and network ☐ laboratory ☒ supervision ☒ e-learning (15%)

Student obligations

Class attendance, in-class participation, passing the written exam.

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	
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, i.e. methods of verifying if other student obligations have been met

In-class participation10%
Written exam 90%
The criteria for evaluating and assessing 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*
Andrej Žmegač, *Bastioni jadranske Hrvatske*, Zagreb 2009.	2	15
Geoffrey Parker, *Military Revolution 1500-1800*, Cambridge University Press 1996.	1	15
Darka Bilić, *Inženjeri u službi Mletačke Republike – Inženjeri i civilna arhitektura u 18. stoljeću u mletačkoj Dalmaciji i Albaniji*, Split 2013.	1	15

Supplementary readings

Josip Vrandečić, “The military revolution in sixteenth and seventeenth-century Dalmatia”, *Melikov zbornik,* Ljubljana, 2001, 293-310.
Josip Vrandečić, „Islam Immediately beyond the Dalmatian Coast: The Three Reasons for Venetian Success“, *Balcani occidentali*, 1 (2009), 287-307.
Josip Vrandečić, *Borba za Jadran u ranom novom vijeku: Mletačko-osmanski ratovi u venecijanskoj nuncijaturi*, (Odsjek za povijest Filozofskog fakuleta u Splitu, Split), 2013.
Josip Vrandečić, „La Dalmazia nell“eta moderna: L'influsso della „revoluzione militare“ sulla società dalmata“, *Venezia e Dalmazia* (ur. Uwe Israel e Oliver Jens Schmitt), Centro Tedesco di Studi Veneziani, Venetiana 12, Viella, Roma-Venezia, 2013, 151-163.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
Class attendance, in-class participation, student survey on the quality of teaching and teachers at university level, passed exam and fulfilled other obligations prescribed by the syllabus, individual consultations, student self-assessment of achieved learning outcomes.

GENERAL INFORMATION		
Lead instructor	Marko Trogrlić, PhD, full professor	
Course name	**THE HISTORY OF MONASTICISM IN CROATIA (FPDIP15)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Elective	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION
Course aims
The course aims are to equip students to interpret the historical phenomenon of monasticism in the Croatian area, as well as in the regional and European context.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - understand the significance of the contribution of monasticism to Croatian culture and society for their future work - interpret continuities and changes in such contribution - explain the fundamental processes that influenced the development of monastic communities in the Croatian area, as well as the formation of those specifically Croatian in origin and life

- critically interpret individual open questions from the history of monasticism and its relationship with other institutions of Croatian society in the modern period
Course content
1. Introductory lecture: Concept and place of monasticism and monastic thought 2. Monasticism in specifically Croatian conditions 3. Benedictines and their contribution to Croatian society and culture 4. Crisis of Benedictinism in Croatian regions 5. Appearance of mendicant orders, Franciscans and Dominicans 6. Monasticism in Croatian regions in the era of Turkish incursions and conquests 7. Renewal of monasticism in areas liberated from the Ottomans 8. Paulines in Croatia 9. Jesuits among Croats 10. Monasticism and Croatian education and scholarship 11. Monastic traces in cultural and art-historical monuments 12. Croatian monasticism in the troubled circumstances between the two World Wars and in the whirlwinds of war 13. Suffering and hardships of Croatian monasticism during the post-war harsh communist rule 14. Post-conciliar renewal of monasticism in the period of relaxation of party pressure 15. Concluding remarks

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

Student obligations
Class attendance, presentation of student report, active participation in classes, passing the oral 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	
Project		Continuous assessment of knowledge		Student report	X	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, i.e. methods of verifying if other student obligations have been met
Oral exam 70% Student report 20% Participation in class 10%

The criteria for evaluating and assessing 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*
Vicko Kapitanović, Povijest redovništva u Hrvatskoj (skripta)	1 / online	15
Supplementary readings		
F. Šanjek, *Kršćanstvo na hrvatskomu prostoru. Pregled religiozne povijesti Hrvata*, Zagreb 1996, pp 289-543. J. Buturac – A. Ivandija, *Povijest Katoličke crkve među Hrvatima*, Zagreb 1973 pp138-317; ili M. Vidović, Povijest Crkve u Hrvata, Split 1996. (dijelovi koji se odnose na novi vijek)		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Class attendance, in-class participation, success in completing tasks. Student survey on the quality of teaching and teachers at university level. Passed exam and fulfilled other obligations prescribed by the syllabus. Individual consultations. Student self-assessment of achieved learning outcomes. Collaborative assessment of the implementation and quality of the teaching process.		

GENERAL INFORMATION		
Lead instructor	Marko Trogrlić, PhD, full professor	
Course name	**THE CONTRIBUTION OF CHRISTIANITY TO CROATIAN SOCIETY AND CULTURE IN THE EARLY MODERN PERIOD (FPDIP12)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Elective	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION
Course aims
The course aims are to equip students to interpret the contribution of Christianity to Croatian society and culture, and to interpret the importance of its protagonists and acquired heritage.
Course enrolment requirements
None.

Intended course learning outcomes
Upon completion of the course, students will be able to: - explain the significance of the contribution of Christianity to Croatian culture and society for their future work - interpret continuities and changes in such a contribution in the Croatian area throughout history - interpret the fundamental processes that influenced the formation of specifically Christian values - critically interpret individual open questions from the field of relations between Christianity and Croatian society in the modern period
Course content
1. Introductory lecture: Concept and place of Christian thought in specifically Croatian conditions 2. Croats in European movements of humanism and the Renaissance and the contribution that prominent Christians made to its development 3. Crisis of institutional Christian activity and regular religious life in the era of Turkish incursions and conquests 4. Christian renewal in areas liberated from the Ottomans 5. Christianity in the upheavals following the fall of the Venetian Republic and in the Habsburg Monarchy 6. Conflicts with liberalism and the Catholic movement 7. Croatian Catholics in the troubled circumstances between the two World Wars and in whirlwinds of war 8. Suffering and hardships during the post-war harsh communist rule 9. Post-conciliar renewal in the period of relaxation of party pressure 10. Christian institutions and Croatian statutory law 11. Social role of Christianity according to civil codes 12. Social role of Christian holy places 13. Prominent personalities of the Christian milieu and their contribution to Croatian society 14. Dr Ivan Merz and his importance and role 15. Concluding remarks

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

Student obligations
Class attendance, presentation of student report, active participation in class, passing the oral 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	

Project		Continuous assessment of knowledge		Student report	X	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, i.e. methods of verifying if other student obligations have been met
Oral exam 70% Student report 20% Participation in class 10% The criteria for evaluating and assessing 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*
J. Buturac-A.Ivandija, *Povijest Katoličke crkve među Hrvatima*, Zagreb 1973 pp138-317, ili M. Vidović, Povijest Crkve u Hrvata, Split 1996. (Dijelovi koji se odnose na novi vijek)	1 / online	15
F. Šanjek, *Kršćanstvo na hrvatskomu prostoru. Pregled religiozne povijesti Hrvata*, Zagreb 1996, pp 289-543.	1	15
Katoličanstvo u Bosni i Hercegovini, Sarajevo 1993, 60-135.	1	15

Supplementary readings
Jure Krišto, *Hrvatski katolički pokret* (1903.-1945.), Zagreb, 2004.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
Class attendance, in-class participation, success in completing tasks. Student survey on the quality of teaching and teachers at university level. Passed exam and fulfilled other obligations prescribed by the syllabus. Individual consultations. Student self-assessment of achieved learning outcomes. Collaborative assessment of the implementation and quality of the teaching process.

GENERAL INFORMATION	
Lead instructor	Nikola Glamuzina, PhD, full professor
Course name	**URBAN HISTORICAL GEOGRAPHY (FPDIP17)**
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation

Course status	Elective	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION		
Course aims		
The course aims are to equip students to acquire material on the history of the town and the development of urban civilisation through relevant historical periods, to understand the historical development of urban functions and urban culture, and the role of the town in individual civilisations throughout history.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of the course, students will be able to: - explain the significance of interdisciplinary study of the town - interpret knowledge about the town and urban civilisation - describe the main processes in the development of urban civilisation and better understand contemporary tendencies of urban development in individual parts of the world - interpret individual open questions of the urbanisation process with particular emphasis on Croatia		
Course content		
1. Introduction to the course 2. Concept of the town, functions of the town, emergence of the town and urban civilisation in history 3. Development of the first towns in prehistory 4. Development of the ancient town in Europe 5. Development of the ancient town in Asia 6. Development of the medieval town in Christian Europe 7. Development of the medieval town in Christian Europe 8. Development of the medieval town in oriental (Islamic) civilisation and other parts of the world 9. Development of the European town in the Renaissance and Baroque 10. Development of the town in extra-European space during the period of the Great Geographical Discoveries 11. Development of the town in extra-European space during the period of the Great Geographical Discoveries 12. Development of the colonial town in extra-European spaces 13. Development of the town in the industrial period 14. Contemporary tendencies of urban development 15. Final discussion		
Modes of delivery (mark the appropriate boxes with an X)	☒ lectures	☐ independent work

	☐ seminars and workshops ☐ practical ☐ remote learning ☐ field work	☐ multimedia and network ☐ laboratory ☐ supervision ☐ other

Student obligations

Class attendance.

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

Class attendance	X	Participation in class		Seminar paper		Experimental work	
Written exam	X	Oral exam	X	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, i.e. methods of verifying if other student obligations have been met

Students' knowledge is assessed in the written and oral exam. During the semester, a midterm and end-of-term exam which the students can sit and in this way be exempt from sitting the final exam at the end of the semester.

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

Title	*Number of copies*	*Number of students*
Glamuzina, N., 2013: Urbana historijska geografija, course materials	online	15

Supplementary readings

Milić, B. (1994.), *Razvoj grada kroz stoljeća – I. prapovijest-antika*, Školska knjiga, Zagreb.
Milić, B. (1995.), *Razvoj grada kroz stoljeća – II. srednji vijek*, Školska knjiga, Zagreb.
Milić, B. (2002.), *Razvoj grada kroz stoljeća – III. novo doba*, Školska knjiga, Zagreb.
Mumford, L. (1968.), *Grad u historiji – njegov postanak*, njegovo mijenjanje, njegovi izgledi, Naprijed, Zagreb.
Vresk, M. (2002.), *Razvoj urbanih sistema u svijetu*, Školska knjiga, Zagreb.

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

Discussions during lectures, consultations, written exams and oral exam.

GENERAL INFORMATION		
Lead instructor	Marko Trogrlić, PhD, full professor	
Course name	**THE HISTORY OF STATE INSTITUTIONS IN THE CROATIAN LANDS (1848–1918) (FPDIP8)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Elective	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION
Course aims
The course aims are to equip students to interpret the process of development of institutions of authority in Croatian lands and to acquire a thorough insight into the history of institutions as the backbone of modern civil society and state.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - recognise the importance of the vertical and horizontal network of institutions of authority in modern society - distinguish specificities in the development of central and local institutions and the concept of separation of powers - explain the development of institutions of authority within the framework of modernisation of society, but also as a framework imposed in the metropoles (Vienna and Pest) - identify the role of autochthonous institutions of authority in the context of national integration - interpret the history of individual institutions within the framework of broader social (political and economic) history
Course content
1. Introductory lecture: Concept of institutions of authority and review of literature 2. Croatian lands in the pre-1848 period, institutional framework and bearers of authority in pre-modern society 3. First Croatian civil Sabor 1848 and organisation of supreme administrative authority 1848-1850. Ban and Ban's Council 4. Structure of authority and institutions of public administration in Croatia after the octroi constitution of 1849 5. Neo-absolutist administrative apparatus 1854-1861 in Croatia 6. Central state institutions from the October Diploma to the Hungarian-Croatian Compromise (1860-1868)

7. Institutions of authority in Croatia until the Compromise of 1868 (Royal Dicasterium, Royal Chancellery, Royal Lieutenant's Council)
8. Austro-Hungarian Compromise 1867 and reorganisation of the state
9. Croatian-Hungarian Compromise and joint bodies of authority
10. Croatian autonomous institutions in the Compromise period
11. Joint Austro-Hungarian army and Royal Hungarian Home Guard
12. Institutions of authority in the Croatian-Slavonian Military Frontier
13. Institutions of authority in the Hungarian Littoral, Rijeka and Istria 1848-1918
14. Institutions of authority in the Kingdom of Dalmatia 1848-1918
15. Recapitulation: Institutions of authority and social modernisation as a historiographical problem

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

Student obligations

Class attendance, presentation of student report, active participation in classes, passing the oral 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	
Project		Continuous assessment of knowledge		Student report	X	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, i.e. methods of verifying if other student obligations have been met

Oral exam 70%
Student report 20%
Participation in class 10%
The criteria for evaluating and assessing 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*
Ivan Beuc, *Povijest institucija državne vlasti Kraljevine Hrvatske, Slavonije i Dalmacije.* Zagreb: Pravni fakultet, 1985. (dio knjige od 1848. do 1918.)	2	15

Ivo Perić, *Hrvatski državni Sabor 1848-2000*. I-II. Zagreb: Hrvatski državni sabor i Dom i svijet, 2000.	1	15
Supplementary readings		
Vjekoslav Maštrović, *Razvoj sudstva u Dalmaciji*. Zagreb: JAZU, 1959. Agneza Szabo, *Središnje institucije Hrvatske u Zagrebu 1860-1873*. I-II, Zagreb: -Filozofski fakultet, Zavod za hrvatsku povijest, 1987/8. Mirjana Gross, *Počeci moderne Hrvatske*. Zagreb: Globus, 1985. *Hrvatske županije kroz stoljeća (skupina autora).* Zagreb: Školska knjiga, 1996. Mirko Valentić, *Vojna Krajina i pitanje njezina sjedinjenja s Hrvatskom 1849-1881*. Zagreb: Sveučilište u Zagrebu, 1981. Ivo Perić, *Dalmatinski sabor 1861-1912*. Zadar: JAZU, 1978.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Class attendance, in-class participation, success in completing tasks. Student survey on the quality of teaching and teachers at university level. Passed exam and fulfilled other obligations prescribed by the syllabus. Individual consultations. Student self-assessment of achieved learning outcomes. Collaborative assessment of the implementation and quality of the teaching process.		

GENERAL INFORMATION		
Lead instructor	Marko Trogrlić, PhD, full professor	
Course name	**SELECTED TOPICS FROM THE ECONOMIC AND CULTURAL HISTORY OF 18TH-CENTURY SPLIT (FPPIP2)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Elective	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION
Course aims
The course aims are to equip students to research the economic, cultural and social past of Split during the 18th century.
Course enrolment requirements
None.
Intended course learning outcomes

Upon completion of the course, students will be able to: - understand the significance of the fundamental economic and cultural advances of 18th-century Split - interpret continuities and changes in the process of economic and cultural modernisation in 18th-century Split - explain the fundamental processes that influenced the development of economic associations and cultural societies - critically interpret individual open questions from the economic and cultural history of 18th-century Split
Course content
1. Introductory lecture: 18th-century Split – fundamental historical processes 2. Historical overview of private and social life of individual Dalmatian towns, for example, Trogir, Split, Kaštela 3. Appearance and furnishings of residential and communal houses and buildings 4. Methods of nutrition of the population 5. Methods of clothing of the population 6. Types of entertainment and methods of procurement 7. Cultural societies and associations 8. Economic societies, especially agricultural academies 9. Architectural achievements 10. Prominent and meritorious individuals 11. Health and diseases of the common people 12. Major epidemics 13. Split Seminary and Grammar School 14. The Paštrić Library 15. Concluding remarks

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☐ seminars and workshops ☐ practical ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☐ other
Student obligations		
Class attendance, presentation of student report, active participation in class, passing the oral 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	
Project		Continuous assessment of knowledge		Student report	X	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, i.e. methods of verifying if other student obligations have been met		
Oral exam 70% Student report 20% Participation in class 10% The criteria for evaluating and assessing 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*
N. Bajić - *Žarko, Split kao trgovačko i tranzitno središte na razmeđu Istoka i Zapada u 18. st.,* Književni krug, Split 2004.	2	15
D. Božić - Bužančić, *Privatni i društveni život u Splitu u osamnaestom stoljeću*, Školska knjiga, Zagreb 1981.	2	15
Supplementary readings		
A. Ercegović, *Pučka arhitektura starih splitskih pregrađa*, Književni krug, Split 2002. H. Zglav - Martinac, *Tako su jeli naši stari*, (Katalog izložbe), Split 1997. Selected chapters from relevant pieces of literature as they relate to the course.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Class attendance, in-class participation, success in completing tasks. Student survey on the quality of teaching and teachers at university level. Passed exam and fulfilled other obligations prescribed by the syllabus. Individual consultations. Student self-assessment of achieved learning outcomes. Collaborative assessment of the implementation and quality of the teaching process.		

GENERAL INFORMATION		
Lead instructor	Marko Trogrlić, PhD, full professor	
Course name	**LANGUAGE, NATION AND IDEOLOGY DURING THE CROATIAN NATIONAL REVIVAL (FPDIP7)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Elective	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION		
Course aims		
The course aims are to equip students to interpret and compare (proto)modernisation processes and processes of Croatian national integration during the National Revival period in the context the development of Central Europe.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of the course, students will be able to: - understand the significance of the concepts of nation, nationalism, national, nationalisation in the historical context of the first half of the Croatian 19th century - interpret continuities and changes in the process of nation formation - explain the fundamental processes that influenced the development of pre-national and national communities - critically interpret individual open questions from the history of the formation of the modern nation in the Croatian area, especially in the area of Banate Croatia and Slavonia		
Course content		
1. Introductory lecture: Concept of nation and the national in historical changes 2. (Proto)modernisation processes in Central Europe and in the Croatian area 3. Cultural standardisation and language. Standardisation of language on the Shtokavian and Kajkavian dialectal basis (Shtokavian and Kajkavian "stylisation" of the Croatian standard language) 4. Western "political" nationalism and Central European "ethno-nationalism" 5. Central European model of national ideology ("linguistic nation") 6. Slavistic linguistic classifications and their use as an element of national integration ideologies 7. National ideology of the Croatian pre-Revival and Revival periods 8. Language and Croatian Revival national integration ideology 9. Croatian and South Slavic idea, regional particularisms 10. Formation of unified Croatian script and unified Croatian/"Illyrian" standard language from the circle of Maksimilijan Vrhovec to the circle of Ljudevit Gaj 11. Nation and the national in the programmatic writings of Croatian revivalists, Part I 12. Nation and the national in the programmatic writings of Croatian revivalists, Part II 13. Reflections of nation formation in Banate Croatia and Slavonia on other Croatian regions 14. Nation in 1848/49 15. Concluding reflections		
Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☐ seminars and workshops ☐ practical ☐ remote learning ☐ field work	☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☐ other
Student obligations		
Class attendance, presentation of student report, active participation in class, passing the oral 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	
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, i.e. methods of verifying if other student obligations have been met

Oral exam 90%
In-class participation 10%
The criteria for evaluating and assessing 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*
Stančić, Nikša, *Hrvatska nacija i nacionalizam u 19. i 20. stoljeću*, Zagreb, Barbat, 2002.	1	15
Šidak, Jaroslav i dr., *Hrvatski narodni preporod. Ilirski pokret*, Zagreb, Školska knjiga – Mladost, 1988.	1	15
Šidak, Jaroslav i dr., *Hrvatski narodni preporod. Ilirski pokret,* Zagreb, Školska knjiga – Mladost, 1988.	1	15

Supplementary readings

Fancev, Franjo (prir.), *Dokumenti za naše podrijetlo Hrvatskoga preporoda* (1790-1832), Građa za povijest književnosti hrvatske, knj. 12., Zagreb: JAZU, 1933.
Sikirić-Assouline, Zvjezdana*, U obranu hrvatskih municipalnih prava i latinskoga jezika*. *Govori na Hrvatskom saboru 1832. godine*, Zagreb: Srednja Europa, 2006.

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

Class attendance, in-class participation, success in completing tasks. Student survey on the quality of teaching and teachers at university level. Passed exam and fulfilled other obligations prescribed by the syllabus. Individual consultations. Student self-assessment of achieved learning outcomes. Collaborative assessment of the implementation and quality of the teaching process.

GENERAL INFORMATION	
Lead instructor	Mladenko Domazet, PhD, full professor

Course name	**TEACHING CONTROVERSIAL AND SENSITIVE ISSUES IN HISTORY TEACHING I (FPDIP26)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Elective	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	5+10+0

COURSE DESCRIPTION

Course aims

The course aims are to equip students to find an appropriate and objective approach to teaching controversial and sensitive issues in history education, based on multi-perspectivity, analysis of different interpretations, resolution strategies and defining such topics in local, national, European and world history.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:
- identify and comment on different types of challenges in learning and teaching about controversial and sensitive issues (from a lack of knowledge of facts to trivialisation)
- identify different approaches that can respond to challenges in learning and teaching about controversial and sensitive issues
- analyse and interpret the appropriateness, value and importance of individual written, audio and visual sources in learning and teaching about controversial and sensitive issues
- evaluate an approach in which personal experiences of individuals are the focus of learning and teaching
-encourage students to think about moral and spiritual questions that arise from controversial and sensitive issues, and which can be applied in the contemporary world
-explore the heritage and significance of individual sensitive and controversial topics for the contemporary world

Course content

1. Introductory class / Programme, obligations, reading, terminology
2. Why teach controversial and sensitive issues in history education?
3. Examples from school practice / Posing analytical questions / Oral history
4. History textbooks / Teaching about interpretations of controversial and sensitive issues
5. Consequences of totalitarian regimes at the microhistorical level / Victim lists - documenting facts about casualties (challenges and difficulties - archival material)
6. To what extent do museum exhibitions address controversial and sensitive issues / Monuments and cemeteries / Local tradition
7. Teaching about controversial and sensitive issues through sources; why, what and how?
8. How was this humanly possible at all? Sensitive issues from the perspective of the victim, perpetrator of crime, collaborator, passive observer and rescuer
9. Impact of war on the civilian population and wartime everyday life

10. Working with examples (film, propaganda, caricatures...)
11. Teaching about the Holocaust
12. Do we need a "pedagogy of horror"? On the appropriateness and value of teaching materials
13. Fate of European Roma and Sinti during the Holocaust, online teaching material
14. Strategies for addressing controversial and sensitive issues in history education
15. Culture of remembrance and strategy of forgetting / Confronting the past in the Republic of Croatia

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

Student obligations

Class attendance, presentation of student report, active participation in class, passing the oral exam.

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	
Project		Continuous assessment of knowledge		Student report	X	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, i.e. methods of verifying if other student obligations have been met

Activity in class 10%
Produced and presented report 20%
Written exam 70%
The criteria for evaluating and assessing 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*
R. Stradling, *Nastava europske povijesti 20. stoljeća*, Srednja Europa, Zagreb 2003.	online	40
Dodatak Preporuci Vijeća Europe R (2001) 15 o nastavi povijesti u 21. stoljeću, Povijest u nastavi Vol. I., Zagreb 2003.	online	40

R. Stradling, *Multiperspektivnost u nastavi povijesti,* Srednja Europa, Zagreb, 2005.	online	40
Keith Jenkins, *Promišljanje historije*, Srednja Europa - Zagreb 2008.	1	40
Grupa autora (2009). *Kultura sjećanja: 1945. Povijesni lomovi i svladavanje prošlosti,* Zagreb, Disput.	1	40
Supplementary readings		
1. Latica Škubonja, *Kontroverzna i osjetljiva pitanja Stručni skup učitelja i nastavnika povijesti Dubrovačko-neretvanske županije*, Ploče, 2014. 2. Međunarodni savez za sjećanje na holokaust, Poučavanje o holokaustu i drugim genocidima,Hrvatskom saboru 1832. godine, Zagreb: Srednja Europa, 2006. Haifa 2010.(http://www.azoo.hr/index.php?option=com_content&view=article&id=4116:pouavanje-o-holokaustu-i-drugim-genocidima-smjernice&catid=441:pouavanje-o holokaustu&Itemid=485) 3. S. Koren, *Školska povijest kao politička bojišnica: oblikovanje Eng leskog Nacionalnog kurikuluma za povijest*, Povijest u nastavi Vol. III., Zagreb 2005. 4. Željka Miklošević, *Muzeji i njihov odnos spram prošlosti*, Povijest u nastavi Vol. VIII., Zagreb 2012. 5. Étienne François, *Francusko-njemački udžbenik povijesti: model kojeg treba slijediti ili primjer kojim se inspirirati?*, Povijest u nastavi Vol. X., Zagreb 2014. 6. Koren, Snježana. „Slike nacionalne povijesti u hrvatskim udžbenicima uoči i nakon raspa¬da Jugoslavije“, *Historijski zbornik* LX (2007.), 247.−294. 7. The Historical Association, T.E.A.C.H. Teaching Emotive and Controversial History: A Report from The Historical Association on the ChallEng es and Opportunities for Teaching Emotive and Controversial History 3−19, 2007. 8. Alan McCully, *History teaching, conflict and the legacy of the past*, Education, Citizenship and Social Justice, 2012.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Class attendance, in-class participation, success in completing tasks, student survey evaluation of teaching work at university level, passed exam and fulfilled other obligations prescribed by the syllabus, individual consultations and student self-assessment of achieved learning outcomes.		

GENERAL INFORMATION		
Lead instructor	Sani Ćavar, PhD, assistant professor	
Course name	**FUNDAMENTALS OF PEDAGOGY (HZX001)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Compulsory	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	(2.5) 5
	Number of hours (L+P+S)	30+0+30

COURSE DESCRIPTION		
Course aims		
To enable students to engage in the critical scientific study of pedagogy as a theory and practice of preparing individuals for life, and to ensure the successful organisation and satisfactory professional and scientific execution of pedagogical activities in the processes of education.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of the course, students will be able to: - explain the epistemological characteristics of pedagogy. - critically analyse and compare traditional and contemporary definitions of the fundamental concepts of pedagogy and the various understandings of pedagogy as a science. - explain the fundamental principles of pedagogy as a theory of training. - identify the advantages and limitations of pedagogical theories of personality development. - distinguish the qualitative levels of individual development and how tasks are implemented by the teacher. - explain the aspects and methods of pedagogical action in the training process. - relate pedagogy to andragogy. - justify the need for theoretical and practical training for intercultural interactions. - justify why curriculum design constitutes a pedagogical problem. - critically reflect on and discuss basic pedagogical concepts and reform pedagogical theories, as well as identify their advantages and limitations. - advocate an opinion on the necessity of respecting the rights, needs, interests, and uniqueness of each individual.		
Course content		
1. Introduction to the course 2. Scientific determination – epistemological characteristics of pedagogy 3. Pedagogy within the science system and the scientific system of pedagogy 4. Socio-historical dimension and development of pedagogy 5. Fundamental principles of pedagogy as a theory of training 6. Different pedagogical paradigms 7. Reform pedagogies 8. Basic characteristics of the school system 9. Curriculum design as a pedagogical problem 10. Pedagogical theories of personality development 11. Competency-based approach in pedagogy 12. Qualitative levels of development 13. Aspects and methods of pedagogical action in the training process 14. Relationship between pedagogy and andragogy within the system of lifelong learning 15. Training for sustainable development and life in a pluralistic society 16. Course conclusions		
Modes of delivery	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ other e-learning 20%
Student obligations		

Students are required to actively participate in lectures (80%) and seminars (80%), present their seminar papers and pass a midterm and end-of-term exam.

Monitoring student work

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

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

The final grade is formed based on the achievement of the following elements: presenting a seminar paper (20%) and passing the midterm and end-of-term exam (80%). Students who do not take the midterm or end-of-term exam will have to take the final exam.
The criteria for evaluating and assessing individual elements 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*
Lenzen, D. (2002). *Vodič za studij znanosti o odgoju – što može, što želi* (selected chapters). Educa.	10	24
Lukaš, M., & Mušanović, M. (2020). *Osnove pedagogije* (2nd revised ed.). Author.	10	24
König, E., & Zedler, P. (2000). *Teorije znanosti o odgoju* (selected chapters). Educa.	12	24
Milat, J. (2005). *Pedagogija – teorija osposobljavanja*. Školska knjiga.	14	24
Milat, J. (2005). Pedagoške paradigme izrade kurikuluma. *Pedagogijska istraživanja, 2*(2), 199–208.	online	24
Milat, J. (2007). Epistemologija pedagogije: dileme, pitanja, moguća rješenja. *Pedagogijska istraživanja, 4*(2), 189–199.	online	24

Supplementary readings

Babić, N. (2007). Konstruktivizam i pedagogija. *Pedagogijska istraživanja, 4*(2), 217–227.
Bašić, S. (2009). Dijete (učenik) kao partner u odgoju: kritičko razmatranje. *Odgojne znanosti, 11*(2), 27–44.
Ćatić, I. (2012). Kompetencije i kompetencijski pristup obrazovanju. *Pedagogijska istraživanja, 9*(1/2), 175–187.
Delors, J. (1998). *Učenje – blago u nama* (selected chapters). Educa.
Giesecke, H. (1993). *Uvod u pedagogiju*. Educa.
Glasser, W. (2005). *Kvalitetna škola*. Educa.
Gudjons, H. (1994). *Pedagogija – temeljna znanja* (selected chapters). Educa.
von Hentig, H. (2007). *Kakav odgoj želimo?* Educa.
von Hentig, H. (2008). *Što je obrazovanje?* Educa.
Jukić, T. (2010). Odnos kurikuluma i nastavnog plana i programa. *Pedagogijska istraživanja, 7*(1), 55–64.
Kunac, S. (2015). Kreativnost i pedagogija. *Napredak, 156*(4), 423–446.
Kunac, S. (2020). Odgojno-obrazovne filozofije – ključ razumijevanja nastavnikovih uvjerenja u

odgojno-obrazovnoj praksi. *Školski vjesnik: časopis za pedagogijsku teoriju i praksu, 69*(2), 533–552.
Kušić, S., & Vrcelj, S. (2017). In search for the pedagogy (studies) identity: The Croatian context. *Sodobna pedagogika, 68*(134), 126–142.
Malić, J., & Mužić, V. (1981). *Pedagogija*. Školska knjiga.
Mijatović, A. (Ed.). (1999). *Osnove suvremene pedagogije*. Hrvatski pedagoško-književni zbor.
Morin, E. (2002). *Odgoj za budućnost*. Educa.
Palekčić, M. (2015). *Pedagogijska teorijska perspektiva: značenje teorije za pedagogiju kao disciplinu i profesiju*. Erudita.
Vukasović, A. (1990). *Pedagogija*. HKZ "Mi".

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

Class attendance, in-class participation, success in carrying out set tasks, student questionnaires on quality of teaching carried out at university level, student success on the exam and in fulfilling other course-defined requirements, student self-assessment of achieved learning outcomes, individual teacher-student consultations, and cooperative assessment of teacher and students on the implementation and quality of teaching processes.

GENERAL INFORMATION		
Lead instructor	Morana Koludrović, PhD, Associate Professor	
Course name	**DIDACTICS (HZX002)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Compulsory	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	(2.5) 5
	Number of hours (L+P+S)	30+0+30

COURSE DESCRIPTION

Course aims

The aim of the course is to train students in the field of contemporary didactics in such a way that their acquired competences can be applied in their own teaching practice with a particular emphasis on a competence-based and constructivist approach to planning, structuring, implementing, and evaluating learning and teaching processes.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:
1. Analyse various didactic theories and approaches with regard to the structure of the teaching process, the roles of stakeholders in the teaching process, as well as social and economic factors
2. Apply the principles of the competency-based and constructivist approach to educational practices
3. Analyse curricula according to their purpose and application
4. Select teaching strategies, methods, media, and patterns of interaction according to learning outcomes and considering students' individual needs
5. Design the teaching process based on constructive alignment

6. Select appropriate approaches, methods, and techniques for the assessment of student achievement and self-assessment.
7. Define forms of and evaluate effective modes of cooperation with parents, students, educational institution staff, and the local community.

Course content

1. Determinants of contemporary didactics grounded in the competency-based and curriculum-based approach to education: the educational, social, and economic context
2. The role of the teacher in contemporary teaching.
3. Classroom climate and environment; guidance in the educational process
4. Learner characteristics and individualisation in contemporary teaching and didactics
5. National, subject-specific, and school curriculum
6. The theory of constructive alignment
7. Planning and structuring the teaching process
8. Teaching strategies, methods, and patterns of interaction
9. Media in teaching
10. Implementing the teaching process
11. (Self-)evaluation of the quality of the teaching process
12. Evaluation of student achievement: types, modes, approaches
13. Techniques and methods of (self-)evaluation
14. Parent–teacher meetings and individual parent conferences
15. The educational role of teaching and the teacher (homeroom duties; cooperation with the local community)
16. Reform pedagogies and pedagogical pluralism

Seminars are organised as thematic workshops in which students reflectively and critically examine, describe, interpret, and evaluate relevant, learning-outcome-based topics in the field of didactics. Active participation and group work are expected from students during seminars.

Modes of delivery	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☒ multimedia and network ☐ laboratory ☐ supervision ☐ other _____

Student obligations

- Regular class attendance: 80% for lectures and 80% for seminars.
- Conduct in accordance with the ethical and scientific principles of higher education.
- Plan, structure, and present a lesson plan.
- Active and constructive in-class contribution.
- Complete in-class and other individual and group activities, as well as research tasks in a timely manner to achieve the learning outcomes outlined by the course.
- Produce and present a seminar paper compliant with the established criteria.
- Pass the written exam, or a midterm and end-of-term exam.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper	x	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, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is formed based on the achievement of the following elements:

1. passing the written exam, that is midterm and end-of-term exam (receiving a positive grade on the midterm and end-of-term exam is equivalent to the final written exam) – 70%
2. producing and presenting a seminar paper compliant with the course instructor's instructions – 20%
3. in-class participation, participation in class discussions, successfully carrying out individual and group tasks – 10%

The criteria for evaluating and assessing individual elements 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*
Miljković, D., Strugar, V., & Cindrić, M. (2016). *Didaktika i/ili kurikulum*. Učiteljski fakultet.	10	24
Ljubetić, M., & Koludrović, M. (2023). Partnerstvo obitelji i škole – važno društveno pitanje. In J. Zloković (Ed.), *Osnaživanje obitelji – izazovi i perspektive* (pp. 174–184). Filozofski fakultet.	2	24
Koludrović, M., & Rajić, V. (2021). Razvoj i uloga školskog kurikuluma: Povijesno-komparativna analiza. *Metodički ogledi, 28*(2), 11–36.	online	24
Vizek Vidović, V., et al. (2014). *Psihologija odgoja i obrazovanja* (selected chapters from the field of school docimology). IEP-VERN.	5	24
Koludrović, M., & Vučić, M. (2018). *Učimo cjeloživotno učiti i poučavati: Priručnik za nastavnike u obrazovanju odraslih*. ASOO.	online	24

Supplementary readings

1. Koludrović, M., & Rajić, V. (2019). Što je (ne)suvremeno u suvremenom školstvu? In *Suvremene teme u odgoju i obrazovanju - STOO Pedagogija i psihologija: od ispravljanja nedostataka do poticanja osobnih snaga i vrlina* (pp. 139–152). Sveučilište u Zagrebu, Učiteljski fakultet.
2. Koludrović, M. (2021). Uloga, važnost i mogućnosti školske knjižnice u kontekstu razvoja kurikulumskog pristupa. In *33. Proljetna škola školskih knjižničara RH: Kurikulsko planiranje - provedba nepostojećeg kurikula nastavnog područja Školsko knjižničarstvo* (pp. 22–33). Agencija za odgoj i obrazovanje.
3. Rijavec, M., & Miljković, D. (2015). *Pozitivna disciplina u razredu*. IEP.
4. Following the instructor's recommendations and according to the chosen seminar topic, students select additional scientific and professional reading as well as additional online and print sources.
5. Relevant and current legislative and sub-legislative acts in the field of education.

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

- Class attendance, in-class participation, and success in carrying out set tasks
- Student questionnaires on quality of teaching carried out at university level
- Student success on the exam and in fulfilling other course-defined requirements
- Student self-assessment of achieved learning outcomes
- Individual teacher-student consultations
- Cooperative assessment of teacher and students on the implementation and quality of teaching processes

GENERAL INFORMATION		
Lead instructor	Mladenko Domazet, PhD, full professor	
Course name	**METHODOLOGY OF HISTORY TEACHING I (FPDMN1)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Compulsory	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION
Course aims
The course aims are to train students for independent teaching in primary and secondary schools, namely the development of methodological-didactic competencies necessary for successful teaching of history, the development of their own teaching style, understanding of the European dimension of history teaching and critical assessment and evaluation of the teaching process and their own work.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - produce the organisation of the teaching process (programming and didactic design) - dimension the learning process by applying the cognitive domain - develop criteria for assessment and grading of pupils - understand the scope and management of pedagogical documentation and class tutor duties - apply information and communication technology in the educational process - design and manage extracurricular activities, develop adapted and individual programmes
Course content
1. Programme, obligations, literature. Seminar: Seminar assignments 2. Curricula and syllabi in the Republic of Croatia / planning in history teaching. Seminar: Law on Education in Primary and Secondary Schools, National Framework Curriculum 3. Determining objectives / learning outcomes (Revised Bloom's Taxonomy). Seminar: Annual planning (practice) 4. Daily lesson plan and its components / Teaching process scenario. Seminar: Cognitive processes and knowledge dimensions (practice) 5. Pupil competencies in history teaching (chronological thinking and understanding of historical narrative). Seminar: Lesson planning (practice) 6. Working with historical sources (analyses, interpretations, taking positions). Seminar: European experiences and history teaching in compulsory education

7. Lesson simulation / Teaching and learning methods. Seminar: Teaching strategies
8. Assessment and evaluation of pupil achievement / Criteria. Seminar: Use of new technologies in history teaching
9. Examples of deepening curriculum content / Vertical perspective of history. Seminar: Field instruction - learning by discovery method
10. Children with special needs in history teaching. Seminar: Development of adapted and individual programmes
11. Extracurricular activities / Examples of local history. Seminar: Regulations on methods, procedures and elements of assessment of educational achievements of pupils in primary and secondary schools
12. Class tutorship. Seminar: Classroom management and classroom discipline
13. Communication skills / Socio-emotional domain. Seminar: Historians, textbooks and history teaching in contemporary Croatia
14. Pedagogical documentation. Seminar: Board plan / Mind maps
15. Final lecture / Professional competencies of teachers. Seminar: Fundamental teaching skills

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

Student obligations

Class attendance, producing and presenting a seminar paper, active participation in class, passing the written exam.

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

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam	X	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, i.e. methods of verifying if other student obligations have been met

Success in completing independent and group tasks 10%
Producing and presenting a seminar paper 20%
Written exam 70%
The criteria for evaluating and assessing 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*
R. Stradling, *Nastava europske povijesti 20. stoljeća*, Srednja Europa, Zagreb 2003.	1 / online	33
D. Trškan, *Provjera i ocjenjivanje znanja u nastavi povijesti*, Srednja Europa, Zagreb 2005.	1	33
M. Matijević i D. Radovanović, *Nastava usmjerena na učenika*, Zagreb 2011.	1	33
C. Kyriacou, *Temeljna nastavna umijeća*, Zagreb 2001.	1	33
Dodatak Preopruci Vijeća Europe o nastavi povijesti u 21. stoljeću, *Povijest u nastavi* 1/2003., pp 7-13.	1 / online	33
Nastavni planovi i programi iz povijesti za osnovnu i srednju školu	/	33
Supplementary readings		
S. Koren, Promjene u nastavnom planu i programu za osnovne škole u Republici Hrvatskoj tijekom posljednjeg desetljeća, *Povijest u nastavi* 2/2003., pp 155-163. I. Rendić - Miočević, *Učenik istražitelj prošlosti*, Zagreb 2000., Poglavlja: Spoznaja prošlosti: povijesno mišljenje, shvaćanje i znanje pp 26 - 31, Problemska nastava povijesti pp 38- 49.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Class attendance, in-class participation, success in completing tasks, student survey evaluation of teaching work at university level, passed written exam and fulfilled other obligations prescribed by the syllabus, individual consultations and student self-assessment of achieved learning outcomes.		

GENERAL INFORMATION	
Lead instructor	Tonija Andrić, PhD, associate professor
Course name	**EVERYDAY LIFE IN THE ADRIATIC MIDDLE AGES (FPDB2)**
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation
Course status	Compulsory
Year	1

Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION
Course aims
The course aims are to equip students to research and interpret the everyday life of medieval societies on the eastern Adriatic, to analyse fundamental phenomena and processes of social history, to think critically about historical sources and to present their opinions in a reasoned manner in constructive discussion.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - explain the structure of medieval societies on the eastern Adriatic and classify levels of social organisation during the Middle Ages - interpret developmental characteristics of communal economies, their main economic branches and functioning in different socio-political systems - describe the position and influence of the Church in medieval everyday life - interpret the importance of health and social care and education during the Middle Ages - interpret the cultural and artistic heritage of Adriatic medieval period as part of the communal identity of Dalmatian towns - describe the culture of housing, clothing and nutrition in the everyday life of eastern Adriatic towns
Course content
1. Introduction to the course subject. Presentation of student obligations and distribution of seminar topics 2. Social history and history of everyday life: European and domestic historiography, sources and research methods 3. Social structures of eastern Adriatic communes in the Middle Ages: society of the (proto)communal period, legal classification, marginal groups 4. Family and kinship ties: marital relations, position of women and children, dowry system, inheritance, illegitimate children, medieval households 5. Communal economies: main economic branches - agrarian economy, livestock farming, trade, maritime affairs and shipbuilding, crafts 6. Communal economies: economic systems - communal, Angevin, Venetian 7. The Church in medieval everyday life: Benedictines, Franciscans, Dominicans: pastoral activity, influences on society, processions, religious ceremonial 8. Healthcare and social care: hygienic living conditions, Black Death, quarantine and lazarettos, hospitals and leprosaria, foundling homes, pharmacy 9. Literacy and education: Latin, Glagolitic and Cyrillic literacy, monastic and cathedral schools, development of higher education institutions, printing, libraries 10. Artistic creativity: pre-Romanesque, Romanesque, Gothic, early Renaissance - stylistic characteristics and most significant examples

11. Personal sensibilities of the Middle Ages: piety, fear of God, mercy, love, fear, security and belonging
12. Culture of housing: types of residential buildings, position in urban space, building materials, external appearance, interior furnishings
13. Clothing: clothing as a status symbol, patrician and common male and female garments, colours and materials, ornaments and jewellery
14. Nutrition: perception of food in the Middle Ages, foodstuffs, methods of food preparation, water and wine, equipment of kitchens and dining rooms
15. Final overview of the whole. Preparation of students for exam

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

Student obligations

Active participation in class as a prerequisite for taking the exam; timely completion of an oral presentation, timely submission of a written seminar paper, passed written exam.

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

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam	X	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report	X	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, i.e. methods of verifying if other student obligations have been met

Written exam – 70%
Seminar paper – 20%
Oral presentation – 10%
The criteria for evaluating and assessing 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*
Raukar, Tomislav, "Komunalna društva u Dalmaciji u 14. stoljeću", *Historijski zbornik*, br. XXXIII-XXXIV, Zagreb 1980.-1981., pp 139.-209. (pretisak u: *Studije o Dalmaciji u*	1 / online	33

srednjem vijeku, Split 2007., pp. 69.-140.		
Raukar, Tomislav, "Komunalna društva u Dalmaciji u 15. stoljeću i u prvoj polovini 16. stoljeća", Historijski zbornik, br. XXXV, Zagreb 1982., pp 43.-118. (pretisak u: *Studije o Dalmaciji u srednjem vijeku*, Split 2007., pp 141.-212.)	1 / online	33
Raukar, Tomislav, "Cives, habitatores et forenses u srednjovjekovnim dalmatinskim gradovima", Historijski zbornik, br. XXIX-XXX, Zagreb 1976.-1977., pp 139.-149. (pretisak u: *Studije o Dalmaciji u srednjem vijeku, Split 2007*., pp 43.-52.)	1 / online	33
Supplementary readings		
Benyovsky, Irena, "Bratovštine na hrvatskom prostoru", *Povijest Hrvata: srednji vijek*, knj. I (ur. Šanjek, Franjo), Zagreb 2003., pp 430.-436. Benyovsky, Irena, "Mendicants and Dalmatian Towns in the Middle Age", *Povijesni prilozi*, br. 15, Zagreb 1996., pp 241.-261. Krasić, Stjepan, "Počeci hrvatskoga visokog školstva u okviru ranih sveučilišnih gibanja u Europi", *Zbornik Odsjeka za povijesne znanosti Zavoda za povijesne i društvene znanosti HAZU*, br. 22, Zagreb 2004., pp 121.-172. Ladić, Zoran, "Legati kasnosrednjovjekovnih dalmatinskih oporučitelja kao izvor za proučavanje nekih oblika svakodnevnog života i materijalne kulture", *Zbornik Odsjeka za povijesne znanosti Zavoda za povijesne i društvene znanosti HAZU*, br. 21, Zagreb 2003., pp 1.-28. Ravančić, Gordan, "Prilog proučavanju Crne smrti u dalmatinskom gradu (1348.-1353.): raspon izvorne građe i stanje istraženosti na primjerima Dubrovnika, Splita i Zadra", *Povijesni prilozi*, br. 26, Zagreb 2004., pp 7.-18. Janeković Roemer, Zdenka, "Rodbinski odnosi u dalmatinskom društvu 13. i 14. stoljeća", *Historijski zbornik*, br. XXXXV, Zagreb 1992., pp 179.-194.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Class attendance, in-class participation, success in completing tasks. Student survey on the quality of teaching and teachers at university level. Passed exam and fulfilled other obligations prescribed by the syllabus.		

GENERAL INFORMATION	
Lead instructor	Ivan Matijević, PhD, associate professor

Course name	**PAGANISM AND CHRISTIANITY IN INTERACTION (FPDA4)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Compulsory	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION
Course aims
The course aims are to equip students in establishing a historical framework in which it is possible to perceive the reasons why Christianity was incompatible with existing pagan polytheistic systems, to equip them to interpret the development of the early apostolic Church and to critically perceive its strengthening.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - understand the fundamental principles of Christianity and paganism and the reasons why they could not coexist - acquire fundamental facts about Jesus Christ, his teaching, New Testament writings and the life of the early, apostolic Church - understand why Christianity was persecuted and in what way it prevailed from Constantine's time - critically interpret literary sources that testify to the life of the early Christians
Course content
1. Subject and methods (spatial and temporal determinants, approach) 2. Jesus Christ – life and work 3. Roman army and administration in New Testament writings 4. Apostolic activity of St Paul and the spread of Christianity through the Near East 5. Persecutions of the Church in the 1st century 6. Relationship between the young Church and Judaism 7. Archaeological traces of Christianity during its activity in illegality 8. Roman Catacombs 9. Christians in the eyes of Roman written sources 10. Hierarchical structure of the Church 11. The most severe opponents of Christianity among emperors 12. Christian archaeology in the provinces 13. Paganism and Christianity in direct conflict 14. Emperor Constantine and the Edict of Milan 313 15. Review of the whole; revision and preparation of students for the exam

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

Student obligations

Participate in class: lectures 80%, seminars 80%.
Behave in accordance with ethical and academic principles in higher education.
Complete and present a seminar paper according to pre-established criteria.
Seek information about course content and seminar paper completion during consultations
Pass the oral exam.

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

Class attendance	X	Participation in class		Seminar paper	X	Experimental work	
Written exam		Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report	X	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, i.e. methods of verifying if other student obligations have been met

Seminar paper 30%
Oral exam 70%
The criteria for evaluating and assessing 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*
W. Kasper, *Isus Krist*, Split 2004.	1	33
R. Penna, *Povijesno-kulturno okruženje kršćanskih početaka*, Split 2005.	1	33
B. Jozić, *Problemi religijske ne/tolerancije. Kršćanstvo u rimskom svijetu do Julijanove vladavine*, Split 1995.	1	33
L. Paretti, P. Brezzi, L. Petech, *Stari svijet. Od početka nove ere do 500. god.*, Zagreb 1967., 248. - 313.	1	33

W. Keller, *Povijest Židova od biblijskih vremena,*Zagreb 1997., 1. - 146.	1	33
N. Cambi - B. Lučin, *Laktancije. O smrtima progonitelja,* Split 2005.	1	33
V. Kapitanović, *Ilirik u svjetlu kršćanske literature*, Split 2006.	1	33
Supplementary readings		
A. H. M. Jones, *Constantine and the Conversion of Europe*, Toronto 2001. W. Keller, *Biblija je imala pravo*, Dubrovnik 2005. Biblijski priručnik, *Mala enciklopedija*, Zagreb 1989. V. Kapitanović, *Kršćanska arheologija*, Split 2006. H. Jedin, *Velika povijest Crkve*, Zagreb 1971. (sv. I.).		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Class attendance, in-class participation. Individual consultations. Institutional quality monitoring methods (survey). Achievement of learning outcomes is verified by examination.		

GENERAL INFORMATION		
Lead instructor	Nikša Varezić, PhD, assistant professor	
Course name	**HISTORY OF THE REPUBLIC OF DUBROVNIK (FPDIP5)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Elective	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION
Course aims
The course aims are to equip students to interpret specific phenomena of Dubrovnik's history, its fundamental economic, political, social and cultural particularities and processes.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to:

- explain the socio-economic dynamics of medieval Dubrovnik in comparison with those manifested during the early modern period in Dubrovnik
- describe the layered heritage of Dubrovnik as a centuries-old economic and cultural centre, both in the Adriatic and Mediterranean context
- recognise the institutional and political structures of the Dubrovnik state, as a unique legal entity in the Croatian area

Course content

1. Earliest history of Dubrovnik
2. Dubrovnik under Byzantine rule
3. Venetian supremacy
4. Period of Hungarian-Croatian supreme authority
5. Relationship with the Ottoman Empire
6. Legal and state positions of the Republic of Dubrovnik
7. Special focus on the economic development of Dubrovnik
8. Social structures and administrative institutions
9. Special focus on the cultural history of Dubrovnik
10. Between East and West
11. Consular and diplomatic ties of the Republic with other states
12. Earthquake of 1667 and its consequences
13. Dubrovnik in the 18th century
14. End of the Republic
15. Dubrovnik in the 19th century

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

Student obligations

Class attendance, passing the oral exam.

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	
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, i.e. methods of verifying if other student obligations have been met

In accordance with the learning outcomes of the course and student obligations, the final grade for the course is formed primarily on the performance on the oral exam (90%). A prerequisite for

taking the exam is regular attendance at and content knowledge. The final grade is also based on in-class participation and participation in class discussions (10%). The criteria for evaluating and assessing 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*
Robin Harris, *Povijest Dubrovnika*, Zagreb, Golden marketing, 2006.	1	15
Ilija Mitić, *Dubrovačka država u međunarodnoj zajednici (od 1358. do 1815.),* Zagreb, JAZU i NZMH, 1988.	1	15
Vinko Foretić, *Povijest Dubrovnika do 1808,* Knjiga prva, Knjiga druga, Zagreb 1980.	1	15
Supplementary readings		
Zdenka Janeković, *Okvir slobode*. *Dubrovačka vlastela između srednjovjekovlja i humanizma,* Zagreb-Dubrovnik 1999. V. Miović Perić, *Dubrovačka diplomacija u Istanbulu*, Zagreb-Dubrovnik 2003. Stjepan Ćosić i Nenad Vekarić, *Dubrovačka vlastela između roda i države: salamankezi i sorbonezi,* Zagreb-Dubrovnik 2005. Stjepan Ćosić, *Dubrovnik nakon pada Republike (1808-1848),* Zagreb-Dubrovnik 1999.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Consultations, record of attendance at lectures, active participation in discussions, passed exam and fulfilled other obligations prescribed by the syllabus, evaluation of teacher at the end of the semester (survey).		

GENERAL INFORMATION		
Lead instructor	Edi Miloš, PhD, associate professor	
Course name	**THE CROATIAN PEASANT MOVEMENT FROM ITS BEGINNING UNTIL 1918 (FPDIP13)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Elective	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	30+0+0
COURSE DESCRIPTION		

Course aims
The course aims are to equip students in researching and interpreting the activity of the peasant movement and Croatian political life in the context of the last decades of the existence of the Habsburg Monarchy and the First World War.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - Explain the fundamental ideas and development of the ideological system of the Croatian peasant movement - interpret key processes of political life in the Croatian and Central European area at the turn of the 19th and 20th centuries - present the main cultural and social processes of this period - recognise cause-and-effect relationships between the development of a political phenomenon and its broader context - apply a critical approach to the subject matter and national myths
Course content
1. Political, cultural and social circumstances of Compromise Croatia 2. Youth of the Radić brothers 3. Stjepan Radić's entry onto the political scene of Banate Croatia and his activity until the end of the 19th century 4. Cultural work, ideological maturation and first contacts with politics of Antun Radić 5. Establishment of the position of the Radić brothers on the Croatian public stage, their attempts to launch new directions and the beginnings of the awakening of the peasantry 6. Relations of the Radić brothers with Croatian political circles and elite at the beginning of the 20th century 7. The Radić brothers and the development of political circumstances in the first years of the 20th century 8. Founding and structuring of the Croatian People's Peasant Party (HPSS) 9. Ideological system of HPSS 10. First steps of HPSS in the Croatian political arena 11. HPSS at the time of the Rijeka Resolution and the rule of the Croat-Serb Coalition 12. HPSS at the time of the crisis of the annexation of Bosnia and Herzegovina and its consequences 13. HPSS in the pre-war years 14. HPSS during the First World War 15. HPSS at the time of the dissolution of Austria-Hungary, creation of the State of SCS and the inception of the Kingdom of SCS

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

Student obligations							
Regular class attendance, passing the written exam.							
Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	X	Participation in class		Seminar paper		Experimental work	
Written exam	X	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, i.e. methods of verifying if other student obligations have been met
Written exam: 100% The criteria for evaluating and assessing 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*
Boban Branka, *Stjepan Radić u vrijeme Prvoga svjetskog rata*, Zagreb, Alinea, 2006.	1	15
Cipek Tihomir, Ideja hrvatske države u političkoj misli Stjepana Radića, Zagreb, Alinea, 2001.	1	15
Matković Hrvoje, *Povijest Hrvatske seljačke stranke,* Zagreb, Naklada P.I.P. Pavičić, 1999.	1	15
Perić Ivo, *Antun Radić 1868.-1919*. Etnograf, književnik, političar, Zagreb, Dom i Svijet, 2002.	1	15
Perić Ivo, *Stjepan Radić 1871.-1928*., Zagreb, Dom i Svijet, 2003.	1	15

Supplementary readings
Biondich Mark, Stjepan Radić, *The Croat Peasant Party, and the Politics of Mass Mobilization, 1904-1928,* Toronto/Buffalo/London, University of Toronto Press, 2000. Boban Branka, *Demokratski nacionalizam Stjepana Radića*, Zagreb, Zavod za hrvatsku povijest Filozofskog fakulteta Sveučilišta u Zagrebu, 1998. Filipan Božena (ur.), *Kukuljevićevi dani u Varaždinskim Toplicama 1995-2000*, Varaždinske Toplice, Matica hrvatska, 2002.

Košćak Vladimir, „Mladost Stjepana Radića“, *Hrvatski znanstveni zbornik*, Zagreb, 1971, br. 2, pp
123-165.
Krišto Jure, „Hrvatsko katoličanstvo i ideološko formiranje Stjepana Radića (1893.-1914.)“, *Časopis*
za suvremenu povijest, Zagreb, sv. 23, 1991, br. 1-3, pp 129-163.
Krizman Bogdan, „Stjepan Radić 1918. godine“, *Historijski pregled*, Zagreb, sv. 5, 1959, br. 3, pp
266-295.
Krizman Bogdan, „Stjepan Radić i Hrvatska pučka seljačka stranka u prvom svjetskom ratu“, *Časopis za suvremenu povijest*, Zagreb, sv. 2, 1970, pp 99-166.
Krizman Bogdan, „Stjepan Radić na pariškoj političkoj školi (1897.-1899.)“, *Naše teme*, Zagreb, sv.
15, 1971, br. 6, pp 1072-1090.
Krizman Bogdan, „Osnivanje Hrvatske pučke seljačke stranke (1904.-1906.)“, *Radovi Instituta za*
hrvatsku povijest, Zagreb, sv. 2, 1972, pp 105-179.
Matković Stjepan, „Viđenje Stjepana Radića o preobražaju Habsburške monarhije (1905.-1906)“,
Časopis za suvremenu povijest, Zagreb, sv. 25, 1993, br. 1, pp 125-139.
Matković Stjepan, „Odnos braće Radić prema politici “novog kursa” na primjeru Riječke i Zadarske
rezolucije“, *Časopis za suvremenu povijest*, Zagreb, sv. 26, 1994, br. 3, pp 475-485.
Matković Stjepan, „Politički odnosi Josipa Franka i frankovaca prema radićevskoj ideologiji“, *Radovi*
Zavoda za hrvatsku povijest, Zagreb, sv. 32-33, 1999-2000, pp 277-283.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
Class attendance, student survey evaluation of teaching work at university level, passed written exam and fulfilled other obligations prescribed by the syllabus, individual consultations and student self-assessment of achieved learning outcomes.

GENERAL INFORMATION		
Lead instructor	Marko Rimac, PhD, associate professor	
Course name	**LANDSCAPE HISTORY (FPPIP24)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Elective	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	30+0+0
COURSE DESCRIPTION		

Course aims
The aims of the course are to train students in undertaking independent research work and to encourage students to pursue further research through the acquisition of practical experience in identifying and interpreting phenomena in the landscape.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - identify phenomena in the landscape and its historical development. - distinguish contemporary from historical landscapes. - interpret the historical context of human influence on the landscape. - conduct preliminary research and interpretation of a selected rural landscape.
Course content
1. Why landscape history? 2. Mythical landscapes 3. Retrograde analysis of the cadastre 4. History of settlement 5. Field teaching – Zadar: Archaeology of space 6. Aerial archaeology 7. Centuriation 8. Communications in space 9. Man and karst 10. Agrarian history; land divisions 11. Open field 12. Mediterranean landscapes 13. Planned landscapes 14. Industrial landscapes, the European Landscape Convention 15. Final discussion

Modes of delivery	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☒field work	☒independent work ☐multimedia and network ☐laboratory ☒supervision ☒e-learning 10 %

Student obligations
Regular attendance. Completion of a written project analysing a selected historical landscape. Students are obliged to read the required readings in accordance with the schedule of the teaching units and to keep a reading log. Submission of the reading log is a prerequisite for taking the exam.

Monitoring student work							
Class attendance	X	Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam	X	Essay		Research	
Project	X	Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading journal: 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, i.e. methods of verifying if other student obligations have been met		
The student's overall performance is assessed throughout the course. The final grade is formed based on the project grade (40%) and the oral exam (60%). The criteria for evaluating and assessing 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*
Hughes, D.J. (2011). *Što je povijest okoliša?* Disput.	1	15
Delort, R., & Walter, F. (2002). *Povijest europskog okoliša*. Barbat.	2	15
Olujić, B. (Ed.). (2008). *Povijest u kršu: Zbornik radova projekta "Naselja i komunikacije u kontekstu veza jadranskog priobalja i unutrašnjosti"*. FF Press.	1	15
Supplementary readings		
Aston, M. (2002). *Interpreting the landscape: Landscape archaeology and local history*. Routledge. Belaj, V. (2007). *Hod kroz godinu*. Golden marketing – Tehnička knjiga. Novaković, P. (2003). *Osvajanje prostora: Razvoj prostorske in krajinske arheologije*. Filozofska fakulteta Ljubljana.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Individual teacher-student consultations, records of attendance at lectures, active participation in discussions, evaluation of the course and the lecturer at the end of the semester.		

GENERAL INFORMATION		
Lead instructor	Marko Trogrlić, PhD, full professor with permanent tenure	
Course name	**ARCHIVAL SCIENCE AND HISTORIOGRAPHY (FPDIP22)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Elective	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	30+0+0
COURSE DESCRIPTION		
Course aims		
The aim of the course is to train students in mastering the literature and various types of aids important for studying archival science as a distinct discipline concerned with archival material.		
Course enrolment requirements		
None.		
Intended course learning outcomes		

Upon completion of the course, students will be able to:
- describe the history of archives and types of materials in domestic and foreign archives.
- interpret the historiographical importance of archival heritage.
- recognise and interpret original materials in their research work.
- use archival finding aids (guides, inventories, and online search tools).
- work with original documentation in institutions in which it is preserved.

Course content

1. Introduction to the course, review of basic concepts and literature
2. History of archives and their importance for historiography
3. Development of modern archival institutions from the 18th century to the present
4. Archival material: types and appraisal
5. Basic concepts and principles of archival science as a distinct discipline
6. Archival heritage in Croatia: history, types, and preservation of materials
7. Development of modern archives in Croatia and the contemporary archival network
8. Archival material and its use in state archives
9. Archival material significant for Croatian history in foreign archives
10. Archival material in non-archival institutions
11. Archival material online
12. Archival aids: types and use
13. Visit to and work in an archival institution
14. Visit to and work in the manuscript department of a library
15. Concluding remarks and discussion

Modes of delivery	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☒field work	☒independent work ☒multimedia and network ☐laboratory ☐supervision ☐other

Student obligations

Class attendance, presentation of a student report, active in-class participation, passing the oral exam.

Monitoring student work

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam		Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report	X	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, i.e. methods of verifying if other student obligations have been met

Oral exam 70%
Student report 20%
In-class participation 10%
The criteria for evaluating and assessing 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*

Kolanović, J. (1984). Arhivi u Socijalističkoj Republici Hrvatskoj. In *Arhivski fondovi i zbirke u arhivima i arhivskim odjelima u SFRJ. SR Hrvatska* (pp. 11–37). Savez arhivskih radnika Jugoslavije.	1	15
Ćosić, S. (2006). Predgovor; Arhivska služba u Republici Hrvatskoj. In *Pregled arhivskih fondova i zbirki u Republici Hrvatskoj* (Vols. 1–2, pp. XVII–XXVI). Hrvatski državni arhiv.	1 / online	15
Enciklopedija Jugoslavije (2nd ed., Vol. 1). (n.d.). Natuknice: Arhivi; Strani arhivi (pp. 250–294).	1	15
Supplementary readings		
Ivanović, J. (2010). *Priručnik iz arhivistike*. Hrvatski državni arhiv. Archival aids and inventories in written and online form.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Class attendance, in-class participation, success in carrying out set tasks. Student survey on the quality of teaching and instructors at the university level. Passed exam and fulfilment of other course-defined obligations. Individual teacher-student consultations. Student self-assessment of achieved learning outcomes. Cooperative assessment of teacher and students on the implementation and quality of teaching processes.		

GENERAL INFORMATION		
Lead instructor	Nikša Varezić, PhD, assistant professor	
Course name	**THE REPUBLIC OF DUBROVNIK IN EARLY MODERN ROMAN ARCHIVAL RECORDS (FPDIP21)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Elective	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	30+0+0
COURSE DESCRIPTION		
Course aims		
The aims of the course are to train students, through the example of different types of archival materials, in researching and interpreting all levels at which mutual diplomatic relations between the Republic of Dubrovnik and the Roman Curia take place.		
Course enrolment requirements		
Passive knowledge of Latin; knowledge of Italian.		
Intended course learning outcomes		
Upon completion of the course, students will be able to: - describe the different levels of organization of the Roman Curia, with their corresponding competences, as well as understand the Republic of Dubrovnik's mechanism of power. - describe different types of documents of the papal chancery.		

- identify the context defining the diplomatic relations of the Roman Curia with secular authorities.
- master the skills of reading archival materials.

Course content

1. Palaeography and diplomatics as auxiliary historical sciences
2. Diplomatic relations between the Republic of Dubrovnik and the Roman Curia
3. History of the Vatican Archive and the Dubrovnik Archive: papal chancery, Dubrovnik chancery
4. Diplomatic analysis: internal and external characteristics of documents
5. Script: humanistic script (definition, characteristics, abbreviations...)
6. Typology of papal documents
7. Other curial documents (other offices, councils, cardinals, College of Cardinals)
8. Registers (Vatican Secret Archive, State Archives in Dubrovnik)
9. Reading of original papers: papal briefs
10. Reading of original papers: *motu proprio*
11. Reading of original papers: papal bull
12. Reading of original papers: *Segretaria di Stato, Venezia* (ASV)
13. Reading of original papers: *Littere et commissiones ponetis* (DAD)
14. Reading of original papers: *Littere et commissiones ponetis* (DAD)
15. Recapitulation

Modes of delivery	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations

Class attendance, active participation in class (workshops), passing the written exam.

Monitoring student work

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam	X	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, i.e. methods of verifying if other student obligations have been met

In accordance with the learning outcomes of the course and student obligations, the final course grade is formed primarily based on the performance on the written exam (90%). A prerequisite for taking the exam is regular attendance at lectures and participation in practical work during classes. In-class participation (10%) also comprises the final grade.
The criteria for evaluating and assessing 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*
Stipišić, J. (1975). *Pomoćne povijesne znanosti u teoriji i praksi: latinska paleografija, opća diplomatika, kronologija, rječnik kratica* (selected chapters). Školska knjiga.	3	15

Šanjek, F. (2005). *Latinska paleografija i diplomatika* (selected chapters). Hrvatski studiji Sveučilišta u Zagrebu.	1	15
Kapitanović, V. (2012). *Povijesna vrela i pomoćne znanosti* (selected chapters). Odsjek za povijest Filozofskog fakulteta Sveučilišta u Splitu.	5	15
Supplementary readings		
Neralić, J. (2007). *Put do crkvene nadarbine: Rimska kurija i Dalmacija u 15. st.* (selected chapters). Književni krug.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Individual teacher-student consultations, records of lecture attendance, active participation in discussions, passed exam and fulfilment of other course-defined obligations, evaluation of the teacher at the end of the semester.		

GENERAL INFORMATION		
Lead instructor	Mladenko Domazet, PhD, full professor	
Course name	**TEACHING CONTROVERSIAL AND SENSITIVE ISSUES IN HISTORY TEACHING II (FPDIP27)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Elective	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	5+10+0

COURSE DESCRIPTION
Course aims
The course aims to train students, by tackling teaching units and diverse pedagogical approaches, in acquiring knowledge and skills that will help them cope more easily with the complexity of controversial content and sensitive issues, as well as with their moral and ethical implications while teaching.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - recognise the complexity of controversial and sensitive issues in history teaching, as well as their repercussions on contemporary events. - individualise history through the translation of statistical data into personal narratives. - develop critical thinking skills and responsibility toward historical facts. - formulate and define learning outcomes of a lesson within the framework of sensitive and controversial topics. - write a lesson plan on a given topic.
Course content

1. Introductory class/programme, obligations, literature
2. Responsibility for teaching and learning about controversial and sensitive issues at different levels
3. Models of critical analysis and interpretation of historical sources in the construction of knowledge within the teaching process
4. Educational value of collecting and analysing oral testimonies, using the example of the Homeland War
5. Examples of sensitive and controversial issues I
6. Examples of sensitive and controversial issues II
7. Examples of sensitive and controversial issues III
8. Examples of sensitive and controversial issues IV
9. Examples of sensitive and controversial issues V
10. Challenges of confrontation and the development of constructive dialogue based on sensitive and controversial issues
11. Analysis and interpretation of segregation laws of the American South / active engagement in social life through the endangerment of democratic values and human rights
12. Consequences of bias, misuse of history
13. Silencing or overemphasis, disagreements and divisions within sensitive and controversial topics
14. Destrucion of historical and cultural heritage/destruction of identity
15. Organising a lesson – sequencing of a teaching unit

Modes of delivery	☒lectures ☐seminars and workshops ☒practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☒student report ☐supervision ☒e-learning 20 %

Student obligations

Regular attendance, presentation of their student reports, participation in class, passing the written exam.

Monitoring student work

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam	X	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report	X	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, i.e. methods of verifying if other student obligations have been met

In-class participation 10%
Completing and presenting a report 20%
Written exam 70%
The criteria for evaluating and assessing 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*

Koren, S. (2014). *Čemu nas uči povijest* (Chapters *Osmišljavanje nastave povijesti*, *Nastava povijesti i kritičko mišljenje*, pp. 49–73, 135–157). Profil-Klett.	online	15
Koren, S. (2012). Poučavanje o interpretacijama. *Povijest u nastavi, X.* (20 (2)), 185-215. Društvo za hrvatsku povjesnicu.	online	15
Blažević, Z. (2014). *Prevođenje povijesti: Teorijski obrati i suvremena historijska znanost*. Zagreb: Srednja Europa.	online	15
Ministarstvo znanosti, obrazovanja i sporta. (2006). *Nastavni plan i program za osnovne škole*.	1	15
Ministarstvo znanosti, obrazovanja i sporta. (1995). *Nastavni planovi srednjih škola*.	1	15
Supplementary readings		
Pešikan, A. (2010). Suvremeni pogled na prirodu školskog učenja i nastave: Socio-konstruktivističko gledište i njegove praktične implikacije. *Psihološka istraživanja, XIII* (2), 157–184. Filozofski fakultet, Univerzitet u Beogradu. Dijanić, D. (2016). Projekt usmene povijesti: Žene i holokaust. *Povijest u nastavi, XIV* (27/1), 31–50. Institut društvenih znanosti Ivo Pilar. Lipovčan, S. & Dobrovšak, Lj. (2005). *Hrvatska historiografija XX. stoljeća između znanstvenih paradigmi i ideoloških zahtjeva*. Institut drštvenih znanosti Ivo Pilar. Memorijalni muzej holokausta u SAD. (2005). *Holokaust u nastavi: Priručnik za nastavnike*. Durieux. Alongi, M. D., Heddy, B. C., & Sinatra, G. M. (2016). Real-world Eng agement with controversial issues in history and social studies: Teaching for transformative experiences and conceptual change. *Journal of Social Science Education, 15*(2). Ministarstvo zanosti, obrazovanja i mladih. (2018). *Nacionalni kurikulum nastavnoga predmeta povijest*. OSCE ODIHR, Muzej Kuće Anne Frank, MZOS, & AZOO. (2009). *Nastavni materijali za prevenciju antisemitizma i ostalih oblika diskriminacije*. Council of Europe. (2016). *Teaching controversial issues through education for democratic citizenship and human rights (EDC/HRE) training pack for teachers*.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Class attendance, in-class participation, success in carrying out set tasks, student survey on the quality of teaching and instructors at university level, passed exam and fulfilment of other course-defined obligations, individual teacher-student consultations, student self-assessment of achieved learning outcomes.		

GENERAL INFORMATION		
Lead instructor	Mladenko Domazet, PhD, full professor	
Course name	**METHODOLOGY OF HISTORY TEACHING II (FPDMN2)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Compulsory	
Year	2	
Semester	3	
	ECTS student workload coefficient	3

Number of credits and mode of delivery	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION

Course aims

The course aims to train students for independent teaching and diverse instructional situations, for the connection and application of historical concepts, and for the utilization of historiographical achievements in the field of methodology.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:
- apply historical concepts and develop historical thinking competences in teaching.
- implement historiographical trends in history teaching.
- apply fieldwork models and historical empathy.
- develop the need for continued didactic-methodological education within the system of internship, teacher certification examination, and continuing professional development.
- encourage orientation toward self-assessment of their work in teaching.

Course content

1. Introductory lecture (programme, responsibilities, literature). Seminar: Responsibilities and literature
2. Chronological skills and terminology in history teaching. Seminar: Creation of an overview, chronology and storytelling
3. Historical concepts – causality, continuity, and change / Implementation in teaching. Seminar: Visualisation of teaching and work with visual sources
4. Multi-perspectivity / Implementation in teaching. Seminar: Controversial and sensitive issues in history teaching
5. Empathy in history teaching. Seminar: Work with written sources and contextualisation of perspectives
6. Textbooks in history teaching (learning about interpretations). Seminar: Local history
7. Extracurricular teaching (places of particular historical significance and museums). Seminar: Analytical-interpretative framework and work with written historical sources I
8. Microhistorical level and everyday history / Implementation in teaching. Seminar: Horizontal and vertical perspectives in history teaching
9. Visit to a school with a lecture: National curriculum. Seminar: Thematic teaching
10. Model in history teaching and its historical context. Seminar: Causality (short-term and long-term causes)
11. Internship/work of mentors/teacher certification examination. Seminar: Interactions and mutual influences
12. How to organise fieldwork? / Visit to Salona. Seminar: Analytical-interpretative framework and work with written historical sources II
13. Analysis and evaluation of a teaching session. Seminar: Multi-perspectivity in history teaching / Example M
14. Seminar: International perspectives
15. Final presentation. Seminar: Classroom observations

Modes of delivery	☒lectures ☒seminars and workshops ☐practicals	☐independent work ☒multimedia and network ☐laboratory

	☐remote learning ☐field work	☐supervision ☒e-learning 20 %

Student obligations

Regular class attendance, completion and presentation of seminar paper, in-class participation, passing the written exam.

Monitoring student work

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam	X	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, i.e. methods of verifying if other student obligations have been met

In-class participation 10%
Completed and presented seminar paper 20%
Written exam 70%
The criteria for evaluating and assessing 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*
Stradling, R. (2003). *Nastava europske povijesti 20. stoljeća*. Srednja Europa.	1	33
Stradling, R. (2005). *Multiperspektivnost u nastavi povijesti*. Srednja Europa.	1	33
Matijević, M., & Radovanović, D. (2011). *Nastava usmjerena na učenika* (selected chapters). Školske novine.	1	33

Supplementary readings

Vizek Vidović, V., Rijavec, M., Vlahović-Štetić, V., & Miljković, D. (2003). *Psihologija obrazovanja*. IEP; VERN.
Modrić-Blivajs, D. (2005). Obrazovna tehnologija u funkciji nastave povijesti. *Povijest u nastavi*, 2005/2. Društvo za hrvatske povjesnicu.
Rendić-Miočević, I. (1989). *Didaktičke inovacije u nastavi povijesti* (selected chapters). Školska knjiga.

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

Class attendance, in-class participation, success in carrying out set tasks, student survey on the quality of teaching and instructors at university level, passed exam and fulfilment of other course-defined obligations, individual teacher-student consultations, student self-assessment of achieved learning outcomes.

GENERAL INFORMATION	
Lead instructor	Marko Rimac, PhD, associate professor
Course name	**THE ADRIATIC AREA AND THE OTTOMAN EMPIRE (FPDC1)**

Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Compulsory	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION

Course aims

The course aims to train students to research the fundamental processes of the Ottoman Empire's development, as well as its political and cultural influences on a broader Adriatic area.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:
- explain the crucial political processes in the Mediterranean and Adriatic regions in the early modern period.
- identify the decisive role of the Ottoman Empire in the formation of social relations in the observed area.
- interpret the roles of Venice and the Ottoman Empire in the Dalmatian hinterland.
- recognise the complete interdependence of the Mediterranean area.
- interpret the outcomes of Ottoman rule in all fields of social development.

Course content

1. General development of the Ottoman Empire
2. The conquest of Constantinople and the preservation of the Byzantine heritage
3. Consequences of the conquest of Egypt and Syria
4. North African pirates and relations with Spain
5. Field teaching – the Ottoman Empire and Knin
6. Control over the Eastern Mediterranean and the question of Sephardic Jews
7. Relations with the Venetian Republic – from coexistence to wars
8. The experience of the frontier in the Dalmatian hinterland
9. Trade on the Bosnia-Dalmatian coast-Venice route
10. Phanariots and the Ottoman Empire
11. The multi-perspective experience of Thessaloniki
12. The role of Sephardic Jews and Armenians in Mediterranean trade
13. Reform attempts and failures
14. The Ottoman Empire and Bosnia
15. The final years

Modes of delivery	☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☒field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒e-learning 10 %

Student obligations

Regular class attendance. Writing and presenting a seminar paper. During seminars, a workshop based on selected published historical sources is also scheduled, with individual and group assignments for students. Students are required to read the required readings following the teaching units by week and to keep a reading log. Passing the midterm and end-of-term exam is a prerequisite for taking the oral exam.

Monitoring student work

Class attendance	X	Participation in class		Seminar paper	X	Experimental work	
Written exam		Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading journal: notes on required readings	X	Midterm	X		

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

The student's overall performance in class is assessed throughout the semester. The submission of the reading log and passing the midterm and end-of-term exam are prerequisites for taking the oral exam. The final grade is formed based on the performance on the oral exam (100%). The criteria for evaluating and assessing 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*
Goffman, D. (2007). *The Ottoman Empire and early modern Europe*. Cambridge University Press.	1	33
Quataert, D. (2007). *The Ottoman Empire, 1700–1922*. Cambridge University Press.	1	33
Braudel, F. (1997). *Sredozemlje i sredozemni svijet u doba Filipa II.* Biblioteka Historia.	1	33
Vrandečić, J. (2013) *Borba za Jadran u ranom novom vijeku: mletačko-osmanski ratovi u venecijanskoj nuncijaturi*. Split, Odsjek za povijest Filozofskog fakulteta Sveučilišta u Splitu.	5	33

Supplementary readings

Cardini, F. (2009). *Europa i islam*. Sandorf.
Ivetic, E., & Roksandić, D. (2007). *Tolerance and intolerance on the Triplex confinium*. Università degli Studi di Padova.
Mazower, M. (2004). *Salonica, city of ghosts: Christians, Muslims and Jews, 1430–1950*. HarperCollins.

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

Individual teacher-student consultations, records of attendance at lectures, active participation in discussions, evaluation of the course and the lecturer at the end of the semester.

GENERAL INFORMATION	
Lead instructor	Marko Rimac, PhD, associate professor
Course name	**THE HABSBURG MONARCHY AND THE ADRIATIC AREA (1526 - 1790) (FPDC2)**

Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Compulsory	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION

Course aims

The course aims to train students to investigate and interpret, from a comparative-historical perspective, the basic modes of the expansion of Habsburg influence in the Adriatic area and to determine their principal contents under political, cultural, religious, and other social aspects.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:
- provide an explanation of the basic modes of the expansion of Habsburg influence in the Adriatic area.
- identify the principal contents of the interpretation of the Habsburg dominion and the Adriatic area.
- interpret fundamental sources and the basic historical processes of early modern interpretations of imperial legacies in the Mediterranean under political, cultural, religious, and other social aspects.
- interpret the fundamental historical currents on the eastern Adriatic coast, especially in Istria, and identify their causal relationships.

Course content

1. Introduction to the course
2. The Adriatic area in the period of Ferdinand of Habsburg
3. Ottoman incursions, the Adriatic area, and the Habsburg Monarchy: from Maximilian to Ferdinand III
4. The fall of Klis
5. Croatian multiple borderlands
6. The Uskoks and the Uskok question
7. Habsburg and Venetian Istria
8. The Republic of Dubrovnik and the Habsburgs
9. The Habsburgs and the Venetian-Ottoman wars
10. The Adriatic area and the so-called Great War of Liberation
11. Maria Theresa and Joseph II and the Adriatic area
12. The Habsburgs and the Christian churches on the Adriatic
13. Croatian institutions in Rome
14. Cultural and cultural-historical permeations in the Adriatic area
15. Concluding remarks

Modes of delivery	☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☒field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations

Regular class attendance. Writing and presenting a seminar paper. Students are required to read the required readings following teaching units by week and to keep a reading log. Passing the midterm and end-of-term exam is a prerequisite for taking the oral exam.							
Monitoring student work							
Class attendance	X	Participation in class		Seminar paper	X	Experimental work	
Written exam		Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading journal: notes on required readings	X	Midterm	X		

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met
The student's overall performance in class is assessed throughout the semester. The submission of the reading log and passing the midterm and end-of-term exam are prerequisites for taking the oral exam. The final grade is formed based on the performance on the oral exam (100%). The criteria for evaluating and assessing 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*
Vrandečić, J., & Bertoša, M. (2007). *Dalmacija, Dubrovnik i Istra u ranom novom vijeku*. Leykam International; Barbat.	2	33
Holjevac, Ž., & Moačanin, N. (2007). *Hrvatsko-slavonska Vojna krajina i Hrvati pod vlašću Osmanskoga carstva*. Leykam International; Barbat.	2	33
Krasić, S. (2009). *Počelo je u Rimu*. Matica hrvatska, ogranak Dubrovnik.	1	33

Supplementary readings
Bertoša, M. (2003). *Istra, Jadran, Sredozemlje: Identiteti i imaginariji (Feljtoni, elzeviri, kolumne)*. Durieux.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
Individual teacher-student consultations, records of attendance at lectures, active participation in discussions, evaluation of the course and the lecturer at the end of the semester.

GENERAL INFORMATION	
Lead instructor	Aleksandar Jakir, PhD, full professor with permanent tenure
Course name	**CONTEMPORARY HISTORY FUNDAMENTALS: CROATIAN SOCIETY IN THE 20TH CENTURY II (FPDE3)**
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation
Course status	Compulsory
Year	2
Semester	4

Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION

Course aims

The course aims to train students in developing analytical and interpretative skills required to understand the fundamental processes of the Croatian society in the 20th century.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:
- recognise individual modernisation processes in various segments of urban and rural life during the 20th century in Croatia.
- explain the developmental characteristics of Croatian society in the 20th century.
- identify social changes following the seizure of power by the Communist Party of Yugoslavia (CPY).
- interpret social events within the context of the broader globalisation framework of society in the 20th century.

Course content

1. Course introduction
2. Demographic and spatial development
3. Culture of everyday life
4. Education and culture in rural and urban settings
5. Economic foundations of development
6. Emigration as a consequence of social and economic crises
7. Social and cultural revolution
8. Agrarian reform
9. Life under socialism in urban and rural settings
10. Economic changes
11. Economic migration of the population
12. Everyday life and political reprisals
13. Mysticism of the ruling party
14. Life in multiparty politics and democracy
15. Course overview. Preparations for the exam

Modes of delivery	☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations

Regular class attendance; oral presentation; written seminar paper; exam.

Monitoring student work

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam		Oral exam	X	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, i.e. methods of verifying if other student obligations have been met
The student's overall performance in class is assessed throughout the semester. The final grade is derived from in-class participation, the evaluation of the seminar paper and the oral exam. In-class participation: 20% Completed and presented seminar paper: 30% Oral exam: 50% The criteria for evaluating and assessing 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*
Maticka, M. (1990). *Agrarna reforma i kolonizacija u Hrvatskoj 1945.–1948.* Školska knjiga.	1	33
Radelić, Z. (2006). *Hrvatska u Jugoslaviji 1945.–1991. Od zajedništva do razlaza.* Školska knjiga.	1	33
Supplementary readings		
Ramet, S. P. (2002). *Balkan Babel*. Westview Press.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Active participation in discussions, assessment of the seminar paper, presentation and oral exam; student survey on the quality of teaching and instructors at the university level.		

GENERAL INFORMATION		
Lead instructor	All teaching instructors with a scientific-teaching title	
Course name	**WORK-BASED LEARNING AT A PARTNER INSTITUTION** (HZX009)	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Elective	
Year	1, 2	
Semester	1, 2, 3, 4	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S+F[1])	0+40+30+80
COURSE DESCRIPTION		
Course aims		
To expose students to work-based learning conditions at the partner institution and enable them to independently identify and solve more complex practical problems in a real work environment.		
Course enrolment requirements		

[1] Field work

Students are eligible to apply to the competition for internship before the start of the second year of the graduate study programme.
Should more students apply for the internship than there are places available, the selection procedure will be conducted according to the Rulebook on Internship of the Faculty of Humanities and Social Sciences.

Intended course learning outcomes

Learning outcomes:

1. applying the knowledge and skills acquired during their undergraduate and graduate studies which are required to independently identify and solve more complex concrete problems in a real work environment;
2. preparing an internship report to explain and critically evaluate the tasks performed; relevant documents should be attached to the report.

Individual learning outcomes - upon the completion of the internship, students will be able to:

1. explain the structure of the selected partner institution;
2. recognize the challenges posed by the work environment and explain the processes for dealing with specific challenges;
3. analyses and evaluate concrete practical situations based on recent scientific sources;
4. monitor, document, and evaluate processes at the partner institution;
5. analyse problems arising from specific work assignments at the partner institution and suggest the procedures for solving them;
6. document personal practice and evaluate it reflexively.

Course content

The internship is realised through the performance of specific work assignments overseen by a supervisor from the partner institution. The internship lasts 80 working hours. The supervisor from the partner institution plans work assignments with the consent of the supervisor from the Faculty. The remaining 70 working hours refer to mentoring (10 hours with the supervisor/teacher from the Faculty, 20 hours with the supervisor from the partner institution), literature research (10 working hours), preparation of the internship report (20 working hours), preparation and defense of the report before the supervisor from the Faculty of Humanities and Social Sciences in Split (10 working hours).

Modes of delivery	☐ lectures ☒ seminars and workshops ☒ practicals ☐ remote learning ☒ field work	☒ independent work ☒ multimedia and network ☐ laboratory ☒ supervision ☒ e-learning (20%)

Student obligations

- Compliance with ethical and scientific principles in higher education and the principles of organisation/partner institution in accordance with the instructions of the supervisor.
- Participation in the work of the partner institution and perform the internship-defined obligations in accordance with the professional supervisor's schedule, which enables the acquisition of learning outcomes outlined by the course.
- To adhere to the time frames required to perform the internship.
- To actively and constructively act at the partner institution and report to the supervisor during the performance of this course.
- To develop and defend an Internship Report.

Monitoring student work

Class attendance	X	Participation in class		Seminar paper		Experimental work	

Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	X
Portfolio		Continuous observation		Literature research	x	Producing and defending the Internship Report	X

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

The internship is assessed descriptively by the supervisors from the partner institution and the Faculty of Humanities and Social Sciences in Split. The supervisor from the partner institution continually monitors whether the student participates in the internship regularly and whether he/she is diligent and successful in solving the assigned tasks.
At the end of the internship, the supervisor assigns one of the following two descriptive grades:

- The student has successfully completed the internship
- The student has not successfully completed the internship.

In case the student did not successfully complete the internship, the supervisor from the partner institution must provide a written explanation for the grade, and the supervisor from the Faculty of Humanities and Social Sciences in Split enters the failing grade for the course.

If the grade given by the supervisor from the partner institution is "The student has successfully completed the internship", the supervisor from the Faculty of Humanities and Social Sciences in Split analyses the internship report, discusses the work assignments with the student and assigns one of the following two descriptive grades:

- The student has successfully written and defended the internship report.
- The student has not successfully written and defended the internship report.

If the grade given by the supervisor from the Faculty of Humanities and Social Sciences is "The student has not successfully written and defended the internship report", the grade must be explained in writing.

The internship is considered to have been passed if the descriptive grades given by both supervisors have confirmed the successful completion of the internship/internship report. If the descriptive grades by both supervisors are positive, the supervisor from the Faculty of Humanities and Social Sciences in Split enters the descriptive grade “Passed” in the student transcript book.

In accordance with the course learning outcomes and student obligations, the final grade is formed based on the achievement of the following elements:
1. Practical work - 60%
2. Prepared and presented report in accordance with the instructions of supervisors - 20%
3. Independent research - 20%

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

Title	*Number of copies*	*Number of students*
Specialist literature is defined by the partner institution supervisor.		

Supplementary readings

Specialist literature is defined by the partner institution supervisor.

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

Prior to the internship at the partner institution, the supervisor/teacher from the Faculty of Humanities and Social Sciences in Split provides the instructions for conducting the internship, documenting the process and writing the internship report.

During the internship, the supervisor/teacher from the Faculty of Humanities and Social Sciences in Split, the supervisor from the partner institution and the student regularly discuss the process; the record is kept of the student's attendance and activity. Through discussions, (self) analysis and (self) evaluation, the internship is continuously monitored. After completing the internship, the student completes the survey on the quality of the internship in accordance with the Rulebook.

GENERAL INFORMATION		
Lead instructor	Marko Trogrlić, PhD, full professor with permanent tenure	
Course name	**METHODOLOGY OF SCIENTIFIC RESEARCH (FPDME)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Compulsory	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	1
	Number of hours (L+P+S)	15+15+0

COURSE DESCRIPTION
Course aims
The course aims to train students in achieving critical mastery of contemporary science issues, to utilise research and methodological procedures and scientific norms in historiographical practice, and to conduct independent research work.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - explain the heritage and position of historiography within the framework of science. - 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. - develop basic techniques and strategies for writing scientific texts. - describe institutions that preserve source material and gain confidence in their work.
Course content
1. Introduction to the course, overview of literature 2. Science: history of science and contemporary dilemmas 3. Historiography as a discipline between literature and science 4. Development and professionalisation of historiography within general scientific development (traditional historiography) 5. General scientific methods and specifics of historiography (historiographical epistemology) 6. Trends and schools in contemporary historiography 7. Scientific research in historiography: approaches to sources and literature

8. Institutions: historiographical material in libraries, archives, museums, institutes, and other institutions, including online resources
9. Interdisciplinarity in historiographical research
10. Writing and scientific writing: basic guidelines and advice
11. Structure of the work: methodology and scientific apparatus
12. Notes and bibliography: citation and citation styles
13. Types, evaluation, and publication of scientific works
14. Archive visit (practical class)
15. Concluding lecture and discussion

Modes of delivery	☒lectures ☐seminars and workshops ☒practicals ☐remote learning ☒field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations

Class attendance, active in-class participation, passing the oral exam.

Monitoring student work

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam		Oral exam	X	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, i.e. methods of verifying if other student obligations have been met

Oral exam 90%
In-class participation 10%
The criteria for evaluating and assessing 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*
Blažević Jakus, Z. (2012). *Uvod u studij povijesti: Historiografski praktikum* (2nd ed.) (Selected parts). Leykam International	3	33
Oraić Tolić, D. (2011). *Akademsko pismo: Strategije i tehnike klasične retorike za suvremene studentice i student* (Selected parts). Ljevak.	2	33
Carr, E. H. (2004). *Što je povijest.* Srednja Europa.	1	33
Jenkins, K. (2008). *Promišljanje historije.* Srednja Europa.	1	33

Supplementary readings

Sardar, Z. (2005). *Znanost za početnike*. Jesenski i Turk.
Black, J., & Macraild, D. M. (2007). *Izučavanje istorije*. Clio.

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

Class attendance, in-class participation, success in carrying out set tasks. Student survey on the quality of teaching and instructors at the university level. Passed exam and fulfilment of other course-defined obligations. Individual teacher-student consultations. Student self-assessment of achieved

learning outcomes. Cooperative assessment of teacher and students on the implementation and quality of teaching processes.

GENERAL INFORMATION		
Lead instructor	Mladenko Domazet, PhD, full professor	
Course name	**TEACHING PRACTICE (FPDNP)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Compulsory	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	0+30+0

COURSE DESCRIPTION		
Course aims		
The course aims to train students in developing teaching competences, that is, the application of knowledge and skills at the level of planning, teaching, designing student activities, implementing, and managing teaching process.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of the course, students will be able to: - apply acquired knowledge and skills in practical teaching work (planning, programming, and implementation of a teaching lesson). - interpret teaching strategies at different school levels. - implement and design learning methods. - write a lesson plan. - recognise the needs for student encouragement, motivational techniques, and the monitoring of their work and progress.		
Course content		
Through teaching practice, the aim is to encourage students to develop their own style of teaching history and to apply didactic–methodological standards. The instruction of selected teaching units in school practice is carried out under the guidance of a mentor and course instructor.		
Modes of delivery	☐lectures ☐seminars and workshops ☒practicals ☐remote learning ☐field work	☒independent work ☒multimedia and network ☐laboratory ☒supervision ☒school visits
Student obligations		
Mentor's class attendance: 20 hours (10 in primary school and 10 in secondary school). Students' class attendance: 5 hours.		

Four independently carried out lessons (two in primary school and two in secondary school). Demo lesson in the presence of the mentor and course instructor. Keeping a school-practice log.							
Monitoring student work							
Class attendance	X	Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Practicals / Analysis of observed lessons	X	Demo lesson	X	Lesson plan	X
Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met							
Practicals / Analysis of observed lessons: 10% Lesson plan: 20% Demo lesson: 70% The criteria for evaluating and assessing 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*
Nastavni planovi i programi za osnovne i srednje škole u Republici Hrvatskoj.	1 / online	33
Marinović, M. (2014). *Nastava povijesti usmjerena prema ishodima učenja*. Agencija za odgoj i obrazovanje.	1 / online	33
Kyriacou, C. (2001). *Temeljna nastavna umjeća*. Educa.	1	33
Supplementary readings		
Klippert, H. (2001). *Kako uspješno učiti u timu: Zbirka praktičnih primjera*. Educa. Fuchs, R., Vican, D. & Milanović Litre, I. (ur.) (2011) *Nacionalni okvirni kurikulum za predškolski odgoj i obrazovanje te opće obvezno i srednjoškolsko obrazovanje*. Zagreb, Ministarstvo znanosti, obrazovanja i sporta Republike Hrvatske. Stradling, R. (2003). *Nastava europske povijesti 20. stoljeća*. Srednja Europa. Matijević, M., & Radovanović, D. (2011). *Nastava usmjerena na učenika*. Školske novine.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Attending practicals with the mentor, participation and success in carrying out set tasks, student survey on the quality of teaching and instructors at the university level, passed exam and fulfilment of other course-defined obligations, individual teacher-student consultations, and student self-assessment of achieved learning outcomes.		

GENERAL INFORMATION	
Lead instructor	Tonija Andrić, PhD, associate professor
Course name	**AUXILIARY HISTORICAL SCIENCES III (FPDPZ3)**
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation
Course status	Compulsory

Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+15+0

COURSE DESCRIPTION

Course aims

The aims of the course are to train students in mastering the fundamental skills necessary for individual scientific research, as well as related technical procedures, especially for work on medieval primary sources.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:
- understand the origin of archival material.
- describe the structure of diplomatic material.
- compare Croatian medieval sources with similar European sources.
- understand the criteria for the evaluation of document authenticity.
- critically interpret original historical texts.
- describe the fundamental characteristics of all auxiliary historical sciences.

Course content

1. Palaeography I
2. Palaeography II
3. Palaeography III
4. Diplomatics I
5. Diplomatics II
6. Diplomatics III
7. Paleography and diplomatics – conclusion
8. Historical metrology
9. Historical demography
10. Historical cartography
11. Numismatics
12. Sigillography
13. Codicology
14. Concluding remarks
15. Student preparation for the exam

Modes of delivery	☒lectures ☐seminars and workshops ☒practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒e-learning 10 %

Student obligations

In-class participation as a prerequisite for taking the exam; passed written exam or the midterm and end-of-term exams; practical work

Monitoring student work

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam	X	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, i.e. methods of verifying if other student obligations have been met

Written exam or the midterm and end-of-term exams – 100%
The criteria for evaluating and assessing 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*
Delonga, V. (1996). *Latinski epigrafički spomenici u ranosrednjovjekovnoj Hrvatskoj*. Muzej hrvatskih arheoloških spomenika – Split.	2	33
Fučić, B. (1982). *Glagoljski natpisi* Works of JAZU, book 57. JAZU	1	33
Stipišić, J. (1991). *Pomoćne povijesne znanosti u teoriji i praksi: Latinska paleografija, opća diplomatika, kronologija, rječnik kratica*. Školska knjiga. (Original editions: 1972, 1985)	4	33
Antoljak, S. (1971). *Pomoćne istorijske nauke* [Biblioteka časopisa "Naša prošlost", knjiga III]. Istorijski arhiv Kraljevo.	1	33
Zelić-Bućan, B. (2000). *Bosančica ili hrvatska ćirilica u Srednjoj Dalmaciji*. Državni arhiv u Splitu.	3	33

Supplementary readings

Cappelli, A. (1930). *Cronologia, cronografia e calendario perpetuo. Dal principio dell' èra Cristiana ai giorni nostri. Tavole cronologico–sincrone e quadri sinottici per verificare le date storiche* (Seconda edizione interamente rifatta ed ampliata) [Manuali Hoepli]. Ulrico Hoepli. (Anastatic reprint 1952)
Grotefend, H. (1960, 1991). *Taschenbuch der Zeitrechnung des Deutschen Mittelalters und der Neuzeit*. Hahnsche Buchhandlung.
Zmajić, B. (1996). *Heraldika, sfragistika, genealogija, veksilologija, rječnik heraldičkog nazivlja*. Golden marketing.
Gulin, A. (1998). *Hrvatska crkvena srednjovjekovna sfragistika*. Golden marketing.

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

Class attendance, in-class pariticpation, success in carrying out set tasks, student survey on the quality of teaching and instructors at the university level, passing the exam.

GENERAL INFORMATION	
Lead instructor	Inga Vilogorac Brčić, PhD, assistant professor
Course name	**LATIN FOR HISTORIANS I (FPDLP1)**
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation
Course status	Compulsory
Year	1

Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	15+15+0

COURSE DESCRIPTION

Course aims

The course aims to train students in achieving a deeper knowledge of Latin and a critical understanding of open questions in the selected written sources.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:
- understand the meaning of fundamental Latin historiographical terms.
- explain basic historiographical Latin constructions in historical texts.
- critically interpret individual open questions in fundamental historiographical texts.
- independently translate key sections of the most important historiographical writers in Latin.

Course content

1. Introductory lecture: Latin for Historians I
2. Latin for Historians I: theoretical introduction and practical mastery of the Latin language used in medieval sources for Croatian history from the 9th to the 12th century
3. Croatian medieval Latinity in its particularities and specific national characteristics, as in other peoples
4. Language of epigraphic monuments and diplomatic material
5. Diplomatic material (royal charters and cartularies), epigraphic monuments
6. Language of legal texts
7. Reading, translation, and analysis of selected key documents, Part I
8. Reading, translation, and analysis of selected key documents, Part II
9. Reading, translation, and analysis of selected key documents, Part III
10. Reading, translation, and analysis of selected key documents, Part IV
11. Reading, translation, and analysis of selected key documents, Part V
12. Reading, translation, and analysis of selected key documents, Part VI
13. Reading, translation, and analysis of selected key documents, Part VII
14. Reading, translation, and analysis of selected key documents, Part VIII
15. Concluding remarks

Modes of delivery	☒lectures ☐seminars and workshops ☒practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations

Regular class attendance, taking both the midterm and the end-of-term exam, that is, the final written exam.

Monitoring student work

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

Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Midterm	X				

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met
Student knowledge is evaluated on the written exam. During the semester, a midterm and end-of-term exam are organized, allowing students to pass the material in written form and thereby be exempt from sitting the written part of the final exam. Regular attendance is also evaluated.
Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Tekavčić, P. (1970). *Uvod u vulgarni latinitet (s izborom tekstova)*. Udžbenici Sveučilišta u Zagrebu.	2	33
Novak, V. (Ed.), & Skok, P. (Linguistic analysis). (1952). *Supetarski kartular – Chartulae sancti Petri (Jura Sancti Petri de Gomai)*. Works of JAZU, book 43, pp. 246–251. JAZU.	2	33

Supplementary readings
Perić, O. (1984). Jezični slojevi Trpimirove darovnice. *Živa antika*, 34(1–2). Zveza društev za antične studije Jugoslavije. Mantello, F. A. C., & Rigg, A. G. (1999). *Medieval Latin: An introduction and bibliographical guide*. The Catholic University of America Press. Stipišić, J., & Šamšalović, M. (1967). *Codex diplomaticus regni Croatiae, Dalmatiae et Slavoniae – Diplomatički zbornik kraljevine Hrvatske, Dalmacije i Slavonije* (selection of texts). JAZU, vol. I. JAZU. *Lexicon latinitatis medii aevi Iugoslaviae* (Vols. I–II). (1973–1978). Historijski institut Jugoslavenske akademije.
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
Discussions during lectures and practicals, individual teacher-student consultations, midterm and end-of-term exams, written exam.

GENERAL INFORMATION		
Lead instructor	Ivan Matijević, PhD, associate professor	
Course name	**FORMS OF GOVERNMENT IN ROME: KINGDOM – REPUBLIC – EMPIRE (FPDA2)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Compulsory	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+0+15
COURSE DESCRIPTION		
Course aims		

The course aims to train students in understanding how the main levers of power developed in the Roman state over eight centuries, comparing different forms of government, and presenting the ways in which different forms of government were applied in newly conquered territories.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - comprehend the functioning of the Roman state during the Regal, Republican, and Imperial periods. - recognise the greatest differences in state functioning across these three periods. - identify the conditionality of new forms of governance with the expansion of Roman territorial control. - understand the importance of Augustus' Principate for the functioning of the Roman Empire in the following three centuries.
Course content
1. Subject and methods (spatial and temporal definitions, approach) 2. State of research on forms of power in ancient Rome 3. From the settlement on the Palatine to the League of Seven Hills 4. Characteristics of forms of power during the Regal period (753-509 BCE) 5. Influence of the Etruscan component on the formation of the Roman system of governance 6. Establishment of the Republic and new levers of power: consulship, dictatorship, Senate I 7. Establishment of the Republic and new levers of power: plebeian tribunate, Law of the Twelve Tables, military tribunate with consular powers II 8. Transformation of Rome during the Middle Republic 9. The Roman state in the 1st century BCE – a period of political unrest and dictatorships. 10. Institution of the Triumvirate 11. Consolidation of state institutions in the time of Octavian Augustus and establishment of the Empire 12. Role of senators and equites in state governance 13. Provincial administration 14. The Empire during the crisis: Severans and soldier emperors 15. Course overview; revision of material and student preparation for the exam

Modes of delivery	☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations
In-class participation: lectures (80%) and seminar (80%). Conduct in accordance with ethical and scientific principles in higher education. Produced and presented seminar paper compliant with predetermined criteria. Consultations for information on the course and seminar paper guidelines during the teacher's office hours. Passing the oral exam.
Monitoring student work

Class attendance	X	Participation in class		Seminar paper	X	Experimental work	
Written exam		Oral exam	X	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, i.e. methods of verifying if other student obligations have been met
Seminar paper 30% Oral exam 70% The criteria for evaluating and assessing 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*
Kanlif, B. (1982). *Rimsko carstvo: Narodi i civilizacija*. Vuk Karadžić-Beograd.	1	33
Brezzi, P., & Petech, L. (1967). *Stari svijet od 500. god. pr. n.e. do nove ere* (pp. 36–51, 194–243). Naprijed Zagreb.	1	33
Brezzi, P., & Petech, L. (1967). *Stari svijet: Od početka nove ere do 500. godine* (pp. 24–53, 152–210). Naprijed Zagreb.	1	33
Grimal, P. (1968). *Rimska civilizacija* (pp. 21–149). Jugoslavija.	1	33
Cazenave, M., & Auget, R. (1990). *Ludi carevi*. Zagreb. August Cesarec.	1	33

Supplementary readings
Le Glay, M., Voisin, J. L., & Le Bohec, Y. (1996). *A history of Rome*. Cambridge, MA. Potter, D. S. (2004.). *The Roman Empire at Bay, AD 180–395*. Routledge. Cary, M., & Scullard, H. H. (n.d.). *A history of Rome*. London. [Multiple editions]. Braudel, F. (2001). *The Mediterranean in the ancient world*. London. PEng uin Books.
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
Regular attendance of lectures, participation in lectures and seminars. Individual teacher-student consultations. Evaluation of the course and the lecturer at the end of the semester. The achievement of learning outcomes is verified by the oral exam.

GENERAL INFORMATION		
Lead instructor	Josip Vrandečić, PhD, full professor with permanent tenure	
Course name	**THE MEDITERRANEAN WORLD IN THE EARLY MODERN PERIOD (FPDC3)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Compulsory	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION							
Course aims							
The course aims to train students to define historical processes in the Mediterranean during the early modern period.							
Course enrolment requirements							
None.							
Intended course learning outcomes							
Upon completion of the course, students will be able to: - present stages in the growth and decline of states. - describe major historical, political, and cultural processes in the Mediterranean. - interpret issues of continuity/discontinuity between economic flows. - critically interpret new forms of social organisation of individual states. - interpret the territorial organisation of Mediterranean states.							
Course content							
1. Spice trade 2. Maritime insurance 3. Caravan trade 4. Grain supply 5. Venetian merchant convoys 6. Monetary circulation 7. Internal conditions in the Ottoman Empire and Spain 8. History of piracy 9. Transhumance and port registers 10. Battle for Corfu and Malta 11. Cypriot War 12. Cretan War 13. Morean War 14. Course overview; revision of material and student preparation for the exam							
Modes of delivery	☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☐field work		☐independent work ☐multimedia and network ☐laboratory ☐supervision ☐other				
Student obligations							
Regular class attendance, writing and presenting a seminar paper, in-class participation, passing the written exam.							
Monitoring student work							
Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam	X	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, i.e. methods of verifying if other student obligations have been met		
In-class participation 10% Seminar paper 20% Written exam 70% The criteria for evaluating and assessing 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. (1997–1998). *Sredozemlje i sredozemni svijet u doba Filipa II.* Izdanja Antibarbarus.	3	33
Bertoša, M. (2003). *Istra, Jadran, Sredozemlje: Identiteti i imaginariji.* Durieux.	1 / online	33
Supplementary readings		
Norwich, J. J. (2006). *The Middle Sea: A history of the Mediterranean.* Doubleday. Matvejević, P. (2007). *Mediteranski brevijar.* V.B.Z.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Class attendance, in-class participation, student survey on the quality of teaching and instructors at the university level, passed exam and fulfilment of other course-defined obligations, individual teacher-student consultations, student self-assessment of achieved learning outcomes.		

GENERAL INFORMATION		
Lead instructor	Ivan Matijević, PhD, associate professor	
Course name	**PRACTICUM IN ANCIENT HISTORY (FPDPR)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Compulsory	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+15+0

COURSE DESCRIPTION
Course aims
The course aims to train students in deepening their knowledge of monumental and archive materials, methods, and issues characteristic of the study of ancient history, and to prepare them for independent research work.
Course enrolment requirements
None.
Intended course learning outcomes

Upon completion of the course, students will be able to:
- distinguish basic historical sources used in the study of ancient history.
- master the fundamentals of auxiliary historical sciences applied in the analysis of sources for ancient history.
- interpret material and written sources.
- approach the analysis of written sources critically, with the ability to isolate historically usable data.

Course content

1. Challenges in the study of ancient history
2. Types of sources
3. Auxiliary historical sciences in the study of ancient history
4. Archaeological site as a historical source I
5. Archaeological site as a historical source II
6. Methods of analysis of material historical sources
7. Importance of literary sources – problems of interpretation
8. Identification of contamination of individual historical sources
9. Consistency between written and material sources
10. Use of specialised publications I
11. Use of specialised publications II
12. Epigraphy through examples of Latin inscriptions in Dalmatia
13. Numismatics through examples of Greek and Roman coinage in Dalmatia
14. Interdisciplinary methods in the study of ancient history I
15. Interdisciplinary methods in the study of ancient history II
16. Course overview; revision of material and student preparation for the exam

Modes of delivery	☒lectures ☐seminars and workshops ☒practicals ☐remote learning ☒field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations

In-class participation: lectures (80%) and practicals (80%).
Conduct in accordance with ethical and scientific principles in higher education.
Completed and presented seminar paper compliant with predetermined criteria.
Consultations for information on the course and seminar paper guidelines during the teacher's office hours.
Passing the oral exam.

Monitoring student work

Class attendance	X	Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report	X	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, i.e. methods of verifying if other student obligations have been met

Student report 30%
Oral exam 70%

The criteria for evaluating and assessing 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*
Rendić-Miočević, D. (1989). *Iliri i antički svijet.* Književni krug.	1	33
Grčki utjecaj na istočnoj obali Jadrana (Conference proceedings). (1998). Književni krug.	1	33
Brundšmid, J. (1998). *Natpisi i novac grčkih gradova u Dalmaciji.* Književni krug.	1	33
Cambi, N. (2002). *Antika.* Ljevak.	1	33
Cambi, N. (2005). *Kiparstvo rimske Dalmacije.* Književni krug.	1	33
Articles from specialized publications and journals: *Bullettino di archeologia e storia dalmata*, *VAHD / VAPD*, *Diadora*, *Asseria*, *Histria Antiqua*, *Hortus Artium Medievalium*, *Starohrvatska prosvjeta*, etc.	1	33
Supplementary readings		
Novak, G. (1957). *Povijest Splita* (Vol. 1). (2nd ed. 1978; 3rd ed. 2005)		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Individual teacher-student consultations, records of attendance at lectures, active participation in discussions, evaluation of the course and the lecturer at the end of the semester.		

GENERAL INFORMATION		
Lead instructor	Tonija Andrić, PhD, associate professor	
Course name	**LATIN PALEOGRAPHY (FPDLPA)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Compulsory	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+15+0

COURSE DESCRIPTION
Course aims
The course aims to train students in mastering the history and development of Latin palaeography.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - present stages in the development of medieval Latin scripts. - describe types and purposes of scripts.

- interpret the stylistic features of individual scripts.
- read an original medieval document.
- interpret and analyse the text of a medieval source.

Course content

1. Introduction: concept, aim, and method of Latin palaeography
2. Origin and development of Latin palaeography
3. Manuscript material
4. Manuscript forms
5. Development of Latin scripts
6. Classification and periodisation of Latin scripts
7. Abbreviations and ligatures
8. Scripts of the Roman period
9. Medieval scripts
10. Uncial and semi-uncial scripts
11. Scripts of the papal chancery
12. Beneventan, Carolingian, and Carolingian Gothic
13. Gothic script
14. Humanistic script and its derivatives
15. Course overview; revision of material and student preparation for the exam

Modes of delivery	☒lectures ☐seminars and workshops ☒practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations

In-class participation as a prerequisite for taking the exam; passed written exam or the midterm and end-of-term exam.

Monitoring student work

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam	X	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, i.e. methods of verifying if other student obligations have been met

Written exam or the midterm and end-of-term exams – 100%
The criteria for evaluating and assessing 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*
Stipišić, J. (1991). *Pomoćne povijesne znanosti u teoriji i praksi: Latinska paleografija, opća diplomatika, kronologija, rječnik kratica*. Školska knjiga. (Earlier editions: 1972, 1985)	4	33
Šanjek, F. (1996). *Osnove latinske paleografije hrvatskog srednjovjekovlja*. Kršćanska sadašnjost.	2 / online	33

Novak, V. (1952). *Latinska paleografija*. University of Belgrade; Naučna knjiga. (Other editions: 1966, 1980, 1987, 1991)	1	33
Novak, V. (1920). *Scriptura Beneventana s osobitim obzirom na tip dalmatinske beneventane: Paleografijska studija*. Tisak Tipografije d.d..	1	33
Supplementary readings		
Cappelli, A. (1996). *Lexicon abbreviaturarum: Dizionario di abbreviature latine ed italiane. Usate nelle carte e codici specialmente del medio-evo riprodotte con oltre 14,000 segni incisi: Con l'aggiunta di uno studio sulla brachigrafia medioevale, un prontuario di sigle epigrafiche, l'antica numerazione romana ed arabica ed i segni indicanti monete, pesi, misure, etc.* Ulrico Hoepli, Milan. (Reprint of 1929 edition)		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Class attendance, in-class participation, success in carrying out set tasks, student survey on the quality of teaching and instructors at the university level, passing the exam.		

GENERAL INFORMATION		
Lead instructor	Inga Vilogorac Brčić, PhD, assistant professor	
Course name	**LATIN FOR HISTORIANS II (FPDLP2)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Compulsory	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	15+15+0
COURSE DESCRIPTION		
Course aims		
The course aims to train students to achieve a deeper knowledge of Latin, to explain basic Latin constructions in individual historical texts, and to independently translate selected sections of historical texts.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of the course, students will be able to: - understand the meaning of fundamental Latin historiographical terms. - explain basic historiographical Latin constructions in historical texts. - critically interpret individual open questions in fundamental historiographical texts. - independently translate key sections of the most important historiographical writers in Latin.		
Course content		
1. Introductory lecture: Latin for Historians II		

2. Theoretical introduction and practical mastery of the Latin language in which historical texts were written
3. Medieval sources
4. Sources for Croatian history from the 12th to the 15th century
5. Language of diplomatic historical documents
6. Language of narrative documents
7. Language of legal documents
8. Reading, translation, and analysis of selected key documents, Part I
9. Reading, translation, and analysis of selected key documents, Part II
10. Reading, translation, and analysis of selected key documents, Part III
11. Reading, translation, and analysis of selected key documents, Part IV
12. Reading, translation, and analysis of selected key documents, Part V
13. Reading, translation, and analysis of selected key documents, Part VI
14. Reading, translation, and analysis of selected key documents, Part VII
15. Concluding remarks

Modes of delivery	☒lectures ☐seminars and workshops ☒practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations

Class attendance in accordance with the applicable regulations of the Faculty of Humanities and Social Sciences.

Monitoring student work

Class attendance	X	Participation in class		Seminar paper		Experimental work	
Written exam	X	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, i.e. methods of verifying if other student obligations have been met

Student knowledge is evaluated on the written exam. During the semester, a midterm and end-of-term exam are organized, allowing students to pass the material in written form and thereby be exempt from sitting the written part of the final exam. Regular attendance is also evaluated.

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

Title	*Number of copies*	*Number of students*
Arhiđakon, T. (2003). *Historia Salonitana: Povijest salonitanskih i splitskih prvosvećenika – Thomae Archidiaconi, Historia Salonitanorum atque Spalatinorum pontificum* (O. Perić, Preface, Latin text, critical apparatus and Croatian translation; M. Matijević-Sokol, Historical commentary; R. Katičić, Study: Toma Arhiđakon i njegovo djelo). Književni krug. (Selection of chapters)	2	33
Codex diplomaticus regni Croatiae, Dalmatiae et Slavoniae – Diplomatički zbornik kraljevine Hrvatske, Dalmacije i	1	33

Slavonije (Vols. II–XVIII). (1904–1990). JAZU – HAZU. (Selection of texts)		
Supplementary readings		
Lexicon latinitatis medii aevi Iugoslaviae (Vols. I–II). (1973–1978). Historijski institute Jugoslavenske Akademije. Du Cange, C. du F. (1954). *Glossarium mediae et infimae latinitatis*. Akademische Druck-U. Verlagsanstalt. Bartal, A. (1901). *Glossarium mediae et infimae latinitatis regni Hungariae*. Lipsiae. Bellosztenecz, J. (1740). *Gazophylacium seu Latino-Illyricorum onomatum aerarium*. Typis Joannis Baptistae Weitz, Zagreb. (Reprints: 1972, 1998)		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Discussions during lectures and practicals, individual teacher-student consultations, midterm and end-of-term exams, written exam.		

GENERAL INFORMATION		
Lead instructor	Ivan Matijević, PhD, associate professor	
Course name	**ANCIENT RELIGIONS: SIMILARITIES AND DIFFERENCES AMONG GREEK, ETRUSCAN, AND ROMAN RELIGIONS (FPDA3)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Compulsory	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+0+15
COURSE DESCRIPTION		
Course aims		
The course aims to train students in researching and comparing the ways in which the Etruscan, Greek, and Roman religion are intertwined, determining their similarities and differences, and analysing how the Illyrian world introduced its religious concepts into the Roman religious system.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of the course, students will be able to: - identify, through examples of the principal deities of the Greco-Roman world, the reasons for the emergence of syncretism. - determine, through examples of pre-Roman Illyrian deities, the extent of the phenomenon of *interpretatio romana*. - understand why religion was important in everyday private, public, and particularly political life in the Roman state. - recognise the importance of individual deities in legitimising specific Roman emperors. - critically analyse literary sources attesting to the attributes of individual deities.		

Course content
1. Fundamental characteristics of the Greek and Roman pantheon 2. Deification of natural forces and concepts 3. Traditional Roman religion 4. Introduction of mystery religions into the Roman world 5. Veneration of deities with similar or identical attributes 6. Conditioning of Roman religion by Etruscan heritage 7. Greek temple architecture – from the Acropolis of Athens to temples in Sicily 8. Evidence of the veneration of Greek deities on the eastern Adriatic coast 9. *Interpretatio romana* in Dalmatia and Pannonia 10. Role of religion in the rule of individual Roman emperors 11. Characteristics of the worship of the Capitoline Triad 12. Particularities in the cult of Cybele and Mithras – examples from the province of Dalmatia 13. Imperial cult as an instrument of Romanisation 14. Holders of priestly offices 15. Course overview; revision of material and student preparation for the exam

Modes of delivery	☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☒field work	☒independent work ☒multimedia and network ☐laboratory ☐supervision ☐other

Student obligations
In-class participation: lectures (80%) and practicals (80%). Conduct in accordance with ethical and scientific principles in higher education. Completed and presented seminar paper compliant with predetermined criteria. Consultations for information on the course and seminar paper guidelines during the teacher's office hours. Passing the oral exam.

Monitoring student work							
Class attendance	X	Participation in class		Seminar paper	X	Experimental work	
Written exam		Oral exam	X	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, i.e. methods of verifying if other student obligations have been met
Seminar paper 30% Oral exam 70% The criteria for evaluating and assessing 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*
Paretti, L., Brezzi, P., & Petech, L. (1967). *Stari svijet: Od 500. god. prije n.e. do nove ere* (pp. 26–299). Naprijed Zagreb.	1	33

Brezzi, P., & Petech, L. (1967). *Stari svijet: Od početka nove ere do 500. godine* (pp. 234-238). Naprijed Zagreb.	1	33
Katičić, R. (1995). *Illyricum Mythologicum*. Izdanja Antibarbarus.	1	33
Otto, W. F. (2004). *Bogovi Grčke: Slika božanskog u zrcalu grčkog duha*. AGM.	1	33
Supplementary readings		
Turcan, R. (2000). *The Gods of Ancient Rome*. Routledge. Beard, M., North, J., & Price, S. (1998). *Religions of Rome* (Vols. 1–2). Cambridge University Press. Kerény, C. (1997). *The Heroes of the Greeks*. Thames and Hudson.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Regular attendance of lectures, participation in lectures and seminars. Individual teacher-student consultations. Evaluation of the course and the lecturer at the end of the semester. The achievement of learning outcomes is assessed through an oral exam.		

GENERAL INFORMATION		
Lead instructor	Ivan Basić, PhD, associate professor	
Course name	**LATIN EPIGRAPHY (FPDA4)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Compulsory	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	15+15+0

COURSE DESCRIPTION
Course aims
The aims of the course are to train students in researching and interpreting ancient Latin inscriptions on monuments from the Croatian historical area.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - distinguish types and characteristics of Latin epigraphic monuments. - identify and read various types of Latin epigraphic scripts. - resolve abbreviations in inscriptions and reconstruct the text in its entirety. - fully understand the content of inscriptions. - identify specific features of the Roman and medieval onomastic systems and their transformation over time. - interpret epigraphic inscriptions as historical sources.

Course content
1. Latin epigraphy – subject, methods, tools, and aims 2. Historical development of Latin epigraphy in the local context 3. Epigraphic manuals and corpora of inscriptions 4. Fragments and reconstruction of epigraphic texts 5. Late antique Roman inscriptions – scripts, abbreviations, structure, examples 6. Figurative and scenic repertoire of ancient epigraphic monuments 7. Early medieval epigraphic texts – scripts, abbreviations, structure, examples 8. Inscriptions of the High Middle Ages – scripts, abbreviations, structure, examples 9. Inscriptions of the Late Middle Ages – scripts, abbreviations, structure, examples 10. Figurative and scenic repertoire of medieval epigraphic monuments 11. Inscriptions of the early modern period – scripts, abbreviations, structure, examples 12. Figurative and scenic repertoire of early modern epigraphic monuments 13. Online epigraphic databases 14. Class at the Archaeological Museum in Split 15. Course overview; revision of material and student preparation for the exam

Modes of delivery	☒lectures ☐seminars and workshops ☒practicals ☐remote learning ☒field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations
Lectures are conducted using multimedia teaching tools and are supported by teaching resources available on the course webpages. Students are obliged to: 1. Participate in class (regular attendance at lectures and seminars). 2. Participate in and complete in-class and other (individual and group) assignments to achieve the course-defined learning outcomes. 3. Participate in practical work in the epigraphic collection of the Archaeological Museum in Split. 4. Pass an oral exam and score a minimum of 50% on the exam. 5. Adhere to the timeframes required for the completion of course activities. 6. Timely and high-quality completion of individual and group assignments. 7. Active and constructive participation in class.

Monitoring student work

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam		Oral exam	X	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, i.e. methods of verifying if other student obligations have been met
The criteria for evaluating and assessing individual elements are described in the course repository. In accordance with the course learning outcomes and student obligations, the final grade is formed based on the achievement of the following elements: 1. Oral exam – 75%. 2. Practical work on inscriptions from the epigraphic collection of the Archaeological Museum in Split – 25%.

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*. Filozofski fakultet Pula.	1	33
Stipišić, J. (1991). Latinsko pismo rimskog razdoblja (pp. 29. - 54.). In: *Pomoćne povijesne znanosti u teoriji i praksi.* Školska knjiga.	1	33
Šanjek, F. (2004). Razvoj latinskog pisma (plan) (pp. 9. -10.); Pismo rimskog kulturnog ozračja (pp. 11. - 18.); Razvoj latinskog pisma (shematski prikaz) (pp. 123. - 125.). In: *Latinska paleografija i diplomatika.* Sveučilište u Zagrebu, Hrvatski studiji.	1	33
Supplementary readings		
Rendić-Miočević, D. (1989). Ilirska onomastika na latinskim natpisima Dalmacije. In *Iliri i antički svijet.* Književni krug. Bloch, R. (1971). *Latinska epigrafika*. Arheološko društvo Jugoslavije. Keppie, L. (1991). *Understanding Roman inscriptions*. Batsford. Calabi Limentani, I. (1991). *L'epigrafia latina*. Cisalpino. Meyer, E. (1973). *Einführung in die lateinische Epigraphik*. Wissenschaftliche Buchgesellschaft. Cappelli, A. (1979). *Dizionario di abbreviature latine ed italiane*. Ulrico Hoepli.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Class attendance, in-class participation, success in carrying out set tasks. Student survey on the quality of teaching and instructors at the university level. Passed exam and fulfilment of other course-defined obligations. Individual teacher-student consultations. Student self-assessment of achieved learning outcomes. Cooperative assessment of teacher and students on the implementation and quality of teaching processes.		

GENERAL INFORMATION		
Lead instructor	Tonija Andrić, PhD, associate professor	
Course name	**THE EASTERN ADRIATIC AND MEDIEVAL ECONOMIES (FPDB3)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Compulsory	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+0+15
COURSE DESCRIPTION		
Course aims		
The course aims to train students in interpreting the economic phenomena in the everyday life of people and their societies.		
Course enrolment requirements		

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:
- understand the specific social and economic processes in medieval societies of the eastern Adriatic.
- integrate the economic phenomena into the developmental trajectory of medieval Adriatic societies and their everyday life.
- interpret the types and purposes of economic activities of communal communities along synchronic and diachronic axes.
- critically interpret the mutual relationships between economic systems and political authorities.

Course content

1. Subject and methods; spatial and temporal frameworks; approach.
2. Historiography and the state of previous research.
3. The Croatian medieval space and social areas.
4. The eastern Adriatic – the urban space and the urban economy.
5. Communal spaces and economic activities. Economic development and political actions.
6. Differences in relationships: urban economies and the Árpád dynasty, the Angevins, Venice, and the rulers of the Balkan hinterland. Economic systems of eastern Adriatic societies.
7. The Venetian economic system. Characteristics of the agrarian economy: land yields, grain and famine, wars and epidemics. Craft activities in urban societies.
8. Ranges of commercial connections: between the Pannonian–Balkan area and the Adriatic/Mediterranean. Centres of Mediterranean reach (Venice, Dubrovnik) and peripheral Adriatic economies (example: Split, 1475–1500).
9. Vitality of peripheral economies in the eastern Adriatic; the space of their business connections: the Pannonian–Balkan hinterland, the Adriatic/Mediterranean. People and sailing vessels, their types and destinations.
10. Business technologies: commercial companies and medieval entrepreneurship as an integral part of the Mediterranean level of business practice. Contrasts of wealth and poverty.
11. Economies and revenues. Levels of income: servants, labourers and serfs, craftsmen. Incomes of the social elite.
12. Models of differences in the extent of ownership: economic power (examples: the Zadar noble families Detriko or Begna, the Split citizen Kamurcije Franjin) and economic dependence.
13. Wealth and estate distinctions as a precondition of political power. Examples: The Split Council in the fourteenth century and the Zadar Council in the fifteenth century. The importance of familiarity with wills and property inventories. Wealth and dowries. Wealth and benefaction.
14. Medieval eastern Adriatic economies in the Euro-Mediterranean context.
15. Course overview; revision of material and student preparation for the exam

Modes of delivery	☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒e-learning 10 %

Student obligations

In-class participation as a prerequisite for taking the exam; timely completion of oral presentation; timely submission of written seminar paper; passed oral exam.

Monitoring student work

Class attendance	X	Participation in class		Seminar paper	X	Experimental work	
Written exam		Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report	X	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, i.e. methods of verifying if other student obligations have been met

Oral exam 70%
Written seminar paper 20%
Oral student report 10%
The criteria for evaluating and assessing 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*
Raukar, T. (1997). *Hrvatsko srednjovjekovlje. Prostor, ljudi, ideje*. Školska knjiga.	2	33
Raukar, T. (2003). *Srednjovjekovne ekonomije i hrvatska društva*. Filozofski fakultet Sveučilišta.	1	33
Raukar, T. (2000). *Jadranski gospodarski sustavi: Split 1475.–1500. godine* (pp. 49–114). *Rad HAZU*, 480. HAZU.	1 / online	33
Raukar, T. (2007). Splitska trgovačka društva XIV. stoljeća. *Vojetov zbornik*, 379–394. Zbornik Odsjeka za povijesne znanosti Zavoda za povijesne i društvene znanosti Hrvatske akademije znanosti i umjetnosti.	1	33
Nikolić Jakus, Z. (Ed.). (2015). *Nova zraka u europskom svjetlu: Hrvatske zemlje u ranome srednjem vijeku (oko 550 – oko 1150)*. Biblioteka Povijest Hrvata, Vol. I.	1	33

Supplementary readings

Kolanović, J. (1995). *Šibenik u kasnome srednjem vijeku* (selected chapters). Školska knjiga.

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

Class attendance, in-class participation, success in carrying out set tasks, student survey on the quality of teaching and instructors at the university level, passed exam and fulfilment of other course-defined obligations.

GENERAL INFORMATION	
Lead instructor	Marko Trogrlić, PhD, full professor with permanent tenure
Course name	**THE HABSBURG MONARCHY AND THE ADRIATIC AREA (1790 - 1918) (FPDD1)**
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation
Course status	Compulsory
Year	2

Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION

Course aims

The aims of the course are to train students to analyse and interpret, from a comparative-historical perspective, the principal methods of Habsburg influence expansion in the Adriatic area during the so-called “Long” 19th century and to determine their main contents in political, cultural, religious, and other social aspects.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:
- explain the principal methods of expansion and consolidation of Habsburg dominion on the eastern Adriatic coast.
- identify the main contents of modernisation measures of the Habsburg dominion in Istria and Dalmatia during the specified period.
- interpret the fundamental sources for the history of Dalmatia and Istria in the 19th century.
- explain the principal historical developments on the eastern Adriatic coast and the essential interactions of the great powers in the period from 1790 to 1918.

Course content

1. Introduction to the course
2. The era of the anti-Napoleonic wars: the Habsburgs and the Croatian Adriatic area
3. The Republic of Dubrovnik in the last decades of its existence
4. The Adriatic area during the Restoration period
5. Dalmatia and Istria under Neoabsolutism
6. The Dual Monarchy and the Croatian Adriatic area: political aspects
7. The Dual Monarchy and the Croatian Adriatic area: cultural and social aspects
8. The Dual Monarchy and the Croatian Adriatic area: military aspects
9. The Dual Monarchy and the Croatian Adriatic area: economic aspects
10. The Dual Monarchy and the Croatian Adriatic area: ecclesiastical aspects
11. The Dual Monarchy, the Adriatic area, and the Ottoman Empire
12. Fundamental modernisation measures in the Adriatic area from 1790 to 1918
13. The Dual Monarchy and the Adriatic area in the First World War
14. Reform concepts for the reorganisation of the Dual Monarchy in the 19th century
15. Concluding remarks

Modes of delivery	☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☒field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations

Class attendance, writing and presenting a seminar paper, active participation in class, passing the oral exam.

Monitoring student work

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam		Oral exam	X	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, i.e. methods of verifying if other student obligations have been met

Oral exam 70%
Written and presented seminar paper 20%
In-class participation 10%
The criteria for evaluating and assessing individual components are described in the course repository.

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

Title	*Number of copies*	*Number of students*
Karaman, I. (1992). *Jadranske studije*. Izdavački centar Rijeka.	2	33
Maštrović, V. (1959). *Razvoj sudstva u Dalmaciji u XIX. stoljeću*. JAZU.	1	33
Peričić, Š. *(1998). Gospodarska povijest Dalmacije od 18. do 20. stoljeća.* Ogranak Matice hrvatske u Zadru.	2	33
Kolić, D. (2010). *Carsko-kraljevsko namjesništvo u Zadru 1814.–1918. Institucija i gradivo*. Državni arhiv u Zadru.	2	33
Ćosić, S. (1999). *Dubrovnik nakon pada Republike (1808.–1848.)*. Zavod za povijesne znanosti Hrvatske akademije znanosti i umjetnosti u Dubrovniku.	2	33

Supplementary readings

Bertoša, M. (2003). *Istra, Jadran, Sredozemlje: Identiteti i imaginariji (Feljtoni, elzeviri, kolumne)*. Durieux.

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

Class attendance, in-class participation, success in carrying out set tasks. Student survey on the quality of teaching and instructors at the university level. Passed exam and fulfilment of other course-defined obligations. Individual teacher-student consultations. Student self-assessment of achieved learning outcomes. Cooperative assessment of teacher and students on the implementation and quality of teaching processes.

GENERAL INFORMATION	
Lead instructor	Aleksandar Jakir, PhD, full professor with permanent tenure
Course name	**CONTEMPORARY HISTORY FUNDAMENTALS: CROATIAN SOCIETY IN THE 20TH CENTURY I (FPDE1)**
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation
Course status	Compulsory

Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION

Course aims

The aims of the course are to train students to study developmental changes within modernisation processes across various segments of urban and rural life during the first half of the 20th century in Croatia, with particular emphasis on the conditions in Split and Dalmatia.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:
- present social processes in the Croatian lands during the specified period.
- explain political developments with regard to the dynamic succession of regimes.
- understand the interconnection between political solutions and ideological paradigms.
- critically interpret the principal ideologies: fascism and communism.
- interpret territorial changes with regard to the Austrian and Yugoslav periods.

Course content

1. Demographic and spatial development
2. Culture of everyday life
3. Education
4. Enlightenment and culture in urban and rural contexts
5. Economic foundations of development
6. Emigration as a consequence of social and political crises
7. The crisis of Austria-Hungary
8. The Croatian lands in the First World War
9. Problems in the new state of the Kingdom of SHS
10. The development of post-war Dalmatian urbanism
11. Consequences of the Great Crisis
12. Ideologies in literature
13. Art and culture
14. Yugoslav sport
15. Revision and preparation for the exam

Modes of delivery	☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations

Students are obliged to regularly attend classes and participate in discussions during lectures, as well as write and present a seminar paper.

Monitoring student work

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam		Oral exam	X	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, i.e. methods of verifying if other student obligations have been met

Students' overall performance in the course is assessed throughout the semester. The final grade is derived from in-class participation, the evaluation of the seminar paper and the oral exam.
In-class participation: 20%
Written and presented seminar paper: 30%
Oral exam: 50%

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

Title	*Number of copies*	*Number of students*
Kečkemet, D. (2002). *Prošlost Splita*. Marjan tisak.	3	33
Matković, H. (1998). *Povijest Jugoslavije (1918.–1991.)*. Naklada Pavičić.	1	33
Šimončić-Bobetko, Z. (1997). *Agrarna reforma i kolonizacija u Hrvatskoj 1918.–1941.* Hrvatski institut za povijest; AGM.	1	33

Supplementary readings

Radica, B. (2002). *Vječni Split*. Ex libris.
Bićanić, R. (1995). *Ekonomska podloga hrvatskog pitanja*. Pravni fakultet; Organizator.

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

Active participation in discussions, grade on the seminar paper, the presentation and the oral exam; student survey on the quality of teaching and instructors at the university level.

GENERAL INFORMATION		
Lead instructor	Edi Miloš, PhD, associate professor	
Course name	**CROATIA AND THE ADRIATIC FROM 1918 TO 1941 (FPDE2)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Compulsory	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION

Course aims

The course aims to train students in a comparative understanding of the “Adriatic policy” during the First World War and the Kingdom of Yugoslavia.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - present the development of geopolitical relations in the Adriatic on the eve of and during the First World War - compare the wartime and economic potentials of Adriatic states in the specified period. - interpret issues of continuity/discontinuity between the old and the new state community. - critically interpret Yugoslav Adriatic policy - interpret the Croatian political tradition with regard to the Adriatic question.
Course content
1. The development of the Austro-Hungarian Navy and the Italian Navy 2. The London Pact 3. The struggle for Dalmatia during the First World War 4. Wartime operations in the Adriatic during the First World War 5. The Corfu Declaration and the Treaty of Rome 6. Demarcation between the Kingdom of Italy and the Kingdom of SHS 7. The Yugoslav Navy, 1918-1941 8. The Rijeka question 9. The Adriatic Guard 10. The Adriatic in the ideology of ORJUNA 11. The Treaty of Rapallo 12. Transport connections between the sea and the hinterland 13. Adriatic diplomacy 14. Dalmatian mayors 15. Revision of material; student preparation for the exam

Modes of delivery	☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations
Lectures are conducted using multimedia tools and supported by additional resources available on the course webpage. Students are obliged to regularly attend classes and participate in discussions during lectures.
Monitoring student work

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam		Oral exam		Esej		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, i.e. methods of verifiying if other student obligations have been met		
Seminar paper 20% Oral exam 80% The criteria for evaluating and assessing individual components are described in the course repository.		
Required readings and number of copies relevant to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
Šepić, D. (1970). *Italija, saveznici i jugoslavensko pitanje*. Školska knjiga.	2	33
Šepić, D. (1989). *Sudbinske dileme rađanja Jugoslavije. Italija, saveznici i jugoslavensko pitanje 1914.–1918.* Čakavski sabor.	1	33
Lederer, I. (1963). *Yugoslavia at the Paris Peace Conference: A study in frontiermaking*. Yale University Press.	1	33
Novak, G. (2004). *Jadransko more u sukobima i borbama kroz stoljeća* (Vol. 2). Marjan tisak.	2	33
Vivante, A. (2002). *Jadranski iredentizam*. Dom i svijet.	1	33
Supplementary readings		
Novak, G. (2004). *Prošlost Dalmacije* (Vol. 2). Marjan tisak. Potočnjak, F. (1921). *Rapalski ugovor*. U komisiji nakladne knjižare Mirka Breyera. Šišević, I. (1965). Sporazum Trumbić – Bertolini u sklopu rješavanja jadranskog pitanja (pp. 917–948). In *Pomorski zbornik*, 3. Društvo za proučavanje i unapređenje pomorstva.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Individual teacher-student consultations, records of attendance at lectures, active participation in discussions, student survey on the quality of teaching and instructors at the university level.		

GENERAL INFORMATION		
Lead instructor	Edi Miloš, PhD, associate professor	
Course name	**CROATIA AND THE ADRIATIC FROM 1941 TO THE PRESENT (FPDE4)**	
Study programme	Double-major graduate study programme *History*; teacher education specialisation and academic research specialisation	
Course status	Compulsory	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+0+15
COURSE DESCRIPTION		
Course aims		
The course aims to train students in the analysis and interpretation of historical themes and processes in the Adriatic area from the Second World War to the present.		

Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - present wartime and post-war developments. - describe the principal social and political processes in the specified period. - interpret the efforts of the socialist authorities within political, economic, and ideological processes. - critically interpret the ideological premises of the fascist and communist regimes. - compare the social and ideological values of the fascist regime, the communist regime, and the democratic system.
Course content
1. The Treaties of Rome and occupation 2. Concentration camps in Dalmatia 3. The emergence and development of the anti-fascist movement 4. Overseas refugee movements 5. The Adriatic in the Ustaša ideology 6. Wartime operations in the Adriatic and the adjacent coastal region 7. Annexation to the mother country 8. The Paris Peace Treaties 9. The exodus of optants – *esuli* 10. The Osimo Agreements 11. The Trieste question 12. Economic development of the Adriatic basin 13. The dissolution of Yugoslavia 14. European and regional Adriatic initiatives 15. Croatian Adriatic policy

Modes of delivery	☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations
Regular class attendance, writing and presenting a seminar paper, passing the written exam.

Monitoring student work							
Class attendance	X	Participation in class		Seminar paper	X	Experimental work	
Written exam	X	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, i.e. methods of verifiying if other student obligations have been met
Written exam 80% Written and presented seminar paper 20%

The criteria for evaluating and assessing individual components are described in the course repository.		
Required readings and number of copies relevant to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
Kisić-Kolanović, N. (2001). *NDH i Italija; političke veze i diplomatski odnosi*. Ljevak; Hrvatski institut za povijest.	2	33
Bilandžić, D. (1999). *Hrvatska moderna povijest*. Golden marketing.	1	33
Goldstein, I. (2003). *Hrvatska povijest*. Novi Liber.	1 / online	33
Matković, H. (1998). *Povijest Jugoslavije (1918.–1991.): Hrvatski pogled*. Naklada Pavičić.	1 / online	33
Supplementary readings		
Jonjić, T. (2000). *Hrvatska vanjska politika: 1939.–1942.* Libar. Opačić, V. J. (2004). Bitka za Trst: Uz pedesetu godišnjicu Londonskog memoranduma. *Hrvatska revija*, 4, 116–120. Matica hrvatska.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Class attendance, student survey on the quality of teaching and instructors at the university level, passed exam and fulfilment of other course-defined obligations, individual teacher-student consultations and student self-assessment of achieved learning outcomes.		

3. ANNEXES

3.1. Learning outcomes of the study programme

Learning outcome code	Description of learning outcome
LO 1	Interpret the complete historical overview of major historical events, processes and ideologies with particular emphasis on the Croatian lands
LO 2	Apply acquired knowledge when working in schools, scientific and cultural institutions
LO 3	Research and compare the meaning and structure of historical concepts and processes
LO 4	Compare equivalent political, social and economic processes across different historical periods and spaces
LO 5	Use scientific and professional literature for the preparation of lectures and scientific research
LO 6	Use of primary and secondary archival sources for writing professional and scientific papers
LO 7	Discuss research approaches, methods, historical schools and evaluate their advantages and disadvantages in relation to approaching a particular topic
LO 8	Compare individual ideologies
LO 9	Apply acquired knowledge to lesson planning and development of lessons in schools
LO 10	Interpret and compare different historiographical methodologies and evaluate new ones
LO 11	Independently conduct research and write papers in general, national and local history
LO 12	Independently conduct research in archival material
LO 13	Develop a sense of and an overview of potentially unexplored topics for original academic research
LO 14	Compare different history departments, institutes and archives domestically and abroad
LO 15	Develop an appreciation of Croatian historical heritage

LO 16	Develop commitment to continuing professional development and independent research

Learning outcomes of the study programme	**LO 1**	**LO 2**	**LO 3**	**LO 4**	**LO 5**	**LO 6**	**LO7**	**LO 8**	**LO 9**	**LO 10**	**LO 11**	**LO 12**	**LO 13**	**LO 14**	**LO 15**	**LO 16**
Total number of courses for each LO	29	37	29	28	32	30	25	18	24	26	26	34	24	14	24	34
Psychology of Education		+							+							
Sociology of Education		+							+							
The City in Antiquity on the Eastern Adriatic Coast	+	+	+	+	+	+	+			+	+	+	+		+	+
The Medieval City on the Eastern Adriatic Coast: Origins and Social Growth	+	+	+	+	+	+	+			+	+	+	+		+	+
The Art of Warfare in Antiquity	+		+	+	+	+	+						+	+	+	+
Poleogenesis of Split at the turn of Late Antiquity and the Early Middle Ages	+	+	+	+	+	+	+			+	+	+	+			+
Notarial Documents as Historical Sources: A Workshop in Diplomatics and Paleography		+	+		+	+	+		+	+	+	+	+			+
History of the Bay of Kotor under Venetian Rule (1420–1797)	+	+	+	+	+			+	+	+	+	+	+		+	+
The Military Revolution in the Mediterranean during the 16th Century	+	+	+	+	+			+	+	+	+	+	+		+	+
The History of Monasticism in Croatia	+	+	+	+	+			+	+	+	+	+	+		+	+
The Contribution of Christianity to Croatian Society and Culture in the Early Modern Period	+	+	+	+	+			+	+	+	+	+	+		+	+
Urban Historical Geography	+	+	+	+			+			+		+		+	+	+
The History of State Institutions in the Croatian Lands (1848–1918)	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Selected Topics from the Economic and Cultural History of 18th-Century Split	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Language, Nation and Ideology during the Croatian National Revival	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Teaching Controversial and Sensitive Issues in History Teaching I	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+

Fundamentals of Pedagogy		+							+							
Didactics		+							+							
Methodology of History Teaching I		+			+				+							+
Everyday Life in the Adriatic Middle Ages	+	+	+	+	+	+	+			+	+	+			+	+
Paganism and Christianity in Interaction	+	+	+		+	+		+		+	+	+	+	+	+	+
History of the Republic of Dubrovnik	+	+	+	+	+	+	+			+	+	+			+	+
The Croatian Peasant Movement from its Beginning until 1918	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Landscape History	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Archival Science and Historiography		+				+						+				
The Republic of Dubrovnik in Early Modern Roman Archival Records	+	+	+	+		+					+	+	+			
Teaching Controversial and Sensitive Issues in History Teaching II	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Methodology of History Teaching II		+			+				+							+
The Adriatic Area and the Ottoman Empire	+	+	+	+		+					+	+	+			
The Habsburg Monarchy and the Adriatic Area (1526 - 1790)	+	+	+	+		+					+	+	+			
Contemporary History Fundamentals: Croatian Society in the 20th Century I	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Croatian Society in the 20th Century I	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Work-based Learning at a Partner Institution						+	+		+			+			+	
Methodology of Scientific Research					+	+	+			+		+				+
Teaching Practice		+			+				+							+
Auxiliary Historical Sciences III		+				+	+			+		+				+
Latin for Historians I						+	+					+				
Forms of Government in Rome: Kingdom – Republic – Empire	+		+	+	+			+								+

The Mediterranean World in the Early Modern Period	+		+	+	+						+				+	+
Practicum in Ancient History		+			+	+	+			+		+				+
Latin for Historians II						+	+					+				
Ancient Religions: Similarities and Differences among Greek, Etruscan, and Roman Religions	+		+	+	+			+								+
Latin Epigraphy		+			+	+						+				+
Latin Paleography		+				+						+			+	
The Eastern Adriatic and Medieval Economies	+		+	+		+									+	
Contemporary History Fundamentals: Croatian Society in the 20th century I	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Croatia and the Adriatic from 1918 to 1941	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Croatia and the Adriatic from 1941 to the Present	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+

3.2. Instructors in the study programme

	Tonija Andrić	Ivan Basić	Mladenko Domazet
CROSBI link	https://www.croris.hr/osobe/profil/28465	https://www.croris.hr/osobe/profil/27626	https://www.croris.hr/osobe/profil/30744
Title	associate professor	associate professor	full professor
Field	humanities	humanities	humanities
Discipline	history	history	history
Primary institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100	100	100
Teaching load at the primary institution	909 WH	1033.2 WH	849 WH
Teaching load at external institutions	/	/	/
Estimated load in the new study programme	/	/	/
Estimated load at the primary institution	909 WH	1033.2 WH	849 WH
Estimated load at external institutions	/	/	/
Scientific and review papers published in the last 5 years (total)	10	17	12

Professional papers published in the last 5 years (total)	4	5	2
Total number of citations (Scopus database only)	3	26	4
Total h-index (Scopus database only)	1	3	1
Competitive project leader and/or team member (total)	2	/	/
Leader and/or team member in other projects (total)	1	1	/
List of courses taught in the programme	1. Everyday Life in the Adriatic Middle Ages, 2. Notarial Documents as Historical Sources: A Workshop in Diplomatics and Paleography 3. Auxiliary Historical Sciences III 4. Latin Paleography 5. The Eastern Adriatic and Medieval Economies	1. Latin Epigraphy 2. Poleogenesis of Split at the turn of Late Antiquity and the Early Middle Ages 3. The Medieval City on the Eastern Adriatic Coast: Origins and Social Growth	1. Methodology of History Teaching I 2. Methodology of History Teaching II 3. Teaching Practice 4. Teaching Controversial and Sensitive Issues in History Teaching I 5. Teaching Controversial and Sensitive Issues in History Teaching II
List of completed teacher training courses	Teaching competences acquired within their completed study programme.	Teaching competences acquired within their completed study programme.	Teaching competences acquired within their completed study programme.

	Inga Vilogorac Brčić	Zvonimir Forker	Nikola Glamuzina
CROSBI link	https://www.croris.hr/osobe/profil/28125	https://www.croris.hr/osobe/profil/35035	https://www.croris.hr/osobe/profil/4108
Title	assistant professor	lecturer	full professor
Field	humanities	humanities	interdisciplinary sciences
Discipline	history	history	geography

Primary institution	Faculty of Humanities and Social Sciences, University of Zagreb	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100	100	100
Teaching load at the primary institution	874.2 WH	651.6 WH	1008 WH
Teaching load at external institutions	/	100.5 WH	/
Estimated load in the new study programme	/	/	/
Estimated load at the primary institution	874.2 WH	651.6 WH	1008 WH
Estimated load at external institutions	/	100.5 WH	/
Scientific and review papers published in the last 5 years (total)	8	3	8
Professional papers published in the last 5 years (total)	1	/	/
Total number of citations (Scopus database only)	4	/	297
Total h-index (Scopus database only)	1	/	9
Competitive project leader and/or team member (total)	3	1	/
Leader and/or team member in other projects (total)	/	/	/

List of courses taught in the programme	1. Latin I 2. Latin II	1. Ancient Religions: Similarities and Differences among Greek, Etruscan, and Roman Religions 2. The city in Antiquity on the Eastern Adriatic coast 3. Forms of Government in Rome: Kingdom – Republic – Empire 4. Paganism and Christianity in Interaction 5. Practicum in Ancient History 6. The Art of Warfare in Antiquity	1. Historical Geography of Croatia 2. Urban Historical Geography
List of completed teacher training courses	Teaching competences acquired within their completed study programme.	Teaching competences acquired within the regular study programme. Workshop “Designing course curricula in higher education”, organised by the Centre for research and development of lifelong education (hr. CIRCO), Faculty of Humanities and Social Sciences in Split Workshop “Communication and group dynamics in higher education teaching”, organised by the Centre for research and development of lifelong education (hr. CIRCO), Faculty of Humanities and Social Sciences in Split Workshop “E-Learning in higher education”, organised by the Centre for research and development of lifelong education (hr. CIRCO), Faculty of Humanities and Social Sciences in Split	Teaching competences acquired within their completed study programme.

	Aleksandar Jakir	**Ivan Matijević**	**Edi Miloš**
CROSBI link	https://www.croris.hr/osobe/profil/24089	https://www.croris.hr/osobe/profil/29592	https://www.croris.hr/osobe/profil/27432
Title	full professor with permanent tenure	associate professor	associate professor
Field	humanities	humanities	humanities
Discipline	history	history	history
Primary institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100	100	100
Teaching load at the primary institution	949.5 WH	648 WH	849 WH
Teaching load at external institutions	/	324 WH	/
Estimated load in the new study programme	/	/	/
Estimated load at the primary institution	949.5 WH	648 WH	849 WH
Estimated load at external institutions	/	324 WH	/
Scientific and review papers published in the last 5 years (total)	8	10	7
Professional papers published in the last 5 years (total)	5	2	4
Total number of citations (Scopus database only)	8	32	/

Total h-index (Scopus database only)	2	4	/
Competitive project leader and/or team member (total)	3	1	1
Leader and/or team member in other projects (total)	3	/	/
List of courses taught in the programme	1. Methodology of Scientific Research 2. Contemporary History Fundamentals: Croatian Society in the 20th Century I 3. Contemporary History Fundamentals: Croatian Society in the 20th Century II	1. The City in Antiquity on the Eastern Adriatic Coast 2. The Art of Warfare in Antiquity 3. Forms of Government in Rome: Kingdom – Republic – Empire 4. Ancient Religions: Similarities and Differences among Greek, Etruscan, and Roman Religions	1. Croatia and the Adriatic from 1918 to 1941 2. Croatia and the Adriatic from 1941 to the Present 3. The Croatian Peasant Movement from its Beginning until 1918
List of completed teacher training courses	Teaching competences acquired within their completed study programme.	Teaching competences acquired within their completed study programme. Workshop “Communication and group dynamics in higher education teaching”, organised by the Centre for research and development of lifelong education (hr. CIRCO), Faculty of Humanities and Social Sciences in Split	Teaching competences acquired within their completed study programme.

	Marko Rimac	**Marko Trogrlić**
CROSBI link	https://www.croris.hr/osobe/profil/27809	https://www.croris.hr/osobe/profil/1709
Title	associate professor	full professor with permanent tenure
Field	humanities	humanities

Discipline	history	history
Primary institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	employment contract	employment contract
Percentage of employment at the higher education institution	100	100
Teaching load at the primary institution	897 WH	781.8 WH
Teaching load at external institutions	/	81 WH
Estimated load in the new study programme	/	/
Estimated load at the primary institution	897 WH	781.8 WH
Estimated load at external institutions	/	81 WH
Scientific and review papers published in the last 5 years (total)	6	5
Professional papers published in the last 5 years (total)	0	/
Total number of citations (Scopus database only)	3	2
Total h-index (Scopus database only)	1	1
Competitive project leader and/or team member (total)	3	1
Leader and/or team member in other projects (total)	/	/

List of courses taught in the programme	1. The Habsburg Monarchy and the Adriatic Area (1526 - 1790) 2. The Adriatic Area and the Ottoman Empire 3. Landscape History	1. The Contribution of Christianity to Croatian Society and Culture in the Early Modern Period 2. Language, Nation and Ideology during the Croatian National Revival 3. The History of State Institutions in the Croatian Lands (1848–1918) 4. The History of Monasticism in Croatia 5. Methodology of Scientific Research
List of completed teacher training courses	Teaching competences acquired within their completed study programme.	Teaching competences acquired within their completed study programme.

	Nikša Varezić	**Josip Vrandečić**
CROSBI link	https://www.croris.hr/osobe/profil/27296	https://croris.hr/osobe/profil/11015
Title	assistant professor	full professor with tenure
Field	humanities	humanities
Discipline	history	history
Primary institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	employment contract	employment contract
Percentage of employment at the higher education institution	100	100
Teaching load at the primary institution	744 WH	822 WH
Teaching load at external institutions	/	/
Estimated load in the new study programme	/	/
Estimated load at the primary institution	744 WH	822 WH

Estimated load at external institutions	/	/
Scientific and review papers published in the last 5 years (total)	8	15
Professional papers published in the last 5 years (total)	6	10
Total number of citations (Scopus database only)	/	1
Total h-index (Scopus database only)	1	/
Competitive project leader and/or team member (total)	1	/
Leader and/or team member in other projects (total)	/	/
List of courses taught in the programme	1. History of the Republic of Dubrovnik 2. The Republic of Dubrovnik in Early Modern Roman Archival Records 3. The Habsburg Monarchy and the Adriatic Area (1526 - 1790) 4. The Habsburg Monarchy and the Adriatic Area (1790 - 1918) 5. The History of State Institutions in the Croatian Lands (1848–1918)	1. The Military Revolution in the Mediterranean during the 16th Century 2. History of the Bay of Kotor under Venetian Rule (1420–1797)
List of completed teacher training courses	Teaching competences acquired within their completed study programme.	Teaching competences acquired within their completed study programme.

	Sani Ćavar	Toni Popović

CROSBI link	https://www.croris.hr/osobe/profil/32847	https://www.croris.hr/osobe/profil/33375
Title	assistant professor	assistant professor
Field	social sciences	social sciences
Discipline	pedagogy	sociology
Primary institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	employment contract	employment contract
Percentage of employment at the higher education institution	100%	100%
Teaching load at the primary institution	1408 WH	1206 WH
Teaching load at external institutions	/	/
Estimated load in the new study programme	/	/
Estimated load at the primary institution	1408 WH	1206 WH
Estimated load at external institutions	/	/
Scientific and review papers published in the last 5 years (total)	2	13
Professional papers published in the last 5 years (total)	0	/
Total number of citations (Scopus database only)	0	57
Total h-index (Scopus database only)	0	5
Competitive project leader and/or team member (total)	1	1
Leader and/or team member in other projects (total)	1	1

List of courses taught in the programme	Fundamentals of Pedagogy	Sociology of Education
List of completed teacher training courses	- Completed graduate study programme Pedagogy and Croatian Language and Literature; teacher education specialisation (Faculty of Humanities and Social Sciences in Split) - Workshop “Assessment of Student Achievement”, organised by the Centre for research and development of lifelong education (hr. CIRCO), Faculty of Humanities and Social Sciences in Split - Workshop “E-Learning in higher education”, organised by the Centre for research and development of lifelong education (hr. CIRCO), Faculty of Humanities and Social Sciences in Split - Workshop “Communication and group dynamics in higher education teaching”, organised by the Centre for research and development of lifelong education (hr. CIRCO), Faculty of Humanities and Social Sciences in Split - Workshop “Designing course curricula in higher education”, organised by the Centre for research and development of lifelong education (hr. CIRCO), Faculty of Humanities and Social Sciences in Split	1. Znanstveni rad i informacijske vještine (en. Scientific work and information skills) (2023, organised by the Faculty of Humanities and Social Sciences in Split) 2. Izrada predmetnih kurikuluma u visokom obrazovanju (en. Designing course curricula in higher Education) (2024, organised by the Faculty of Humanities and Social Sciences in Split) 3. Komunikacija i grupna dinamika u visokoškolskoj nastavi (en. Communication and group dynamics in higher education teaching) (2024, organised by the Faculty of Humanities and Social Sciences in Split) 4. E-učenje u visokoškolskom obrazovanju (en. E-Learning in higher education) (2024, organised by the Faculty of Humanities and Social Sciences in Split)

	Morana Koludrović	Goran Kardum
CROSBI link	https://www.croris.hr/osobe/profil/28449	https://www.croris.hr/osobe/profil/7040
Title	associate professor	full professor with tenure
Field	social sciences	social sciences
Discipline	pedagogy	psychology
Primary institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	employment contract	employment contract

Percentage of employment at the higher education institution	100%	100%
Teaching load at the primary institution	1027.2 WH	1490.4 WH
Teaching load at external institutions	0	0
Estimated load in the new study programme	0	0
Estimated load at the primary institution	1027.2 WH	1490.4 WH
Estimated load at external institutions	0	0
Scientific and review papers published in the last 5 years (total)	19	10
Professional papers published in the last 5 years (total)	1	1
Total number of citations (Scopus database only)	78	799
Total h-index (Scopus database only)	4	16
Competitive project leader and/or team member (total)	2	1
Leader and/or team member in other projects (total)	7	2
List of courses taught in the programme	Didactics	Psychology of Education

List of completed teacher training courses	Completed graduate study programme *Teacher Education* at the Teacher Training College in Split. Completed Master's study programme. *Pedagogy* at the Faculty of Humanities and Social Sciences in Zagreb.	Completed a teaching specialisation study programme; Over the course of his university career, completed various programmes; Teaches courses for acquiring teaching competences within the course Educational Psychology taught in the teacher education programme