

UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY UNDERGRADUATE PROGRAMME

History (double-major)

SPLIT, January 2026

GENERAL INFORMATION OF HIGHER EDUCATION INSTITUTION

Name of higher education institution	Faculty of Humanities and Social Sciences in Split
Address	Poljička cesta 35, 21000 Split
PIN	98004523293
E-mail	dekanat@ffst.hr
Internet address	https://www.ffst.unist.hr/

GENERAL INFORMATION OF THE STUDY PROGRAMME

Name of study programme	University Undergraduate Programme History (double-major)		
Leader of the study programme	University of Split		
Executor/s of the study programme	University of Split, 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)	6 semesters, 3 years		

Number of ECTS points acquired on completion of study programme	90
Academic or professional title, i.e. academic degree	Bachelor (baccalaureaus/baccalaurea) of Arts (BA) in History (univ.bacc.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)	40 – regular status; 2 – Croatian emigrants

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 vicinity, primarily Solin and Trogir, possess an exceptionally rich and layered history spanning several thousand years. The diverse of historical development of this part of central Dalmatia gave rise to figures such as Saint Domnius, Diocletian, Marko Marulić, Markantun de Dominis, and Stjepan Cosmi. This area also has a deep historiographical tradition that produced leading figures of Croatian national historical scholarship. *Historia Salonitana* by Thomas the Archdeacon from the 13th 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 polymath of the 18th century; Don Frane Bulić was a historian and the founder of Croatian archaeology; the medievalist Šime Ljubić and the polymath Grga Novak were leading synthesizers of local and national history. The richness of this historical development and the social need for educated historians led to the establishment of the study of history in Split.

The undergraduate study programme *History* in Split was established in 2003. It is aligned with the 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, 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)*). Students in the undergraduate programme attend compulsory courses that enable them to acquire general knowledge of world and national history, familiarity with the key characteristics of historical scholarship, which facilitates their participation in more specialized courses. Students also enrol in elective courses, most of which focus on regional or local historical issues studied within the context of general historical processes. Through lectures, seminars, and/or practicals, they acquire the competences necessary for the independent performance of professional tasks in various institutions. There is an unquestionable need for educated historians who, after completing the undergraduate study programme *History*, will contribute to the enrichment and deepening of knowledge about historical, cultural, and social heritage and be prepared to work in various institutions in science, culture, publishing, journalism, and tourism.

Within the Department of History operate the *Chair of Ancient and Medieval History and Methods of Historical Scholarship*, the *Chair of Early Modern and Contemporary History*, and the *Centre for Local History and Genealogy*. The task of the Centre is to provide educational support in historiographical work and to carry out research projects in the fields of genealogy, population history, and local history. The study programme aims to achieve educational distinctiveness within the national framework, shaped by the unique historical development of this region, while at the same time acknowledging its place within the broader Mediterranean and European civilizational sphere. The study programme, organized as a double-major, is combined with another study programme at the Faculty, thereby enabling students to acquire a broader education. In this way, interdisciplinarity, multidisciplinarity, and transdisciplinarity are encouraged, and students are provided with opportunities for the fullest possible development of critical thinking, as well as a multidimensional understanding of processes and events from all historical periods. Consequently, they gain the ability to comprehend complex problems that challenge contemporary society and to propose possible solutions aimed at improving everyday social life.

The fundamental mission of History students as future historians is to properly and responsibly assess the value of historical sources, interpret them in a well-argued manner, and ensure that all historical research is guided exclusively by the pursuit of truth and by the need to present historical processes,

events, and personalities as they truly were, thereby preventing the misuse of historical scholarship. In this sense, the undergraduate study programme *History* serves as preparation for the graduate programme, in which students have the opportunity to further deepen the acquired knowledge and competences. During their studies, students receive support from institutions with which the Department of History cooperates and whose modes of operation they become acquainted with. These include national and international study programmes of History, the Education and Teacher Training Agency, the Archaeological Museum in Split, the State Archives of Split, the Institute of the Croatian Academy of Sciences and Arts, the Literary Circle in Split, the Zvonimir Cultural Centre in Solin, as well as a number of other scientific and cultural institutions in Split and its surrounding area.

The undergraduate study programme *History* has expanded the humanistic community in Split, which has thereby gained a recognizable intellectual profile and the opportunity to actively engage in addressing problems and challenges faced not only by Split but also by many other cities in Europe, the Mediterranean, and the Adriatic region. The Department develops and strengthens cooperation across all educational aspects and promotes the application of knowledge and competences to current societal issues. This is primarily achieved through the organization of scientific and professional conferences. Members of the Department serve as leaders or collaborators on projects funded by the Croatian Science Foundation and on institutional projects, and they also teach at the Naval Studies programme at the University of Defence and Security, directly contributing to the education of future officers of the Croatian Navy. Department staff regularly pursue professional development in their respective fields as well as in teaching competences and are members of numerous professional associations and bodies both in Croatia and abroad.

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 undergraduate 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). Furthermore, the programme is aligned with the overall development strategy, action plans, and other documents of the Faculty of Humanities and Social Sciences in Split. Since the initial licence of 2007, the proposed programme has been continuously improved, modified, and supplemented in accordance with the development documents of the Faculty of Humanities and Social Sciences in Split that were current and relevant at the time (*Development Strategy of the Faculty of Humanities and Social Sciences in Split 2014–2018. Development Strategy of the Faculty of Humanities and Social Sciences in Split 2015–2020., Self-Analysis of the Faculty 2014., Quality Improvement Action Plan following the Faculty's Reaccreditation 2014, Action Plan of the Faculty 2019, Action Plan of the Faculty 2020). Subsequent modifications and updates have been made in line with the most recent relevant documents (Development Strategy of the Faculty 2021–2025, Action Plan of the Faculty 2022–2027, Action Plan of the Faculty 2023).* (All listed documents are available on the Faculty website: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/stratgije).

The undergraduate History programme is comparable in content and organization with the sets of competences for the occupation standard of historian, as well as with the programmes of existing university undergraduate double-major History programmes in the Republic of Croatia (e.g., Faculty of Humanities and Social Sciences, University of Zagreb, http://www.ffzg.hr/; Faculty of Humanities and Social Sciences, University of Zadar, https://www.unizd.hr/; and Faculty of Humanities, Juraj Dobrila University of Pula, https://ffpu.unipu.hr/). Considering the proposed conception of the study programme, the study dynamics, possible student mobility, and the ECTS credits that students are required to earn during their studies, the proposed programme can be compared with similar programmes within the European Union, as is also confirmed by frequent student exchanges within the Erasmus programme.

In addition to the highlighted similarities, the undergraduate History programme also has specific features compared to other similar programmes in the Republic of Croatia, visible in its orientation through elective courses toward the micro-historical levels of Salona, Split, Hvar, and Dalmatia in general, along 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, and work-based learning in partner institutions. This orientation is reflected in both compulsory and elective courses through lectures, seminars, and exercises, as well as through fieldwork at sites of special historical significance (e.g., Dubrovnik, Hvar, Knin, Klis, Salona, Zadar, etc.) and 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.

Within the undergraduate History programme, the standards and regulations for assessing learning outcomes are defined in the syllabus of each course under the sections *Student Obligations*, *Monitoring of Student Work*, and *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 methods for verifying the achievement of learning outcomes are defined for each student obligation, with detailed guidelines and instructions for each assessment element available in the course repository. All of these aspects ensure transparency of criteria and evaluation methods, providing feedback on the extent to which defined learning outcomes have been achieved and examination procedures carried out. Expected learning outcomes are achieved through the completion of individual study obligations, course modules, and the overall study programme. Quality assurance at the programme and course levels is defined under the section *Quality Monitoring Methods, ensuring the acquisition of learning outcomes, skills, and competencies* 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 Splitu (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%20202 1.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_kvalitet e; https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta).

The undergraduate History programme has been periodically updated by adding new courses in accordance with the development of the profession and emerging needs. Additionally, revisions of the entire programme are regularly published on the Department of History's website (https://www.ffst.unist.hr/odsjeci/History). The undergraduate History programme is fully defined and implemented within the Higher Education Information System (hr. ISVU), which enables the collection, management, and processing of statistical data related to the organization and implementation of study programmes.

Regarding mechanisms for addressing student complaints and procedures for protecting rights, students may contact the Head of the Department, the Vice-Dean for Teaching and Student Affairs, and the Ethics Committee. Students may also contact the University of Split's Student Ombudsman. These procedures are introduced to students by the Head of the Department at the beginning of their studies and are based on the Ethical Code and other documents ensuring ethical planning and implementation of the study programme, including mechanisms for internal reporting of irregularities, the appointment of a confidential person, and mechanisms for protection against discrimination and harassment. This ensures impartiality and transparency in all procedures related to complaints and other relevant matters. The documents are available on the Faculty's 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 of the undergraduate study programme History participate in all quality assurance processes and in the work of all bodies, committees, departments, and centres designated for that purpose, in the manner prescribed by national, university, and faculty acts, regulations, and procedures. The welfare of students and their specific needs is further supported by the History Department, Student Counselling Centre (https://www.ffst.unist.hr/centri/centar_za_savjetovanje_studenata), Career Planning and Development Centre (https://www.ffst.unist.hr/centri/centar_za_planiranje_i_razvoj_karijera) and Office For Student Affairs (https://www.ffst.unist.hr/za_studente/studentska_sluzba).These centres provide free educational and advisory activities in the form of confidential including individual and/or group counselling, with the aim of assisting and supporting students in in personal, academic, and professional contexts (addressing personal difficulties, achieving academic success, increasing study efficiency, and

improving quality of life, developing student potential, enhancing planning and career management skills, and connecting students with potential employers). Office for Student Affairs provides students with timely information about their obligations and supports them throughout their studies by ensuring access to the necessary procedures and forms(https://www.ffst.unist.hr/za_studente/studentska_sluzba).

Furthermore, the History Students Association "*Toma Arhiđakon" – ISHA Split* brings together current and former students of history and related disciplines. Its purpose is to promote and popularize historiography, foster domestic and international collaboration to encourage historical research, improve student standards and study conditions, and acquaint students of history 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). Once a year, the association publishes the journal *Pleter* in print and online. It is indexed on the Croatian scientific and professional journals portal *Hrčak* and is also available on the Faculty's and the Association's websites. All papers are submitted for double-blind peer review (https://www.ffst.unist.hr/za_studente/studentski_casopisi/pleter).

Records of professional development in the area of teaching competencies carried out by the faculty are available in the faculty's documentation, while other forms of professional development are supported by certificates of active participation in scientific conferences, training programmes, collaborative research projects, and other specific professional activities. Faculty members develop their teaching competencies through programmes organized by the Faculty of Humanities and Social Sciences in Split and other institutions. For the past ten years, members of the Department of History have jointly organized Inter-County Professional Conferences for history teachers and instructors in cooperation with the Education and Teacher Training Agency, and they also develop other forms of collaboration.

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

The introduction of the History study programme into the national and European higher education area represents an important step toward creating a dynamic and inclusive framework for student development. The undergraduate History programme is comparable to double-major programmes at any domestic university and at most universities in Europe where the so-called Bologna principles are applied. Therefore, considering the proposed conception of the study programme, the dynamics of study, possible student mobility, and the ECTS credits that 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 undergraduate university programme Scienze storiche. Medioevo, età moderna, età contemporanea at Sapienza University of Rome) and Slovenia (the undergraduate programme Zgodovina at the Faculty of Arts of the University of Ljubljana; the undergraduate programme Zgodovina at the Faculty of Arts of the University of Maribor).

In accordance with the Bologna principles and the Development Strategy of the Faculty of Humanities and Social Sciences in Split for the period 2021–2025, adopted in April 2021, Erasmus+ agreements for the mobility of teaching staff and students have been concluded at the undergraduate level of study. In addition to the aforementioned documents, it should be noted that inter-university mobility also implements provisions adopted in 2018, which are contained in the Council Recommendation on common values, inclusive education, and the European dimension of teaching. Students of the undergraduate History programme, as well as teaching staff of the Department of History, may participate in mobility programmes at Croatian universities and at universities abroad, with particular emphasis on institutions in Slovenia (Faculty of Arts in Maribor, https://pef.um.si/en/home/; Faculty of Arts in Ljubljana, https://www.ff.uni-lj.si/), Italy (Sapienza University of Rome, https://www.uniroma1.it/it;

University of Catania, https://www.unict.it/; Gabriele D'Annunzio University of 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/). This experience contributes to their personal and professional development and strengthens the link between national and European higher education. Likewise, teaching staff of the Department of History have the opportunity, through the Erasmus+ programme, to exchange knowledge and experience with colleagues from other European higher education institutions, thereby creating opportunities for the advancement of their own work at the home institution, which in turn leads to the improvement of the quality of the teaching process at the Department of History.

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

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

Applications for admission to the university undergraduate History programme (double-major) are submitted via the website www.postani-student.hr. The admission requirements include completion of secondary education and passing the State Matura exams in Croatian Language (A level), a foreign language (B level), and Mathematics (B level). Information on achieved scores related to the evaluation of prior secondary school performance, State Matura examination results, special achievements, and other admission-related information for the programme is published on the website www.postani-student.hr and on the official website of the Faculty (www.ffst.unist.hr) within the *Admission for enrolment* for each academic year.

The requirements for enrolment in a higher year of study are defined by a Decision of the Faculty Council, which is adopted for each academic year. Any special requirements necessary for enrolment in individual courses are specified in the syllabi of those courses. Upon completion of the undergraduate programme, the student is required to write a final thesis. After the defence procedure of the final thesis has been completed, the student answers two questions from the History Thesaurus (the departmental list of key historical topics), thereby demonstrating mastery of fundamental knowledge and conceptual understanding of historical processes.

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

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

1. Define basic concepts of the discipline and apply them in the further study of national and world history;

2. Research the meaning and structure of historical processes;

3. Study scientific and professional literature, taking comparative factors into account;

4. Apply reflective and critical methods in forming one's own assumptions about historical concepts and the influence of ideologies and hegemonies;

5. Discuss research approaches used in the field of intellectual history and conceptual theories of different ideologies;

6. Discuss key issues in the field of history and humanistic paradigms at the local, national, and international levels;

7. Apply acquired knowledge to the writing of scientific and professional works;

8. Explain and interpret the structure of historical thinking;

9. Apply acquired knowledge and analyse historical sources;

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

11. Develop the professional terminology of historical science;

12. Conduct original field research on Croatian history, especially in archives and at historical sites;

13. Form independent opinions on the interrelationship between national history and auxiliary disciplines: ethnology, anthropology, history, archaeology, theology, and art history;

14. Acquire the ability to present Croatian traditional culture and Croatian intangible cultural heritage to tourists;

15. Develop research curiosity;

16. Master a fundamental overview of national and world historical events;

17. Be able to apply the writing styles of different historical schools and methodologies in professional and scholarly writing;

18. Interpret their own local heritage

1.6. Structure and form of delivery

The undergraduate History programme lasts three years, or six semesters. In each semester, students take at least three compulsory courses and may choose from several elective courses offered, in order to achieve a minimum of 15 ECTS credits per semester, or 30 ECTS credits per year. In the final year of the programme, students may select the elective course *Work-based learning in professional institutions*, earning an additional 5 ECTS credits.

Teaching in the programme is conducted through lectures, seminars, and practical work, and may take place at the Faculty, in the field, in laboratories, in schools, or in professional institutions. In accordance with the specific interests of students and the learning outcomes, visits to relevant stakeholders in the labour market are also organized. The syllabus of each course defines the forms of delivery, which are aligned with the course ECTS workload, learning outcomes, and content, as well as student obligations, assessment procedures, and the required literature for exams.

1.7. Manner of completing the study programme

Manner of completing the study programme	Final thesis ☒ Diploma thesis ☐	Final exam ☐ Diploma exam ☐
Requirements for final/diploma thesis or final/diploma/exam	The prerequisite for registering for the Final thesis defence is the successful completion of the fifth semester of the third year of studies. In accordance with the Statute of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/_download/repository/Statut%20travanj%202023..pdf), Thesis Regulations: Undergraduate and Graduate Studies of the Faculty of Humanities and Social Sciences in Split (2021; https://www.ffst.unist.hr/odsjeci/History_umjetnosti), and the Guidelines on Final and Master's Theses at the Department of History (https://www.ffst.unist.hr/_download/repository/Naputak_za_polaganje_Zavrsnog_ispita_%28Tezarija%29_na_preddiplomskom_studiju_Povijesti.pdf), students, in agreement with their supervisor, choose and register the topic of their Final thesis in the final year of study, and no later than the end of winter semester classes. The Department Council confirms the student's thesis topic, supervisor, and the committee for the thesis defence.	
Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis	The Final thesis in the undergraduate study programme *History* entails the preparation of a professional or scientific research paper in which students are expected to demonstrate competence in their field of study. After approval by the supervisor, the Final thesis must also be approved by two additional members of the Committee, who must give a positive evaluation of the written part of the thesis. The procedure for preparing, evaluating, and defending the Final Thesis is prescribed by the Statute of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/_download/repository/Statut%20travanj%202023..pdf), 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), and the Guidelines on Final and Master's Theses at the Department of History (https://www.ffst.unist.hr/_download/repository/Naputak_za_polaganje_Zavrsnog_ispita_%28Tezarija%29_na_preddiplomskom_studiju_Povijesti.pdf). After the defence procedure of the Final Thesis has been completed, the student answers two questions from the History Thesaurus (the departmental list of key historical topics), thereby demonstrating mastery of fundamental knowledge and conceptual understanding of historical processes.	

2. LIST AND DESCRIPTION OF COURSES

2.1. List of compulsory and elective courses

LIST OF COURSES						
Year of study: 1						
Semester: 1						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Historiography Practicum	Marko Trogrlić, PhD, full professor	15	0	15	2	C
History of Early Civilizations	Ivan Matijević, PhD, associate professor	30	0	15	3	C
History of Greece and Rome with Ancient History of Croatian Lands	Ivan Matijević, PhD, associate professor	30	0	15	3	C
Croatian Historical Area from Prehistory to Antiquity	Ivan Matijević, PhD, associate professor	30	0	15	3	C
Latin Language I *	Inga Vilogorac Brčić, PhD, assistant professor	15	15	0	2	C
Christianity and Church in Dalmatia in the Early Middle Ages	Marko Trogrlić, PhD, full professor	30	0	0	2	E
History of Split in the Late Middle Ages	Tonija Andrić, PhD, associate professor	30	0	0	2	E
Historical Geography of Croatia	Nikola Glamuzina, PhD, full professor	30	0	0	2	E
Material Heritage as a Historical Source I	Ivan Matijević, PhD, associate professor	30	0	0	2	E

* Applies only to students who did not take Latin in gymnasium/secondary school. Other students, i.e., those who have taken it, enrol in two of the offered elective courses. In addition to the above electives, students may also take other elective courses within the study programme.

LIST OF COURSES						
Year of study: 1						
Semester: 2						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
European and World History in the Middle Ages	Tonija Andrić, PhD, associate professor	30	0	15	4	C
Croatian Medieval History	Ivan Basić, PhD, associate professor	30	0	15	5	C
Latin Language II	Inga Vilogorac Brčić, PhD, assistant professor	15	15	0	2	C

The Roman Army in Salona	Ivan Matijević, PhD, associate professor	30	0	0	2	E
History of the University. The Birth and Development of a European institution	Marko Trogrlić, PhD, full professor	30	0	0	2	E
Material Heritage as a Historical Source II	Ivan Matijević, PhD, associate professor	30	0	0	2	E
Christianity and Church in Dalmatia in the Early Middle Ages	Ivan Basić, PhD, associate professor	30	0	0	2	E

In addition to the above electives, students may also take other elective courses within the study programme.

LIST OF COURSES						
Year of study: 2						
Semester: 3						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Early Modern European and World History	Josip Vrandečić, PhD, full professor	30	0	15	4	C
Croatian History in the Early Modern Period	Marko Rimac, PhD, associate professor	30	0	15	5	C
Auxiliary Historical Sciences I	Tonija Andrić, PhD, associate professor	15	0	15	2	C
Early Modern History of France	Edi Miloš, PhD, associate professor	30	0	0	2	E
Migrations within Dalmatia in the Modern Age	Marko Rimac, PhD, associate professor	30	0	0	2	E
The History of the Venetian Republic	Josip Vrandečić, PhD, full professor	30	0	0	2	E

In addition to the above electives, students may also take other elective courses within the study programme.

LIST OF COURSES						
Year of study: 2						
Semester: 4						
COURSE	LEAD INSTUCTOR	L	P	S	ECTS	STATUS
European and World History in the 19th century	Josip Vrandečić, PhD, full professor	30	0	15	4	C
Croatian History in the 19th Century	Marko Trogrlić, PhD, full professor	30	0	15	5	C
Auxiliary Historical Sciences II	Tonija Andrić, PhD, associate professor	15	15	0	2	C
Social History of Dalmatia in 16th and 17th Century	Josip Vrandečić, PhD, full professor	30	0	0	2	E
Historiography of the Early Modern Mediterranean	Nikša Varezić, PhD, associate professor	30	0	0	2	E

Croatian Glagolitic and Cyrillic Paleography	Marko Rimac, PhD, associate professor	20	0	10	2	E
The History of Croatian Glagolitic	Marko Rimac, PhD, associate professor	30	0	0	2	E
The Croatian National Revival in Dalmatia	Marko Trogrlić, PhD, full professor	30	0	0	2	E

In addition to the above electives, students may also take other elective courses within the study programme.

LIST OF COURSES							
Year of study: 3							
Semester: 5							
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
European and World History in the 20th century I	Edi Miloš, PhD, associate professor	30	0	15		4	C
Croatian History 1918 – 1945	Aleksandar Jakir, PhD, full professor	30	0	15		5	C
History of Historiography	Marko Trogrlić, PhD, full professor	15	0	15		2	C
Political Biographies in the Croatian 20th Century	Aleksandar Jakir, PhD, full professor	30	0	0		2	E
Historical Geography of Croatia	Nikola Glamuzina, PhD, full professor	30	0	0		2	E
The World of the Island Hvar at the Dawn of the Modernity	Mladenko Domazet PhD, full professor	30	0	0		2	E
History of Kaštela I	Mladenko Domazet, PhD, full professor	30	0	0		2	E
Work-based Learning at a Partner Institution	All teaching instructors with a scientific-teaching title involved in course delivery.	0	40	30	80	5	E

In addition to the above electives, students may also take other elective courses within the study programme.
The Work-based Learning at a Partner Institution is not included in the ECTS credit quota and is not compulsory. Students apply for the Work-based Learning course, and, upon completion, earn additional 5 ECTS credits. The Work-based Learning course can be taken in either the winter or summer semester.

LIST OF COURSES							
Year of study: 3							
Semester: 6							
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
European and World History in the 20th Century II	Edi Miloš, PhD, associate professor	30	0	15		4	C
Croatian History after 1945	Aleksandar Jakir, PhD, full professor	30	0	15		5	C

Contemporary Historiography	Edi Miloš, PhD, associate professor	15	0	15		2	C
Final thesis		0	0	0		2	C
Work-based Learning at a Partner Institution	All teaching instructors with a scientific-teaching title involved in course delivery.	0	40	30	80	5	E

In addition to the above electives, students may also take other elective courses within the study programme.
The Work-based Learning at a Partner Institution is not included in the ECTS credit quota and is not compulsory. Students apply for the Work-based Learning course, and, upon completion, earn additional 5 ECTS credits. The Work-based Learning course can be taken in either the winter or summer semester.

2.2. Course description

GENERAL INFORMATION		
Lead instructor	Marko Trogrlić, PhD, full professor	
Course name	**HISTORIOGRAPHY PRACTICUM (FPPH)**	
Study programme	**University undergraduate programme *History* (double-major)**	
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+0+15
COURSE DESCRIPTION		
Course aims		
The course aims to introduce students to various types of scientific works and the methods for preparing them, as well as to develop the skills and abilities for collecting sources and literature needed for the preparation of seminar papers.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of the course, students will be able to: - explain key information about domestic and foreign historiographical journals, the most important domestic and foreign published collections of historical sources, archives and archival fonds significant for Croatian history, domestic libraries, and museums -write a scientific paper using a computer, including the preparation of research notes, bibliography, summaries, and the structuring of the work itself (notes, reviews, articles, seminar and thesis papers) - apply IT tools and methods in historical research		

- create texts and process them digitally in historiographical research (including the preparation of tables and charts, the use of databases, visual and audiovisual sources, and the Internet)
Course content
1. Introduction to the course. What is history? The relationship between history, historiography, and historical writing. Branches of historical science – historical disciplines. Measurement of time. 2. Sources and literature. Historical sources. Auxiliary historical sciences. Collections of published historical sources. Historical sources on the Internet. Historical content on the Internet. 3. How to search for literature? Libraries (general information and library work). Bibliographies, encyclopaedias, lexicons, and the Internet as sources of information. Databases. 4. Scholarly publications. Scientific journals – historical journals and other humanities journals in Croatia. Foreign historical journals. Online journals. 5. Classification of works (general terms; categorization of scholarly works; qualification papers; manuscript reviews; responsibility for manuscript content). Important international abbreviations in the humanities. 6. How to write scholarly works? Selection of topic and research question. Structure of scholarly works (basic and other parts). Writing style and method. Text processing in MS Word. Seminar papers. 7. What is plagiarism? Citation of sources and literature and methods for preparing research notes. 8. Structure and methods of writing bibliographies. 9. Other components of the paper. Tables and charts – preparation methods in MS Word and MS Excel and their application in historical research. Visual content and multimedia. Oral and written presentation of scholarly and seminar papers. Use of MS PowerPoint. 10. Archives and museums. Croatian historical associations. 11. Visit to a scholarly or cultural institution. 12. Visit to a scholarly or cultural institution. 13. Visit to a scholarly or cultural institution. 14. Submission and presentation of student papers. 15. Concluding considerations.

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
Class attendance; oral presentation, written seminar paper; midterm and end-of term exam/ 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	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

Assessment is based on class attendance and participation, seminar paper (written and orally presented), practical work in exercises, and the final exam. The combined grades for these components form the final grade.
Required readings and number of copies relative to the number of students currently taking the Course

Title	*Number of copies*	*Number of students*
Zrinka Nikolić Jakus, *Uvod u studij povijest i-Historiografski praktikum*. Zagreb: Leykam international, 2008.	2	40

Supplementary readings
Mirjana Gross. *Suvremena historiografija. Korijeni, postignuća, traganja*. Zagreb: Novi Liber, 2001; Jakov Stipišić. *Pomoćne povijesne znanosti u teoriji i praksi*. Zagreb: Školska knjiga (more editions); *Pregled arhivskih fondova i zbirki Republike Hrvatske*. Zagreb: Hrvatski državni arhiv, 2007. CD-ROM; Martha Howell, Walter Prevenier. *From reliable sources*. *An Introduction to Historical Methods*. Ithaca, London: Cornell University Press, 2001; William Kelleher Storey. *Writing History. A Guide for Students*. New York, Oxford: Oxford University Press, 2004.
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Ivan Matijević, PhD, associate professor	
Course name	**HISTORY OF EARLY CIVILIZATIONS (FPPRC)**	
Study programme	**University undergraduate programme *History* (double-major)**	
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)	30+0+15

COURSE DESCRIPTION
Course aims
The course aims to introduce students to the conditions for the emergence and development of early civilizations and to enable them to analyse and interpret historical events, scientific and artistic achievements, as well as various religious concepts and customs of early societies.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to:

- interpret key historical processes in the so-called “Fertile Crescent” region (Egypt, Mesopotamia, Iran, Syria, Anatolia, the Eastern Mediterranean) from prehistory to the Hellenistic period
- explain the origin, development, and significance of political, economic, social, and cultural phenomena of the earliest societies in the aforementioned regions
- analyse and interpret interactions between different peoples in the context of ancient civilizations
- analyse systems of governance, types of communication, intensity and reasons for migrations, the nature of trade exchanges, and cultural diffusion in ancient civilizations
- analyse material and written historical sources of ancient civilizations and apply the information obtained to interpret historical events of the time

Course content

1. Introduction to the temporal and spatial framework of early civilizations, the types of sources documenting them, and the scientific disciplines and research methods applied in their study.
2. Geological, climatic, and vegetational characteristics of the regions of the earliest civilizations. The Upper Palaeolithic period.
3. The Neolithic, the beginnings of agriculture and animal husbandry, and the formation of the first cities. The Naqada period in Egypt and the Ubaid and Uruk periods in Mesopotamia.
4. The Old Kingdom of Egypt. Architecture and sculpture of the Old Kingdom.
5. Early Dynastic Sumer, Akkadian Empire, Third Dynasty of Ur. Early history of southwestern Iran, the Eastern Mediterranean, and Anatolia.
6. Old Babylonian state, Old Assyrian state, Mari, Ebla.
7. First Intermediate Period of Egyptian history and the Middle Kingdom.
8. Second Intermediate Period of Egyptian history, and the beginning of the New Kingdom.
9. The Amarna period. The Egyptian New Kingdom until the onset of crisis.
10. Emergence of large states (Hittites, Assyrians, Babylonians, Elamites), their intensive diplomatic contacts, and mutual influences.
11. Third Intermediate Period and the Late Period of the Egyptian kingdom. Phoenicia, Kingdom of Israel.
12. Late period of the Ancient Egypt
13. Neo-Assyrian Empire.
14. Neo-Babylonian Empire and the beginning of the Persian expansion. Phrygia and Lydia.
15. History of the Persian Empire. The beginning of the Hellenistic period in Egypt.

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

Attend lectures and seminars, with at least 80% attendance required for each.
Prepare and present a seminar paper.
Consult with the instructor during office hours regarding classes and seminar paper preparation.
Pass the written midterm and final exams.
Behave in accordance with ethical and scientific principles in 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 following components: Seminar paper 20%. Midterm exams 20%. Final written exam 60%. 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*
M. Tomorad, *Stare civilizacije*, Zagreb 2025.	1	40
M. Tomorad, *Stari Egipat*, Zagreb 2023.	1	40
B. Kuntić-Makvić, B. Olujić, *Mali pojmovnik stare povijesti*, Zagreb 2004.	1	40
History svijeta, (The Times), Zagreb 2002, Hena Com.	1	40

Supplementary readings
The Cambridge Ancient History 1-3, Cambridge 2002., Cambridge University Press (selected chapters). Herodot, *History* (prev. D. Škiljan), Zagreb 2000. (selected chapters).
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Ivan Matijević, PhD, associate professor	
Course name	**HISTORY OF GREECE AND ROME WITH ANCIENT HISTORY OF CROATIAN LANDS (FPPA)**	
Study programme	University undergraduate programme *History* (double-major)	
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)	30+0+15

COURSE DESCRIPTION
Course aims
The aim of the course is to introduce students to historical developments during Antiquity across the wider Mediterranean area, with particular emphasis on Greek and Roman civilizations, and to enable them to study, analyse, and interpret their key characteristics.
Course enrolment requirements
None.

Intended course learning outcomes
Upon completion of the course, students will be able to: - analyse and interpret key historical processes in the Mediterranean area from prehistory to Late Antiquity - interpret the key developmental characteristics of Greek and Roman civilization - analyse similarities and differences between Greek and Roman civilizations and how they interacted - analyse the basic types of historical sources essential for the study of Greek and Roman civilizations - interpret the importance and influence of individual figures from Antiquity on historical developments - evaluate the importance of historical sources and identify their limitations - identify and critically assess the influence of ancient history on contemporary society, science, and culture
Course content
1. Why is the study of Greek and Roman history important today? The legacy of ancient history in the present. 2. The dawn of European history: the Aegean Basin and the Apennine Peninsula during the Copper and Bronze Ages. 3. Archaic societies from the Alps to the Aegean. 4. Archaic Greece and the Greco-Persian Wars. 5. Sparta and Athens as examples of classical Greek poleis. 6. The Peloponnesian War. 7. Alexander the Great and Hellenism. 8. The founding of Rome and the establishment of the monarchy. 9. The expansion of the Roman Republic across the Apennine Peninsula. 10. Rome as the ruler of the Mediterranean. 11. Political institutions of the Roman Republic. 12. The Roman Empire from Augustus to Marcus Aurelius. 13. Marcus Aurelius, the Severan dynasty, and the crisis of the third century. 14. The fall of the Western Roman Empire. 15. The final flourishing of Rome during the reign of Justinian.

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
Attend lectures and seminars, with at least 80% attendance required for each. Prepare and present a seminar paper according to the established criteria. Consult with the instructor during office hours regarding classes and seminar paper preparation. Pass the written midterm/ final exams. Behave in accordance with ethical and scientific principles in 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 following components: Seminar paper 30 %. Midterm exams 20 %. Final written exam 50 %. 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*
M. Tomorad, *Stare civilizacije*, Zagreb 2025.	2	40
History 2, *Egipat i antička Grčka* (ed. E. Cravetto, I. Goldstein), Zagreb 2007.	2	40
History 3, *Helenizam i rimska republika* (ed. E. Cravetto, I. Goldstein), Zagreb 2007.	2	40
History 4, *Rimsko Carstvo*, ed. E. Cravetto, I. Goldstein), Zagreb 2007.	2	40
Supplementary readings		
P. Lisičar, *Grci i Rimljani*, Zagreb 1971. S. Hornblower, *The Greek World 479-323 BC*, Routledge 2011. (selected chapters) C. E. Schultz, A. M. Ward, F. M. Heichelheim, C. A. Yeo, *A history of the Roman people*, Routledge 2019.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
Lead instructor	Ivan Matijević, PhD, associate professor	
Course name	**CROATIAN HISTORICAL AREA FROM PREHISTORY TO ANTIQUITY**	
Study programme	University undergraduate programme *History* (double-major)	
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)	30+0+15
COURSE DESCRIPTION		
Course aims		
The course aims to enable students to critically interpret key processes and social structures in the Croatian historical area during Prehistory and Antiquity, while analysing both material and written sources.		
Course enrolment requirements		

None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - analyse and interpret primary material and written sources from the prehistoric and ancient periods in the Croatian historical area - interpret the significance of key historical processes in the Croatian historical area during Prehistory and Antiquity and their connections to the rest of Europe and the Mediterranean - interpret the main developmental characteristics of prehistoric communities in the Croatian historical area - analyse interactions between individual prehistoric communities and their relations with Greek and Roman civilizations - analyse the development of the first cities in the Croatian historical area during Greek colonization and the establishment and maintenance of Roman rule - interpret the reasons for the decline and transformation of Roman civilization in the Croatian historical area during Late Antiquity
Course content
1. Approach to ancient history in the Croatian historical area. 2. Paleolithic and Neolithic periods. 3. The Metal Ages. Histri, Liburni, Japodi, Delmati, and other ethnic communities. 4. Greeks and Celts. 5. Greek cities on the eastern Adriatic coast: Issa and Pharos. 6. The Roman Republic and Illyricum during the 3rd and 2nd centuries BCE. 7. Caesar and Illyricum. 8. Roman conquest of Illyricum and suppression of the Pannonian-Dalmatian uprising in 9 CE. 9. Roman rule in Dalmatia. 10. Field work: Salona. 11. Field work: Archaeological Museum in Split. 12. Roman rule in Pannonia and Histria. 13. The Croatian historical area in the upheavals of Late Antiquity. 14. Field work: Diocletian's Palace. 15. Byzantine–Gothic war on the eastern Adriatic coast.

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

Student obligations
Attend lectures and seminars, with at least 80% attendance required for each. Prepare and present a seminar paper according to the established criteria. Consult with the instructor during office hours regarding classes and seminar paper preparation. Pass the written midterm/ final exams. Behave in accordance with ethical and scientific principles in 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		Field work	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 following components:
1. Participation and application of theoretical knowledge during fieldwork 10 %
2. Seminar paper 30 %.
3. Written exam 60 %.

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*
Salona od 119. prije Krista do kasne antike, Proceedings of the International Scientific Conference held in Split on 23-24 September 2019 (ed. N. Cambi, I. Matijević), Split 2022.	2	40
R. Matijašić, *Povijest hrvatskih zemalja u antici do cara Dioklecijana*, Zagreb 2009.	2	40
R. Matijašić, *Povijest hrvatskih zemalja u kasnoj antici od Dioklecijana do Justinijana*, Zagreb 2012.	2	40
S. Dimitrijević, T. Težak-Gregl, N. Majnarić-Pandžić, *Prapovijest*, Zagreb 1998.	2	40

Supplementary readings

M. Suić, *Antički grad na istočnom Jadranu*, Zagreb 2003. (selected chapters)
Antički Grci na tlu Hrvatske, Klovićevi dvori Gallery, 14 October – 12 December 2010., exhibition catalogue, Zagreb 2010.
J. J. Wilkes, *Dalmatia*, London 1969.

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

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

GENERAL INFORMATION		
Lead instructor	Inga Vilogorac-Brčić, PhD, assistant professor	
Course name	**LATIN LANGUAGE I (FFPL1)**	
Study programme	**University undergraduate programme *History* (double-major)**	
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 introduce students to the Latin script, enable them to independently translate simple texts by Roman authors, and allow them to use Latin written sources with understanding.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of the course, students will be able to: - read Latin correctly - identify and define parts of speech - decline and conjugate Latin words - compare adjectives - understand the educational and didactic value of Latin paremiology - recognize Croatian words of Latin origin - recognize internationalisms of Latin origin - enhance their understanding of the Croatian language - develop oral communication skills - read Roman literary and epigraphic sources		
Course content		
1. System of the Latin language; reading short Latin texts. 2. Variable parts of speech. 3. Reading and translating short Latin texts. 4. Declensions. 5. Conjugations. 6. Verb forms. 7. Verbal adjectives, adverbs, and moods. 8. Adjectives; comparison of adjectives. 9. Numerals. 10. Pronouns. 11. Invariable parts of speech. 12. Simple and compound-simple sentences. 13. Independent clauses. 14. Dependent clauses. 15. Translations of excerpts from Roman authors		
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		
Attend lectures and seminars, with at least 80% attendance required for each (class attendance does not affect the final grade, but it is prerequisite for taking the exam). Prepare and present a presentation. Consult with the instructor during office hours regarding classes and seminar paper preparation. Behave in accordance with ethical and scientific principles in higher education. Adhere to deadlines for completing course activities.		
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	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

1. Class attendance (lectures and practicals) – 10%.
2. Presentation – 10%
3. midterm or final exams (positive grades on midterm exams is equivalent to the final exam) – 40%.
4. Oral exam - 40 %

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*
Gortan Veljko, Gorski, Oton, Pauš, Pavao, (1995. or other editions) *Elementa Latina*, Zagreb: Školska knjiga.	3 / online	40
Knezović, Pavao; Demo, Šime. (2005): *Latinski jezik* – Scylla Zagreb: Hrvatski studiji Sveučilišta u Zagrebu.	3	40

Supplementary readings

Salopek, Damir; Škiljan, Dubravko; Šešelj, Zlatko, *Orbis Romanus*, Zagreb: Profil Internacional.
Gortan Veljko, Gorski, Oton, Pauš, Pavao, (2005): *Latinska gramatika*, XII. izdanje, Zagreb: Školska knjiga. (selected chapters).
Žepić, Milan (1979. ili bilo koje drugo izdanje) *Latinsko-hrvatski ili srpski rječnik*. Zagreb: Školska knjiga.
Pejčinović, Petar (1955. i 1957.) *Initia Latina*. Sarajevo.
Pejčinović, Petar (1955. i 1957.) *Vox Latina*. Sarajevo.

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

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

GENERAL INFORMATION		
Lead instructor	Marko Trogrlić, PhD, full professor	
Course name	**CHURCH AND CHRISTIANITY IN THE FIRST CENTURIES (FPPIP9)**	
Study programme	**University undergraduate programme *History* (double-major)**	
Course status	Elective	
Year	1	
Semester	1	
	ECTS student workload coefficient	2

Number of credits and mode of delivery	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION

Course aims

The course aims to introduce students to the history of the Church from its beginnings to the death of Gregory the Great, exploring its theological thought, forms of worship, and organizational structure.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:
- identify the historical context of the spread of the Church and Christianity in the first centuries
- describe the main regions and locations where Christianity spread
- interpret Church teachings, cult practices, and organizational structures
- critically analyse historiographical sources and texts
- participate in reasoned discussions during presentations

Course content

1. Concept, subject, method, and division of Church history
2. Administrative divisions of the Roman Empire and European territories until the beginning of the 6th century
3. Archaeological sources for the study of ancient and medieval Church history
4. Epigraphic sources for the study of ancient and medieval Church history
5. Legal sources for the study of ancient and medieval Church history
6. Liturgical sources for the study of ancient and medieval Church history
7. Ancient and medieval Church historiography
8. Political and religious background of the emergence of Christianity
9. The Church during the Constantinian dynasty (306–364)
10. The Church during the Theodosian dynasty (394–455)
11. The Church and other non-Roman peoples
12. Apostolic Fathers and Apologists
13. Ancient writers of the 4th, 5th, and 6th centuries
14. Monasticism in antiquity
15. Cult of the martyrs (Istria, Pannonia, Dalmatia)

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

Student obligations

Class attendance, student presentation, in-class participation, 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

In-class participation 10 %
Student presentation 20 %
Oral exam 70 %
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*
A. Franzen, *Povijest Crkve*, Zagreb 1993., pp. 1-178.	3	24
H. Jedin, *Velika Povijest Crkve*, I., II., III/1.-2., Zagreb 1995.	1	24
S. Kovačić, *Kršćanstvo i Crkva u staromu i srednjemu vijeku*, Split 2004.	2	24

Supplementary readings

F. Šanjek, *Kršćanstvo na hrvatskomu prostoru*, Zagreb 1996, ppr. 1-288.
B. Goluža, *Povijest Crkve*, Mostar 1998., pp. 1-277.

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

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

GENERAL INFORMATION		
Lead instructor	Tonija Andrić, PhD, associate professor	
Course name	**HISTORY OF SPLIT IN THE LATE MIDDLE AGES (FPPIP22)**	
Study programme	**University undergraduate programme *History* (double-major)**	
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 to introduce students to the chronological sequence of political events in late medieval Split in the context of the city's social and administrative-territorial development, as well as to the everyday life of its inhabitants through the study of popular and noble residential culture, clothing, and diet.

Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - classify specific periods of medieval Split - explain the main political, social, economic, and societal phenomena and processes in the Split area of the Adriatic microregion - present and describe the socio-political and territorial organization of the Split commune in the late Middle Ages - interpret the developmental characteristics of the Split economy under Venetian rule - describe the social policies of the Venetian authorities, including their healthcare system - interpret the influence of Gothic and early Renaissance cultural heritage on the city's communal identity - explain fundamental aspects of everyday life in late medieval Split
Course content
1. Historiography of Split: key authors and their works in the context of late medieval political, social, and economic history. 2. Early period of historical development: from the imperial palace to the medieval commune – urban layout, social organization, and church structures. 3. Social development: the *Regimen Latinorum* of Thomas the Archdeacon, class structure, new territorial organization of the city precinct, and formation of districts. 4. Split under Venetian rule: new administrative and political organization, implementation of Venetian dukals and terminations, new visual markers of urban identity, economic topography of 15th-century Split. 5. Venetian influences on society in Split: population migrations, changes in ethnic composition, linguistic differences, further social stratification – organization of the Venetian noble class and the rise of the citizen class popular revolts at the beginning of the 16th century. 6. Period of Ottoman threat: fall of Bosnia under Ottoman rule and migrations from the Bosnian hinterland, Turkish incursions into Split district, conquest of Klis, fortification of the city. 7. Split in Venetian economic policy: trade restrictions, new export policies, salt monopoly, supervision of food industries, indifference toward craftsmanship, stagnation of shipbuilding, general economic slowdown. 8. Churches of Split and the Church in the late Middle Ages – position of the main churches and monasteries in the urban space; role and influence of the Church in late medieval Split society. 9. Health policy of the Venetian government in the late Middle Ages: plague epidemics, demographic consequences and economic problems; Venetian regulations in healthcare, Split hospital and leprosarium, establishment of lazarettos. 10. Field work – tour of medieval Split. 11. Split humanist circle: Marko Marulić, Dmine Papalić, Petar Petračić, Nikola Alberti. 12. Late medieval artistic heritage of Split: Gothic and early Renaissance – stylistic features and major examples; Juraj Dalmatinac, Andrija Aleši, and Nikola Firentinac in Split. 13. Everyday life in late medieval society: households and residential culture – exterior of houses and interior furnishings; Gothic noble palaces in Split. 14. Field work – visit to the Museum of the City of Split. 15. Final overview. Exam preparation.

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							
Active participation in the class is a prerequisite for taking the exam, which must be successfully completed in writing							
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
Written exam – 100 %. 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*
Tonija Andrić, *Povijest Splita u srednjem vijeku*: *udžbenik za studente*, Zagreb-Split 2020.	4	24

Supplementary readings
Duško Kečkemet, *Prošlost Splita*, Split 2002. Željko Rapanić, *Od carske palače do srednjovjekovne općine*, Split 2007. (selected chapters) Tomislav Raukar, *Hrvatsko srednjovjekovlje: ljudi, prostor, ideje*, Zagreb 1997. (selected chapters)

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Nikola Glamuzina, PhD, full professor	
Course name	**HISTORICAL CARTOGRAPHY (FPPIP20)**	
Study programme	**University undergraduate programme *History* (double-major)**	
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 aim of the course is to introduce students to the interpretation of historical maps, provide knowledge of map-making throughout history, develop skills for critical reading of historical maps, and enable students to acquire knowledge of historical maps, cartography, and cartographers of the past, particularly in the territory of Croatia.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - understand the importance of historical maps in their future professional work - critically interpret historical maps - interpret individual elements of the natural and cultural landscape depicted on historical maps and compare them with the present-day situation - discuss all elements of historical maps
Course content
1. Introduction to the course 2. Definition, classification, and modern methods of producing geographic maps 3. Cartography and cartographic sources in history 4. Reading geographic elements on historical maps 5. Mathematical elements on historical maps and techniques of map reproduction throughout history 6. Cartographic representations of Croatian lands: Antiquity and the Middle Ages 7. Cartographic representations of Croatian lands: the Early Modern period 8. The most important Croatian cartographers of the Early Modern period 9. The period of systematic and modern surveys (18th–20th centuries) 10. Characteristics and applications of old topographic maps as historical sources 11. Old vegetation and hydrographic maps as historical sources 12. Cartographic sources for the study of Croatian borders, transport routes, and the administrative-territorial organization of Croatian lands 13. Plans of Croatian towns and fortresses as historical sources 14. The cadastre in Croatian lands as a historical source 15. Final discussion

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

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
Student knowledge is assessed through written and oral exams. During the semester, student may take two midterm exams, and thereby be exempt from the final written exam at the end of the semester. 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*
Slukan Altić, M., 2003: *Povijesna kartografija – kartografski izvori u povijesnim znanostima*, Meridijani, Samobor.	2	24
Ćosić, S., 2012: "Topografske karte hrvatskih zemalja do početka 20. stoljeća", u: *Topografske karte na području Hrvatske* (ed. Frangeš, S.), Državna geodetska uprava, Zagreb, 19-55.	1	24

Supplementary readings
Slukan Altić, M., 2001: "Razvoj i osobine habsburške vojne kartografije", *Hrvatska na tajnim zemljovidima 18. i 19. stoljeća*, Croatian Institute of History, Zagreb. Slukan Altić, M., 2001: "Kartografski izvori za Povijest upravno-teritorijalnog ustroja hrvatskih zemalja", *Proceedings of the Faculty of Law in Zagreb, Vol. 3*, Zagreb, pp. 645-672. Slukan Altić, M., 2003: "Vegetacijske karte i ostali kartografski izvori za proučavanje transformacije vegetacijskog pokrova", *Historijski zbornik*, Zagreb.
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
Participation in discussions during lectures, individual teacher-student consultations, midterm and end-of term exam, written and oral exam. - Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process

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GENERAL INFORMATION		
Lead instructor	Ivan Matijević, PhD, associate professor	
Course name	MATERIAL HERITAGE AS A HISTORICAL SOURCE I (FFU103)	
Study programme	**University undergraduate programme *History* (double-major)**	
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 aim of the course is to introduce students to local monumental heritage and to foster a critical approach to relevant historical and archaeological sources.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - understand historical and cultural processes on the eastern Adriatic coast in Antiquity - define key concepts related to ancient history, art, and architecture - identify prominent ancient monuments, especially those of Salona, the capital of Roman Dalmatia - recognize issues related to heritage preservation and museum collections - distinguish key professional terms related to the study of ancient history - apply the acquired knowledge in later stages of their studies
Course content
1. Introductory lecture; brief overview of types of monuments 2. Salona: archaeological research 3. Salona: origin and development of the city 4. Salona: sculpture and painting 5. Guided professional tour of Salonitan monuments – Manastirine, Episcopal Complex, Kapljuč 6. Guided professional tour of Salonitan monuments – forum, theatre, Five Bridges, baths 7. Guided professional tour of Salonitan monuments – Porta Caesarea, northern and western city walls, amphitheatre, Marusinac 8. Greek colonization on the eastern Adriatic coast 9. Pharos, an ancient city 10. Greek colonies: Issa, the colony in Lumbarda, Tragurion, and Epetion 11. Art of Greek cities on the eastern Adriatic coast 12. Epigraphic and numismatic sources 13. Colonia Claudia Aequum 14. Guided professional visit to the Museum of the Cetina Region in Sinj 15. Guided professional visit to the Archaeological Collection of the Franciscan Monastery in Sinj

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
In-class participation: students must attend at least 80 %of lectures. Behave in accordance with ethical and scientific principles of higher education. Consult with the instructor during office hours regarding classes. Pass the written exam with a minimum of 60% accuracy.
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	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 100 %. 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*
N. Cambi, Umjetnost antike u hrvatskim krajevima, Split 2020.	1	27
D. Rendić-Miočević, *Iliri i antički svijet*, Split 1989.	3	27
J. Brunšmid, *Natpisi i novac grčkih gradova u Dalmaciji*, Split 1998.	2	27
Antička Salona, ed. Nenad Cambi, Split 1991.	2	27
M. Suić, *Antički grad na istočnom Jadranu*, Zagreb 2003.	1	27
N. Cambi, *Kiparstvo rimske Dalmacije*, Split 2005.	1	27
N. Cambi, *Atički sarkofazi na istočnoj obali Jadrana*, Split 1988.	1	27
F. Bulić, *Po ruševinama stare Salone*, Split 1986.	1	27
Supplementary readings		
M. Zaninović, *Od Helena do Hrvata*, Zagreb N. Cambi, *Kiparstvo rimske Dalmacije*, Split 2005. E. Dyggve, *Povijest salonitanskog kršćanstva*, Split 1996.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
Lead instructor	Tonija Andrić, PhD, associate professor	
Course name	**EUROPEAN AND WORLD HISTORY IN THE MIDDLE AGES (FPPB)**	
Study programme	**University undergraduate programme *History* (double-major)**	
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 aim of the course is to introduce students to medieval European history through the lens of modern historical scholarship and to enable them to study, analyse, and interpret its key characteristics.		

Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of the course, students will be able to: - classify the main periods of European and global medieval history - explain the basic socio-political phenomena and processes of the Middle Ages - interpret the differences between Eastern and Western medieval civilizations - identify the main features of feudal systems in Europe - apply acquired knowledge to the analysis of preserved narrative historical sources		
Course content		
1. The Roman world in the 4th century: political conditions, economic and social structures, literature, art, education, and religion. 2. The decline of the Western Roman world: Germanic tribes and migrations, barbarian kingdoms, the Church in Germanic kingdoms, the beginnings of Europe. 3. Transformation of Rome in the East: the rise of Byzantium from Theodosius to Anastasis, Justinian's project; Islam and the Arab conquests. 4. From the Merovingians to Pepin the Short: attempts at renewal under Pepin and Charlemagne, the Carolingian Renaissance; Venice as a Mediterranean maritime power. 5. The collapse of the Carolingian Empire and its successors; new invasions and peoples in Europe; feudalism, rural life in the early Middle Ages, the Church. 6. Bridges across the Dark Ages: Eastern civilizations, Byzantium and the Arabs; restoration of the Western Empire. 7. Recovery of the West: religious and political renewal in France, England, and Sicily; economic revival 8. Supremacy of the Church in the West: the Great Schism, Church–Empire relations; early Crusades, Byzantium under the Komnenoi, Church reform and the Renaissance of the 12th century. 9. Rise of Western monarchies: England and France in the 12th century. 10. The Church's struggle to maintain social dominance: Pope Innocent III, heresies, mendicant orders; the Hohenstaufen dynasty, later Crusades; the fall of Constantinople in 1204. 11. Expansion of Christian Europe: Scandinavia, Central Europe, Rus', the Baltic region, the Grand Duchy of Lithuania; Mongol invasions and rule over Rus' 12. Rise of secular institutions and interests: lay culture in the 13th century; intellectual and artistic production in the High Middle Ages. 13. Decline of Church primacy: centralization in England and France; the Babylonian Captivity of the Papacy; church councils and papal renewal. 14. Disintegration of medieval societies: England and France in the 14th century; the Holy Roman Empire and the Habsburgs; fall of Byzantium in 1453. 15. Searching for solutions: Italian city-states, the Renaissance, northern European developments; concluding remarks.		
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		

Active in-class participation, which is a prerequisite for taking the exam, timely submission and presentation of the seminar paper; successful completion of the final written exam or three midterm exams.

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

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	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

Final written exam or three midterm exams: 70 %
seminar paper: 20 %
student presentation: 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*
Ivo Goldstein, Borislav Grgin, *Europa i Sredozemlje u srednjem vijeku*, Zagreb 2006.	1	40

Supplementary readings

Mirosav Brandt, *Srednjovjekovno doba povijesnog razvitka*, Zagreb 1995.
Johan Huizinga, *Jesen srednjeg vijeka*, Zagreb 1991.
Jacques Le Goff, *Civilizacija srednjovjekovnog Zapada*, Zagreb 1998, 29-491.
Roberto Lopez, *Rođenje Europe: st. V.-XIV.*, Zagreb 1978.
Internet Medieval Source Book – www.fordham.edu/halsall/sbook.html

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

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

GENERAL INFORMATION	
Lead instructor	Ivan Basić, PhD, associate professor
Course name	**CROATIAN MEDIEVAL HISTORY (FPPBH)**
Study programme	**University undergraduate programme *History* (double-major)**
Course status	Compulsory
Year	1
Semester	2

Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION

Course aims

The aim of the course is to introduce students to key aspects of Croatian medieval history and its study, and to familiarize them with the way historians use and interpret different types of sources to reconstruct the history of early medieval Croatia.

Course enrolment requirements

None.

Intended course learning outcomes

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

- explain the key concepts and chronological framework of Croatian medieval history
- describe the most important collections of published sources, key archival collections, and the historiography of Croatian medieval studies
- interpret key themes in Croatian medieval historiography
- explain how historians work with medieval sources and critically evaluate their approaches

Course content

1. Course introduction and organization: basic concepts and chronological framework of Croatian medieval history; collections of published sources, key archival collections, historiography, institutions, and journals.
2. Geographical and chronological overview of medieval Croatia, with emphasis on border changes and the naming of territorial units.
3. Problems of origin, ethnogenesis, and identity formation of early medieval Croats – key scholarly paradigms.
4. Croats between the Franks and Byzantium: Christianization, and issues of continuity and discontinuity in early medieval Dalmatia.
5. Establishment of the princely authority and development of the Croatian principality until the early 10th century; foundation of the Diocese of Nin and the issue of church organization.
6. Croatia in the 10th century: emergence of the kingdom, the Split assemblies, and the rule of King Tomislav and his successors.
7. Development of royal authority in the 11th century: relations of Croatian rulers with Dalmatian towns and the beginnings of reform movements on the Adriatic.
8. The Croatian kingdom in the second half of the 11th century: relations with Byzantium, Venice, and the papacy; reign of King Zvonimir.
9. Decline of the native dynasty, arrival of the Árpád dynasty, and their relations with Dalmatian towns.
10. Relations of the Árpáds with Croatia and Dalmatia: development of Dalmatian towns (c. 1150–1250) and the beginnings of communal organization.
11. Slavonia under the Árpáds: foundation of the Zagreb Diocese, territorial organization, the Tatar invasion and its consequences, development of towns in Slavonia.
12. Crisis of the late 13th century, development of the Croatian nobility, arrival of the Angevins, and consolidation of royal authority.
13. The 14th century – changes in domination: the Šubići of Bribir, Venice, Angevins, anti-court movements, consolidation of Venetian rule in 1409, and the emergence of Ottoman power.
14. Historical development of medieval Croatia: periodization and chronology.
15. Course review: overview, revision and exam preparation.

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

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

Student obligations

Lectures are conducted using multimedia teaching tools and are supported by course materials available on the course web pages. Students are required to:

1. Attend lectures and seminars regularly
2. participate in and complete curricular and extracurricular activities (individual and group) that support the acquisition of the learning outcomes defined by the course.
3. prepare a seminar paper according to the established criteria.
4. present the seminar paper according to established criteria.
5. compile a specialized bibliography on a chosen topic.
6. pass the oral exam with a minimum score of 50%.
7. adhere to deadlines r for completing all course activities.
8. complete individual and group tasks promptly and to a high standard.
9. actively and constructively participate in class discussions on the topics covered.

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	X	Practical work	
Portfolio		Preparation of a bibliography	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 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 following components:

1. oral exam - 60 %
2. seminar paper, prepared and presented according to the instructor`s guidelines – 10%
3. performance in completing individual and group tasks – 10%
4. in-class participation, including contributions to discussions during lectures and seminars - 10 %
5. specialized bibliography, prepared according to the instructor's guidelines- 10 %

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

Title	*Number of copies*	*Number of students*
Ferdo Šišić, *Pregled Povijesti hrvatskog naroda 600.-1526*. (sv. 1.) available editions: Zagreb, 1962. (Matica hrvatska); Zagreb, 1975. (Matice hrvatske Publishing House); Split 2004. (Marjan tisak)	6	40
Neven Budak, Tomislav Raukar, *Hrvatska Povijest srednjeg vijeka*, Zagreb, Školska knjiga, 2006.	1	40
Nova zraka u europskom svjetlu: Hrvatske zemlje u ranome srednjem vijeku (oko 550 – oko 1150), ed. Z. Nikolić Jakus, Biblioteka Povijest Hrvata, vol. I, Zagreb 2015.	1	40

Supplementary readings
Nada Klaić, *Izvori za hrvatsku History do 1526. godine*, Zagreb: Školska knjiga, 1972. Toma Arhiđakon, *Historia Salonitana*, prir. Olga Perić, Mirjana Matijević Sokol, Radoslav Katičić, Split: Književni krug, 2003. *Povijest Hrvata*, *knj. I. Srednji vijek*, ur. Franjo Šanjek, Zagreb: Školska knjiga 2003. Hrvoje Gračanin, *Južna Panonija u kasnoj antici i ranom srednjovjekovlju (od konca 4. do konca 11. stoljeća)*, Zagreb: Plejada**,** 2011.
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Inga Vilogorac-Brčić, PhD, assistant professor	
Course name	**LATIN LANGUAGE II (FPPLJ2)**	
Study programme	**University undergraduate programme *History* (double-major)**	
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 deepen students' knowledge of Latin, enable them to read and translate Latin historical texts, and introduce them to the works of classical Latin historians.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - translate Latin inscriptions - acquire knowledge of Latin grammar - read and write in Latin - enhance their understanding of Croatian grammar - translate Latin texts, with a focus on works of Croatian Latin authors - expand their personal vocabulary
Course content
1. Selected chapters from Caesar's *De Bello Gallico*. 2. Selected chapters from Caesar's *De Bello Gallico*. 3. Selected chapters from Cicero's works.

4. Selected chapters from Cicero's works.
5. Selected chapters from Tacitus' works.
6. Selected chapters from Tacitus' works.
7. Selected chapters from Tacitus' works.
8. Selected chapters from Sallust's works.
9. Selected chapters from Pliny the Elder's works.
10. Selected chapters from Livy's works.
11. Overview of Vergil's *Aeneid* and Roman mythology.
12. Overview of the characteristics of Roman literature.
13. Overview of works by Croatian historians writing in Latin- Latinists
14. Overview of works by Croatian literary authors writing in Latin- Latinists-.
15. Selected passages from the works of Marko Marulić.

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

Students are required to:
- attend at least 80% of lectures and practicals; class attendance is a prerequisite for taking the exam (does not affect the final grade).
- consult with the instructor during office hours regarding classes and the preparation of the seminar paper.
- prepare and present a seminar paper
- behave in accordance with ethical and scientific principles in higher education
- adhere to deadlines for completing course activities

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	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

1. class participation during lectures and practicals – 10%
2. completed and presented student report – 10%
3. passed final written exam or midterm exams (positive grades on both midterm exams are equivalent to passing the final written exam) – 40%
4. oral exam - 40 %

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*
Gortan Veljko, Gorski, Oton, Pauš, Pavao, (1995. or other editions) *Elementa Latina*, Zagreb, Školska knjiga.	3 / online	40
Knezović, Pavao; Demo, Šime. (2005): *Latinski jezik* – Scylla Zagreb: The Faculty of Croatian Studies, University of Zagreb.	3	40

Hrvatski latinisti I i II, Zagreb: 1970: Zora, Matica Hrvatska. PSHK.	3	40

Supplementary readings

Gortan Veljko, Gorski, Oton, Pauš, Pavao, (2005): *Latinska gramatika*, XII. edition, Zagreb: Školska knjiga. (selected chapters).
Žepić, Milan (1979. or other editions) *Latinsko-hrvatski ili srpski rječnik*. Zagreb: Školska knjiga.
Pejčinović, Petar (1955. i 1957.) *Initia Latina*, Sarajevo.
Pejčinović, Petar (1955. i 1957.) *Vox Latina*, Sarajevo.

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

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

GENERAL INFORMATION		
Lead instructor	Ivan Matijević, PhD, associate professor	
Course name	**THE ROMAN ARMY IN SALONA (FPPIP18)**	
Study programme	**University undergraduate programme *History* (double-major)**	
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 introduce students to the role of soldiers in the life of Salona, the capital of the Roman province of Dalmatia, including their ethnic origins and the different military units in which they served.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:
- identify the fundamental characteristics of the Roman army
- distinguish between legions, auxiliary units, and the fleet
- outline major phases in the development of the Roman army and evaluate the significance of the reforms that shaped it
- describe the presence and activities of the Roman army in Salona
- assess the influence of the veteran population on the social structure of Salona
- interpret stone inscriptions and other archaeological evidence documenting the activities of the Roman army

Course content
1. Literary sources on the Roman army in the wider Salona region during the Republican period: historical context and consequences. 2. The importance of epigraphic evidence for studying the Roman army in Salona: quantity and character of the material; research history. 3. Chronology of military units in Salona during the Principate (27 BC–AD 285): legions, auxiliary units, and the fleet. 4. Members of the Seventh, Eleventh, and Fourth Legions: origin, years of service, *cursus honorum*, and lifespan. 5. Members of the First Italica, Fourteenth Gemina, Eighth Augusta, Fifth Macedonica, First AdLOtrix, and Second AdLOtrix Legions: origin, years of service, *cursus honorum*, and lifespan. 6. Members of the Eighth, Third, and First Cohorts: origin, years of service, *cursus honorum*, and lifespan. 7. Members of the naval fleets: origin, years of service, *cursus honorum*, and lifespan. 8. Soldiers (*principales*) serving in the office of the provincial governor (*officium consularis*) I. 9. Soldiers (*immunes*) serving in the office of the provincial governor (*officium consularis*) II. 10. The role of the army in the construction of the city walls of Salona in AD 170. 11. Knights (*equites*). 12. Veterans from legions and auxiliary units. 13. Soldiers and their connections with the local population: family members, slaves, and freedmen. 14. Military funerary monuments in the necropoleis of Salona. 15. Concluding remarks.

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
Students are required to: - participate in lectures with at least 80 % attendance - behave in accordance with ethical and scientific principles of higher education. - consult with the instructor during office hours regarding classes. - pass the written exam with a minimum score of 60%.

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	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 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*
I. Matijević, *OfficLOm consularis provinciae Dalmatiae*, Split 2020.	1	27
G. Alfoldy, *Die auxiliartruppen der Provinz Dalmatien, Römische Heeresgeschichte*. Beiträge 1962-1985. MAVROS Roman Army Researches III, Amsterdam 1987, 239-297.	1	27
D. Maršić, Izgubljeni salonitanski spomenici (II.) / Portretne stele vojnika VII. Legije C. p. f. Gaja Lukrecija Basa i Lucija Cezija Basa, *VAPD* 103, Split 2010, 63-80.	1	27
B. Kirigin, Nalaz rimskih natpisa i reljefa kod Škripa na otoku Braču, *VAHD* 72-73, Split 1979, 129-141.	1	27
P. Southern, *The roman army*, Santa Barbara 2006.	1	27
D. Tončinić, *Spomenici VII. legije na području rimske provincije Dalmacije*, Split 2011.	1	27
Supplementary readings		
R. W. Davies, Joining the Roman Army, *BJb* 169, Bonn 1969, 208-233. R. W. Davies, The daily life of the roman soldier under the Principate, *ANRW* II.1, Berlin-New York 1974, 299-338. J. Jeličić-Radonić, Ara Tita Flavija Lucilija iz Salone, *VAPD* 99, Split 2006, 123-132. S. E. Phang, *The marriage of Roman soldiers (13 B.C.-A.D. 235): law and family in the imperial army*, Leiden-Boston-Köln 2001. J. J. Wilkes, *Dalmatia*, 1969, London, 88-151.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
Lead instructor	Marko Trogrlić, PhD, full professor	
Course name	**HISTORY OF THE UNIVERSITY. THE BIRTH AND DEVELOPMENT OF A EUROPEAN INSTITUTION (FPPIP19)**	
Study programme	**University undergraduate programme *History* (double-major)**	
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 to introduce students to the history of the university as an institution and to develop their ability to independently reflect on the history of European universities and their key figures.		

Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - classify the main stages in the development of the university - explain the key social and political phenomena and processes of the Middle Ages that shaped the university as an institution - interpret the differences between Parisian- and Bolognese-type medieval universities in Europe - apply acquired knowledge to the interpretation of texts produced within the European university context
Course content
1. Introductory lecture: literature, art, education, and religion at the end of Antiquity and the beginning of the Middle Ages. **2.** Learned instruction before the foundation of the university. **3.** The professor-led University of Paris. **4.** The student-led universities of Bologna and Padua. **5.** Oxford, Cambridge, and the collegiate system. **6.** Prague and the first universities in the territory of the Holy Roman Empire of the German Nation. **7.** Learned instruction in the Byzantine Empire. **8.** Humanism, the Renaissance, and the European university world. **9.** Universities in the New World. **10.** The Enlightenment and universities: preservation of tradition and reform. **11.** The university and nineteenth-century reforms. **12.** The politicization of universities under twentieth-century totalitarian regimes. **13.** Prominent figures in the history of European universities and their works. **14.** Key features of the history of universities in the Croatian lands. **15.** Concluding remarks.

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
Class attendance, student report presentation, in-class participation, 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 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*
Ivo Goldstein, Borislav Grgin, *Europa i Sredozemlje u srednjem vijeku*, Zagreb 2006.	1	27
Zoran Dimić, *Rađanje ideje Univerziteta*, Sremski Karlovci – Novi Sad 2013.	1	27
Stjepan Krasić, *Nastanak i razvoj školstva od antike do srednjega vijeka*, Zadar 2012.	1	27
Supplementary readings		
Miroslav Brandt, *Srednjovjekovno doba povijesnog razvitka*, Zagreb 1995. Johan Huizinga, J*esen srednjeg vijeka*, Zagreb 1991. Jacques Le Goff, *Civilizacija srednjovjekovnog Zapada*, Zagreb 1998., 29.-491.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
Lead instructor	Ivan Matijević, PhD, associate professor	
Course name	**MATERIAL HERITAGE AS A HISTORICAL SOURCE II (FFU103)**	
Study programme	**University undergraduate programme History (double-major)**	
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 introduce students, through fieldwork and practical work with cultural heritage monuments, to the rich cultural heritage and the fundamental principles of monument research and protection.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of the course, students will be able to: - explain the development and origin of the basic architectural forms of the ancient period - describe the main characteristics of ancient architecture and sculpture - interpret monumental complexes within the ancient cities of Roman Dalmatia		

- identify historical and artistic developments on the eastern Adriatic coast during Antiquity
- distinguish key specialized terminology related to ancient history and art

Course content

1. Introductory lecture on professional field visits to selected monumental complexes.
2. Professional field visit to monuments in Nin.
3. Professional field visit to the museum collection in Nin.
4. Professional field visit to monuments in Zadar: forum, capitulum, Cathedral of St Anastasia, Church of St Donatus.
5. Professional field visit to the Museum of Ancient Glass in Zadar.
6. Burnum.
7. Selection of seminar topics and individual consultations.
8. Narona – Archaeological Museum of Narona.
9. Narona – archaeological sites: city walls, Ereš Tower.
10. Narona – Church of St Vitus, Early Christian basilica.
11. Selection of seminar topics and individual consultations.
12. Vis – professional field visit to archaeological sites: city walls, theatre, baths.
13. Vis – professional field visit to the western necropolis.
14. Vis – museum collection.
15. Selection of seminar topics and individual consultations.

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

Students are required to:
- participate in class, attending at least 80 % of lectures
- behave in accordance with ethical and scientific principles of higher education
- consult with the instructor during office hours regarding classes.
- pass the written exam with a minimum score of 60%.

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 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*
B. Gabričević, Antički spomenici otoka Visa, *PPUD* 17, Split 1968.	1	27

E. Marin, *Naronitanski Augusteum i arheološka istraživanja u Naroni 1988-2001.*, Zagreb 2003, 11-50.	1	27
M. Suić, *Odabrani radovi iz stare Povijesti Hrvatske*, Zadar 1996.	1	27
History grada Nina, Zadar 1969; Vodič ninskih starina, Zadar 2004.	1	27

Supplementary readings
M. Zaninović, *Od Helena do Hrvata*, Zagreb N. Cambi, *Kiparstvo rimske Dalmacije*, Split 2005. E. Dyggve, *Povijest salonitanskog kršćanstva*, Split 1996.
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Ivan Basić, PhD, associate professor	
Course name	**CHRISTIANITY AND CHURCH IN DALMATIA IN THE EARLY MIDDLE AGES (FPPIP21)**	
Study programme	**University undergraduate programme *History* (double-major)**	
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 introduce students to the origins, development, and transformations of the Church on the eastern Adriatic during the Early Middle Ages.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - explain the origins and development of early medieval ecclesiastical organization on the eastern Adriatic - critically evaluate the relationship between the Late Antique and early medieval Church in Dalmatia, using the available sources - understand and apply the terminology of ecclesiastical hierarchy and church administrative units (e.g. priest, bishop, archbishop, metropolitan; parish, diocese, archdiocese, metropolis)

- contextualize the development of ecclesiastical centres on the Adriatic within the broader r Euro-Mediterranean church landscape of the Early Middle Ages

Course content

1. Course introduction and overview; discussion of required course readings.
2. Subject and methodology (spatial and chronological framework, approach, concepts, terminology).
3. State of research: historiography and sources.
4. Organization of the Church in Dalmatia at the end of the 6th century.
5. Continuity and discontinuity of ecclesiastical structures at the turn of the 6th to the 7th century.
6. Church history of Dalmatia in the 7th and 8th centuries – interpretative possibilities.
7. Regional context: the Church in Istria, the Apennine Peninsula, and the European provinces of the Byzantine Empire.
8. Spheres of ecclesiastical influence in the early 9th century – jurisdiction, politics, liturgy; cults in the service of church communities (Saint Domnius, Saint Anastasia, Saint Tryphon, etc.).
9. Missionary activity and Christianization on the eastern Adriatic between the 7th and 9th centuries – hypotheses, development, and directions.
10. Church and state in Byzantine Dalmatia and early medieval Croatia; the establishment of the Diocese of Nin.
11. The Split Church Councils of the early 10th century – ecclesiastical and jurisdictional integration of the eastern Adriatic.
12. Attempts to establish independent ecclesiastical units; emergence of new metropolises/archbishoprics: Dubrovnik and Bar.
13. The Church reform in the 11th-century and its impact on the eastern Adriatic.
14. Developmental trajectory of Church history on the eastern Adriatic during the Early Middle Ages.
15. Concluding remarks; revision and exam preparation.

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

Lectures are conducted using multimedia teaching tools and are supported by course materials available on the course web pages. Students are required to:

1. Regularly attend and actively participate in lectures and seminars
2. take part in and complete curricular and extracurricular activities (individual and group) designed to achieve the course learning outcomes
3. pass the oral exam with a minimum score of 50%
4. adhere to deadlines for completing course activities
5. complete individual and group tasks promptly and to a high standard.
6. actively and constructively participate in class discussions on the topics covered

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
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 the following componentss: 1. oral exam - 75 % 2. in-class participation, participation in discussions during lectures and seminars - 25 %
Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Salonitansko-splitska crkva u prvom tisućljeću kršćanske Povijesti, ur. J. Dukić, S. Kovačić, E. Višić-Ljubić, Split 2008.	1	27
Mirjana Matijević Sokol, *Toma Arhiđakon i njegovo djelo: rano doba hrvatske Povijesti*, Jastrebarsko 2002.	3 / online	27
Počeci hrvatskog kršćanskog i društvenog života od VII. do kraja IX. stoljeća. Proceedings of the 2nd Symposium on Croatian Church and Social History, Split, 30 September – 5 October 1985, ed. D. Šimundža, Split 1990.	1	27
Rajko Bratož, *Vpliv oglejske cerkve na vzhodnoalpski in predalpski prostor od 4. do 8. st.*, Ljubljana 1990.	1	27
Franjo Šanjek, *Kršćanstvo na hrvatskom prostoru. Pregled religiozne Povijesti Hrvata (7.-20. st.)*, Zagreb 1996.	1	27
Neven Budak, Pokrštenje Hrvata i neki problemi crkvene organizacije, u: *Starohrvatska spomenička baština. Rađanje prvog hrvatskog kulturnog pejzaža*, ur. M. Jurković, T. Lukšić, Zagreb 1996., 127-136.	1	27

Supplementary readings
Slavko Kovačić, *Kršćanstvo i Crkva u staromu i srednjemu vijeku*, Split 2004. Rajko Bratož, Razvoj organizacije zgodnjekrščanske cerkve na ozemlju Jugoslavije od 3. do 6. stoletja, *Zgodovinski časopis*, XL/4 (1986), 363-395. Josip Lučić, Crkvene prilike u Hrvatskoj za kneza Branimira (879–892), *Croatica Christiana Periodica*, X/17 (1986), 1-16. *Tisuću godina uspostave dubrovačke (nad)biskupije. Proceedings of the Scientific Conference on the Occasion of One Thousand Years of the Establishment of the Diocese/Archdiocese of Dubrovnik (998–1998), ed Ž. Puljić, N. A. Ančić, Dubrovnik 2001.* Mladen Ančić, Zadarska biskupija u okviru splitske metropolije do 1154., in: *Sedamnaest stoljeća zadarske crkve. Proceedings of* the Scientific Conference on the 1700th Anniversary of the Martyrdom of St. Stošija (Anastasia), 16–18 November 2004, Vol. I, ed. L. Marijan, Zadar 2009., 105-130.
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Josip Vrandečić, PhD, full professor

Course name	**EARLY MODERN EUROPEAN AND WORLD HISTORY (FPPC)**	
Study programme	**University undergraduate programme *History* (double-major)**	
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 aim of the course is to provide students with a comparative understanding of European politics from the 16th to the late 18th century and to introduce the development of political and social conditions in Europe from the Age of Exploration to the French Revolution, with a special emphasis on processes of modernization.

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 inf early modern Europe
- interpret the key internal political and social dynamics of individual states
- compare the economic and political development of major European powers
- identify and contrast different forms of political authority, including parliamentary and constitutional monarchies

Course content

1. The military revolution.
2. The commercial revolution.
3. Political fragmentation of Italy.
4. The reformation in Germany.
5. The reformation in England.
6. The rise and fall of Spain.
7. Elizabethan England.
8. Religious wars in France.
9. The revolt in the Netherlands.
10. The Thirty Years' War.
11. England under the Stuarts.
12. France under Louis XIV.
13. The struggle for the Baltic (1648–1721).
14. The diplomatic revolution.
15. Enlightened absolutism and the great European powers.

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 (15 %)

Student obligations

Students are required to:
- Regularly attend and actively participate in classes
- prepare and present a seminar paper
- pass 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

In-class participation 10 %
Seminar paper 20 %
Written exam 70 %
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*
S. Bertoša, *Svjetska Povijest modernog doba (XVI.-XIX. stoljeće) s posebnim osvrtom na Apeninski poluotok*, Zagreb 2004.	2	40
History, Biblioteka Jutarnjeg lista, sv. 12-16, 2004.	1	40

Supplementary readings

Grupa autora, *Velika ilustrirana Povijest svijeta*, 12 - 14, Rijeka, 1985.
J. Carpentier - F. Lebrun, *Povijest Francuske*, Zagreb, 1999.
J. F. Nöel, *Sveto Rimsko Carstvo*, Zagreb, 1998.
G. Procacci, *Povijest Talijana*, Zagreb, 1996.
J. M. Roberts, *History of Europe*, Zagreb, 2002.

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

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

GENERAL INFORMATION	
Lead instructor	Marko Rimac, PhD, associate professor
Course name	**CROATIAN HISTORY IN THE EARLY MODERN PERIOD (FPPCH)**
Study programme	**University undergraduate programme *History* (double-major)**
Course status	Compulsory

Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION

Course aims

The aim of the course is to provide students with an understanding of the main events, structures, and processes in the history of the Croatian lands from the early 16th to the late 18th century.

Course enrolment requirements

None.

Intended course learning outcomes

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

- distinguish key concepts and terminology used in the study of early modern history
- interpret the most important political and social events and processes in early modern Croatian history
- identify the distinctive features of Croatian history within its social, political, cultural, and regional contexts
- apply acquired knowledge to the understanding of Croatian history within a broader European framework
- conduct independent research using relevant scholarly literature

Course content

1. Introduction: scope, themes, and periodization of early modern Croatian history; overview of relevant literature.
2. Historical and geographical determinants of the Croatian lands; polycentric development and the disintegration of the Croatian Kingdom in the early 16th century.
3. The clash of three empires in the Croatian lands: Habsburg rule in Croatia, Ottoman expansion, and Venetian control along the coast; chronological overview of political developments from the 16th to the 18th century.
4. Institutional structure of the Kingdom of Croatia and Slavonia; Hungarian-Croatian institutions and Habsburg policy.
5. Institutional and political organization of the Croatian lands under Ottoman rule.
6. Institutional and political organization of Venetian Dalmatia, Istria, and the Republic of Dubrovnik.
7. The Military Frontier until the mid-17th century: origins and institutional development of the Croatian-Slavonian Military Frontier; the Ottoman *Serhat* and the Venetian frontier.
8. The Military Frontier from the mid-17th to the late 18th century: territorialization, militarization, reforms, and expansion.
9. Demographic complexity: migration and population mobility; ethnic, religious, and cultural identities.
10. Habsburg–Ottoman and Venetian–Ottoman wars in the Croatian lands: comparative perspectives, shifting borders, and key actors.
11. Social structures I: privileged estates, status rights, privileges, emerging social groups, and social dynamics.
12. Social structures II: feudal and military dependency, systems of dues and taxation, land and material obligations, and peasant revolts.
13. Economic structures: forms of economic activity, communication, and trade; proto-modernizing effects of the absolutist period.

14. Written culture: printing, cultural circles in coastal and inland regions, key figures, and works.
15. Review and concluding remarks: main features and structures of early modern Croatian history.

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

Student obligations

Students are required to:
- Attend classes (minimum attendance is a prerequisite for taking the exam)
- prepare and present seminar paper,
- pass midterm or final exams exam (prerequisite for taking 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		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

Overall student performance is assessed throughout the semester. Passing both the midterm and end-of-term exams is a prerequisite for taking the oral exam. The final grade is based entirely on the oral exam (100%). 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*
Povijest Hrvata. Druga knjiga (group of authors). Zagreb: Školska knjiga, 2005, up to p. 341.	1	40
Društveni razvoj u Hrvatskoj od 16. do početka 20. stoljeća (group of authors, ed. Mirjana Gross). Zagreb Liber, 1981, up to p. 153.	1	40

Supplementary readings

Hrvatska i Europa: Barok i prosvjetiteljstvo. Svezak 3. (ed. Ivan Golub). Zagreb Školska knjiga, 2003.
Neven Budak, *Hrvatska i Slavonija u ranome novom vijeku*. Zagreb, Leykam international 2007.
Željko Holjevac i Nenad Moačanin, *Hrvatsko-slavonska Vojna krajina i Hrvati pod vlašću Osmanskoga Carstva u ranome novome vijeku*. Zagreb, Leykam international, 2007.
Josip Vrandečić i Miroslav Bertoša, *Dalmacija, Dubrovnik i Istra u ranome novome vijeku*. Zagreb, Leykam international i Barbat 2007.

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

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

GENERAL INFORMATION		
Lead instructor	Tonija Andrić, PhD, associate professor	
Course name	**AUXILIARY HISTORICAL SCIENCES I (FFPPZI)**	
Study programme	**University undergraduate programme *History* (double-major)**	
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 course aims to introduce students to the key auxiliary historical subdisciplines, their historical development, and the methods of their application to historical sources, as well as to teach students how to use archival documents as relevant historical sources.

Course enrolment requirements

None.

Intended course learning outcomes

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

- classify written historical sources according to their type and provenance
- present the historical development of the first group of auxiliary historical subdisciplines
- explain the basic approaches and paradigms of palaeography and diplomatics
- apply the basic methods of palaeography and diplomatics to preserved documents from the medieval and early modern periods
- interpret historical sources within the context of the time in which they were created

Course content

1. Introduction – introduction to the course; presentation of the course schedule, student obligations, assessment methods, and literature.
2. Latin palaeography – writing materials and manuscript forms (wax tablets, papyrus, parchment, paper); overview of the development of scripts; classification and periodisation.
3. Scripts of the Roman period – capitals, majuscule and minuscule scripts, uncial and half-uncial
4. Early medieval scripts: pre-Carolingian minuscule; curial script; Beneventan script – historical development, letter forms, and abbreviations.
5. Beneventan script – selected examples; practical reading exercises.
6. Other national medieval scripts: Merovingian, Visigothic, Insular scripts.
7. Gothic script – historical development, types (book and cursive), letter forms, stylistic characteristics, abbreviations.
8. Humanistic script and papal chancery scripts – historical development, selected examples.
9. Midterm exam: Palaeography.
10. Diplomatics – definition, classification of charters, main participants, script, material, graphic signs, language, and style of documents.
11. Public and private documents (notarial, capitular) – origin and structure.
12. Diplomatic analysis of a private document – selected examples.

13. Diplomatic analysis of a public document – selected examples.
14. Transmission of documents – formularies, originals, copies, cartularies, forgeries.
15. Midterm exam: Diplomatics.

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 (10 %) ☒midterm examination

Student obligations

Students are required to:
attend and actively participate in class sessions, which is a prerequisite for taking the exams, and to pass the midterm exams or final 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

Final written exam or midterm exams – 100 %.
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*
Jakov Stipišić, *Pomoćne povijesne znanosti u teoriji i praksi: latinska paleografija, opća diplomatika, kronologija, rječnik kratica*, Zagreb 1991. (selected chapters)	1	40
Vicko Kapitanović, *Povijesna vrela i pomoćne znanosti*, Split 2012. (selected chapters)	5	40

Supplementary readings

Ante Gulin, Prilog poznavanju hrvatske sfragistike, Proceedings of the Department of Historical Sciences, Institute of Historical and Social Sciences, Croatian Academy of Sciences and Arts (HAZU), vol. 8, Zagreb 1977., pp. 431.-446.
Mirjana Matijević Sokol, Notae epigraphicae, paleographicae, chronologicae, historigrafhicae (...) in M. Barade, *Povijesni prilozi*, vol. 40, Zagreb 2011., pp. 23.-33.

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

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

GENERAL INFORMATION		
Lead instructor	Edi Miloš, PhD, associate professor	
Course name	**EARLY MODERN HISTORY OF FRANCE (FPPIP13)**	
Study programme	**University undergraduate programme *History* (double-major)**	
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)	30+0+0

COURSE DESCRIPTION
Course aims
The course aims to familiarize students with the transformation of France from an absolute monarchy into a modern democratic state and to provide a comprehensive overview of early modern French history.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - explain the fundamental socio-political processes of early modern French history - critically analyse the French Revolution - describe early modern French history as a political and constitutional laboratory of Europe - explain the process of the formation of the modern French state - present European and world history from multiple perspectives
Course content
1. The Age of Louis XIV 2. The Reign of Louis XV – Part I 3. The Reign of Louis XV – Part II 4. The Last King of the Old Regime 5. The French Revolution: From the Beginnings to the Reign of Terror 6. The French Revolution: From the Reign of Terror to Napoleon's Coup 7. From the Consulate to the Empire 8. The Fall of the Eagle 9. The Restoration 10. The July Monarchy 11. The Second Republic and the Second Empire 12. The Birth of the Third Republic 13. Consolidation of the Third Republic 14. The Great War and the Failed Peace ***15.*** "The Darkest Moments" and Liberation

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							
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 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*
Carpentier Jean, Lebrun François (ed.), *Povijest Francuske*, Zagreb, Barbat, 1999.	2	21
Roberts John M., *History of Europe*, Zagreb, AGM, 2002.	2	21

Supplementary readings

Barjot Dominique *et al.*, *La France au XIX^e siècle 1814-1914*, Paris, Presses universitaires de France, 2014.
Bély Lucien, *La France moderne 1498-1789*, Paris, Presses universitaires de France, 2013.
Boudon Jacques-Olivier, *Histoire du Consulat et de l'Empire*, Paris, Perrin, 2003.
Doyle William, *The French Revolution. A very short introduction*, New York, Oxford University Press, 2001.
Duby Georges, *Histoire de France des origines à nos jours*, Paris, Larousse, 2007.
Furet François, *The French Revolution 1770-1814*, Oxford, Blackwell, 1996.
Marseille Jacques, *Nouvelle histoire de France*, Paris, Perrin, 2002.
Popkin Jeremy D., *A History of Modern France*, London, Pearson, 2012.
Rémond René, Sirinelli Jean-François, *Le Siècle dernier*, Fayard, Paris, 2003.
Sirinelli Jean-François, *La France de 1914 à nos jours*, Paris, Presses universitaires de France, 2014.
Tocqueville Alexis (de), *Stari režim i Revolucija*, Zagreb, Politička kultura, 1994.
Tulard Jean, *Napoléon*, Paris, Fayard/Pluriel, 2011.
Tulard Jean, *La France de la Révolution et de l'Empire*, Paris, Presses universitaire de France, 2014.

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

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

GENERAL INFORMATION		
Lead instructor	Marko Rimac, PhD, associate professor	
Course name	**MIGRATIONS WITHIN DALMATIA IN THE MODERN AGE FPPIP12A)**	
Study programme	**University undergraduate programme *History* (double-major)**	
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)	30+0+0

COURSE DESCRIPTION
Course aims
The course aims to familiarize students with the current state of research on migrations in Dalmatia during the Modern Age, to enable them to work independently with historical sources, and to encourage them to conduct individual research on selected aspects of migration flows and patterns.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - explain the push and pull factors driving migrations in Modern Age Dalmatia - distinguish between wartime and peacetime migrations in Dalmatia and explain their differences - read and interpret key sources for the demographic and migration history of Dalmatia - participate in team-based research on migration flows
Course content
1. Dalmatia between Venetian and Ottoman rule. 2. Trans-Adriatic migrations. 3. Life on the borderlands. 4. Seasonal migrations of herders and transhumance pastoralism. 5. Field work – The impact of wars on migrations (Sinj). 6. Colonization of the “Morlachs” in the Venetian New Territories. 7. Introduction to Onomastics (the study of names). 8. Introduction to Genealogy. 9. Sources for the history of Dalmatian populations. 10. Migrations from Dalmatia to the Ottoman Empire and Habsburg Monarchy (Bosnia, Herzegovina, Lika, Slavonia, and Srijem). 11. Migration areas I. 12. Migration areas II. 13. Migrations illustrated through the example of clan relocations. 14. Demographic trends and landscape changes. 15. Overseas migrations.

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

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

Student obligations

Students are required to:
attend classes regularly, complete individual assignments, and pass a midterm 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		Individual work	X	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

Student performance is assessed throughout the semester. Submission of the seminar paper **and** successful completion of the mid-term exam are required in order to take the oral exam. The final grade is based entirely on the oral exam (100%). 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*
Soldo, J. A.: Prilozi za upoznavanje Sinja pod Venecijom, *Sinjska spomenica*, Sinj 1965, 103-176.	1	21
Vekarić, N.: Metoda „reprezentativne kapi“ i genealoška metoda u povijesnoj demografiji, *Povijesni prilozi* 29 (2010), 39; 23-38.	1 / online	21
Belaj, V.: Tradicijsko planinsko stočarstvo na Velebitu i bunjevačka etnogeneza, *Stud. Ethnol. Croat.* 16 (2004), 5-31.	1 / online	21

Supplementary readings

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

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

GENERAL INFORMATION	
Lead instructor	Josip Vrandečić, PhD, full professor
Course name	**THE HISTORY OF THE VENETIAN REPUBLIC (FPPIP6)**
Study programme	**University undergraduate programme *History* (double-major)**

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)	30+0+0

COURSE DESCRIPTION

Course aims

The course aims to introduce students to the history of the Venetian Republic, emphasizing the distinction between its two main components (the city of Venice and the *Stato da Mar*).

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 in the development of the Venetian Republic
- interpret the key features of internal political and social dynamics
- compare the economic and political development of the Republic across different periods
- distinguish the Venetian political model from other European models
- describe the characteristics of development in Venice and its *Stato da Mar* territories
- explain the role of the Croatian component in Venetian development

Course content

1. Venice and Dalmatia
2. Urban districts
3. Social organization and administration
4. Demography of Venice and the *Stato da Mar*
5. Economic history of the Republic
6. Anti-Turkish wars of the 16th century
7. Maritime affairs and trade
8. Relations with Rome and the interdict issue
9. The Cretan (Candian) War
10. The Morean Wars
11. Relations between the central government and *Stato da Mar* territories
12. Withdrawal of the nobility to the Terraferma and the agricultural revolution
13. Venetian Baroque
14. Economic reforms of the 18th century
15. Fall of the Republic

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 (15 %)

Student obligations

Students are required to:
attend classes, actively participate in class, and pass 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	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 %
Written exam 90 %
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*
L. Čoralić, *Venecija. Kraljica lagunarnih sprudova*, Samobor 2004, 62-161.	2	21
C. Diehl, *Mletačka Republika,* Zagreb 2006, 103-197.	1	21
F. C. Lane, *Povijest Mletačke Republike*, Zagreb 2007.	1	21

Supplementary readings

G. Orthali, G. Cracco, G. Cozzi, M. Knapton, *Povijest Venecije*, I-II, Zagreb 2007.
Gaetano Cozzi - Michael Knapton, *Storia della Republica di Venezia*, Torino 1987.
Gaetano Cozzi - Michael Knapton, *La Repubblica di Venezia nell'eta moderna: Dalla guerra di Chioggia al 1517*, Torino 1986.
Sergej P. Karpov, *La navigazione veneziana nel Mar Nero XII.-XV sec*., Ravenna 2000.
John JulLOs Norwich, *Storia di Venezia: dal 1400 alla caduta della Repubblica*, Milano 1989.

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

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

GENERAL INFORMATION		
Lead instructor	Josip Vrandečić, PhD, associate professor	
Course name	**EUROPEAN AND WORLD HISTORY IN THE 19TH CENTURY (FPPD)**	
Study programme	**University undergraduate programme *History* (double-major)**	
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 introduce students to the historical themes and processes of European history during the “long” 19th century, up to the First World War, with a special focus on the political, intellectual, social, and economic transformations of Europe.
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 19th-century Europe - interpret the key features of internal political and social dynamics in particular states - compare the economic and political development of the major European powers - identify and contrast different forms of political authority - explain the main ideological systems of the period - interpret the economic characteristics of industrialization
Course content
1. The French Revolution, 1789–1795 2. The Directory and the Consulate 3. The Napoleonic Empire 4. The Restoration 5. The Revolutions of 1848/49 6. The Dual Revolution (economic history of the 19th century) 7. The Crimean War 8. Italian Unification 9. France under Napoleon III 10. German Unification 11. The Great Eastern Crisis (1875–1878) 12. Bismarck’s System of Alliances 13. The Great Powers at the End of the Century 14. Colonialism 15. Pre-war Crises

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 classes, prepare and present a seminar paper, actively participate in discussions, and pass 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		
In-class participation 10 % Seminar paper 20 % Written exam 70 % 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*
S. Bertoša, *Svjetska povijest modernog doba (XVI.-XIX. stoljeće) s posebnim osvrtom na Apeninski poluotok*, Zagreb 2004.	2	40
Grupa autora, *Velika ilustrirana povijest svijeta*, 14. i 15., Rijeka, 1985.	1	40
Supplementary readings		
J. Carpentier - F. Lebrun, *Povijest Francuske*, Zagreb 1999. G. Procacci, *Povijest Talijana*, Zagreb 1996. J. M. Roberts, *Povijest Europe*, Zagreb 2002. Grupa autora, *Povijest Mađarske*, Zagreb 1995. Grupa autora, *Povijest svijeta*, Zagreb 1990.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
Lead instructor	Marko Trogrlić, PhD, full professor	
Course name	**CROATIAN HISTORY IN THE 19TH CENTURY (FPPDH)**	
Study programme	**University undergraduate programme *History* (double-major)**	
Course status	Compulsory	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	30+0+15
COURSE DESCRIPTION		
Course aims		
The course aims to introduce students to the fundamental processes of Croatian history during the so-called “long” 19th century, with particular emphasis on modernization and national integration processes, both within the narrower context of Central and Southeastern Europe and the broader European and global context.		

Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - explain the fundamental historical processes of 19th-century Croatian history within the context of the Habsburg Monarchy - explain key historiographical concepts related to the 19th century - identify cause-and-effect relationships between political developments and other processes, especially those related to modernization - critically interpret historiographical analyses and syntheses, as well as the explanations of the fey determinants of 19th-century Croatian history
Course content
1. Introductory lecture: characteristics of late-estate society in Banal Croatia; protomodernization processes between 1790 and 1835 2. The national movement in Banal Croatia, 1835–1848/49 3. The Military Frontier from the late 18th century to 1848 and until its abolition in 1881 4. Istria and Dalmatia in the first half of the 19th century 5. The year 1848 in the Croatian lands 6. Modernization efforts “from above” and “from below” during the period of Neo-absolutism 7. Austria-Hungary and the Croatian–Hungarian Settlement 8. The development of modern bourgeois society in Banal Croatia in the post-Settlement period 9. The Croatian National Revival in Dalmatia and Istria 10. Key issues in the history of the Croatian population in Bosnia and Herzegovina, 1878–1918 11. Banal Croatia during the “Khuen era” 12. Crises of Dualism (1895–1906) in Banal Croatia, Dalmatia, and Istria 13. Croatian lands on the eve of and during the First World War 14. The collapse of the Austro-Hungarian Monarchy and the creation of the State of Slovenes, Croats, and Serbs 15. Field work – State Archives in Zadar

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
Students are required to: attend classes, prepare and present a seminar paper, actively participate in class, and pass the oral 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		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 % Seminar paper and presentation 20 % In-class participation 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*
Nikša Stančić: *Hrvatska nacija i nacionalizam u 19. i 20. stoljeću.* Zagreb 2002, 71. - 211.	2	40
Jaroslav Šidak et al., *Hrvatski narodni preporod. Ilirski pokret*, Zagreb 1988.	2	40
Iskra Iveljić: *Banska Hrvatska i Vojna krajina od prsovijećenog Apsolutizma do 1848. godine*, Zagreb 2010.	2	40
Marko Trogrlić – Nevio Šetić, *Dalmacija i Istra u 19. stoljeću*. Zagreb 2015.	2	40
Josip Vrandečić, *Dalmatinski autonomistički pokret u 19. stoljeću*, Zagreb 2002.	2	40
J. Šidak-D. Šepić-I. Karaman-M. Gross, *Povijest hrvatskog naroda 1860.-1914.,* Zagreb 1968.	1	40
Supplementary readings		
Mirjana Gross, ed., *Društveni razvoj u Hrvatskoj od 16. do početka 20. stoljeća*, Zagreb 1981, str. 231 - 416. Mirjana Gross - Agneza Szabo, *Prema hrvatskom građanskom društvu*, Zagreb 1992. Igor Karaman, *Hrvatska na pragu modernizacije*, Zagreb 2000.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
Lead instructor	Tonija Andrić, PhD, associate professor	
Course name	**AUXILIARY HISTORICAL SCIENCES II (FFPPZ2)**	
Study programme	**University undergraduate programme *History* (double-major)**	
Course status	Compulsory	
Year	2	
Semester	4	
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 introduce students to the fundamental approaches and methods of researching epigraphy, egdotics, and chronology, as well as so-called secondary historical subdisciplines such as heraldry, vexillology, genealogy, and historical cartography. The course also enables students to use material sources independently in historical research.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - classify auxiliary historical subdisciplines and outline their historical development - apply the methods and approaches of auxiliary historical sciences to preserved sources - conduct independent research using preserved archival materials or material remains (e.g. epigraphic inscriptions, cartographic sources) - interpret historical sources within the historical context in which they were created - prepare a collection of diplomatic materials or narrative sources for publication
Course content
1. Introduction – introduction to the course, student obligations, methods of assessment, and literature. 2. Early medieval epigraphy – ruler inscriptions: the inscription from Duke Višeslav's baptismal font, Trpimir's inscription, Branimir's inscriptions, the epitaph of Queen Jelena. 3. Romanesque and Gothic epigraphy – Romanesque inscriptions in Zadar, epigraphs from Trogir Cathedral, the epitaph of Thomas the Archdeacon, epigraphic memory of King Zvonimir, the inscription from the ciborium of the Euphrasian Basilica in Poreč. 4. Renaissance and early modern epigraphy – Renaissance inscriptions from Hektorović's summer residence, Dubrovnik inscriptions, early modern continental inscriptions. 5. Textual criticism (egdotics) – definition of the term, methods and rules for editing sources; legend, heading, and body of the document; abbreviations, orthography, punctuation, use of critical signs, symbols, and sigla. 6. Editors and publishers of archival materials – Marko Lauro Ruić and Tadija Smičiklas. 7. Midterm exam – epigraphy and textual criticism. 8. Chronology – definition of the term; basic elements of dating; dating by feasts and weekdays; dating by movable feasts; auxiliary and Easter tables; calendar reform; the issue of eras. 9. Chronological styles – types and methods of conversion; control elements of dating: indictions, epacts, concurrent. 10. Heraldry – definition of the term; coats of arms and armorials; development in Croatia; heraldic rules; heraldic colours; contemporary Croatian heraldry. 11. Vexillology – definition of the term; historical development of flags; the banner system; types of flags; contemporary flags of cities, counties, and the Republic of Croatia. 12. Genealogy – definition of the term; historical development; types of genealogies; genealogical sources. 13. Historical cartography – definition of the term; historical development; classification of maps; representation of relief; portolan charts. 14. Field work – visit to the Archdiocesan Archives in Split. 15. Midterm exam – chronology; heraldry and vexillology; genealogy; cartography.

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 (10 %)

Student obligations							
Students are required to actively participate in class as a prerequisite for taking the exam, and to pass the written exam (or midterms).							
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							
Written exam or midterms– 100 %. 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*	
Jakov Stipišić, *Pomoćne povijesne znanosti u teoriji i praksi: latinska paleografija, opća diplomatika, kronologija, rječnik kratica*, Zagreb 1991. (selected chapters)				1		40	
Bartol Zmajić, *Heraldika, sfragistika, genealogija, veksilologija, rječnik heraldičkog nazivlja*, Zagreb 1996.				1		40	
Supplementary readings							
Robert Matijašić, *Uvod u latinsku epigrafiju*, Pula 2002. (selected chapters) Mirela Slukan-Altić, *Povijesna kartografija: kartografski izvori u povijesnim znanostima*, Samobor 2003. (selected chapters)							
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences							
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process							

GENERAL INFORMATION		
Lead instructor	Josip Vrandečić, PhD, full professor	
Course name	**SOCIAL HISTORY OF DALMATIA IN 16TH AND 17TH CENTURY (FPPIP23)**	
Study programme	**University undergraduate programme *History* (double-major)**	
Course status	Elective	
Year	2	
Semester	4	
	ECTS student workload coefficient	2

Number of credits and mode of delivery	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is to enable students to identify complex relationships within Dalmatian society during the 16th and 17th centuries and to critically interpret historical sources.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:
- present the complexity of relationships within a borderland society
- identify everyday movements and exchanges between two antagonistic societies
- explain the role of fortifications in confronting threats and their impact on the mentality of coastal cities
- describe Dalmatian society in the 16th and 17th centuries

Course content

1. General overview of political and social developments in the Mediterranean during the 16th and 17th centuries.
2. Ottoman conquests in Dalmatia.
3. The War of Cyprus and the weakness of Venetian Dalmatia.
4. The Cretan War and its consequences.
5. The Morean War and its consequences.
6. Trade relations.
7. The mentality of the frontier.
8. The role of fortification systems in shaping social mentality.
9. Venetian policy towards Dalmatia.
10. The significance of the Split Lazaretto.
11. Interreligious relations.
12. Experimental Venetian administration in Klis.
13. Relations between the patriciate and the nobility.
14. The role of salt in social relations.
15. Relations between military and civilian society.

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 (10 %)

Student obligations

Students are required to attend classes, actively participate in class, and pass 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 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*
Vrandečić, Josip, *Borba za Jadran u Ranom novom vijeku: mletačko-osmanski ratovi u venecijanskoj nuncijaturi*, Split 2013.	5	25
Solitro, Vicko, *Povijesni dokumenti o Istri i Dalmaciji*, Split 1989.	1	25
Difnik, Franjo, *Povijest Kandijskog rata u Dalmaciji*, Split 1986.	1	25
Čoralić, Lovorka, *U gradu Svetog Marka*, Zagreb 2001.	1	25
Kocić, Marija, *Venecija i hajduci u Morejskom ratu*, Beograd 2013.	1	25

Supplementary readings

Cardini, Franco, *Europa i islam*, Zagreb 2009.
Ivetic, Egidio-Drago Roksandić, *Tolerance and intolerance on the Triplex confinLOm*, Padova 2007.

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

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

GENERAL INFORMATION		
Lead instructor	Nikša Varezić, PhD, associate professor	
Course name	**HISTORIOGRAPHY OF THE EARLY MODERN MEDITERRANEAN (FPPIP25)**	
Study programme	**University undergraduate programme *History* (double-major)**	
Course status	Elective	
Year	2	
Semester	4	
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 introduce students to the historiography of the early modern Mediterranean, to enable them to follow the development of historiographical interpretations, and to help them recognize the complex network of relationships within the Mediterranean world.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:
- identify different historiographical approaches
- recognize the fundamental similarities of early modern Mediterranean societies regardless of political sovereignty
- identify the importance of naval power in relations of dominance
- recognize the integrative power of trade
- explain the widespread use of a *lingua franca* along Mediterranean coastlines
- present the role of major port cities

Course content

1. The importance of Ottoman expansion.
2. Historiographical interpretations of early modern wars.
3. Different perspectives on the Battle of Lepanto.
4. The role of early modern piracy in historiographical interpretations.
5. Historiography of major port cities.
6. Relations in the Levant.
7. Braudel's vision of the Mediterranean.
8. The narrative of the sea of corruption.
9. Norwich's "middle sea".
10. David Abulafia's five Mediterranean.
11. The sea of proximity
12. The role of Russia.
13. The Napoleonic era.
14. Historiography and the issue of slavery.
15. The role of the Sephardim.

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

Students are required to attend classes, actively participate in class, and pass 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 accordance with the intended learning outcomes and student obligations, the final grade is determined by the oral exam (90%). Regular class attendance and familiarity with the required

literature are prerequisites for taking the exam. In-class participation, including contributions to discussions, accounts for 10% of the final grade. 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*
Braudel, Ferdinand. *Sredozemlje i sredozemni svijet u doba Filipa II.*, Zagreb 1997.	1	25
Ella Natalie Rothman, *Brokering Empire: Trans-Imperial Subjects between Venice and Istanbul*, Ithaca-London: Cornell University Press 2012.	1	25
Abulafia, David. *The great Sea. A human history of the Meditteranean*, London 2012.	1	25
Supplementary readings		
Goffman, Daniel, *The Ottoman Empire and Early Modern Europe*, Cambridge 2007.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
Lead instructor	Marko Rimac, PhD, associate professor	
Course name	**CROATIAN GLAGOLITIC AND CYRILLIC PALEOGRAPHY (FPPIP24)**	
Study programme	**University undergraduate programme *History* (double-major)**	
Course status	Elective	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	20+0+10
COURSE DESCRIPTION		
Course aims		
The course aims to enable students to understand the importance and historical role of Croatian Glagolitic heritage and to acquire the skills necessary for reading and interpreting historical sources written in Glagolitic and Croatian Cyrillic scripts.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of the course, students will be able to: - interpret sources written or printed in Glagolitic and Croatian Cyrillic		

- transliterate texts written in Glagolitic and Croatian Cyrillic
- explain the content of sources written in Glagolitic and Croatian Cyrillic
- contextualize the origin and historical background of sources written in Glagolitic and Croatian Cyrillic

Course content

1. Introduction to Glagolitic paleography.
2. The Old Church Slavonic canon.
3. Glagolitic stone inscriptions.
4. Angular Glagolitic.
5. Glagolitic illuminations.
6. Glagolitic printing.
7. Cursive Glagolitic.
8. Glagolitic in parish registers.
9. Introduction to Croatian Cyrillic paleography.
10. Cyrillic outside the Croatian area.
11. Croatian-Bosnian Cyrillic in the Middle Ages.
12. Poljica scripts.
13. Croatian Cyrillic in parish registers.
14. Beg's scripts.
15. Concluding lecture and final discussion.

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 (10 %)

Student obligations

Students are required to attend classes regularly, master the palaeographic skills necessary for reading and understanding selected Glagolitic and Cyrillic documents, and submit practical assignments and independent tasks on a regular basis.

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

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	X
Portfolio		Individual work	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 based on practical work and independent assignments (70%) and the written exam (30%).
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*
Anica Nazor, *„Ja slovo znajući govorim“ – knjiga o hrvatskoj glagoljici*, Zagreb 2008.	2	25

Benedikta Zelić-Bućan, *Bosančica ili hrvatska ćirilica u srednjoj Dalmaciji*, Split 2000.	3	25
Mateo Žagar, *Uvod u glagoljsku paleografiju I*, Institut za hrvatski jezik i jezikoslovlje, Zagreb 2013.	1	25

Supplementary readings

Prema dogovoru.

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

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

GENERAL INFORMATION		
Lead instructor	Marko Rimac, PhD, associate professor	
Course name	**THE HISTORY OF CROATIAN GLAGOLITIC (FPPIP24)**	
Study programme	**University undergraduate programme *History* (double-major)**	
Course status	Elective	
Year	2	
Semester	4	
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 to introduce students to the significance of Glagolitic in Croatian ecclesiastical and cultural history and to enable them to understand the historical context in which Glagolitic emerged and developed.

Course enrolment requirements

None.

Intended course learning outcomes

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

- explain the importance of the Cyril-Methodian mission for Croatian history
- describe the emergence of the trilingual and tripartite culture of medieval Croatia
- distinguish between the types of Glagolitic scripts
- apply the acquired basic skills of reading and writing Glagolitic and Croatian Cyrillic to interpret selected historical sources

Course content

1. The importance of Glagoliticism in Croatian ecclesiastical and cultural history.
2. Cyril-Methodian mission.
3. Old Church Slavonic canon.

4. Tripartite and trilingual culture of medieval Croatia.
5. Field work – Glagolitic inscriptions of Istria.
6. Diplomatic Glagolitic and Croatian Cyrillic.
7. Missals and illuminations.
8. Beginnings of Glagolitic printing.
9. Protestant Glagolitic printing house in Urach.
10. Glagolitic printing and Catholic reform; Croatian Cyrillic in print.
11. Rounded and angular Glagolitic.
12. Printed Glagolitic.
13. Cursive Glagolitic.
14. Croatian Cyrillic.
15. Final discussion.

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 (10 %)

Student obligations

Students are required to attend classes, pass the midterm exam, and submit a reading journal.

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

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		Reading journal: notes on reading primary literature	X	Kolokviji	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

Submission of the reading journal and passing the midterm exam are prerequisites for taking the oral exam. The final grade is based entirely on the oral exam (100%).
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*
Stjepan Damjanović, *Slovo iskona*, Zagreb 2012.	1	25
Anica Nazor, *„Ja slovo znajući govorim" – knjiga o hrvatskoj glagoljici*, Zagreb 2008.	2	25
Benedikta Zelić-Bućan, *Bosančica ili hrvatska ćirilica u srednjoj Dalmaciji*, Split 2000.	3	25

Supplementary readings

To be arranged in consultation with the instructor.

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

- Class attendance and participation
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus

- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Marko Trogrlić, PhD, full professor	
Course name	**THE CROATIAN NATIONAL REVIVAL IN DALMATIA (FPPIP5)**	
Study programme	**University undergraduate programme *History* (double-major)**	
Course status	Elective	
Year	2	
Semester	4	
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 introduce students to the fundamental determinants of the Revival period in Dalmatia (1860–1882), and to enable them to recognize its main protagonists, context, and outcomes.

Course enrolment requirements

None.

Intended course learning outcomes

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

- explain the specific features of Dalmatia in the process of Croatian national integration during the 19th century;
- identify key processes of the Croatian National Revival in Dalmatia within the broader context of revival movements;
- explain the fundamental concepts of the national-integration movement in Dalmatia;
- interpret primary published sources related to the history of the Croatian National Movement in Dalmatia

Course content

1. Introductory lecture: Historical heritage: Dalmatia under Venetian rule and “two Dalmatians.” Coastal and hinterland Dalmatia, communal society of Mediterranean type, and Dalmatian hinterlands.
2. Austrian province of Dalmatia. Dalmatia in the process of Croatian national integration and the place of the revival in Dalmatia within the 19th-century Croatian revival movements.
3. Specific features of the Croatian national integration and the revival movement in coastal and hinterland Dalmatia, Dubrovnik, and Boka Kotorska.
4. Slavodolmatian, South Slavic, and Croatian ideas. Preparatory period of the revival and the year 1848 in Dalmatia.
5. Revival movement and political conflicts of 1860.
6. The year 1882: People’s Party and Autonomists.
7. The question of the unification of Dalmatia with “Trans-Konavle Croatia” and “re-Croatisation.”

8. The “Dalmatian question” in the context of Northern Croatian politics, the Viennese centre, dualism, Italian irredentism, and the Eastern Question.
9. Serbian politics, cooperation with Croatian politics during the revival period, and the split of 1879/80.
10. Political periodicals during the revival period in Dalmatia.
11. Main protagonists of political events.
12. Institutions of authority in the revival events.
13. Dalmatian governors and the revival movement in Dalmatia.
14. Concluding remarks.

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

Students are required to attend classes, present a report, actively participate in class, and pass 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 %
In-class participation 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*
Marko Trogrlić – Nevio Šetić, *Dalmacija i Istra u 19. stoljeću*, Zagreb 2015.	2	25
Josip Vrandečić, *Dalmatinski autonomistički pokret u XIX. stoljeću*, Zagreb 2002.	2	25
Dubravka Kolić, *Carsko-kraljevsko namjesništvo u Zadru 1814.-1918. Institucija i gradivo*, Zadar 2010.	2	25

Supplementary readings

Stančić, Nikša, *Hrvatska nacionalna ideologija preporodnog pokreta u Dalmaciji (Mihovil Pavlinović i njegov krug),* Zagreb, The Historical Sciences Division, 1980.
Hrvatski narodni preporod u Dalmaciji i Istri, Proceedings (ed. J. Ravlić), Zagreb, Matica hrvatska, 1969.

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

- Class attendance and participation
- Student questionnaires on the quality of teaching conducted at the university level

- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Edi Miloš, PhD, associate professor	
Course name	**EUROPEAN AND WORLD HISTORY IN THE 20TH CENTURY I (FPPE)**	
Study programme	**University undergraduate programme *History* (double-major)**	
Course status	Compulsory	
Year	3	
Semester	5	
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 aim of the course is to introduce students to the events and processes, as well as the global political, social, and cultural conditions, in the period between the end of the First World War and the end of the Second World War.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:
- recognize the consequences of the First World War
- explain the key phenomena and processes of the interwar period
- critically interpret the characteristics of totalitarian and authoritarian ideologies and regimes
- analyse the events that led to the Second World War
- explain the significance of the Second World War
- present the results of their own research orally

Course content

1. Introductory lecture
2. Consequences of the First World War
3. New international issues in Europe and the world
4. The Bolshevik Revolution
5. The Soviet Union in the interwar period
6. The rise of fascism
7. Fascist Italy
8. Authoritarian regimes in Europe
9. Challenges to democratic systems
10. The Weimar Republic
11. National Socialism
12. International relations from 1918 to 1929

13. International relations from 1929 to 1939
14. The Second World War – the creation of the Axis order in Europe and the world
15. The Second World War – the collapse of the Axis

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

Students are required to attend classes, pass the written exam, and hold an oral presentation or submit a seminar paper

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

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 verifying if other student obligations have been met

The written exam and seminar paper are graded. Midterm exams are scheduled in consultation with the students.

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

Title	*Number of copies*	*Number of students*
Grenville John A. S., *A History of the World in the Twentieth Century*, Cambridge (Massachusetts), Belknap Press of Harvard University Press, 2000.	2	40
Mazower Mark, *Mračni kontinent. Europsko dvadeseto stoljeće*, Zagreb, Prometej, 2004.	3	40
Dukovski Darko, *Ozrcaljena History*. *Uvod u suvremenu Povijest Europe i Europljana*, Zagreb/Rijeka, Leykam international/Filozofski fakultet u Rijeci, 2012.	1	40
Ferro Marc, *Sedmorica zaraćenih 1918.-1945*. *Usporedna History*, Zagreb, Faculty of Political Science, 2008.	2	40
Best Anthony *et al.*, *International History of the Twentieth Century and Beyond*, London/New York, Routledge, 2008.	1 / online	40

Supplementary readings

Mazower Mark, *Hitler's Empire: Nazi Rule in Occupied Europe*. Allen Lane: London, 2008.
Dukovski Darko, *History Srednje i Istočne Europe*, Zagreb, Alinea, 2005, vol. 2.
Duroselle Jean-Baptiste, KASPI André, *Histoire des relations internationales*, sv. 1, *De 1945 à nos jours*, Paris, Armand Colin, 2012.
Courtois Stéphane et al., *Crna knjiga komunizma. Zločini, teror, represija*, Zagreb, Politička kultura/Golden marketing, 1999.
Besançon Alain, *Stoljeće zla. O komunizmu, nacizmu i jedinstvenosti šoaha*, Zagreb, Dom i svijet, 2009.
Kershaw Ian, *Hitler*, Zagreb, Vizura, 2000.
Bruneteau Bernard, *Totalitarizmi*, Zagreb, Politička kultura, 2002.

Furet François, *Prošlost jedne iluzije. Ogled o komunističkoj ideologiji u XX. stoljeću*, Zagreb, Politička kultura, 1997. Best Geoffrey, *Churchill i rat*, Zagreb, Naklada Ljevak, 2006.
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Aleksandar Jakir, PhD, full professor	
Course name	**CROATIAN HISTORY 1918 – 1945 (FPPEH)**	
Study programme	**University undergraduate programme *History* (double-major)**	
Course status	Compulsory	
Year	3	
Semester	5	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	30+0+15
COURSE DESCRIPTION		
Course aims		
The aim of the course is to develop a critical understanding of the fundamental processes and structures that shaped Croatian history in the first half of the 20th century, and to enable students to acquire analytical and interpretative skills for working with relevant historical sources.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of the course, students will be able to: - identify key political events and processes that shaped Croatian history between the two World Wars and during the Second World War - recognize and explain the development of specific social phenomena during this period - explain the fundamental economic processes in the Croatian lands during this period - interpret the basic concepts of social and cultural history of this period		
Course content		
1. Introduction to the course 2. The creation and organization of the First Yugoslav State 3. Political parties and their programs: centralism and unitarism, the unresolved national question 4. Problems of social and economic development 5. The peasant question in the interwar period 6. Development of urban centres, cultural development, and the position of religious communities		

7. The influence of international factors on the position of the Croatian people within the Yugoslav state
8. The position of national minorities
9. The collapse of the First Yugoslav State
10. Organization and functioning of the NDH (Independent State of Croatia)
11. The antifascist movement
12. Material and demographic consequences of the war
13. The creation of the Second Yugoslav State
14. The position of the Croatian people in the Second Yugoslav State
15. Concluding remarks. Exam preparation

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

Students are required to attend classes, participate in class, prepare and present a seminar paper, and complete the midterm exams or the final 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

In-class participation: 10 %
Seminar paper: 50 %
Final written exam or midterm exams: 40 %
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*
Ivo Banac, *Nacionalno pitanje u Jugoslaviji*, Zagreb 1988.	3	40
Dušan Bilandžić, *Hrvatska moderna povijest*, Zagreb 1999.	1	40
Ivo Goldstein, *Hrvatska povijest*, Zagreb 2003.	1	40
Hrvoje Matković, *Povijest Jugoslavije* (1918.-1991.), Zagreb 1998.	1	40

Supplementary readings

Ljubo Boban, *Maček i politika HSS*, knj. I-II, Zagreb 1974.
Ljubo Boban, *Hrvatske granice 1918.-1992.,* Zagreb 1993.
Hodimir Sirotković, *ZAVNOH. Rasprave i dokumenti*, Zagreb 2002.

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

- Class attendance and participation
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus

- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Marko Trogrlić, PhD, full professor	
Course name	**HISTORY OF HISTORIOGRAPHY (FPPPH)**	
Study programme	**University undergraduate programme *History* (double-major)**	
Course status	Compulsory	
Year	3	
Semester	5	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION

Course aims

The aim of the course is to introduce students to the history of historiography and to provide an understanding of its development over two and a half millennia through various forms.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:
- interpret their own academic discipline
- explain the history of history
- describe historiography as an intellectual and scholarly discipline
- analyse different genres, types, and schools in the history of historiography
- critically interpret specific historiographical works

Course content

1. Introduction: the history of history – two and a half thousand years of historiography. Basic concepts and approaches. Overview of the literature.
2. Ancient historiography (Greece and Rome).
3. Medieval historiography.
4. Humanist historiography. The influence of the Reformation and Catholic Renewal.
5. Historical erudition, accumulation of sources, and knowledge.
6. Enlightenment historiography and the emergence of a scientific approach.
7. Philosophy and history: the influence of 18th- and 19th-century philosophical currents on historiography.
8. Scientification, the formation of method, and 19th-century German historiography.
9. Croatian historiography from the 15th to the end of the 17th century.
10. Croatian historiography in the 18th century and its scientification in the 19th century.
11. Historiographical genres.
12. Cultural and global history.
13. Interdisciplinarity, “New History,” and the Annales School.

14. Social history (history of societies, the influence of Marxism, economic and demographic history, cliometric methods).
15. Structuralism, the linguistic turn, and postmodern currents.
16. Concluding lecture: openness of contemporary historiography, new topics, and possibilities.

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

Students are required to attend classes, prepare and present a seminar paper, actively participate in class, and pass the oral 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		Oral exam	X	Essay	X	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 %
Seminar paper and presentation 20 %
In-class participation 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*
Mirjana Gross, *Suvremena historiografija. Korijeni, postignuća, traganja*, Zagreb, Novi liber, 1996. i later editions. (selected chapters)	2	40
John Burrow, *History Povijesti*, (Epovi, kronike, romanse i ispitivanja od Herodota i Tukidida do dvadesetog stoljeća), Zagreb, Algoritam, 2010. (selected chapters)	1	40

Supplementary readings

Stjepan Antoljak, *Hrvatska historiografija do 1918.* I-II. Zagreb, Nakladni zavod Matice hrvatske, 1992.

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

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

GENERAL INFORMATION		
Lead instructor	Aleksandar Jakir, PhD, full professor	
Course name	**POLITICAL BIOGRAPHIES IN THE CROATIAN 20TH CENTURY (FPPIP14)**	
Study programme	**University undergraduate programme *History* (double-major)**	
Course status	Elective	
Year	3	
Semester	5	
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 introduce students to the biographies of individuals who shaped Croatian history during the 20th century, with a special emphasis on their political activities.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - identify the key socio-political processes of 20th-century Croatian history - explain the socio-political context in which some of the most prominent Croatian politicians of the 20th century operated - interpret the fundamental ideas and views of the examined political figures - recognize the diversity of ideas on the political scene of the period
Course content
1. Introduction to the course. 2. Ante Trumbić, Frano Supilo. 3. Svetozar Pribičević. 4. Bogdan Radica. 5. Aleksandar Karađorđević. 6. Ivo Tartaglia. 7. Stjepan Radić. 8. Vladko Maček. 9. Andrija Hebrang. 10. Vladimir Bakarić. 11. Josip Broz Tito. 12. Ante Pavelić. 13. Andrija Artuković. 14. Franjo Tuđman. 15. Review of the course. Exam preparation.

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
Students are required to attend classes, give a presentation, submit a student report, and pass the exam.

Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam		Oral exam	X	Essay		Research	
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: 20 % Oral exam: 80 % 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*
Ivo Banac, *Nacionalno pitanje u Jugoslaviji*, Zagreb 1988.	3	17
Hrvoje Matković, *Povijest Jugoslavije* (1918.-1991.), Zagreb 1998.	1	17

Supplementary readings
Ivan Meštrović, *Uspomene na političke ljude i događaje*, Zagreb 1993. Ivo Petrinović, *Ante Trumbić*, Split 1991.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Nikola Glamuzina, PhD, full professor	
Course name	**HISTORICAL GEOGRAPHY OF CROATIA (FPPIP16)**	
Study programme	**University undergraduate programme *History* (double-major)**	
Course status	Elective	
Year	3	
Semester	5	
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 raise students' awareness of the importance of cooperation between individual scientific disciplines and the need for an interdisciplinary approach when addressing specific problems, and to introduce students to the main characteristics, historical processes, and the historical-geographical dimension of the formation of the cultural landscape in different regions of Croatia.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of the course, students will be able to: - understand the significance of historical geography for their future work - interpret geographical changes in the Croatian area throughout history - identify and explain the key processes that shaped the cultural landscape in different regions of Croatia throughout history - critically discuss specific open questions in the field of Croatian historical geography.		
Course content		
1. The concept and position of historical geography within geographical science, its connection with historical science, research methods. 2. Relevant physical-geographical basis (relief, hydrographic elements, climate, vegetation cover) and the regional structure of Croatia. 3. Historical-geographical development of present-day Croatia during prehistory. 4. Historical-geographical development of present-day Croatia during antiquity. 5. Historical-geographical development of Croatia during the early Middle Ages (settlement patterns boarder formation, and state territory under national rulers). 6. Historical-geographical development of Croatia during the High Middle Ages (the period of the Hungarian-Croatian state). 7. Historical-geographical development of neighbouring lands that incorporated parts of present-day Croatia during the Middle Ages (the Bosnian state, the Venetian Republic, etc.). 8. Historical-geographical development of Croatia during Ottoman expansion. 9. Historical-geographical development of Croatia and the formation of state territory during the anti-Ottoman wars (political formation of territory). 10. Historical-geographical development of Croatia and state formation during the anti-Ottoman wars (economic changes with an emphasis on the Danube–Northern Adriatic transport system). 11. Historical-geographical development of Croatia during the Austro-Hungarian Monarchy (the age of the railway). 12. Historical-geographical development of Croatia between the two World Wars. 13. Historical-geographical development of Croatia during socialist Yugoslavia. 14. Contemporary historical-geographical trends in Croatia (consequences of the Homeland War, development of border regions, contemporary regionalization in the context of Croatia's integration into Euro-Atlantic structures and the new political division of the world). 15. Concluding remarks.		
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		
Students are required to pass the written exam (or midterm exams) with at least 60% of the total points, pass the oral exam, and make up for any missed classes through consultations with the instructor and fellow students.		

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	X	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

During the exam term period, students take both the written and oral exam. During the semester, midterm exams are organized allowing students to demonstrate their knowledge of the course material in written form. Passing the first midterm exam is a prerequisite for taking the second midterm exam. Students who pass both midterm exams are exempt from taking the final written exam.
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 following elements:

1. Written exam or successfully passed midterm exams (a positive grade in both is equivalent to a passed written exam) – 60%
2. Oral exam – 30%
3. Prepared and presented seminar paper in accordance with the instructor's guidelines – 10%

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., Fuerst-Bjeliš, B., *Historijska geografija Hrvatske*, Faculty of Humanities and Social Sciences, University of Split, 2015.	10 / online	16

Supplementary readings

Graham, B., Nash, C. (ed.) (2000.), *Modern Historical Geography*, Longman, London.
Crkvenčić, I. (ed.) (1991.), *Političko-geografska i demografska pitanja Hrvatske*, Croatian Geographical Society, special editions, Vol. 8, Zagreb.
Cvitanović, A. (ed.) (1974.), *Geografija SR Hrvatske*, Vols. 1-6, Školska knjiga, Zagreb.
Rogić, V. (1990.), *Regionalna geografija Jugoslavije*, Vol. 1: Prirodna osnova i historijska geografija, Školska knjiga, Zagreb.

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

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

GENERAL INFORMATION	
Lead instructor	Mladenko Domazet, PhD, full professor

Course name	**THE WORLD OF THE ISLAND HVAR AT THE DAWN OF THE MODERNITY (FPPIP27)**	
Study programme	**University undergraduate programme *History* (double-major)**	
Course status	Elective	
Year	3	
Semester	5	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	22+0+0+8T

COURSE DESCRIPTION

Course aims

The aim of the course is to introduce students to the history of the island of Hvar from the second half of the 19th century to the beginning of the Second World War. Within this framework, students will analyse the causes and consequences of the rise of maritime trade, interpret the diversity of everyday life, examine depopulation processes, and explore perspectives of urban development.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:
- identify key events, processes, and protagonists, and understand the relationship between micro- and macro-history
- interpret continuity and change through examples from the economy, society, and urban development
- compare and contrast different political options, values, individuals, and local institutions
- identify gaps in available historical sources and apply contextual knowledge of island communities
- explain and understand the importance of the history of everyday life within a microhistorical approach

Course content

1. Introductory lecture / microhistorical approach.
2. Navigation routes, ships, and sailors of Stari Grad.
3. The Duboković family and the accelerated development of Jelsa.
4. Croatian National Revival. National integration of the municipality of Stari Grad. National Party-oriented Jelsa in an autonomist environment.
5. Dominican Monastery of St. Peter in Stari Grad at the turn of the 19th to the 20th century.
6. Croatian Reading Room in Stari Grad 1874–1914 / The pulsation of socio-cultural life through local associations (“the creativity of the unheard in small social units”).
7. Economic dynamics of Stari Grad – the boom of viticulture and shipping.
8. From traditional to modern bourgeois society and the urban development of Stari Grad.
9. Everyday life in its typical and exceptional forms in the second half of the 19th and the early 20th century.
10. Italian occupation of Stari Grad 1918–1921 / Resistance and terror in the town / Post-war political developments in a new state framework.
11. Liturgical year, sacred buildings, popular Passion devotions.
12. Field work – tour of Stari Grad and Jelsa.
13. Field work – tour of Stari Grad and Jelsa.

14. External influences and the generation of economic crisis at the end of the 19th century in Stari Grad.
15. Economy without momentum in the interwar period of Stari Grad.
16. Final lecture – archival sources.

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 classes, present a student report, participate actively in class, and pass 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	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 %
Student report and presentation 20 %
Written exam 70 %
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*
Domazet M., *Suton flote jedrenjaka Staroga Grada*, Zagreb 2004.	1	16
Domazet M., *Stari Grad na Hvaru – Otočni grad na razmeđu 19. i 20. stoljeća*, Stari Grad 2011.	1	16
Stančić N., *Otok Hvar u vrijeme hrvatskog narodnog preporoda u XIX. stoljeću*, Otok Hvar (Proceedings, ed, Miro A. Mihovilović), Zagreb 1995.	1	16
Jelsa u Hrvatskom narodnom preporodu Dalmacije, Jelsa 1994.	1	16
Duboković Nadalini N., *Odabrani radovi*, Split 2001.	1	16

Supplementary readings

Kronika kapetana Nike Dubokovića, Jelsa 1998.
Politeo Dinko, *Izabrani članci*, Tuzla - Dubrovnik 1910.
Čavić A., *Stari Grad – Povijesni vodič*, Stari Grad 2004.
Oliver F., *Pomorci otoka Hvara 1871. - 1964.*, Split 1964.
Kuničić P., *Prigodom otvora nove školske zgrade u Starome Gradu 20. travnja 1908.*, Zadar 1908.
Kuničić P., *Spomenica ženske pučke škole u Starom Gradu*, Sarajevo 1925.
Peričić Š., *Gospodarska History Dalmacije od 18. do 20. stoljeća*, Zadar 1998.
Škunca B., *Za križem*, Zagreb 2013.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Mladenko Domazet, PhD, full professor	
Course name	**HISTORY OF KAŠTELA I (FPPIP15)**	
Study programme	**University undergraduate programme *History* (double-major)**	
Course status	Elective	
Year	3	
Semester	5	
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 introduce students to the historical and cultural context of the settlements of Kaštela from the second half of the 15th century to the mid-20th century and to highlight the importance of their historical sites.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - identify key events, processes, individuals, and spatial characteristics of Kaštela from the 15th to the 20th century - explain general and local historical processes - interpret historical sources and develop analytical and interpretative skills - cultivate habits of visiting historical sites, cultural monuments, and museums - recognize the potential of microhistorical analysis as a model for researching other environments including creating vertical and horizontal historical perspectives, identifying continuity and change, and utilizing spatial resources, and archival materials)
Course content
1. Introductory lecture (syllabus, course readings, assessment methods). 2. Medieval settlements beneath Mount Kozjak. 3. Construction of coastal settlements – the context of anti-Ottoman wars. 4. The potential of the Kaštela Field – peasants and wine merchants. 5. Field work (Kaštela City Museum – Vitturi Castle, parish churches) – note-taking. 6. Parish churches as examples of great ambitions. 7. Kaštela settlements in the vortex of change and resistance to French rule.

8. Urban development of the Kaštela settlements – processes of modernization.
9. Kaštela confraternities / religious and charitable aspects.
10. Development of tourism in Kaštela and its impact on traditional ways of life.
11. Everyday life in Kaštela (1900–1929).
12. Field work (medieval sites) – note-taking.
13. Individuals and their impact on space, with examples from family history.
14. Continuity and change illustrated by the sanctuary of Our Lady of Stomorija in Kaštel Novi.
15. Archival sources / analytical and interpretative framework.

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

Student obligations

Students are required to attend classes, present a student report, participate actively in class, and pass 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	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 %

Student report and presentation 20 %

Written exam 70 %

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*
V. Omašić, *Kaštela od prapovijesti do početka XX. stoljeća*, sv. 1 i 2, Kaštela 2001.	1	16
I. Babić, *Prostor između Trogira i Splita*, Trogir 1984.	1	16
M. Domazet - M. Vuletin, *Donjokaštelanska svakodnevica 1900.-1939.*, Zagreb 2002.	1	16

Supplementary readings

K. Marasović, Kaštel Vitturi u Kaštel Lukšiću, *Kaštelanski zbornik* 4, Kaštela 1994.
F. Ivasović, *Kaštel Stari (crtice iz njegove Povijesti i života)*, Kaštela 2001.
Frane Bego, Valierova vizitacija Kaštelima, *Kaštelanski zbornik* 3, Kaštela 1993.
Frane Bego, Vizitacije biskupa Pax Jordana Kaštelima I, *Kaštelanski zbornik* 4, Kaštela 1994.
Frane Bego, *Kaštel Kambelovac - Kaštel Gomilica*, Kaštela 1991.
M. Domazet, Kaštelanske bratovštine od XVI. do XIX. st., *Kaštelanski zbornik* 5, Kaštela 1999.
M. Domazet, M. Vuletin, T. Bartulović, *Odvitnice Gospe Stomorijo*, Zagreb 2008.
M. Domazet, R. Marić, *Donjokaštelanski krnjeval*, Zagreb 2014.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	All teaching instructors with a scientific-teaching title	
Course name	**WORK-BASED LEARNING AT A PARTNER INSTITUTION (HZX008)**	
Study programme	**University undergraduate programme *History* (double-major)**	
Course status	Elective	
Year	3	
Semester	5, 6	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S+FW[1])	0+40+30+80

COURSE DESCRIPTION
Course aims
The aim of the course is to expose students to work-based learning conditions at the partner institution and enable them to independently identify and solve straightforward practical problems in a real working environment.
Course enrolment requirements
Students are eligible to apply for the internship competition before the start of the third year of the undergraduate study programme. If the number of applicants exceeds the available positions, the selection procedure will be conducted in accordance with the Rulebook on Internship of the Faculty of Humanities and Social Sciences.
Intended course learning outcomes
Upon completion of the course, students will be able to: - apply the knowledge and skills acquired during their undergraduate studies to independently identify and solve complex practical problems in a real working environment   - prepare an internship report that explains and critically evaluates the tasks performed, and includes relevant supporting documentation - describe the organizational structure of the selected partner institution - identify challenges posed by the work environment and describe the processes used to address specific challenges - analyse and evaluate practical situations using up-to-date scientific sources - monitor, document, and evaluate processes at the partner institution - analyse problems arising from specific work assignments at the partner institution and - suggest appropriate solutions - document and reflexively evaluate personal practice

[1] Fieldwork

Course content		
The internship entails specific work tasks under the guidance of a mentor from the partner institution and comprises 80 working hours. With the approval of the Faculty of Humanities and Social Sciences supervisor, the partner institution mentor plans the work tasks. The remaining 70 working hours are distributed as follows: mentoring (10 hours with a Faculty supervisor, 20 hours with the partner institution mentor), literature research (10 hours), preparation of the Work-Based Learning Report (20 hours), and preparation and presentation of the Report defence before the Faculty supervisor (10 hours).		
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		
Students are required to - comply with ethical and scientific principles in higher education and the principles of organisation/partner institution in accordance with the instructions of the supervisor. - participate actively 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. - adhere to the time frames required to complete the internship. - actively and constructively act at the partner institution and report to the supervisor during the internship. - prepare, submit and defend the Internship Report.		

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

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		Literature research and consultations with supervisor	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 supervisors from the partner institution and the Faculty of Humanities and Social Sciences in Split. The partner institution mentor continuously monitors the student`s attendance, diligence, and performance in completing assigned tasks.
At the end of the internship, the mentor assigns one of the following two descriptive grades:

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

If the internship is not completed, the partner institution mentor must provide a written explanation, and the Faculty supervisor records a failing grade for the course.
If the mentor`s grade confirms successful completion, the Faculty supervisor reviews the internship report, discusses the student`s assignments, and assigns one of the following two grades:

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

A negative grade must be justified in writing.

The internship is considered passed if both supervisors confirm successful completion of the internship and the internship report. When both grades are positive, the Faculty supervisor records 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 following elements: 1. Practical work - 60% 2. Preparation and presentation of the report in accordance with the supervisors` instructions - 20% 3. consultations with supervisors and 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
Before the internship at the partner institution, the Faculty supervisor/teacher provides instructions on conducting the internship, documenting activities, and preparing the internship report. During the internship, the Faculty supervisor/teacher, the partner institution mentor, and the student regularly review the process, while records of the student's attendance and performance are kept. Continuous monitoring is ensured through discussion, (self-) analysis, and (self-) evaluation. Upon completion of the internship, the student completes the survey on the quality of the internship in accordance with the applicable Rulebook.

GENERAL INFORMATION		
Lead instructor	Edi Miloš, PhD, associate professor	
Course name	**EUROPEAN AND WORLD HISTORY IN THE 20TH CENTURY II (FPPE2)**	
Study programme	**University undergraduate programme *History* (double-major)**	
Course status	Compulsory	
Year	3	
Semester	6	
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 aim of the course is to introduce students to the events, processes, and global political, social, and cultural conditions in the period from the end of the Second World War to the fall of the Berlin Wall and the emancipation of Eastern Europe.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to:

- identify the consequences of the Second World War
- explain the key processes that shaped the post-war world (the Cold War, decolonization, the beginnings of Western European integration, the development and collapse of European communism, etc.)
- describe the creation of the contemporary world through the processes that produced it;
- explain the mechanisms of the development of international relations
- present the results of their own research orally or in written form

Course content

1. Introductory lecture.
2. Consequences of the Second World War.
3. Division of Europe.
4. The beginnings of the Cold War.
5. Formation of the two blocs and the Korean War.
6. The establishment of Israel and the Middle Eastern question.
7. From “Peaceful Coexistence” to Détente.
8. Intra-bloc crises and fractures.
9. Decolonization.
10. The emergence of the Third World.
11. The first steps of Western European integration.
12. The bipolar world challenged by new powers and international actors.
13. The awakening of Asia.
14. “Cold peace” – “hot war.”
15. The agony of communism in Europe.

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

Class attendance, written exam, oral presentation or written paper.

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

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 verifying if other student obligations have been met

The final exam and seminar paper are assessed. The mid-term exams may be organized in agreement with students.

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

Title	*Number of copies*	*Number of students*

Grenville John A. S., *A History of the World in the Twentieth Century*, Cambridge (Massachusetts), Belknap Press of Harvard University Press, 2000.	2	40
Westad Odd A., *Globalni hladni rat. Velike sile i Treći svijet*, Zagreb, Golden Marketing – Tehnička knjiga, 2009.	1	40
Mazower Mark, *Mračni kontinent. Europsko dvadeseto stoljeće*, Zagreb, Prometej, 2004.	3	40
Painter David S., *Hladni rat. Povijest međunarodnih odnosa*, Srednja Europa, Zagreb 2002.	2	40
Soutou Georges-Henri, *Nesiguran savez. Francusko-njemački političko-strateški odnosi od 1956. do 1996*, Zagreb, Faculty of Political Science, 2006.	2	40
Dukovski Darko, *Ozrcaljena History*. *Uvod u suvremenu Povijest Europe i Europljana*, Zagreb/Rijeka, Leykam international/Faculty of Humanities and Social Sciences, Rijeka, 2012.	1	40
Holzer Jerzy, *Komunizam u Europi. Povijest pokreta i sustava vlasti*, Zagreb, Srednja Europa, 2002.	2	40
Best Anthony *et al.*, *International History of the Twentieth Century and Beyond*, London/New York, Routledge, 2008.	online	40
Supplementary readings		
Young John W., KENT John, *International Relations since 1945. A global history*, Oxford, Oxford University Press, 2013. Dukovski Darko, *History Srednje i Istočne Europe*, Zagreb, Alinea, 2005. Courtois Stéphane et al., *Crna knjiga komunizma. Zločini, teror, represija*, Zagreb, Politička kultura/Golden marketing, 1999. Soutou Georges-Henri, *La Guerre froide 1943-1990*, Paris, Fayard/Pluriel, 2011. Duroselle Jean-Baptiste, KASPI André, *Histoire des relations internationales*, sv. 2, *De 1945 à nos jours*, Paris, Armand Colin, 2009. Sellers Charles *et al.*, *History Sjedinjenih Američkih Država*, Zagreb, Barbat, 1996.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
Lead instructor	Aleksandar Jakir, PhD, full professor	
Course name	**CROATIAN HISTORY AFTER 1945 (FPPEH2)**	
Study programme	**University undergraduate programme *History* (double-major)**	
Course status	Compulsory	
Year	3	
Semester	6	
	ECTS student workload coefficient	5

Number of credits and mode of delivery	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION

Course aims

The aim of the course is to develop a critical understanding of the key processes and structures that shaped Croatian history in the second half of the 20th century and to acquire analytical and interpretative skills.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:
- identify key social and political issues in Croatia during the second half of the 20th century
- describe the economic situation of Croatia within the second Yugoslav state
- interpret cultural processes in Croatia within the second Yugoslav state
- analyse the position of Croats within the second Yugoslav state

Course content

1. Introduction to the course.
2. Introduction of the socialist system.
3. Revolution and violence.
4. Beginnings of democratization and liberalization in the 1960s.
5. Economic reform.
6. Declaration on the Croatian Literary Language.
7. The Croatian Spring.
8. Crisis of socialism.
9. Tito's death and the disintegration of Yugoslavia.
10. Establishment of a multi-party system: from constitutional changes to the new Constitution of the Republic of Croatia.
11. International recognition of Croatia as an independent state.
12. The Homeland War.
13. Care for displaced persons and refugees; reintegration of occupied territories.
14. Euro-Atlantic integration processes.
15. Concluding remarks and exam preparation.

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

Students are required to attend classes regularly, participate in class discussions, prepare and present a seminar paper, pass the midterm exams and/ or written final 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

In-class participation: 10 %
Seminar paper: 50 %
Final exam or midterm exams: 40 %
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*
Zdenko Radelić, *Hrvatska u Jugoslaviji 1945.-1991. Od zajedništva do razlaza,* Zagreb 2006.	1	40
Ivo Goldstein, *Hrvatska povijest*, Zagreb 2003.	1	40
Dušan Bilandžić, *Moderna hrvatska povijest*, Zagreb 1999.	1	40

Supplementary readings

Hrvoje Matković, *Povijest Jugoslavije (1918.-1991.),* Zagreb 1990.
Anđelko Milardović, *Dokumenti o državnost RH*, Zagreb 1992.

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

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

GENERAL INFORMATION		
Lead instructor	Edi Miloš, PhD, associate professor	
Course name	**CONTEMPORARY HISTORIOGRAPHY (FPPSH)**	
Study programme	**University undergraduate programme *History* (double-major)**	
Course status	Compulsory	
Year	3	
Semester	6	
Number of credits and mode of delivery	ECTS student workload coefficient	1
	Number of hours (L+P+S)	15+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is to introduce students to the development of contemporary historiography and to the major theoretical and methodological frameworks, schools, and approaches that have shaped historical scholarship.

Course enrolment requirements

None.

Intended course learning outcomes
Upon completion of the course, students will be able to: - explain the context of historical scholarship - recognize the relationship between historiographical development and broader intellectual and scientific contexts - critically interpret historiographical works - analyze major historiographical approaches and paradigms - explain the epistemological fundations and theoretical development of historical scholarship
Course content
1. Introductory lecture. 2. Context and prerequisites for the development of historiography in the 19th century. 3. Jules Michelet: a bridge between older traditions and new insights. 4. German historiography and its dominant position in the 19th century. 5. German historicism. 6. French historiography of the 19th century – prior to the methodological school. 7. French historiography of the 19th century – the methodological school. 8. Anglo-Saxon historiography of the 19th century. 9. Croatian historiography up to the First World War. 10. Marxist historiography. 11. European historiography at the beginning of the 20th century. 12. Lucien Febvre and Marc Bloch. 13. The Annales School. 14. Comparative overview of historiographical trends of the 20th and 21st century – Part I. 15. Comparative overview of historiographical trends of the 20th and 21st century – Part II.

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

Student obligations
Class attendance, 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
Final written exam – 100 % Mid-term exams may be organized in agreement with students..

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

Title	*Number of copies*	*Number of students*

Gross Mirjana, *Suvremena historiografija*, Zagreb, Novi Liber/Department of Croatian History, Faculty of Humanities and Social Sciences, University of Zagreb, 2001.	2 / online	40
Antoljak Stjepan, *Hrvatska historiografija*, Zagreb, Matica hrvatska, 2004	2	40
Carr Edward H., *Što je povijest?*, Zagreb, Srednja Europa, 2004.	1	40
Nikić Andrija, *Razvoj povijesne znanosti ili uvod u History. Za studente i znanstvenike*, Mostar, Franciscan Library and Archieve, Faculty of Education, 2002.	1	40
Supplementary readings		
Bourdé Gérard, Martin Henri, *Les Écoles historiques*, Paris, Seuil, 1985. Caire-Jabinet Marie-Paule, *Introduction à l'historiographie*, Paris, Armand Colin, 2013. Carbonell Charles-Olivier, *Istoriografija*, Beograd, Plato/XX. vek, 1999. Offenstadt Nicolas, *L'Historiographie*, Paris, Presses universitaires de France, 2011.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process		

3. ANNEXES

a. Learning outcomes of the study programme

Learning outcome code	Description of learning outcome
LO 1	Define fundamental disciplinary concepts and apply them in further studies of national and world history.
LO 2	Analyse the meaning and structure of historical processes.
LO 3	Use scientific and professional literature, while taking comparative perspectives into account.
LO 4	Apply reflective and critical methods when forming independent interpretations of historical concepts and assessing the influence of ideologies and hegemonies.
LO 5	Discuss research approaches in the field of intellectual history and the conceptual foundations of different ideologies.
LO 6	Discuss key issues in historiography and the humanities at the local, national, and international levels.
LO 7	Apply acquired knowledge in the preparation of professional and scholarly works.
LO 8	Explain and interpret the structure of historical thinking.
LO 9	Apply acquired knowledge and analyse historical sources.
LO 10	Interpret and compare different historiographical methodologies and evaluate emerging ones.
LO 11	Use appropriate professional terminology in historical scholarship.
LO 12	Conduct original field research on Croatian history, especially in archives and at historical sites.
LO 13	Form independent opinions on the relationship between national history and related disciplines: ethnology, anthropology, archaeology, theology, and art history.
LO 14	Present Croatian traditional culture and Croatian intangible cultural heritage to diverse audiences, including tourists.
LO 15	Demonstrate research curiosity.
LO 16	Demonstrate a fundamental overview of major national and world historical events.

LO 17	Apply the writing styles of different historiographical schools and methodologies in the preparation of professional and scholarly papers.
LO 18	Interpret and present one's own local heritage.

Learning outcomes of the study Programme	**LO 1**	**LO 2**	**LO 3**	**LO 4**	**LO 5**	**LO 6**	**LO 7**	**LO 8**	**LO 9**	**LO 10**	**LO 11**	**LO 12**	**LO 13**	**LO 14**	**LO 15**	**LO 16**	**LO 17**	**LO 18**
Total number of courses for each LO	28	26	22	22	31	26	26	24	34	18	18	29	20	23	35	18	10	17
Historiography Practicum	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
History of Early Civilizations	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		
History of Greece and Rome with Ancient History of Croatian Lands	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Croatian historical territory in prehistory and antiquity	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Latin language I	+						+		+						+			
Church and Christianity in the first centuries				+	+	+	+	+						+	+			+
History of Split in the late Middle Ages		+				+			+			+		+				+
Historical cartography						+			+			+			+			
Material heritage as a historical source I	+								+			+	+	+	+			+
European and World History in the Middle Ages	+	+	+	+		+	+	+	+	+	+	+	+	+	+	+		
Croatian Medieval History						+	+	+	+	+	+	+	+	+	+	+		
Latin language II	+						+		+						+			
The Roman Army in Salona	+								+		+	+		+	+			
History of the University. The birth and development of a European institution					+	+			+									

Material heritage as a historical source II	+								+			+	+	+	+			+
Christianity and Church in Dalmatia in the Early Middle Ages	+					+		+			+		+			+		
Early modern European and World History	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
Croatian History in the Early Modern Period	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Auxiliary Historical Sciences I	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Early Modern History of France		+		+			+	+								+		
Migrations within Dalmatia in the Modern Age		+	+		+			+	+			+			+			
The History of the Venetian Republic	+	+	+			+				+					+	+		
European and World History in the 19th century	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
Croatian History in the 19th century	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+			
Auxiliary Historical Sciences II	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Social History of Dalmatia in 16th and 17th century		+	+	+		+	+	+	+					+	+			+
Historiography of the early modern Mediterranean	+	+	+	+		+	+	+	+	+				+	+	+		
Croatian Glagolitic and Cyrillic Paleography	+								+	+	+	+	+		+			
The history of Croatian Glagolitic					+				+			+		+	+			+
The Croatian national revival in Dalmatia	+	+	+			+		+	+			+			+	+		
European and World History in the 20th century I	+	+	+	+	+	+	+	+										
Croatian history 1918 - 1945	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
History of Historiography	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+			
Political biographies in the Croatian 20th century		+		+	+	+			+			+			+	+		

Historical geography of Croatia	+		+	+			+	+	+	+	+	+	+		+		+	+
The World of the Island Hvar at the Dawn of the Modernity		+				+			+			+			+			+
History of Kaštela I	+	+		+		+			+			+	+	+	+			+
Work-Based Learning at a Partner Institution						+	+		+			+			+			+
European and World History in the 20th century II	+	+	+	+	+	+	+	+										
Croatian History after 1945	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Contemporary Historiography	+	+	+		+	+	+								+			
Work-Based Learning at a Partner Institution						+	+		+			+			+			+

b. 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 in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
Type of employment	permanent	permanent	permanent
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	18	12
Professional papers published in the last 5 years (total)	4	3	2
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. European and World History in the Middle Ages 2. Auxiliary Historical Sciences I 3. Auxiliary Historical Sciences II 4. History of Split in the late Middle Ages	1. Croatian Medieval History 2. Church and Christianity in the first centuries 3. Christianity and Church in Dalmatia in the Early Middle Ages	1. History of Kaštela I 2. The World of the Island Hvar at the Dawn of the Modernity
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	senior lecturer	full professor
Field	humanities	humanities	interdisciplinary field of science
Discipline	history	history	geography
Primary institution	Faculty of Humanities and Social Sciences in Zagreb	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
Type of employment	permanent	permanent	permanent
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	10.8	100.5 WH	/
Science and review papers published in the last five years (total)	8	3	8
Professional papers published in the last five 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 Language I 2. Latin Language II	1. History of Greece and Rome with Ancient History of Croatian Lands 2. Croatian historical territory in prehistory and antiquity 3. History of Early Civilizations 4. History of the University. The birth and development of a European institution 5. The Roman Army in Salona 6. Material heritage as a historical source I 7. Material heritage as a historical source II	1. Historical geography of Croatia 2. Historical cartography

List of completed teacher training courses	Teaching competences acquired within their completed 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	www.croris.hr/osobe/profil	https://www.croris.hr/osobe/profil/29592	https://www.croris.hr/osobe/profil/27432
Title	full professor	associate professor	associate professor
Field	humanities	humanities	humanities
Discipline	history	history	history

Primary institution	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
Type of employment	permanent	permanent	permanent
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	/
Science and review papers published in the last five years (total)	8	10	7
Professional papers published in the last five 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	1	/

List of courses taught in the programme	1. Croatian history 1918 - 1945 2. Croatian History after 1945 3. Political biographies in the Croatian 20th century	1. History of Greece and Rome with Ancient History of Croatian Lands 2. Croatian historical territory in prehistory and antiquity 3. History of Early Civilizations 4. The Roman Army in Salona 5. Material heritage as a historical source I 6. Material heritage as a historical source II	1. European and World History in the 20th century I 2. European and World History in the 20th century II 3. Early Modern History of France 4. Contemporary Historiography
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/crosbi/searchbycontext/2/27809	https://www.croris.hr/osobe/profil/1709
Title	associate professor	full professor
Field	humanities	humanities
Discipline	history	history
Primary institution	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
Type of employment	permanent	permanent

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	/	/
Science and review papers published in the last five years (total)	6	5
Professional papers published in the last five 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. Croatian Glagolitic and Cyrillic Paelography 2. Croatian Medieval History 3. Migrations within Dalmatia in the Modern Age 4. The history of Croatian Glagolitic	1. Church and Christianity in the first centuries 2. Historiography Practicum 3. Croatian History in the 19th century 4. The Croatian national revival in Dalmatia 5. History of Historiography 6. History of the University. The birth and development of a European institution
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/crosbi/searchByContext/2/27296	https://croris.hr/osobe/profil/11015
Title	associate professor	full professor
Field	Humanities	Humanities
Discipline	History	History
Primary institution	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
Type of employment	Permanent	Permanent
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 five years (total)	8	15
Professional papers published in the last five years (total)	6	10
Total number of citations (Scopus database only)	/	2
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. Croatian History in the Early Modern Period 2. Histography of Early Modern Mediterrean 3. Croatian History in the Early Modern Period 4. History of the University. The birth and development of a European institution	1. Social History of Dalmatia in 16th and 17th century 2. Early modern European and World History 3. European and World History in the 19th century 4. The History of the Venetian Republic
List of completed teacher training courses	Teaching competences acquired within their completed study programme.	Teaching competences acquired within their completed study programme.