UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY GRADUATE STUDY PROGRAMME

Sociology

SPLIT, March 2026

GENERAL INFORMATION OF HIGHER EDUCATION

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 PRORAMME

Name of the study programme	University Graduate Study Programme Sociology		
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 7.1.sv EQF 7		
Scientific or artistic field and area of study programme	Social Sciences; Sociology		
ISCED FoET classification			
Programme duration (semesters, years)	4 semesters, 2 years		
Number of ECTS points acquired on completion of study programme	120		

Academic or professional title, i.e. academic degree	*Master of Arts (MA) in Sociology* (univ.mag.soc.)
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)	24 (plus 1) – regular status

1. INTRODUCTION

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

The university graduate study programme *Sociology* is aligned with the strategic documents of the Faculty of Humanities and Social Sciences in Split, the Development Strategy of the Faculty of Humanities and Social Sciences in Split for the 2026–2030 period, the Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences of the University of Split for the 2026–2030 period, and the Action Plan of the Faculty of Humanities and Social Sciences in Split (2022–2027).

The university graduate study programme *Sociology* (hereinafter: the Sociology study programme) was established in 2007, prompted by complex social problems and increasingly rapid social changes. The role of the sociologist is particularly important in understanding and interpreting contemporary social changes, processes, and phenomena. Furthermore, a sociologist is an important stakeholder within professional and interdisciplinary teams, contributing from the perspective of sociology to a comprehensive understanding of social issues. The Sociology study programme ensures the education and training of sociologists capable of responding to labour market needs and professionally performing a wide range of professional tasks and occupations. The Sociology study programme educates Masters in the field of social sciences who will competently navigate the labour market, develop into experts within their respective fields, and continuously promote fundamental social and humanistic values in their professional work. Within their profession, Masters of Sociology are therefore competent in recognising, researching, analysing, and interpreting social problems, while their role is also identifiable in proposing improvements and solutions.

The university graduate study programme *Sociology* substantively follows the university undergraduate study programme *Sociology* in such a manner that the acquired methodological, research, and analytical knowledge is expanded through courses of methodological and research orientation that provide knowledge and competences necessary for the preparation and implementation of quantitative and qualitative sociological research. In this respect, the courses *Sociological research workshop 1–3*, *Research work 1–3*, and *Individual student work 1* and *2* are particularly significant, as they are adapted to the scientific and research interests of individual students. Within these courses, emphasis is placed on cooperation between teaching staff and students, the synergy of which ultimately contributes to the comprehensive strengthening of the Faculty of Humanities and Social Sciences in Split as an institution and to the enhancement of its scientific position. In this regard, the Sociology study programme corresponds to the objectives of the strategic area *Science and Research* (Development Strategy of the Faculty of Humanities and Social Sciences in Split 2026–2030).

Over the years, the graduate-level curriculum of the Sociology study programme has been continuously modernised, in accordance with the objectives of the strategic area *Study Programme, Teaching and Students* (Development Strategy of the Faculty of Humanities and Social Sciences in Split 2026–2030). Participation of teaching staff and students in exchange programmes (ERASMUS, CEEPUS) is likewise aligned with the objectives of the aforementioned strategic area. At the same time, students enrolled in the Sociology study programme participate in the activities of student associations and journals and are active within the Student Union of the Faculty of Humanities and Social Sciences in Split.

Based on the acquired knowledge and experience, the Sociology study programme as thus conceived equips future Masters of Sociology for competent and professional work. At the same time, it provides the competences necessary for the continuation of study and further professional development at postgraduate study programmes in Croatia and abroad.

Given that sociologists are oriented towards social phenomena in their work, their activities are focused both on the broader community and society, as well as on the local community, with and within which various forms of communication and activities are realised. Considering the importance of the local community in contemporary society, there is also a demonstrated need for intervention by experts of a social science profile who will be engaged in the overall advancement and development of the local

community. The Department of Sociology maintains cooperation with the local community of the City of Split and the Split-Dalmatia County and collaborates with numerous associations in which sociology students volunteer, cooperate on projects, or conduct research within the framework of programme-prescribed courses. Strengthening cooperation with associations at the local level is recognised by the *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2026–2030* as one of the strengths of the Faculty. Owing to such orientation and engagement, students of the Sociology study programme successfully gain employment in associations or establish them independently after graduation on the basis of their acquired knowledge. In this way, the Sociology study programme develops and enhances cooperation with its environment across various educational aspects. By educating experts who will work towards the advancement and development of the local area in various forms, as well as through cooperation with stakeholders from the local community, the Sociology study programme fulfils its social responsibility within its environment.

Numerous local institutions, such as local self-governing bodies, business entities, civil society organisations, and similar organisations, expressed interest during the establishment of the Sociology study programme. This demonstrates the demand for experts possessing the aforementioned knowledge and competences. During the previous period, numerous partnerships were realised through various professional activities by which the objectives of the strategic area *The Faculty within its Environment* (*Development Strategy of the Faculty of Humanities and Social Sciences in Split 2026–2030*) are achieved. The continuation of cooperation outside the scientific and educational system with national business entities, civil society organisations, and professional organisations in the country and abroad represents an important objective of the future development of the Sociology study programme.

The Sociology study programme is fully aligned with the requirements of professional associations, primarily with the requirements of the *Croatian Sociological Association*, whose membership includes teaching staff as well as numerous students. Since 2006, a branch of the *Croatian Sociological Association* has also operated in Split, thematically and substantively oriented both towards the promotion of the sociological profession and towards the affirmation of social issues not only within the narrow disciplinary field but also those relevant to the broader local community. In this respect, it is open to all interested members of the public. The *Croatian Sociological Association* emphasises the importance of improving and protecting the interests of sociology as a profession and sociologists as experts, as well as concern for the advancement of sociological education at the higher education level, which is fostered within the Sociology study programme.

An important reason for the implementation of the Sociology study programme is also the interest shown by Bachelors of Sociology who completed their studies at the Faculty of Humanities and Social Sciences in Split, as well as at other university undergraduate Sociology study programmes. Motivation to enrol in the Sociology study programme is also demonstrated by graduates from other higher education institutions in Croatia. Interest is likewise evident among international students who, through mobility programmes, select numerous courses during their study stay at the University of Split. The quality of the Sociology study programme is further evidenced by high ratings in the evaluation of teaching staff and the study programme conducted within the Centre for Quality Assurance of the University of Split.

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

The institutional prerequisites for the comparability of the Sociology study programme with 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-level (https://www.unist.hr/ustroj-sustava-osiguravanja-kvalitete/15538) and institutional documents (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta). The proposed Programme is aligned with the general development strategy, action plans, and other documents of the Faculty of Humanities and Social Sciences in Split. Improvements, amendments, and supplements to the programme documentation were based on the development documents of the Faculty of Humanities

and Social Sciences in Split that were current and relevant during the respective period (all aforementioned documents are available on the Faculty website: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/stratgije), while the current amendments and supplements are prepared in accordance with the new current and relevant documents (Development Strategy of the Faculty of Humanities and Social Sciences in Split for the 2026–2030 period, Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences of the University of Split for the 2026–2030 period, Action Plan of the Faculty of Humanities and Social Sciences in Split (2022–2027)) (all aforementioned documents are available on the Faculty website: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/stratgije).

The proposed Programme is comparable with various graduate Sociology study programmes in the Republic of Croatia (e.g., http://www.ffzg.unizg.hr/socio/) as well as with programmes abroad (e.g., https://www.eur.nl/en/research-master/sociology-culture-media-and-arts/programme-overview; https://www.su.se/english/search-courses-and-programmes/ssoco-1.411410?open-collapse-boxes=program-detail; https://www.lse.ac.uk/study-at-lse/Graduate/degree-programmes-2024/MSc-Sociology?_gl=1*11cz1c3*_ga*MTUxOTU2NTM5Ni4xNzA3NzIxOTYx*_ga_LWTEVFESYX*MTcwNzcyOTg3NC4yLjEuMTcwNzczMDA4NC41Ny4wLjA) with regard to the proposed concept of the study programme, its substantive and organisational components, study dynamics, student mobility, and compulsory ECTS credits. On the other hand, the particular value of the university graduate study programme in Sociology is reflected in its research-oriented and methodological concept, by which it programmatically differs from existing programmes in Croatia. The study programme possesses mechanisms for student inclusion in partner institutions and for linking with the labour market within the elective course *Work-based Learning at a Partner Institution*. The importance and quality of such an approach are further confirmed by the experiences of students employed in one of the Faculty's partner institutions upon graduation. The Rulebook on Business Partner Institutions of the Faculty of Humanities and Social Sciences in Split is available at: https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20dodatnoj%20stru%C4%8Dnoj%20praksi%20u%20nastavnim%20bazama%20FFST%20za%20objavu.pdf

The study programme has defined and published standards and regulations for the assessment of achieved learning outcomes (exam procedures), including assessment methods, quality assurance, impartiality, transparency, complaint procedures, and other relevant areas. Standards and regulations for the assessment of achieved learning outcomes are defined in the syllabus of each course within 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,* while detailed guidelines and instructions for each assessment element are provided in the course repository. Quality assurance at the level of the study programme and individual courses is defined under the section *Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences on the basis of:*

- Standards and Guidelines for Quality Assurance in the European Higher Education Area (https://www.ffst.unist.hr/images/50023366/Standardi%20i%20smjernice%20za%20osiguravanje%20kvalitete%20u%20europskom%20prostoru%20visokog%20obrazovanja.pdf),
- Quality Policy of the University of Split (https://www.ffst.unist.hr/images/50023323/Politika%20kvalitete_svibanj%202023..pdf),
- Quality Policy of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/images/50023323/Politika%20kvalitete%203.5.2024..pdf),
- Rulebook on the Quality Control System of the University of Split (https://www.ffst.unist.hr/images/50023323/Pravilnik%20o%20sustavu%20osiguravanja%20kvalitete_svibanj%202023..pdf),
- Rulebook on the Quality Control System of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20kvaliteti-%20za%20objavu.pdf),
- Quality Control Handbook of the University of Split (https://www.ffst.unist.hr/images/50023323/Sveuciliste%20%20%20Prirucnik%20sustava%20osiguravanja%20kvalitete_final_22032018.pdf),

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

and other key documents published on the website of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/o_fakultetu/sustav_osiguranja_kvalitete/odbor_za_unaprjedenje_kvalitete; https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta).

Within the Sociology study programme, impartiality and transparency are ensured in all operational procedures, as well as mechanisms in cases of complaints and other relevant areas. These are based on the Code of Ethics and other documents ensuring ethical standards in the planning and implementation of the study programme, including mechanisms for internal reporting of irregularities and the appointment of a confidential person, as well as mechanisms for protection against discrimination and harassment. The aforementioned documents are available on the Faculty website: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/eticki_kodeks, https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/unutarnje_prijavljivanje_nepravilnosti, https://www.ffst.unist.hr/_download/repository/Pravilnik_o_prijavljivanju_nepravilnosti.pdf, https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/zastita_od_diskriminacije_i_uznemiravanja.

Students of the Sociology study programme participate in all quality assurance processes and in the work of all bodies, committees, departments, and centres designated for this purpose in accordance with national, university, and faculty acts, regulations, and procedures. In the event of additional needs, students may contact the Head of Department, the Vice-Dean for Teaching and Student Affairs, the Ethics Committee, the Student Ombudsperson of the Faculty of Humanities and Social Sciences in Split, or the Student Ombudsperson of the University of Split, about which they are informed by the Head of Department at the beginning of their studies. The Head of Department also acquaints students with standards and regulations in the area of student rights protection, as well as with their obligations and responsibilities. Care for the welfare and specific needs of students is provided by the Department of Sociology (https://www.ffst.unist.hr/odsjeci/sociologija), the *Student Counselling Centre* (https://www.ffst.unist.hr/centri/centar_za_savjetovanje_studenata) and the *Faculty Career Planning and Development Centre* (https://www.ffst.unist.hr/centri/centar_za_planiranje_i_razvoj_karijera) which conduct activities through free and confidential individual and/or group counselling with the aim of providing assistance and support in personal, academic, and professional contexts. Students also have access to the Office for Student Affairs, which timely informs students of their obligations and provides support throughout their studies by ensuring the necessary procedures and forms (https://www.ffst.unist.hr/za_studente/studentska_sluzba).

Teaching staff delivering courses within the Sociology study programme regularly undertake professional development in the fields of their professional and scientific activities, as well as in teaching competencies. Records of professional development in teaching competencies organised by the Faculty are contained within the Faculty documentation, while other forms of professional development are documented through certificates of active participation in scientific conferences, professional development programmes, and collaborative scientific research projects.

The Sociology study programme is fully implemented within the Higher Education Institutions Information System (ISVU), which enables the collection, management, and processing of statistical data related to the organisation and implementation of study programmes, as well as reporting on such data.

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

Although specific and distinguished by a profile that makes it unique and recognisable, the Sociology study programme, in accordance with the principles of the Bologna Process, promotes horizontal and vertical mobility. The Sociology study programme is open to student mobility with universities in Croatia, such as the University of Zadar (Department of Sociology), the University of Zagreb (Faculty of Humanities and Social Sciences, Department of Sociology; Faculty of Croatian Studies, Department of Sociology), and Josip Juraj Strossmayer University of Osijek (Faculty of Humanities and Social Sciences, Chair of Sociology). Mobility is ensured through the recognition of prior learning.

The study programme promotes curriculum flexibility in such a way that students within the Sociology study programme have the possibility of enrolling in elective courses offered by other study programmes at the Faculty of Humanities and Social Sciences in Split. Likewise, students from other study groups at the Faculty of Humanities and Social Sciences in Split may enrol in elective courses within the Sociology study programme. Through international mobility, students are enabled to study (for one semester or longer) at foreign higher education institutions.

Based on vertical mobility, upon completion of the Sociology study programme students may continue their education within various specialist postgraduate and doctoral study programmes at the University of Split, other higher education institutions in the Republic of Croatia, or abroad.

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

For enrolment in the Sociology study programme, applicants must have completed a university undergraduate single-major or double-major study programme in Sociology in Croatia or abroad. In the case of completed undergraduate single-major or double-major Sociology study programmes outside the Faculty of Humanities and Social Sciences in Split, an individual assessment of the candidate's completed study programme may determine the requirement to pass differential courses. Enrolment opportunities are also available to candidates who have completed other undergraduate programmes in the field of social sciences (economics, law, political science, information and communication sciences, psychology, demography, social activities), as well as in the humanities (ethnology and anthropology) and interdisciplinary fields (security and defence sciences). In the case of the aforementioned completed study programmes, candidates will be enabled to attend and pass fundamental sociological theoretical and methodological courses at the undergraduate level.

Applications for enrolment in the Sociology study programme are submitted via the website www.postani-student.hr. All applicants are ranked according to the points achieved in the selection procedure based on the evaluation of academic success achieved during undergraduate studies, determined according to the overall grade point average during studies, and the selection procedure. Admission criteria for the Sociology study programme are defined by the Decision of the Faculty Council adopted for each academic year and published on the website www.postani-student.hr and on the official website of the Faculty of Humanities and Social Sciences in Split www.ffst.unist.hr within the Admission Call for each academic year.

Criteria for enrolment in subsequent semesters/years are regulated through passed exams, i.e., achieved ECTS credits. Specific requirements necessary for enrolment in individual courses are indicated in the syllabi of those courses. Criteria for enrolment in a higher year of study are defined by the Decision of the Faculty Council adopted for each academic year and published on the Faculty website.

The minimum number of ECTS credits required for completion of the programme is 120. Upon completion of two years (four semesters), passed exams, and fulfilment of other obligations prescribed by individual course descriptions, students take the Master's exam and defend their Master's thesis before a three-member committee.

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

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

1. perceive current tendencies in contemporary sociological (particularly research) methodology
2. apply acquired theoretical and methodological knowledge
3. independently plan, conduct, and interpret various types of research drafts (qualitative and quantitative)
4. apply different types of sociological research (e.g., ethnographic research)
5. methodologically improve approaches/methods/procedures/techniques in sociological empirical research
6. theoretically, methodologically, and research-wise conceptualise social and cultural phenomena
7. develop a sensibility for researching various social and cultural phenomena
8. contextualise various social and cultural phenomena
9. understand different types (qualitative and quantitative) of analysis of sociological material
10. develop systematicity and consistency in the analytical approach to sociological empirical material
11. socially and ethically contextualise research problems in sociological research
12. recognise and categorise potential risk situations and circumstances in sociological research
13. problematise ethical aspects of various research methods
14. apply fundamental ethical principles in conducting sociological research
15. evaluate the social role of the sociologist-researcher.

1.6. Structure and form of delivery

The Sociology study programme is a single-major programme and, as such, cannot be combined with other programmes at the Faculty of Humanities and Social Sciences in Split.

The Sociology study programme lasts two years (four semesters). The study programme regulates the possibility for students, during the course of the Sociology study programme, to enrol in one elective course worth a minimum of 3 ECTS credits offered within other study programmes of the corresponding level at the Faculty of Humanities and Social Sciences in Split. In the final year of study, students may choose the elective course Work-based Learning at a Partner Institution, thereby earning an additional 5 ECTS credits.

Teaching within the programme is delivered through lectures, seminars, and practicals. Each course syllabus defines the modes of teaching delivery, aligned with the ECTS workload at course level, learning outcomes, course content, student obligations, procedures and methods of assessment and evaluation of student work, as well as the required reading.

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	In accordance with the Thesis Regulations: Undergraduate and Graduate Studies of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20zavr%C5%A1nom%20i%20diplomskom%20radu.pdf), students, in consultation with their supervisor, select and register the topic of their master's thesis during the final year of study, no later than the end of classes in the winter semester. The Department Council approves the selected topic and supervisor. The requirements for applying for the thesis defence are: a submitted final draft of the thesis approved by the Master's Thesis Defence Committee, successful completion of all exams, and fulfilment of all obligations prescribed by the study programme.	

Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis	The master's thesis within the university graduate study programme *Sociology* is, in principle, a scientific research paper in which students are expected to demonstrate competence in the knowledge of sociological theories, as well as competence in the implementation of sociological research and its analysis and interpretation. The oral part of the master's thesis exam is conducted before a three-member committee. The procedure for the evaluation and defence of the master's thesis is prescribed by the Thesis Regulations: Undergraduate and Graduate Studies of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20zavr%C5%A1nom%20i%20diplomskom%20radu.pdf).

2. LIST AND DESCRIPTION OF COURSES

2.1. List of compulsory and elective courses

LIST OF COURSES						
Year of study: 1						
Semester: 1						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Qualitative Analysis in the Social Sciences	Zorana Šuljug Vučica, PhD, full professor	20	0	45	5	C
Tourism in Contemporary Society	Renata Relja, PhD, full professor with tenure	30	0	30	5	C
Ethical Issues in Sociological Research	Marija Lončar, PhD, associate professor	30	0	30	5	C
Research Work 1	Renata Relja, PhD, full professor with tenure Sanja Stanić, PhD, full professor Zorana Šuljug Vučica, PhD, full professor Gorana Bandalović, PhD, full professor Marija Lončar, PhD, associate professor Vlaho Kovačević, PhD, associate professor Tea Gutović, PhD, assistant professor	0	20	0	5	C

	Toni Popović, PhD, assistant professor					
Sociological Research Workshop 1	Renata Relja, PhD, full professor with tenure Sanja Stanić, PhD, full professor Zorana Šuljug Vučica, PhD, full professor Gorana Bandalović, PhD, full professor Marija Lončar, PhD, associate professor Vlaho Kovačević, PhD, associate professor Tea Gutović, PhD, assistant professor Toni Popović, PhD, assistant professor	0	20	0	6	C
Elective course*					4	E

*The elective course (4 ECTS credits in total) is chosen from the list of sociology elective courses of the graduate study programme taught in the winter semester.

Research Work 1–3 and Sociological Research Workshop 1–3 are carried out under the supervision of a professor holding a scientific-teaching title.

LIST OF COURSES						
Year of study: 1						
Semester: 2						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Quantitative Analyses in the Social Sciences	Marija Lončar, PhD, associate professor	20	0	45	5	C
Cultural Research and Methods	Zorana Šuljug Vučica, PhD, full professor	15	0	45	5	C
Ethnographic Approaches in Sociology	Renata Relja, PhD, full professor with tenure	30	0	30	5	C
Research Work 2	Renata Relja, PhD, full professor with tenure Sanja Stanić, PhD, full professor Zorana Šuljug Vučica, PhD, full professor Gorana Bandalović, PhD, full professor Marija Lončar, PhD, associate professor Vlaho Kovačević, PhD, associate professor Tea Gutović, PhD, assistant professor Toni Popović, PhD, assistant professor	0	20	0	5	C

Sociological Research Workshop 2	Renata Relja, PhD, full professor with tenure Sanja Stanić, PhD, full professor Zorana Šuljug Vučica, PhD, full professor Gorana Bandalović, PhD, full professor Marija Lončar, PhD, associate professor Vlaho Kovačević, PhD, associate professor Tea Gutović, PhD, assistant professor Toni Popović, PhD, assistant professor	0	20	0	6	C
Elective course*					4	E

*The elective course (4 ECTS credits in total) is chosen from the list of sociology elective courses of the graduate study programme taught in the summer semester.

LIST OF COURSES						
Year of study: 2						
Semester: 3						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Research Work 3	Renata Relja, PhD, full professor with tenure Sanja Stanić, PhD, full professor Zorana Šuljug Vučica, PhD, full professor Gorana Bandalović, PhD, full professor Marija Lončar, PhD, associate professor Vlaho Kovačević, PhD, associate professor Tea Gutović, PhD, assistant professor Toni Popović, PhD, assistant professor	0	20	0	5	C
Sociological Research Workshop 3	Renata Relja, PhD, full professor with tenure Sanja Stanić, PhD, full professor Zorana Šuljug Vučica, PhD, full professor Gorana Bandalović, PhD, full professor	0	20	0	5	C

	Marija Lončar, PhD, associate professor Vlaho Kovačević, PhD, associate professor Tea Gutović, PhD, assistant professor Toni Popović, PhD, assistant professor					
Individual Student Work 1	Renata Relja, PhD, full professor with tenure Sanja Stanić, PhD, full professor Zorana Šuljug Vučica, PhD, full professor Gorana Bandalović, PhD, full professor Marija Lončar, PhD, associate professor Vlaho Kovačević, PhD, associate professor Tea Gutović, PhD, assistant professor Toni Popović, PhD, assistant professor	0	20	0	5	C
Elective course*					4	E
Elective course*					4	E
Elective course*					4	E
Elective course**					3	E

*Elective courses are chosen from the list of sociology elective courses of the graduate study programme taught in the winter semester.

**Students choose one elective course from the common list of elective courses taught in the winter semester (at least 3 ECTS credits).

Individual Student Work 1 and 2 are carried out under the supervision of a professor holding a scientific-teaching title.

LIST OF COURSES						
Year of study: 2						
Semester: 4						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Individual Student Work 2	Renata Relja, PhD, full professor with tenure Sanja Stanić, PhD, full professor Zorana Šuljug Vučica, PhD, full professor Gorana Bandalović, PhD, full professor Marija Lončar, PhD, associate professor Vlaho Kovačević, PhD, associate professor	0	20	0	8	C

	Tea Gutović, PhD, assistant professor Toni Popović, PhD, assistant professor					
Master's Thesis	Renata Relja, PhD, full professor with tenure Sanja Stanić, PhD, full professor Zorana Šuljug Vučica, PhD, full professor Gorana Bandalović, PhD, full professor Marija Lončar, PhD, associate professor Vlaho Kovačević, PhD, associate professor Tea Gutović, PhD, assistant professor Toni Popović, PhD, assistant professor	0	0	0	20	C
Master's Exam	Renata Relja, PhD, full professor with tenure Sanja Stanić, PhD, full professor Zorana Šuljug Vučica, PhD, full professor Gorana Bandalović, PhD, full professor Marija Lončar, PhD, associate professor Vlaho Kovačević, PhD, associate professor Tea Gutović, PhD, assistant professor Toni Popović, PhD, assistant professor	0	0	0	2	C

LIST OF ELECTIVE COURSES

Year of study: 1 and 2

Semester: 1, 2 and 3

COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
Childhood and Society	Sanja Stanić, PhD, full professor	30	0	15	0	4	E
Consumer Society	Sanja Stanić, PhD, full professor	30	0	15	0	4	E
Sociology of the Family	Gorana Bandalović, PhD, full professor	30	0	15	0	4	E

The Body as an Object of Sociological Research	Marija Lončar, PhD, associate professor	30	0	15	0	4	E
Sociology of Food	Vlaho Kovačević, PhD, associate professor	30	0	15	0	4	E
Project Development through Community Service Learning	Ivana Jadrić, PhD, assistant professor	15	30	0	0	3	E
Sociology of Health and Illness	Sanja Stanić, PhD, full professor	30	0	15	0	3	E
The Sociology of Literature	Renata Relja, PhD, full professor with tenure	30	0	15	0	4	E
Work-based Learning at a Partner Institution	All teaching staff holding scientific-teaching titles involved in delivering the course	0	40	30	80	5	E

*Work-based Learning at a Partner Institution – this elective course may be taken in either the winter or the summer semester. It does not count towards the ECTS requirement for elective courses and is not compulsory. Students may apply for a work-based learning placement and earn an additional 5 ECTS credits upon completion.

2.2. Course description

Course name	**Childhood and Society**					
ID	SOSI47	Study year	1.			
Lecturer	prof. dr. sc. Sanja Stanić	ECTS workload	4.0			
Associates	Ivana Ćoko, teaching assistant	Number of hours	L	S	E	P
			30	15	0	0
Course status	Elective	Online percentage	0%			
Course description						
Course aims	The aim of the course is to introduce students to the sociological approach to childhood as a social construct, as a socially conditioned phenomenon, and to children as a social group who are active participants in shaping social reality.					
Enrolment requirements	/					
Learning outcomes	Upon completion of the course, students will be able to: 1. Recognize, define, and understand childhood as a social phenomenon and children as a social group. 2. Identify and interpret changes and processes in childhood within the context of broader social changes and dynamics. 3. Critically reflect on and interpret the social construction of childhood and societal intervention in children's lives. 4. Apply acquired knowledge in the development of theoretical and empirical research papers.					
Syllabus	1. Introductory lecture (presentation of the course plan and syllabus) 2. Children and childhood – the emergence of the discipline, achievements and key issues 3. Research with children: research approaches and methods					

<table>
<tr><td></td><td colspan="6">4. Ethical issues in research involving children
5. Childhood and children in the past
6. The social construction of childhood
7. The structure of childhood
8. Peer culture
9. Geography of childhood: spaces of childhood across generations
10. Children in the context of consumer society
11. Children in contemporary risk society
12. Globalization processes, children, and childhood
13. Children’s rights, responsibilities, and protection
14. The future of childhood and children
15. Final lecture and course evaluation</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td><td colspan="2">☒ e-learning 20%</td></tr>
<tr><td>Student obligations</td><td colspan="6">Attend classes (80% attendance); act in accordance with ethical and scientific principles in higher education; participate in course activities that enable the achievement of the intended learning outcomes; prepare and present a seminar paper according to predefined criteria; pass the midterm exam and/or written exam and achieve a minimum of 60% accuracy; obtain information about missed classes during instructor consultation hours and from fellow students; and adhere to the required timeframes for completing course-related activities.</td></tr>
<tr><td rowspan="4">Monitoring student work</td><td>Class attendance</td><td>☒</td><td>Research</td><td>☐</td><td>Practical work</td><td>☐</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td>Essay</td><td>☐</td></tr>
<tr><td>Seminar paper</td><td>☒</td><td>Midterm exam</td><td>☒</td><td>Oral exam</td><td>☐</td></tr>
<tr><td>Written exam</td><td>☒</td><td>Project</td><td>☐</td><td>Participation in class</td><td>☒</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="6">In accordance with the course learning outcomes and student obligations, the final grade is determined based on the following components:
- successfully passed midterm exam and/or written exam (50%)
- completed and presented seminar paper in accordance with the instructor’s guidelines (40%)
- class activity and participation in discussions during lectures and seminars (10%)
The written exam is graded as follows: Sufficient (2): 60%; Good (3): 70%; Very good (4): 80%; Excellent (5): 90–100%.
The evaluation criteria for individual components are described in the course repository.</td></tr>
<tr><td rowspan="4">Required literature</td><td colspan="3">Title</td><td>Number of copies available</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">Corsaro, W. (2005). The Sociology of Childhood. Pine Forge Press.</td><td></td><td colspan="2">da</td></tr>
<tr><td colspan="3">James, A., Jenks, C. & Prout, A. (1998). Theorizing Childhood. Polity Press.</td><td>1</td><td colspan="2"></td></tr>
<tr><td colspan="3">Stanić, S. (2007). Everyday dangers in primary schools – experiences and preparedness for response: the case of Split. Revija za sociologiju, 38(3–4), 119–132.</td><td></td><td colspan="2">da</td></tr>
</table>

	Stanić, S. and Bakić, A. (2011). Children in the context of consumer society. In M. Vantić-Tanjić (ed.), Improving the Quality of Life of Children and Youth 2011 (pp. 143–154). Association for Support and Creative Development of Children and Youth.		da
	Stanić, S. (2023). Exploitation of children in the 21st century – socially neglected childhoods. Teorija in praksa, 3, 514-531.		da
Supplementary literature	1. Adler, P. & Adler, P. (1998). Peer Power: Preadolescent Culture and Identity. Rutgers University Press. 2. Bašić, S. (2012). The crisis of childhood. Dijete, vrtić, obitelj, 18(67), 10–12. 3. Christensen, P. & James, A. (2017). Research with children: Perspectives and Practices. Routledge. 4. Falmer, Jenks, C. (1996). Childhood. Routledge. 5. Fass, P. S. (2006). Children of a New World: Culture, Society, and Globalization. New York University Press. 6. James, A. & Prout, A. (1990). Constructing and reconstructing childhood. Comtempory issues in the sociological study of childhood. The Falmer Press. 7. Polakow, V. S. (1992). The Erosion of Childhood. University of Chicago Press. 8. Prout, A. (2004). The Future of Childhood. Towards the Interdisciplinary Study of Children. Routledge. 9. Tomanović, S. (2004). Sociology of childhood. Sociological Reader. Institute for Textbooks and Teaching Aids. 10. Wyness, M. (2006). Childhood and Society: An Introduction to the Sociology of Childhood. Palgrave Macmillan.		
Quality assurance	Attendance, class participation, and successful completion of assigned tasks; student evaluation surveys of teaching quality at the university level; passed examinations and fulfillment of other syllabus-defined requirements; individual consultations; student self-assessment of achieved learning outcomes; and peer assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)	/		

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introductory lecture (familiarization of students with the course plan, syllabus, and teaching methods)	2	
Seminar	Introduction to working methods, agreement on seminar topics and presentations	1	
Week: 2.			
Lectures	Children and childhood (emergence and development of the discipline, achievements and key issues)	2	
Seminar	The development of sociological study of children and childhood will be discussed, along with the most important questions and contributions of this field.	0	
Week: 3.			
Lectures	Research with children (research approaches and methods in studies involving children)	2	

Seminar	Different research approaches and methods used in the study of children and childhood will be presented.	1	
Week: 4.			
Lectures	Ethical issues in research involving children (ethical code of research with children)	2	
Seminar	Ethical issues and researchers' responsibilities when working with children will be analyzed, including the key principles of the ethical code.	1	
Week: 5.			
Lectures	Childhood and children in the past (work, play, leisure, education)	2	
Seminar	The historical development of the concept of childhood and changes in the social position of children will be presented.	1	
Week: 6.			
Lectures	The social construction of childhood (childhood as shaped by cultural, social, and historical norms)	2	
Seminar	The ways in which social, cultural, and historical contexts shape understandings of childhood will be examined.	1	
Week: 7.			
Lectures	The structure of childhood (childhood as a structural form: time, space, body, dependency)	2	
Seminar	The position of children in society and the factors influencing the experience of childhood will be analyzed.	1	
Week: 8.			
Lectures	Peer culture (activities, routines, content, creations, and values that children share with one another)	2	
Seminar	The characteristics of children's culture and the importance of peer relationships in the process of growing up will be explored.	1	
Week: 9.			
Lectures	Geography of childhood: spaces of childhood across generations (research overview, transition from an outdoor to an indoor type of childhood)	2	
Seminar	Changes in children's spaces of growing up and everyday life across different generations will be presented.	1	
Week: 10.			
Lectures	Children in the context of consumer society (social context of consumption for children and children as consumers)	2	
Seminar	The impact of consumer culture on childhood and the shaping of children's needs and desires will be discussed.	1	
Week: 11.			
Lectures	Children in contemporary risk society (research overview with children, role of prevention)	2	
Seminar	The risks and dangers children face in contemporary society will be examined, along with the importance of preventive action.	1	
Week: 12.			
Lectures	Globalization (impacts of globalization processes on childhood and children)	2	
Seminar	The position of children in a globalized society and the effects of global changes on childhood will be analyzed.	1	
Week: 13.			
Lectures	Children's rights, responsibilities, and protection	2	

Seminar	Children’s rights, societal responsibility towards children, and different forms of child protection will be addressed.	1	
Week: 14.			
Lectures	The future of childhood (strategies for improving children’s living conditions)	2	
Seminar	An overview of contemporary changes shaping the future of childhood and the position of children in society will be provided.	1	
Week: 15.			
Lectures	Final lecture and course evaluation	2	
Seminar	Evaluation of seminar teaching	1	

<table>
<tr><td>Course name</td><td colspan="7">Consumer Society</td></tr>
<tr><td>ID</td><td>SOSI40</td><td colspan="2">Study year</td><td colspan="4">1.</td></tr>
<tr><td>Lecturer</td><td>prof. dr. sc. Sanja Stanić</td><td colspan="2">ECTS workload</td><td colspan="4">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Ivana Ćoko, teaching assistant</td><td colspan="2" rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td colspan="2">Online percentage</td><td colspan="4">0%</td></tr>
<tr><td colspan="8">Course description</td></tr>
<tr><td>Course aims</td><td colspan="7">The aim of the course is to introduce students to the social, economic, and historical circumstances and determinants of the emergence of consumer society. At the same time, the goal is to equip students with knowledge of the characteristics, processes, and phenomena of consumer society, along with the ability to understand and critically reflect upon them</td></tr>
<tr><td>Enrolment requirements</td><td colspan="7">/</td></tr>
<tr><td>Learning outcomes</td><td colspan="7">Upon completion of the course, students will be able to:
1. Describe and interpret consumer society, its development, and its key characteristics.
2. Identify and explain changes in society and social life conditioned by consumption.
3. Recognize, understand, and interpret the social and economic determinants of consumer society.
4. Critically reflect on various aspects of social life within consumer society.
5. Apply acquired knowledge in both theoretical and empirical analysis and research.</td></tr>
<tr><td>Syllabus</td><td colspan="7">1. Introduction to the course program and work plan / allocation of seminar topics and research assignments
2. Characteristics of consumer society
3. Emergence and development of consumer society
4. Consumer society in Croatia 1950–1960
5. Consumer society in Croatia 1970–1980
6. Consumer society in social theory
7. Consumer culture
8. Marketization of society
9. Consumerism
10. Prosumption and the society of prosumers
11. Media fame in consumer society
12. Resistance to consumer society
13. Ethical consumption and the ethical consumer
14. The future of consumer society
15. Final lecture and course evaluation</td></tr>
<tr><td>Teaching types</td><td colspan="3">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td><td colspan="2">☒ e-learning 20%</td></tr>
<tr><td>Student obligations</td><td colspan="7">Attend classes (80% attendance); act in accordance with ethical and scientific principles in higher education; participate in course activities that enable the achievement of the intended learning outcomes; prepare and present a seminar paper according to predefined criteria; pass the midterm exam and/or written exam and achieve a minimum of 60% accuracy; obtain information about missed classes during instructor consultation hours and from fellow students; and adhere to the required timeframes for completing course-related activities.</td></tr>
<tr><td>Monitoring student work</td><td>Class attendance</td><td>☒</td><td>Research</td><td>☐</td><td colspan="2">Practical work</td><td>☐</td></tr>
</table>

	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☒	Oral exam	☐
	Written exam	☒	Project	☐	Participation in class	☒

Assessment and evaluation of student work	In accordance with the course learning outcomes and student obligations, the final grade is determined based on the following components: - successfully passed midterm exam and/or written exam (50%) - completed and presented seminar paper in accordance with the instructor's instructions (40%) - class participation and engagement in discussions during lectures and seminars (10%) The written exam is graded as follows: sufficient (2) 60%; good (3) 70%; very good (4) 80%; excellent (5) 90–100%. The assessment criteria for individual components are described in the course repository.

Required literature	Title	Number of copies available	Availability via other media
	Baudrillard, J. (1998/2003). The Consumer Society. Myths and Structures. SAGE Publications.		da
	Duda, I. (2005). In Search of Well-Being: On the History of Leisure and Consumer Society in Croatia in the 1950s and 1960s. Srednja Europa.	1	
	Stanić, S. (2016). Fundamental Features of Consumption Theory in the Works of Jean Baudrillard, Pierre Bourdieu, and George Ritzer. Revija za sociologiju, 46(1), 33–60.		da
	Stanić, S. (2013). The Shopping Mall as a Representation of Consumer Society. In S. Čolić (ed.), Consumer Culture and Consumerism (pp. 125–148). Institute of Social Sciences Ivo Pilar.		da
	Stanić, S. (2013). The Emergence and Development of Consumer Society (published lecture). University of Split, Faculty of Humanities and Social Sciences.		da

Supplementary literature	1. Bauman, Z. (2007). Collateral Casualties of Consumerism. Journal of Consumer Culture, 7(1), 25–56. 2. Čolić, S. (2008). Socio-cultural aspects of consumption, consumer culture, and society. Društvena istraživanja, 17(6), 953–973. 3. Duda, I. (2010). Found Well-Being: Everyday Life and Consumer Culture in Croatia in the 1970s and 1980s. Zagreb: Srednja Europa. 4. Knorr Cetina, K. & Bruegger, U. (2002). Traders Engagement with Marcets: A Postsocial Realtionship. Theory, Culture & Society, 19(5/6), 161- 185. 5. Lipovetsky, G. (2008). The Paradox of Happiness: An Essay on Hyperconsumer Society. Antibarbarus. 6. Miles, S. (1998). Consumerism as a way of Life. SAGE Publications. 7. Miller, D., Jackson, P., Thrift, N., Holbrook, B. & Rowlands, N. (1998). Shopping, Place and Identity. Routledge. 8. Peračković, K. (2008). Society and (or) market – sociological conceptualization of the process of marketization of society. Društvena istraživanja, 17(6), 975–997. 9. Ransome, P. (2006). Work, Consumption & Culture. SAGE Publications.

	10. Ritzer, G. & Jurgenson, N. (2010). Production, Consumption, Prosumption. The nature of capitalism in the age of the digital 'prosumer'. Journal of consumer culture, 10(1), 13-36. 11. Schor J. B. (1998). The Overspent American: Why We Want What We Don't Need. Basic Books. 12. Schor J. B. (2004). Born to Buy: The Commercialized Child and the New Consumer Culture. Scribner. 13. Slater, D. (1997/2006). Consumer Culture and Modernity. Polity Press. 14. Štojs, T. (2013). Buying identity in contemporary consumer society. In S. Čolić (ed.), Consumer Culture and Consumerism (pp. 149–166). Institute of Social Sciences Ivo Pilar. 15. Vučetić, R. (2012). Consumer society in the American model (a view of Yugoslav everyday life in the 1960s). Journal of Contemporary History, 44(2), 277–298. 16. Vukadinović, M. (2013). Stars of Supermarket Culture. Clio.
Quality assurance	Attendance, class participation, and successful completion of assigned tasks; student evaluation surveys of teaching quality at the university level; passed examinations and fulfillment of other syllabus-defined requirements; individual consultations; student self-assessment of achieved learning outcomes; and peer assessment of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	/

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introductory lecture (familiarization of students with the course program, syllabus, and teaching methods)	2	
Seminar	Introduction to working methods, agreement on seminar topics and presentations	1	
Week: 2.			
Lectures	Characteristics of consumer society (mass production, consumption, and materialism as fundamental social activities/values and determinants of identity)	2	
Seminar	The fundamental characteristics of consumer society will be discussed, with an emphasis on mass production, consumption, and materialism as key social values.	1	
Week: 3.			
Lectures	Emergence and development of consumer society (the rise of mass consumer society in the 1950s and its social contextualization)	2	
Seminar	The development of mass consumer society after the 1950s and the social conditions that contributed to its expansion will be presented.	1	
Week: 4.			
Lectures	Consumer society in Croatia 1950–1960	2	
Seminar	The development of consumption patterns and social changes in Croatia during the 1950s and 1960s will be examined.	1	
Week: 5.			
Lectures	Consumer society in Croatia 1970–1980	2	
Seminar	The expansion of consumer culture and changes in lifestyle in Croatia during the 1970s and 1980s will be analyzed.	1	

Week: 6.			
Lectures	Consumer society in social theory (theoretical approaches: J. Baudrillard, C. Campbell, G. Ritzer)	2	
Seminar	Key theoretical approaches to consumer society and the contributions of major sociological authors will be discussed.	1	
Week: 7.			
Lectures	Consumer culture (definition, theories, and critiques)	2	
Seminar	The main characteristics of consumer culture and different theoretical approaches and critiques of consumer society will be presented.	1	
Week: 8.			
Lectures	Marketization of society (the market as a determinant of social life, K. Polanyi's theory)	2	
Seminar	The impact of market principles on social relations and everyday life will be explored, with reference to Karl Polanyi's theory.	1	
Week: 9.			
Lectures	Consumerism (conceptual definition, consumerism as a lifestyle)	2	
Seminar	Consumerism will be examined as a social phenomenon and a lifestyle characteristic of contemporary society.	1	
Week: 10.			
Lectures	Prosumption and the society of prosumers (concept definition, theories of A. Toffler and G. Ritzer)	2	
Seminar	The concept of prosumption and changes in the role of individuals who simultaneously participate in production and consumption will be discussed.	1	
Week: 11.			
Lectures	Media celebrity in consumer society (influence of celebrities, mass media)	2	
Seminar	The influence of celebrities and mass media on consumer habits and lifestyle formation will be analyzed.	1	
Week: 12.			
Lectures	Resistance to consumer society (consumer activism; boycott, anti-consumption, ethical/political consumerism)	2	
Lectures	Different forms of resistance to consumer society and alternative consumption practices will be presented.	1	
Week: 13.			
Lectures	Ethical consumption and the ethical consumer (concept of ethical consumption, ethical consumer as a "mythical moral hero")	2	
Seminar	The concept of ethical consumption and the role of consumers in promoting socially responsible behavior will be discussed.	1	
Week: 14.			
Lectures	The future of consumer society (unsustainability, possible paths toward sustainability)	2	
Seminar	Challenges of sustainability in consumer society and possible developments toward more sustainable forms of consumption will be explored.	1	
Week: 15.			
Lectures	Final lecture and course evaluation	2	
Seminar	Evaluation of seminar teaching	1	

<table>
<tr><td>Course name</td><td colspan="6">Project Development through Community Service Learning</td></tr>
<tr><td>ID</td><td></td><td>Study year</td><td colspan="4">1.</td></tr>
<tr><td>Lecturer</td><td>doc. dr. sc. Ivana Jadrić</td><td>ECTS workload</td><td colspan="4">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>0</td><td>30</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="4">0%</td></tr>
<tr><td colspan="7">Course description</td></tr>
<tr><td>Course aims</td><td colspan="6">The aim of the course is to equip students to develop their own Service-Learning (SL/DKU) project by applying academic competencies to address a social problem. In addition to lectures and exercises, students collaborate with an organization to help solve a specific issue by participating in the development and implementation of a project or activity. Through this collaborative process, students gain a developmental learning experience, so the course emphasizes not only the design and implementation of the project and the application of competencies acquired during their studies, but also the personal development of their own skills throughout the process.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="6">/</td></tr>
<tr><td>Learning outcomes</td><td colspan="6">Upon completion of the course, students will be able to:
1. Analyze the benefits of service-learning (SL/DKU) in individual, institutional, and community contexts.
2. Based on the analysis of social needs, plan SL/DKU projects and activities.
3. Select tools for implementing SL/DKU grounded in academic knowledge.
4. Manage a planned activity or SL/DKU project.
5. Interpret and evaluate elements of activity or project implementation.
6. Critically evaluate one’s own experience and the development of personal competencies and soft skills through reflection, with the aim of developing similar activities in the future.</td></tr>
<tr><td>Syllabus</td><td colspan="6">1. Assessment of personal competencies, interests, motivation, values, and vision
2. Introduction to service-learning (SL/DKU) and the differences between service-learning, volunteering, and internships
3. Defining a social need
4. Researching non-governmental organizations (NGOs) or socially oriented projects
5. Presenting project ideas to peers – idea modeling
6. Project planning and design, learning through a practical example: guest lecture
7. Project implementation / work in an NGO (40 hours of work in an organization)
8. Reflective consultations with the instructor as needed
9. Group reflection sessions during project work to receive feedback from the instructor and peers on progress
10. Final learning portfolio on individual/team learning process and competency development during the semester, including presentation and reflective exercises (independent student work)
11. Final project presentations on key learning outcomes</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☒ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td><td colspan="2">☒ other – placement in a civil society organisation, institution, club, residential home, etc.</td></tr>
</table>

Student obligations	Student obligations include: active participation in classes; identifying an SL/DKU challenge and the organization in which the activity/project will be implemented; full (100%) participation in the work of a civil society organization, institution, etc., in line with the planned activity/project; acting in accordance with the ethical and professional principles of the organization or institution; and preparing a portfolio and a final presentation.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☒
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☐	Oral exam	☐
	Written exam	☐	Project	☒	Participation in class	☒
	Portfolio	☒	Presentation	☒	Reflection	☒
	Fieldwork in organisations	☒				
Assessment and evaluation of student work	The final grade is based on the achievement of the following components: * monitoring of participation and work in classes * quality of the designed and implemented project * presentation, including the final portfolio In addition, the student is required to submit a signed confirmation of completion of all prescribed duties within the organization. The assessment criteria for individual components are described in the course repository.					
Required literature	Title			Number of copies available		Availability via other media
	Mikelić Preradović, Nives. Učenjem do društva znanja: Teorija i praksa društveno korisnog učenja. Zagreb : Zavod za informacijske studije Odsjeka za informacijske znanosti Filozofskog fakulteta Sveučilišta u Zagrebu, 2009 (udžbenik).					
Supplementary literature	Deeley, S. J. (2010). Service-learning: Thinking outside the box. Active Learning in Higher Education, 11(1), 43-53. Salam, M., Awang Iskandar, D. N., Ibrahim, D. H. A., & Farooq, M. S. (2019). Service learning in higher education: A systematic literature review. Asia Pacific Education Review, 20, 573-593. Resch, K. Knapp, M. (2020). Service Learning. A Workbook for Higher Education. An output of the ENGAGE STUDENTS project.					
Quality assurance	The quality and successful implementation of the course is monitored through student surveys, student performance in the course, periodic independent external program evaluation, and periodic internal review of the annual detailed course implementation plan and examination procedures.					
Other (in the opinion of the proponent)	/					

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			

Lectures	Assessment of personal competencies, interests, motivation, values, and vision.	1	
Practicals	Assessment of personal competencies, interests, motivation, values, and vision.	2	
Week: 2.			
Lectures	Introduction to service-learning (SL/DKU), and the differences between service-learning, volunteering, and internships.	1	
Practicals	Process of defining a social need.	2	
Week: 3.			
Lectures	Process of defining a social need.	1	
Practicals	Presentation of the project idea to peers – idea modeling.	2	
Week: 4.			
Lectures	Research of non-governmental organizations (NGOs) or socially oriented projects.	1	
Practicals	Presentation of the project idea to peers – idea modeling.	2	
Week: 5.			
Lectures	Researching non-governmental organizations (NGOs) or socially oriented projects.	1	
Practicals	Group reflection session during project work in order to receive feedback from the instructor and peers on progress. Fieldwork in civil society organizations – project implementation / work in an NGO (40 hours of work in the organization).	2	
Week: 6.			
Lectures	Research of non-governmental organizations (NGOs) or socially oriented projects.	1	
Practicals	Group reflection session during project work in order to receive feedback from the instructor and peers on progress. Fieldwork in civil society organizations – project implementation / work in an NGO (40 hours of work in the organization).	2	
Week: 7.			
Lectures	Presentation of the project idea to peers – idea modeling.	1	
Practicals	Group reflection session during project work in order to receive feedback from the instructor and peers on progress. Fieldwork in civil society organizations – project implementation / work in an NGO (40 hours of work in the organization).	2	
Week: 8.			
Lectures	Presentation of the project idea to peers – idea modeling.	1	
Practicals	Group reflection session during project work in order to receive feedback from the instructor and peers on progress. Fieldwork in civil society organizations – project implementation / work in an NGO (40 hours of work in the organization).	2	
Week: 9.			
Lectures	Presentation of the project idea to peers – idea modeling.	1	
Practicals	Group reflection session during project work in order to receive feedback from the instructor and peers on progress. Fieldwork in civil society organizations – project implementation / work in an NGO (40 hours of work in the organization).	2	
Week: 10.			
Lectures	Project planning and design, learning through a practical example: guest lecture.	1	

Practicals	Group reflection session during project work in order to receive feedback from the instructor and peers on progress. Fieldwork in civil society organizations – project implementation / work in an NGO (40 hours of work in the organization).	2	
Week: 11.			
Lectures	Project planning and design, learning through a practical example: guest lecture.	1	
Practicals	Group reflection session during project work in order to receive feedback from the instructor and peers on progress. Fieldwork in civil society organizations – project implementation / work in an NGO (40 hours of work in the organization).	2	
Week: 12.			
Lectures	Project planning and design, learning through a practical example: guest lecture.	1	
Practicals	Group reflection session during project work in order to receive feedback from the instructor and peers on progress. Fieldwork in civil society organizations – project implementation / work in an NGO (40 hours of work in the organization).	2	
Week: 13.			
Lectures	Final learning portfolio on the individual/team learning process and competency development during the semester, including preparation of a presentation and reflective exercises (independent student work).	1	
Practicals	Final learning portfolio on the individual/team learning process and competency development during the semester, including preparation of a presentation and reflective exercises (independent student work).	2	
Week: 14.			
Lectures	Final presentation of projects focusing on key learning outcomes.	1	
Practicals	Final learning portfolio on the individual/team learning process and competency development during the semester, including preparation of a presentation and reflective exercises (independent student work).	2	
Week: 15.			
Lectures	Final presentation of projects focusing on key learning outcomes.	1	
Practicals	Final learning portfolio on the individual/team learning process and competency development during the semester, including preparation of a presentation and reflective exercises (independent student work).	2	

Course name	**The Sociology of Literature**						
ID	SOSI53	Study year	1.				
Lecturer	prof. dr. sc. Renata Relja	ECTS workload	4.0				
Associates	doc. dr. sc. Tea Gutović	Number of hours	L	S	E	P	
			30	15	0	0	
Course status	Elective	Online percentage	20%				

Course description	
Course aims	The aim of the course is to equip students to analyze various aspects of a literary work within society, with an emphasis on understanding the relationship between the artistic and social layers of the literary work. In this context, the objective is to contextualize literature as a socio-cultural phenomenon.
Enrolment requirements	/
Learning outcomes	Upon completion of the course, students will be able to: 1.Explain the relationship between the sociology of literature and literary history 2.Analyze various aspects of a literary work within society 3. Identify the social aspects of literary production 4.Interpret the sociology of literary genres 5. Equip students to critically analyze the position of the writer and the role of literature in society
Syllabus	1. Introduction to the course content, required and supplementary literature. Agreement on working methods, student obligations, assessment methods, etc. 2. The subject matter and methods of the sociology of literature 3. Positivist and theoretical-critical sociology of literature 4. Literature and society 5. Books, reading, literature 6. The writer in society 7. The sociology of the “literary life” 8. Literature as an institution. Sociology of literary creation and literary reception 9. Elite and popular literature 10. Sociology of drama and theatre. Sociology of the novel 11. Literature and audience: classical and modern audiences 12. Social functions of humor 13. Literature and ideology 14. Youth in literature. “Women’s writing” 15. Literature in cultural policies

Teaching types			
	☒ Lectures	☐ Fieldwork	
	☒ Seminars	☐ Independent work	
	☐ Practicals	☐ Multimedia	
	☐ Remote learning	☐ Laboratory	
	☐ Blended learning	☐ Supervision	

Student obligations	To act in accordance with ethical and scientific principles in higher education teaching. Participation in the implementation of teaching activities (70% class attendance - lectures and seminars as a prerequisite for obtaining a signature), within which it is necessary to prepare and present individual teaching content as part of a seminar paper in accordance with established criteria (oral presentation with a presentation) and discussions (in person). The student is required to adhere to the defined timeframes for seminar preparation, as well as to participate actively and constructively in classes and workshops. A student who achieves two positively evaluated midterm exams obtains equivalence to a written exam.

Monitoring student work						
	Class attendance	☒	Research	☐	Practical work	☒
	Experimental work	☐	Paper	☐	Essay	☐

	Seminar paper	☒	Midterm exam	☐	Oral exam	☐
	Written exam	☒	Project	☐	Participation in class	☒
Assessment and evaluation of student work	Assessment of acquired knowledge, skills, and competencies is carried out during the semester through the evaluation of student activities and participation in discussions, seminar papers, as well as two midterm examinations. In accordance with the learning outcomes of the course and student obligations, the final grade is determined based on the following components: - written exam, i.e., successfully passed two midterm examinations (a passing grade in both midterms is equivalent to a written exam) -60% - prepared and presented seminar paper in accordance with the guidelines- 30% -active participation in class (in-person discussions) -10% The criteria for the evaluation and grading of individual components are described in the course repository.					
Required literature	Title				Number of copies available	Availability via other media
	Baranović, B. (2000). „Slika“ žene u udžbenicima književnosti. Institut za društvena istraživanja u Zagrebu.				3	
	Ibsch, E. i dr. (ur.) (2002). The Psychology and Sociology of Literature. John Benjamins Peub Co. (ili neko novije izdanje)				1	
	Petrović, S. (ur.) (1990). Sociologija književnosti. Zavod za udžbenike i nastavna sredstva.				1	
	Schram, D. & Steen, G. (eds.) (2001).The Psychology and Sociology of Literature. Utrecht University, Muntstraat.					online
Supplementary literature	1. Baković, S. (1985). Sociologija umjetnosti. Spektar. 2. Barker, C. (2004). Cultural Studies: Theory and Practice. SAGE Publications. 3. Biti, V. (2000). Pojmovnik suvremene književne i kulturne teorije. Matica hrvatska. 4. Biti, V. (1997). Znanost o književnosti: uvod u genezu i stanje pojma. Umjetnost riječi, 41(1-2), 1-19. 5. Borges, I. (2001). To umijeće stiha. Jesenski i Turk. 6. Bourdieau, P. (2003). Pravila umetnosti, geneza i struktura polja književnosti. Svetovi. 7. Crespi, F. (2006). Sociologija kulture. Politička kultura. 8. Escarpit, R. (1970). Sociologija književnosti. Matica hrvatska. 9. Goldmann, L. (1967). Za sociologiju romana. Kultura. 10. Goldmann, L. (1987). Uvod u sociologiju romana. U L. Goldmann (ur.), Ogledi o sociologiji umjetnosti (str. 119-135). Školska knjiga. 11. Hauser, A. (1986). Sociologija umjetnosti (prvi i drugi dio). Školska knjiga. (određena poglavlja) 12. Jameson, F. (2001). O interpretaciji: književnost kao društveno simbolični čin. Kazalište, 4(7/8), 157-163. 13. Keunen, B. & Eeckhout, B. (2001). Literature and Society: The Function of Literary Sociology in Comparative Literature. Peter Lang Publishing. 14. Kodrnja, J. (2001). Nimfe, muze, eurinome-društveni položaj umjetnica u Hrvatskoj. Alinea.					

	15. Lucić, M. (2015). Hijerarhija i borbe u mreži književnih kritika: operacionalizacija Bourdieuove teorije književnog polja i simboličkih borbi eksponencijalnim modelima slučajnih grafova. Revija za sociologiju, 45(2), 113-144. 16. Long, E. (2003). Book Clubs. Women and the Uses of Reading in Everyday. The University of Chicago Press. 17. Moretti, F. (2005). Sign taken for Wonders. On the Sociology of Literary Forms. Vesro. 18. Peričić, H. (2004). Zašto George Bernard Shaw? (o jednom primjeru iz sociologije književnosti). U Batušić, N. i dr. (ur.) Hrvatska književnost, kazalište i avangarda dvadesetih godina 20. stoljeća (str. 328-343). Hrvatska akademija znanosti i umjetnosti. 19. Pilić, Š. (1997). Čitalačka kultura nastavnika. Školski vjesnik, 46(1), 17-30. 20. Pilić,Š. (2008). Socijalna struktura, prostorni i kulturni konteksti u Kačićevu „Razgovoru“: slučajevi krajeva i krajina u porječju rijeke Krke. Godišnjak Titius, 1(1), 101-132. 21. Solar, M. (2005). Teorija književnosti. Školska knjiga. 22. Schucking, L. L. (2001). Sociologija oblikovanja literarnog ukusa. Dora. 23. Žmegač, V. (1976). Problemi sociologije književnosti, u: Književno stvaralaštvo i povijest društva. Književno-sociološke teme. SN Liber.
Quality assurance	Individual consultations, class attendance, active participation in class, performance in assigned tasks, and discussion regarding the improvement of the quality of the level of acquired knowledge. Student survey on the quality of teaching and instructors at the university level. A passed exam and the fulfilment of other syllabus-mandated requirements.
Other (in the opinion of the proponent)	/

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introduction to the course content, required and supplementary literature. Agreement on the working methods, student obligations, examination format, etc.	2	P16
Seminar	Introduction to the seminar literature and assignment of seminar topics.	1	P16
Week: 2.			
Lectures	The subject matter and methods of the sociology of literature.	2	P16

Seminar	Within the framework of this seminar assignment, the subject matter and methods of the sociology of literature will be examined as a discipline situated at the intersection of sociology and literary studies. The analysis will address the specific features of its approach to literary texts and literary production as social phenomena. The fundamental determinants of the discipline's subject will be elaborated, such as the relationship between literature and society and the determination of literary production by social structures. The methodological repertoire will be examined, including sociological text analysis, the sociology of reading and reception, and the study of literary institutions. Particular attention will be devoted to the epistemological tensions between sociological and literary-theoretical approaches to the text. In the concluding part, it will be critically assessed to what extent the sociology of literature succeeds in capturing the specificity of the literary work as an aesthetic artefact without reducing it solely to a social document.	1	P16
Week: 3.			
Lectures	Positivist and theoretical-critical sociology of literature.	2	P16
Seminar	Within the framework of this seminar assignment, two fundamental approaches within the sociology of literature will be examined: the positivist and the theoretical-critical approach. Their epistemological assumptions and understanding of the relationship between literature and society will be analyzed. The characteristics of positivist sociology of literature will be elaborated, which views the literary work as a social document from which objective data about social reality can be derived, and its possibilities and limitations will be examined. Theoretical-critical approaches, such as the Frankfurt School and Marxist literary criticism, will be analyzed as approaches that regard literature as a space of ideological reproduction, but also as a potential site of resistance and social critique. In the concluding part, it will be critically assessed whether these two approaches can be seen as complementary perspectives or as opposing paradigms within the sociology of literature.	1	P16
Week: 4.			
Lectures	Literature and society.	2	P16
Seminar	Within the framework of this seminar assignment, the relationship between literature and society will be examined as a fundamental question of the sociology of literature, and the ways in which the social context shapes literary production, and in turn how literature participates in shaping social reality, will be analyzed. Key theoretical perspectives will be elaborated, ranging from the understanding of literature as a reflection of social structures to approaches that recognize it as an autonomous field of cultural production with its own internal logic. The analysis will examine how social factors such as class, gender, and ideology permeate literary texts, and Pierre Bourdieu's concept of the literary field will be considered as an analytical framework for understanding the position of literature within the broader space of social relations. In the concluding part, it will be critically assessed whether literature is a mirror of society, its critic, or an autonomous aesthetic practice.	1	P16
Week: 5.			
Lectures	Books, reading, literature.	2	P16

Seminar	Within the framework of this seminar assignment, the relationship between the book, reading, and literature will be examined as interrelated social practices. The analysis will consider how each of them acquires different meanings depending on social, cultural, and historical contexts. The book will be elaborated as a material and cultural artefact, and the ways in which changes in production and distribution technologies, from print to digital formats, have shaped access to literature and its social role will be examined. Reading will be analyzed as a social practice, and reading habits and preferences will be considered in relation to class, gender, and generational affiliation. In the concluding part, it will be critically assessed whether the digitalization of the book represents a threat or an opportunity for the democratization of access to literature.	1	P16
Week: 6.			
Lectures	The writer in society.	2	P16
Seminar	Within the framework of this seminar assignment, the position of the writer in society will be examined, and the ways in which social, economic, and cultural contexts shape the role, status, and possibilities of literary creation will be analyzed. Historical transformations of the writer's role will be elaborated, from the court poet and Enlightenment intellectual to the contemporary writer as an independent cultural producer exposed to the logic of the literary market. Pierre Bourdieu's concept of the literary field will be examined as an analytical framework for understanding the position of the writer within a network of cultural, economic, and symbolic relations of power. Particular attention will be devoted to issues of writerly identity, engagement, and autonomy, and the extent to which a writer can act as a social critic independent of institutional and market pressures will be considered. In the concluding part, it will be critically assessed what the position of the writer is in contemporary digital and consumer society.	1	P16
Week: 7.			
Lectures	The sociology of "literary life".	2	P16
Seminar	Within the framework of this seminar assignment, the concept of literary life will be examined as a specific social space, and the institutions, actors, and practices that constitute and sustain it will be analyzed. The fundamental components of literary life, such as publishing, literary awards, criticism, and literary festivals, will be elaborated. The ways in which they contribute to the production, legitimation, and distribution of literary value will be examined. Power relations within literary life will be analyzed, and consideration will be given to who determines what is considered literary value. In the concluding part, it will be critically assessed to what extent literary life reflects broader social inequalities in access to cultural production, with reference to the transformations brought about by the digital age.	1	P16
Week: 8.			
Lectures	Literature as an institution. The sociology of literary production and literary reception.	2	P16

Seminar	Within the framework of this seminar assignment, literature will be examined as a social institution, and the ways in which institutional frameworks shape the processes of literary production and reception will be analyzed. The study will elaborate on how institutional actors such as publishers, critics, and the educational system participate in defining the literary canon and legitimate forms of literary expression. The social conditioning of the creative process will be analyzed, and consideration will be given to how the class, gender, and cultural position of the author shape literary production, while in the context of reception it will be examined how readers, as social actors, actively participate in the production of literary meaning. In the concluding part, the relationship between the institutional regulation of literature and the autonomy of literary creation will be critically assessed.	1	P16
Week: 9.			
Lectures	Elite and popular literature.	2	P16
Seminar	Within the framework of this seminar assignment, the distinction between elite and popular literature will be examined, and the ways in which this division is established, legitimized, and reproduced within the literary field and the broader social context will be analyzed. The criteria according to which literary works are evaluated as high or low culture will be elaborated, and the extent to which these criteria reflect social relations of power and cultural hierarchies will be examined, with particular reference to Pierre Bourdieu’s concept of cultural capital as a mechanism for the reproduction of literary taste. Particular attention will be devoted to the transformations of the boundary between elite and popular literature in contemporary consumer and digital society. In the concluding part, it will be critically assessed who holds the power to define literary value and what this division reveals about broader social inequalities in access to culture.	1	P16
Week: 10.			
Lectures	The sociology of drama and theatre. The sociology of the novel.	2	P16
Seminar	Within the framework of this seminar assignment, the sociology of drama and theatre, as well as the sociology of the novel, will be examined as two distinct yet interrelated fields within the sociology of literature. Theatre will be analyzed as a social institution, and the ways in which theatrical production, performance, and reception reflect and question dominant social values will be examined, with particular reference to the class- and gender-based conditioning of access to theatre. The novel will be elaborated as a genre that emerged and developed alongside modern bourgeois society. In addition, the ways in which social transformations such as industrialization, urbanization, and globalization shape novelistic forms and themes will be examined. In the concluding part, it will be critically assessed to what extent theatre today retains its role as a space of social critique and what the future of the novel is in the contemporary digital and visual cultural environment.	1	P16
Week: 11.			
Lectures	Literature and audience: classical and modern audiences.	2	P16

Seminar	Within the framework of this seminar assignment, the relationship between literature and audience will be examined, and transformations of the reading public from classical to contemporary forms of literary reception will be analyzed. The concept of the classical audience, associated with specific social contexts of reading such as salon culture, literary societies, and educational institutions, will be elaborated, and it will be examined how this model of reception reflected the class and cultural hierarchies of its time. The modern audience will be analyzed as a heterogeneous and fragmented category shaped by processes of cultural democratization, mass literacy, and digitalization, and consideration will be given to how new platforms and media are changing patterns of reading and literary participation. In the concluding part, it will be critically assessed what transformations of the audience reveal about changes in the social role and status of literature in contemporary society.	1	P16
Week: 12.			
Lectures	The social functions of humor.	2	P16
Seminar	Within the framework of this seminar assignment, the social functions of humor in literature will be examined, and the ways in which humor simultaneously operates as a mechanism of cohesion, subversion, and social critique will be analyzed. The fundamental theories of humor will be elaborated, and it will be examined what each of them reveals about the social dimension of laughter and the comic in literary texts. Particular attention will be devoted to satirical and humorous literary genres as spaces for the articulation of social critique and the questioning of power relations. In the concluding part, it will be critically assessed where the boundary lies between humor that liberates and humor that reproduces social stereotypes and inequalities.	1	P16
Week: 13.			
Lectures	Literature and ideology.	2	P16
Seminar	Within the framework of this seminar assignment, the relationship between literature and ideology will be examined, and the ways in which ideological systems permeate literary texts and use them as a means of social reproduction will be analyzed. Key theoretical approaches such as Louis Althusser’s concept of Ideological State Apparatuses, Antonio Gramsci’s theory of hegemony, and Marxist literary criticism will be elaborated, and it will be examined how each of them understands the role of literature in legitimizing or challenging dominant ideologies. In the concluding part, it will be critically assessed whether literature can be simultaneously ideologically conditioned and a space of resistance, and where the boundary lies between the aesthetic autonomy and the ideological function of the text.	1	P16
Week: 14.			
Lectures	Youth in literature. “Women’s writing”.	2	P16

Seminar	Within the framework of this seminar assignment, two thematic units will be examined: youth in literature and the concept of “women’s writing” as examples of identity-based and social positions that are articulated in specific ways within the literary field. The analysis will consider how literature thematizes the experience of youth and will examine how literary representations of young people change depending on social, cultural, and historical contexts. In addition, the concept of “women’s writing” will be elaborated, and theoretical debates on whether a specific female literary expression exists will be examined, with reference to contributions from feminist literary criticism and gender studies. Particular attention will be devoted to the question of how gender and generational belonging, as social categories, shape both literary production and literary reception. In the concluding part, it will be critically assessed to what extent identity categories such as gender and age determine literary creation or represent only one of several possible analytical perspectives.	1	P16
Week: 15.			
Lectures	Literature in cultural policies.	2	P16
Seminar	Within the framework of this seminar assignment, the position of literature within cultural policies will be analyzed, and the ways in which state and supranational institutions shape the conditions of literary production, distribution, and reception will be examined. The fundamental models of cultural policies toward literature will be elaborated, ranging from state funding and censorship to liberal market models, and specific instruments such as grant systems, publishing subsidies, and literary awards will be examined as mechanisms through which what is considered culturally valuable literature is defined. In the concluding part, it will be critically assessed to what extent cultural policies democratize access to literature and to what extent they reproduce existing cultural hierarchies and power relations.	1	P16

<table>
<tr><td>Course name</td><td colspan="5">Sociology of the Family</td></tr>
<tr><td>ID</td><td>SOSI45</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>prof. dr. sc. Gorana Bandalović</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">20%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to familiarize students with the fundamental terminology and concepts in the field of family sociology.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">/</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon successful completion of the course, students will be able to:
1. Explain the basic concepts in the field of family sociology.
2. dentify the main problems facing the contemporary family.
3. Analyze changes occurring in the domains of family and marriage.
4. Analyze the current position and role of the family, as well as the relationship between family and society.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Introductory lecture – course syllabus, literature, teaching methods, deadlines, and examinations.
2. The emergence and historical development of family sociology.
3. Theoretical perspectives on family and marriage.
4. Functions of the family and marriage.
5. Spouse selection, marital adjustment, and marital roles.
6. Marital quality, duration of marriage, and divorce.
7. Gender socialization and division of labour within the family; balancing family and work roles.
8. Midterm Test 1.
9. Family life as a process.
10., Modern and postmodern forms of family and partner relationships; cohabitation.
11. Singlehood and living alone.
12. Parenthood.
13. Family and emotional relationships.
14. Domestic violence.
15. The future of family and marriage.
16. Midterm Test 2.
17. Final lecture and course evaluation.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☒ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☒ Multimedia
☐ Laboratory
☐ Supervision</td><td>☒ Individual and group assignments</td></tr>
<tr><td>Student obligations</td><td colspan="5">Students are required to:
- Participate regularly in the teaching process (minimum attendance: 70% of lectures and 80% of seminars)
- Act in accordance with ethical and academic principles of higher education
- Complete individual and group activities designed to achieve the course learning outcomes
- Actively engage in analytical discussion during seminars and workshops
- Prepare and present a seminar paper according to predefined criteria
- Pass the oral examination (or successfully complete two midterm exams, which are equivalent to the oral examination)
- Achieve at least 50% of the total points on examinations/midterms</td></tr>
</table>

<table>
<tr><td></td><td colspan="6">- Obtain information about missed classes during consultation hours and through communication with fellow students
- Respect deadlines and timeframes for course activities
- Participate actively and constructively in class.</td></tr>
<tr><td rowspan="6">Monitoring student work</td><td>Class attendance</td><td>☒</td><td>Research</td><td>☐</td><td>Practical work</td><td>☐</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td>Essay</td><td>☐</td></tr>
<tr><td>Seminar paper</td><td>☒</td><td>Midterm exam</td><td>☒</td><td>Oral exam</td><td>☒</td></tr>
<tr><td>Written exam</td><td>☐</td><td>Project</td><td>☐</td><td>Participation in class</td><td>☒</td></tr>
<tr><td>Individual and group assignments</td><td>☒</td><td></td><td>☐</td><td></td><td>☐</td></tr>
<tr><td colspan="6">The final course grade is determined according to the following components:
- Oral examination or two successfully completed midterm examination - 70%
- Seminar paper and presentation - 20%
- Class participation and successful completion of individual and group assignments - 10%
Detailed assessment criteria for individual components are available in the course repository</td></tr>
<tr><td rowspan="4">Required literature</td><td colspan="3">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td colspan="3">Giddens, A. (2007). Sociologija. Nakladni zavod Globus.</td><td>3</td><td>no</td></tr>
<tr><td colspan="3">Haralambos, M. i Holborn, M. (2002). Sociologija. Teme i perspektive. Golden marketing.</td><td>4</td><td>no</td></tr>
<tr><td colspan="3">Milić, A. (2007). Sociologija porodice. Kritika i izazovi. Čigoja štampa.</td><td>1</td><td>no</td></tr>
<tr><td>Supplementary literature</td><td colspan="5">1. Akrap, A. i Živić, D. (2001). Demografske odrednice i obilježja obiteljske strukture stanovništva Hrvatske. Društvena istraživanja,10(4-5), 621- 645.
2. Akrap, A. i Čipin, I. (2008). Stambeni problemi, produženi život s roditeljima i odgoda ulaska u brak u Hrvatskoj. Revija za socijalnu politiku, 15(3), 415-434.
3. Aračić, P., Nikodem, K. i Džinić, I. (2010). Važnost braka i obitelji u hrvatskom društvu. Analiza osnovnih pokazatelja u razdoblju od 1999. do 2008. godine. Bogoslovska smotra, 80(2), 623-642.
4. Baloban, J. i Črpić, G. (2005). Brak – Institucija od koje se očekuje, a u koju se ne ulaže. Brak u napetosti između ideala i zbilje. U J. Baloban (ur.), U potrazi za identitetom (str. 115-144). Golden marketing – Tehnička knjiga.
5. Bandalović, G. (2013). Sociološka analiza preferencija mladih prema tipovima obiteljskih zajednica (doktorska disertacija). Filozofski fakultet u Zagrebu.
6. Bandalović, G. i Buzov, I. (2012). Odnosi u seljačkoj obitelji i položaj žene u zagorskoj Dalmaciji. Godišnjak Titius, 4(4), 195-209.
7. Bobić, M. (2003). Brak i/ili partnerstvo. Demografsko-sociološka studija. Institut za sociološka istraživanja Filozofskog fakulteta u Beogradu.
8. Čudina-Obradović, M. i Obradović J. (2006). Psihologija braka i obitelji. Golden marketing – Tehnička knjiga.
9. Čudina-Obradović, M. i Obradović J. (2000). Obitelj i zaposlenost izvan kuće. Međusobno ometanje i/ili pomaganje. Revija za socijalnu politiku, 7(2), 131-162.
10. Dobrotić, I. i Laklija, M. (2009). Korelati sukoba obiteljskih i radnih obveza u Hrvatskoj. Revija za socijalnu politiku,16(1), 45-63.
11. Donati, P. (2005). Manuale di sociologia della famiglia. Editori Laterza.
12. Erlich Stein, V. (1971). Jugoslavenska porodica u transformaciji. Liber.
13. Galić, B., Buzov, I. i Bandalović, G. (2009). Ženske uloge u obitelji u hrvatskom društvu – retradicionalizacija i/ili modernizacija, U A. Milić i S.</td></tr>
</table>

	Tomanović (ur.), Porodice u Srbiji danas u komparativnoj perspektivi (str. 187-200). Institut za društvena istraživanja Filozofskog fakulteta. 14. Galić, B. (2006). Stigma ili poštovanje: reproduktivni status žena u Hrvatskoj i šire. Revija za sociologiju, 37(3-4), 149-164. 15. Kregar, J. (1994). Promjene u strukturi obiteljskih zajednica. Revija za socijalnu politiku, 1(3), 211-224. 16. Nikodem, K. i Aračić, P. (2005). Obitelj u transformaciji, U J. Baloban (ur.), U Potrazi za identitetom (str. 147-178). Golden marketing – Tehnička knjiga. 17. Obradović, J. i Čudina-Obradović, M. (2003). Potpora roditeljstvu: Izazovi i mogućnosti. Revija za socijalnu politiku,10(1), 45-68. 18. Obradović, J. i Čudina-Obradović, M. (2001). Sukob obiteljskih i radnih uloga: uzroci, posljedice i nerješeni istraživački problemi. Društvena istraživanja, 10(4-5), 791-819. 19. Obradović, J. i Čudina-Obradović, M. (2001). Korelati i odrednice broja djece u obitelji. Društvena istraživanja, 10(4-5), 655-683. 20. Obradović, J. i Čudina-Obradović, M. (1998). Bračna kvaliteta: poimanje, uzroci i posljedice. Društvena istraživanja, 7(4-5), 659-682. 21. Pećnik, N. i Raboteg-Šarić, Z. (2005). Neformalna i formalna podrška jednoroditeljskim i dvoroditeljskim obiteljima. Revija za socijalnu politiku, 12(1), 1-21. 22. Petak, A. (2004). Obitelj u promjenama: rezultati istraživanja u Hrvatskoj. Sociologija i prostor, 42(1-2), 5-10. 23. Raboteg-Šarić, Z. i Pećnik, N. (2006). Bračni status, financijske poteškoće i socijalna podrška kao odrednice roditeljske depresivnosti i odgojnih postupaka. Društvena istraživanja, 16(6), 961-985. 24. Raboteg-Šarić, Z. (2002). Stilovi roditeljskog odgoja, slobodno vrijeme i rizično ponašanje mladih. Društvena istraživanja, 11(2-3), 239-263. 25. Raboteg-Šarić, Z., Pećnik, N. i Josipović, V. (2003). Jednoroditeljske obitelji: osobni doživljaj i stavovi okoline. Državni zavod za zaštitu obitelji, materinstva i mladeži. 26. Scott, J., Treas, J. & Richards, M. (eds.) (2007). The Blackwell Companion to the Sociology of Families. Blackwell Publishing. 27. Segalen, M. (2009). Sociologija porodice. Clio. 28. Tomić-Koludrović, I. (2015). Pomak prema modernosti – žene u razdoblju zrele tranzicije. Jesenski i Turk. 29. Topolčić, D. (2001). Muškarci to ne rade: rodno segregirana podjela rada u obitelji. Društvena istraživanja, 10(4-5), 767-789. 30. Vilić, D. (2011). Porodica u kontekstu suvremenih društvenih promjena. Sociološki diskurs, 1(2), 21-43.
Quality assurance	Class attendance; Active participation in class; Successful completion of assignments; University-level student evaluations of teaching quality; Successful completion of examinations and other syllabus requirements; Individual consultations; Student self-assessment of learning outcomes; Peer evaluation of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	/

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introductory lecture – course syllabus, literature, teaching methods, deadlines, and examinations	2	P22
Seminar	Allocation of seminar topics	1	P22
Week: 2.			

Lectures	The emergence and historical development of the discipline	2	P22
Seminar	The Family Across Cultures Throughout History	1	P22
Week: 3.			
Lectures	Theoretical perspectives on family and marriage	2	P22
Seminar	The Family in Contemporary Society: Stability or Crisis?	1	P22
Week: 4.			
Lectures	Functions of the family and marriage	2	P22
Seminar	The Role of the Media in Shaping Family Values	1	P22
Week: 5.			
Lectures	Spouse selection; marital adjustment; roles in marriage	2	P22
Seminar	Economic Pressures and Family Life in the 21st Century	1	P22
Week: 6.			
Lectures	Marital quality; duration of marriage; and divorce	2	P22
Seminar	Technology and the Family: How the Digital World Is Changing Family Relationships	1	P22
Week: 7.			
Lectures	Gender socialization and division of labour within the family; balancing family and work roles	2	P22
Seminar	Contemporary Marriage: Love, Partnership, or Economic Union?	1	P22
Week: 8.			
Lectures	Midterm Test 1 – Group A	2	P22
Seminar	Midterm Test 1 – Group B	1	P22
Week: 9.			
Lectures	Family life as a process	2	P22
Seminar	The Role of the Family in the Socialization of Children	1	P22
Week: 10.			
Lectures	Modern and postmodern forms of family and partner relationships; cohabitation	2	P22
Seminar	Changing Perceptions of Gender in Contemporary Families	1	P22
Week: 11.			
Lectures	Singlehood and living alone	2	P22
Seminar	Contraception and Social Attitudes: Historical and Contemporary Perspectives	1	P22
Week: 12.			
Lectures	Parenthood	2	P22
Seminar	Parenthood in the Digital Age: Challenges and Opportunities	1	P22
Week: 13.			
Lectures	The future of family and marriage	2	P22
Seminar	Documentary Film Discussion	1	P22
Week: 14.			
Lectures	Midterm Test 2 – Group B	2	P22
Seminar	Midterm Test 2 – Group A	1	P22
Week: 15.			
Lectures	Final lecture and course evaluation	2	P22
Seminar	Final seminar and course evaluation	1	P22

<table>
<tr><td>Course name</td><td colspan="5">Sociology of Food</td></tr>
<tr><td>ID</td><td>SOSI34</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>izv. prof. dr. sc. Vlaho Kovačević</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">20%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of this course is to familiarize students with the basic concepts of the sociology of food and the dominant theoretical approaches within the field. Furthermore, the course introduces students to ethnological approaches and research methods in the sociology of food. It acquaints students with the diversity and complexity of the world's most prominent culinary traditions and explores various food-related issues, processes, and phenomena within different culinary cultures.
The course also examines key problems such as hunger, obesity, malnutrition, and unhealthy eating habits as shaped by specific cultures and societies.
Students will become familiar with the findings of sociological research on food in Croatia, as well as with the methodological approaches used in research within the sociology of food.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">/</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon successful completion of the course, students will be able to:
1. Explain the basic concepts of the sociology of food and the relationships among them.
2. Explain the main theoretical concepts in the sociology of food, with particular emphasis on ethnological, anthropological, and historical approaches.
3. Explain human eating practices as complex outcomes of the interaction between nutritional needs and culture.
4. Discuss and elaborate on the diversity and complexity of the world's most prominent culinary traditions.
5. Demonstrate critical and creative thinking by engaging with and discussing various food-related issues, processes, and phenomena within different culinary cultures.
6. Conduct analytical examinations of major food-related challenges, including hunger, obesity, malnutrition, and unhealthy dietary habits, which rank among the most serious global problems.
7. Understand the overall significance of the food system by viewing production, distribution, and consumption as interconnected parts of a single process that necessarily involves cultural and social factors.
8. Discuss and elaborate on methodological approaches used in the sociology of food, recognizing it as a field that enables broad intellectual connections between food and culture.</td></tr>
<tr><td>Syllabus</td><td colspan="5">Course Topics
1. Introductory Lecture: Basic Concepts of the Sociology of Food and the Relevance of Food as a Sociological Topic
2. Ethnological Research on Food
3. Classical Sociological Perspectives on Food and Nutrition
4. Theoretical Approaches to Food and Nutrition: Functionalism
5. Theoretical Approaches to Food and Nutrition: Structuralism
6. Theoretical Approaches to Food and Nutrition: Developmentalism
7. The Development of Culinary Cultures and Major Culinary Traditions: French, English, Dutch, German, Italian, Japanese, and Chinese
8. Nutritional Trends
9. Symbolic Meanings of Traditional and Festive Foods
10. Eating Disorders</td></tr>
</table>

	11. Food and Social Inequalities 12. Models of Food Consumption 13. The Impact of Fast-Food Restaurants on Dietary Habits 14. Methodological Approaches in Food Research 15. Concluding Lecture

Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision	☒ Individual and group assignments

Student obligations	Students are required to participate in the teaching process, attending at least 70% of lectures and 80% of seminars. They are expected to act in accordance with ethical and scientific principles in higher education teaching. Students must complete individual and group activities that enable the achievement of the learning outcomes defined in the course syllabus. They are required to prepare seminar papers and research assignments in accordance with predefined criteria and to present them according to established standards. Students are responsible for informing themselves about any teaching content they have missed during instructors' consultation hours and through communication with fellow students. They are expected to adhere to the prescribed timelines for completing course activities and to carry out individual and group tasks in a timely and high-quality manner. Active and constructive participation in classes is expected throughout the course.

Monitoring student work						
	Class attendance	☐	Research	☒	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☐
	Written exam	☐	Project	☐	Participation in class	☒
	Individual and group assignments	☒		☐		☐

Assessment and evaluation of student work	In accordance with the course learning outcomes and student obligations, the final grade for the course is formed based on the following components: prepared and presented seminar and research paper in accordance with the instructor's guidelines – 50% success in completing individual and group tasks within the research workshop – 30% activity in class, participation in discussions during lectures, seminars, and research workshops – 20% Throughout the seminars during the course, as well as after the completion of the seminar and research paper, students will receive feedback on their progress. At the end of the course, the final grade will be explained, including all elements that contributed to it, along with advice on how to improve future work. The criteria for evaluating and grading individual components are described in the course repository.

Required literature	Title	Number of copies available	Availability via other media
	Anderson, E. N. (2005). Everyone Eats: Understanding Food and Culture. University Press.	1	1
	Beardsworth, A. & Keil, T. (2002). Sociology on the Meny: An Invitation to the Study of Food and Society. Routledge.	1	1

	Bourdieu, P. (2011). Distinkcija: Društvena kritika suđenja. Izdanja Antibarbarus. (str. 157-233)	1	1
	Menell, S., Murcott, A. & Otterloo, A. H. van. (1998). Prehrana i kultura: sociologija hrane. Naklada Jesenski i Turk, Hrvatsko sociološko društvo. (odabrana poglavlja)	1	1
	Ritzer, G. (1999). Mcdonaldizacija društva. Naklada Jesenski i Turk, Hrvatsko sociološko društvo.	1	1
	Simmel, G. (2001). Kontrapunkti kulture. Naklada Jesenski i Turk, Hrvatsko sociološko društvo. (odabrana poglavlja)	1	1
Supplementary literature	1. Anderson B., Rafferty A. P., Lyon-Callo, S., Fussman C. & Imes G. (2011). Fast – Food Consumption and Obesity Among Michigan Adults. Preventing Chronic Disease, 8(4),1-11. 2. Akbay, C., Tiryaki, G.Y. & Gul, A. (2007). Consumer characteristics influencing fast food consumption in Turkey. Food Control, 18(8), 904-913. 3. Atkinson, W. & Deeming, C. (2015). Class and Cusine in Contemporary Britain: the Social Space, the Space of Food and Their Homology. The Sociological Review, 63, 876-896. 4. Ayo, S. A., Bonabana-Wabbi, J. & Sserunkuuma, D. (2012). Determinants of fast food consumption in 5. Bowman, S. A., Gortmaker, S. L., Ebbeling, C. B., Pereira, M. A. & Ludwig, D.S. (2004). Effects of fast-food consumption on energy in take and diet quality among children in a national household survey. Pediatrics, 113(1), 112-118. 6. Darmon, M. (2009). The Fifth Element: Social Class and the Sociology of Anorexia. Sociology, 43(4), 717-733. 7. Douglas, M. (1972). Deciphering a Meal. Journal of the American Academy of Arts and Sciences, 101(2), 61-82. 8. Fiddes, N. (2002). Meso - prirodni simbol. Naklada Jesenski i Turk. 9. Gronow, J. (2000). Sociologija ukusa. Naklada Jesenski i Turk, Hrvatsko sociološko društvo. i Turk. 10. Kaluđerović, Ž. (2007). GMO: Prvih dvadeset godina – stanje i perspektive. Socijalna ekologija, 17(2), 165-181. 11. Kampala, Uganda. African Journal of Food, Agriculture, Nutrition and Development, 12(5). 1. Anderson B., Rafferty A. P., Lyon-Callo, S., Fussman C. & Imes G. (2011). Fast – Food Consumption and Obesity Among Michigan Adults. Preventing Chronic Disease, 8(4),1-11. 2. Akbay, C., Tiryaki, G.Y. & Gul, A. (2007). Consumer characteristics influencing fast food consumption in Turkey. Food Control, 18(8), 904-913. 3. Atkinson, W. & Deeming, C. (2015). Class and Cusine in Contemporary Britain: the Social Space, the Space of Food and Their Homology. The Sociological Review, 63, 876-896. 4. Ayo, S. A., Bonabana-Wabbi, J. & Sserunkuuma, D. (2012). Determinants of fast food consumption in 5. Bowman, S. A., Gortmaker, S. L., Ebbeling, C. B., Pereira, M. A. & Ludwig, D.S. (2004). Effects of fast-food consumption on energy in take and diet quality among children in a national household survey. Pediatrics, 113(1), 112-118. 6. Darmon, M. (2009). The Fifth Element: Social Class and the Sociology of Anorexia. Sociology, 43(4), 717-733. 7. Douglas, M. (1972). Deciphering a Meal. Journal of the American Academy of Arts and Sciences, 101(2), 61-82. 8. Fiddes, N. (2002). Meso - prirodni simbol. Naklada Jesenski i Turk.		

	9. Gronow, J. (2000). Sociologija ukusa. Naklada Jesenski i Turk, Hrvatsko sociološko društvo. i Turk. 10. Kaluđerović, Ž. (2007). GMO: Prvih dvadeset godina – stanje i perspektive. Socijalna ekologija, 17(2), 165-181. 11. Kampala, Uganda. African Journal of Food, Agriculture, Nutrition and Development, 12(5). 12. Kažmić Kreho, L. (2009). Prehrana 21. stoljeća. Profil. 13. Kesić, T. (1998). Stil života hrvatskih obitelji u procesu kupnje, pripreme i konzumiranja hrane. Socijalna ekologija, 7(1-2), 115-129. 14. Kinght, A., Worosz, M. & Todd, E. (2009). Dinning for Safety: Consumer Perceptions and Eating Out. Journal of Hospitality and Turism Research, 30(4), 471-486. 15. Korthals, M. (2002). Hrana kao spona između prirode, tijela i društva. Filozofska istraživanja, 22(84), 55-68. 16. Kovačić, D. i Džigumović, M. (2010). Ponašanje i stavovi potrošača o brzoj hrani. Agronomski glasnik, 72(2-3), 79-90. 17. Nabhan, G. P. (2007). Neki to vole ljuće: hrana, geni i kulturna raznolikost. Naklada Jesenski 18. Nataša, V. (2004). Hrana i identitet u Japanu. Etnološka istraživanja, 10, 19-28. 19. National Consumer Council (1997). Messages on Food: Consumers' Use and Understanding of Health Claims on Food Packs. National Consumer Council. 20. Ogden, J. (2010). The Psychology of Eating: From Healthy to Disordered Behavior. Wiley-Blackwell. 21. Paddock, J. (2015). Positioning Food Cultures: 'Alternative' Food as Distinctive Consumer Practice. Sociology, 50(6), 1039-1055. 22. Randić, M. B. i Rittig-Beljak, M. (2006). Svijet hrane u Hrvatskoj. Etnografski muzej. 23. Smith, F. A. (2006). Encyclopedia of Junk Food and Fast Food. Greenwood Press. 24. Tellstromm, R. (2005). Kultura prehrane u suvremenoj europskoj politici: u potrazi za optimalnom ravnotežom hrane i političkih faktora. Etnološka istraživanja, 10(10), 41-50. 25. Tomić, M., Fočić, N., Marijanović, B. i Topličanec J. (2012). Navike hrvatskih studenata u potrošnji brze hrane. Agronomski glasnik, 74(5-6), 231- 241. 26. Virtue, D. (2012). Žudnja za hranom: Vaš apetit kao odraz tjelesne ili emocionalne gladi. Planetopija. 27. Vranešić, D. (2006). Hrana pod povećalom: kako razumjeti i primijeniti znanost o prehrani. Profil. 28. Žaper, A. (2004). Kulinarstvo – dio kulture življenja i duhovne baštine u hrvatskoj turističkoj ponudi. Naše more: znanstveni časopis za more i pomorstvo, 51(5-6), 227-238.
Quality assurance	Attendance of classes, in-class activities, and performance in completing assignments; student surveys on the quality of teaching and instructors at the university level; passed examination and fulfillment of other syllabus requirements; individual consultations; student self-assessment of achieved learning outcomes; peer assessment of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	/

Syllabus			
Class type	Topic	Teaching hours	Location

Week: 1.			
Lectures	1. Introductory Lecture: Basic Concepts of the Sociology of Food and the Relevance of Food as a Topic in Sociology	2	P
Seminar	Why We Eat What We Eat? The Invention of Cuisine	1	
Week: 2.			
Lectures	2. Ethnological Research on Food	2	P
Seminar	Food, Language, Identity Nutrition, Religion, and Spirituality	1	
Week: 3.			
Lectures	3. Classics of Sociology on Food and Nutrition	2	P
Seminar	The connection between food, emotions, and subjectivity	1	P
Week: 4.			
Lectures	4. Theoretical Approaches to Food and Nutrition: Functionalism	2	P
Seminar	Crisis and New Patterns of Food Consumption The Issue of Food	1	P
Week: 5.			
Lectures	5. Theoretical Approaches to Food and Nutrition: Structuralism	2	P
Seminar	Food Cravings Eating Disorders	1	
Week: 6.			
Lectures	6. Theoretical Approaches to Food and Nutrition: “Developmentalism”	2	P
Seminar	Food Scarcity (Poverty) Class and Dietary Taste	1	P
Week: 7.			
Lectures	7. Development of Culinary Cultures and Different Culinary Traditions: French, English, Dutch, German, Italian, Japanese, and Chinese	2	P
Seminar	Food and Stress Alternative Forms of Eating and Consumer Practices	1	
Week: 8.			
Lectures	8. Nutritional Trends	2	P
Seminar	Food as an Occasion for Gathering and Collective Celebration Gender, Food, and the Body	1	
Week: 9.			
Lectures	9. Symbolic Meanings of Traditional and Festive Food	2	
Seminar	Food as an emotional and identity space in times of uncertainty	1	
Week: 10.			
Lectures	10. Eating Disorders	2	
Seminar	Emotional eating, embodied relief and moral self-regulation	1	
Week: 11.			
Lectures	11. Food (Nutrition) and Social Inequalities	2	
Seminar	Class and Taste in Food Consumption	1	
Week: 12.			
Lectures	12. Models of Food Consumption	2	
Seminar	Food and Stress Gender, Food, and the Body	1	

Week: 13.			
Lectures	13. The Influence of Fast Food Restaurants on Diet	2	
Seminar	Nutrition, Religion, and Spirituality	1	
Week: 14.			
Lectures	14. Methodological Approaches in Food Research	2	
Seminar	Food as an Opportunity for Gathering and Collective Celebration	1	
Week: 15.			
Lectures	15. Concluding Lecture	2	
Seminar	Alternative Forms of Nutrition and Consumer Practices	1	

<table>
<tr><td>Course name</td><td colspan="5">Sociology of Health and Illness</td></tr>
<tr><td>ID</td><td>SOSi21</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>prof. dr. sc. Sanja Stanić</td><td>ECTS workload</td><td colspan="3">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to introduce students to the social aspects of health and illness. Furthermore, it seeks to explain the relationship between social structure and social processes and their impact on health and illness. The course presents key concepts, theoretical approaches, and sociological perspectives on health and illness. It also examines broader social influences on health, such as the environment, the COVID-19 pandemic, social inequalities, and related factors.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">/</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">After successfully passing the exam, students will be able to:
1. Recognize, define, and understand the relationship between society, health, and illness
2. Distinguish and understand sociological perspectives on health and illness
3. Identify and interpret changes and processes related to health in the context of broader social changes and dynamics
4. Critically reflect on and interpret health and illness, as well as social intervention in health and illness
5. Apply acquired knowledge in the preparation of theoretical and empirical papers</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Introductory lecture (presentation of the course plan and syllabus)
2. Introduction to the sociology of health and illness (2 hours)
3. Sociological perspectives and approaches to health and illness
4. Development of scientific medicine
5. Social determinants of health
6. Health inequalities
7. Experience of illness
8. Mental health and society
9. Nutrition and disordered eating behaviors
10. Environmental changes as determinants of health and illness
11. The internet, social media, and health
12. Old and new addictions
13. The COVID-19 pandemic and its social consequences
14. Aging, death, and dying
15. Final lecture</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td><td></td></tr>
<tr><td>Student obligations</td><td colspan="5">Attend classes (80% attendance); act in accordance with ethical and scientific principles in higher education; participate in course activities that enable the achievement of the intended learning outcomes; prepare and present a seminar paper according to predefined criteria; pass the midterm exam and/or written exam and achieve a minimum of 60% accuracy; inform themselves about classes they missed during instructor consultation hours and from fellow students; and adhere to the required timeframes for completing course-related activities.</td></tr>
</table>

Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☐
	Written exam	☒	Project	☐	Participation in class	☒

Assessment and evaluation of student work	In accordance with the course learning outcomes and student obligations, the final grade is determined based on the following components: - successfully passed midterm exam and/or written exam (50%) - completed and presented seminar paper in accordance with the instructor's instructions (40%) - class participation and engagement in discussions during lectures and seminars (10%) The written exam is graded as follows: sufficient (2) 60%; good (3) 70%; very good (4) 80%; excellent (5) 90–100%. The assessment criteria for individual components are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Cerjan-Letica, G. et al. (2003). Medical Sociology. Medicinska naklada.		
	White, K. (2002). An Introduction to the Sociology of Health and Illness. SAGE Publications.		
	Weiss, G. L. & Lonnquist, L. E. (2011). Sociology of Health. Healing and Illness. Prentice Hall.		
Supplementary literature	/		
Quality assurance	Pohađanje nastave, aktivnost na nastavi, uspješnost u obavljanju zadataka; studentska anketa vrednovanja nastavnog rada na sveučilišnoj razini; položen ispit i ostvarene druge silabusom propisane obveze; individualne konzultacije; samoprocjena studenata postignutih ishoda učenja; suradnička procjena provedbe i kvalitete nastavnog procesa.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introductory presentation (presentation of work plan and program)	2	
Seminar	Discussion of the course plan, expectations, and organisation of seminar requirements.	1	
Week: 2.			
Lectures	Introduction to the sociology of health and illness	2	
Seminar	The fundamental concepts will be analysed through examples and short tasks.	1	
Week: 3.			
Lectures	Sociological perspectives and approaches to health and illness	2	

Seminar	Different theoretical approaches will be compared through group discussions.	1	
Week: 4.			
Lectures	Development of scientific medicine	2	
Seminar	Historical examples and their social significance will be discussed.	1	
Week: 5.			
Lectures	Social determinants of health	2	
Seminar	The concrete impact of social factors on health will be explored.	1	
Week: 6.			
Lectures	Health inequalities	2	
Seminar	Examples and data on health inequalities will be analysed.	1	
Week: 7.			
Lectures	Experience of illness	2	
Seminar	Subjective and social experiences of illness will be discussed.	1	
Week: 8.			
Lectures	Mental health and society	2	
Seminar	The influence of society on mental health will be analysed through discussion.	1	
Week: 9.			
Lectures	Nutrition and disordered eating behaviours	2	
Seminar	Social causes and consequences of eating behaviours will be discussed.	1	
Week: 10.			
Lectures	Environmental changes as determinants of health and illness	2	
Seminar	The impact of environmental changes on health will be explored.	1	
Week: 11.			
Lectures	The internet, social media, and health	2	
Seminar	The effects of the internet and social media on health will be analysed.	1	
Week: 12.			
Lectures	Old and new addictions	2	
Seminar	Different forms of addiction and their causes will be discussed.	1	
Week: 13.			
Lectures	The COVID-19 pandemic and its social consequences	2	
Seminar	The social consequences of the pandemic will be analysed through examples and discussion.	1	
Week: 14.			
Lectures	Ageing, death, and dying	2	
Seminar	Social aspects of ageing, death, and dying will be discussed.	1	
Week: 15.			
Lectures	Final lecture	2	
Seminar	Evaluation of the seminar teaching	1	

<table>
<tr><td>Course name</td><td colspan="6">The Body as an Object of Sociological Research</td></tr>
<tr><td>ID</td><td>SOSI48</td><td>Study year</td><td colspan="4">1.</td></tr>
<tr><td>Lecturer</td><td>izv. prof. dr. sc. Marija Lončar</td><td>ECTS workload</td><td colspan="4">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="4">20%</td></tr>
<tr><td colspan="7">Course description</td></tr>
<tr><td>Course aims</td><td colspan="6">The aim of the course is to introduce students to the key concepts of the body as a social phenomenon, with the goal of understanding social processes and their influence on the importance of sociological interpretations of the body and the experience of embodiment in contemporary society.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="6">/</td></tr>
<tr><td>Learning outcomes</td><td colspan="6">Upon completion of the course, students will be able to:
1. Define and analyze key concepts of the body and the experience of embodiment.
2. Articulate the body and the experience of embodiment from a sociological perspective.
3. Identify the influence of social, cultural, and political processes on the construction of the body and the experience of embodiment.
4. Critically analyze the implications of defining the body on the experience of embodiment.
5. Conceptualize the body from a sociological perspective.</td></tr>
<tr><td>Syllabus</td><td colspan="6">1. Introductory lecture
2. Key concepts
3. The significance of the sociological conceptualization of the body and the experience of embodiment
4. Specificities of approaches within the sociological tradition
5. The body in symbolic interactionism
6. The postmodernist perspective
7. Theoretical-methodological approaches to the body in sociological research
8. Presentations of students' research proposals
9. Social, cultural, and political influences on the definition of the body and the experience of embodiment
10. The relationship between the body and identity
11. Sociological research on the body: intimacy and sexuality
12. Sociological research on the body: constructions of femininity and masculinity
13. Presentations of students' pilot studies
14. Presentations of students' pilot studies
15. Concluding lecture</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☒ Multimedia
☐ Laboratory
☐ Supervision</td><td colspan="2">☒ E-learning</td></tr>
<tr><td>Student obligations</td><td colspan="6">Participation in the teaching process: lectures and seminars (70%). Act in accordance with ethical and scientific principles in higher education. Prepare and present a seminar paper in accordance with predefined criteria. Prepare and present a research design in accordance with predefined criteria. Conduct and present a pilot study. Pass the exam (equivalent to the exam is one successfully passed midterm exam with a minimum of 50% accuracy). Actively and constructively participate in classes. Adhere to the timeframes required for completing course activities.</td></tr>
</table>

<table>
<tr><td rowspan="4">Monitoring student work</td><td>Class attendance</td><td>☒</td><td>Research</td><td>☒</td><td>Practical work</td><td>☐</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td>Essay</td><td>☐</td></tr>
<tr><td>Seminar paper</td><td>☒</td><td>Midterm exam</td><td>☒</td><td>Oral exam</td><td>☒</td></tr>
<tr><td>Written exam</td><td>☐</td><td>Project</td><td>☐</td><td>Participation in class</td><td>☒</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="6">In accordance with the course learning outcomes and student responsibilities, the final grade is calculated as the arithmetic mean (AM) based on the achievement of the following components:
- prepared and presented seminar paper in accordance with the professor's instructions
- prepared and presented research design in accordance with the i professor's instructions
- conducted and presented a pilot study
- oral exam, i.e., successfully passed midterm exam (a passing grade on the midterm is equivalent to the oral exam)
- participation in class discussions during lectures and seminars
The assessment and grading criteria for each component are described in the course repository.</td></tr>
<tr><td rowspan="5">Required literature</td><td colspan="3">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td colspan="3">Cregan, K. (2006). The Sociology of the Body. Mapping the Abstraction of Embodiment. SAGE Publications.</td><td>1</td><td>Ne</td></tr>
<tr><td colspan="3">Shilling, C. (2012). The Body and Social Theory (3rd edition). SAGE Publications.</td><td>1</td><td>Ne</td></tr>
<tr><td colspan="3">Turner, B. S. (ed.) (2008). The Body and Society (3rd edition). SAGE Publications.</td><td>1</td><td>Ne</td></tr>
<tr><td colspan="3">Waskul, D. & Vannini, P. (eds.) (2006). Body/Embodiment: Symbolic Interaction and the Sociology of the Body. Ashgate Publishing Limited.</td><td>1</td><td>Ne</td></tr>
<tr><td>Supplementary literature</td><td colspan="6">1. Adamović, M. i Maskalan, A. (2011). Tijelo, identitet i tjelesne modifikacije. Sociologija i prostor, 49 (1), 49-70.
2. Backett-Milburn, K. & MacKie, L. (2001). Constructing Gendered Bodies. Palgrave.
3. Besednik, S. & Lončar, M. (2024). Perceptions of clothing and physical appearance among young men and women from Split. ST open, 5, 1-18.
4. Entwistle, J. (2011). The Fashioned Body: Fashion, Dress and Gender Identity. Polity Press.
5. Featherstone, M., Hepworth M. & Turner, B. S. (1991). The Body: Social Process and Cultural Theory. SAGE Publications.
6. Giddens, A. (1992). The Transformation of Intimacy: Sexuality, Love and Eroticism in Modern Societies. Polity Press.
7. Lončar, M., Šuljug Vučica Z. & Nigoević, M. (2016). Constructing Masculinity through Images: Content Analysis of Lifestyle Magazine in Croatia. International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering, 10(10): 3123-3126.
8. Pitts, V. L. (2003). In the Flesh. The Cultural Politics of Body Modification. Palgrave Macmillian.
9. Scott, S. & Morgan, D. (eds.) (2005). Body Matters: Essays on the Sociology of the Body. The Falmer Press.</td></tr>
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	10. Shilling, C. (2001). Embodiment, Experience and Theory. In Defence of the Sociological Tradition. The Sociological Review, 49(3), 327-344. 11. Shilling, C. (ed.) (2007). Embodying Sociology: Retrospect, Progress and Prospects. Sociological Review Monographs. Blackwell. 12. Synnott, A. (1993). The Body Social: Symbolism, Self and Society. Routledge. 13. Šuljug Vučica Z., Lončar, M. & Nigoević, M. (2015). Representation of Feminity in Advertising Images: a Visual Analysis. In SGEM, 2 International Multidisciplinary Scientific Conference on Social Sciences and Arts. Conference Proceeding. Book 1: Psychology and Psychiatry, Sociology and Healthcare, Education (str. 761-768). SGEM2015.
Quality assurance	Class attendance; class participation; performance in completing tasks.
Other (in the opinion of the proponent)	/

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introductory Lecture	2	
Seminar	Guidelines on seminar paper preparation and the conduct of the pilot study	1	
Week: 2.			
Lectures	Key concepts	2	
Seminar	Selection of seminar topics (seminar topics are agreed with students in accordance with their interests and are linked to pilot studies)	1	
Week: 3.			
Lectures	The importance of the sociological conceptualization of the body and the experience of embodiment	2	
Seminar	Presentations of seminar topics (seminar topics are agreed with students in accordance with their interests and are linked to pilot studies)	1	
Week: 4.			
Lectures	Specifics of approaches within the sociological tradition	2	
Seminar	Presentations of seminar topics (seminar topics are agreed with students in accordance with their interests and are linked to pilot studies)	1	
Week: 5.			
Lectures	The body in symbolic interactionism	2	
Seminar	Presentations of seminar topics (seminar topics are agreed with students in accordance with their interests and are linked to pilot studies)	1	
Week: 6.			
Lectures	Postmodern perspective	2	
Seminar	Presentations of seminar topics (seminar topics are agreed with students in accordance with their interests and are linked to pilot studies)	1	
Week: 7.			

Lectures	Theoretical and methodological approaches to the body in sociological research	2	
Seminar	Presentations of seminar topics (seminar topics are agreed with students in accordance with their interests and are linked to pilot studies)	1	
Week: 8.			
Lectures	Presentations of students' pilot research designs	2	
Seminar	Presentations of seminar topics (seminar topics are agreed with students in accordance with their interests and are linked to pilot studies)	1	
Week: 9.			
Lectures	Social, cultural, and political influences on the definition of the body and the experience of embodiment	2	
Seminar	Presentations of seminar topics (seminar topics are agreed with students in accordance with their interests and are linked to pilot studies)	1	
Week: 10.			
Lectures	The relationship between the body and identity	2	
Seminar	Presentations of seminar topics (seminar topics are agreed with students in accordance with their interests and are linked to pilot studies)	1	
Week: 11.			
Lectures	Sociological research on the body: Intimacy and sexuality	2	
Seminar	Presentations of seminar topics (seminar topics are agreed with students in accordance with their interests and are linked to pilot studies)	1	
Week: 12.			
Lectures	Sociological research on the body: Constructions of femininity and masculinity Midterm Exam	2	
Seminar	Presentations of seminar topics (seminar topics are agreed with students in accordance with their interests and are linked to pilot studies)	1	
Week: 13.			
Lectures	Presentations of students' pilot studies	2	
Seminar	Discussion of the limitations of conducted research	1	
Week: 14.			
Lectures	Presentations of students' pilot studies	2	
Seminar	Discussion of the limitations of conducted research	1	
Week: 15.			
Lectures	Concluding lecture	2	
Seminar	Discussion on the conducted pilot studies	1	

<table>
<tr><td>Course name</td><td colspan="7">Ethical Issues in Sociological Research</td></tr>
<tr><td>ID</td><td>SOS703</td><td>Study year</td><td colspan="5">1.</td></tr>
<tr><td>Lecturer</td><td>izv. prof. dr. sc. Marija Lončar</td><td>ECTS workload</td><td colspan="5">5.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Larisa Hržić</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td colspan="2">P</td></tr>
<tr><td>30</td><td>30</td><td>0</td><td colspan="2">0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="5">0%</td></tr>
<tr><td colspan="8">Course description</td></tr>
<tr><td>Course aims</td><td colspan="7">The aim of the course is to enable students to understand and sociologically analyze numerous ethical issues that researchers encounter in the planning and conduct of sociological research.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="7">/</td></tr>
<tr><td>Learning outcomes</td><td colspan="7">Upon completion of the course, students will be able to:
1. Identify and categorize potential risks and risks (emotional, physical, ethical, etc.) for researchers and research participants.
2. Problematize the ethical aspects of research methods. (observation, surveys, etc.).
3. Interpret ethical dilemmas that may arise in different stages of the research process.
4. Explain fundamental ethical principles and their application in conducting research.
5. Evaluate the social role of sociologists.</td></tr>
<tr><td>Syllabus</td><td colspan="7">1. Introductory lecture
2. Different aspects of research risks
3. Characteristics of fieldwork: ethical aspects of research methods
4. Illustrations of ethically controversial research
5. Application of fundamental ethical principles and procedures in research
6. Ethical approaches
7. Ethical codes of the sociological profession
8. Ethical considerations in quantitative and qualitative research
9. Characteristics of research ethics in online research
10. Concluding lecture</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☒ Multimedia
☐ Laboratory
☐ Supervision</td><td colspan="3">☒ Individual and Group Assignments
☒ E-learning</td></tr>
<tr><td>Student obligations</td><td colspan="7">Participate in the teaching process: lectures (70%) and seminars (60%). Prepare a seminar paper in accordance with predefined criteria. Present the seminar paper in accordance with predefined criteria. Carry out individual and group activities that enable the achievement of the course learning outcomes, and present group work. Pass the oral exam (equivalent to the oral exam are two successfully passed midterm exams) and achieve a minimum of 60% accuracy on the exam/midterms. Adhere to the timeframes required for completing course activities. Actively and constructively participate in classes.</td></tr>
<tr><td rowspan="6">Monitoring student work</td><td>Class attendance</td><td>☒</td><td>Research</td><td>☐</td><td>Practical work</td><td colspan="2">☐</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td>Essay</td><td colspan="2">☐</td></tr>
<tr><td>Seminar paper</td><td>☒</td><td>Midterm exam</td><td>☒</td><td>Oral exam</td><td colspan="2">☒</td></tr>
<tr><td>Written exam</td><td>☐</td><td>Project</td><td>☐</td><td>Participation in class</td><td colspan="2">☒</td></tr>
<tr><td>Group Work</td><td>☒</td><td>Individual Work</td><td>☒</td><td></td><td colspan="2">☐</td></tr>
</table>

<table>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the learning outcomes of the course and the student’s obligations, the final grade for the course is formed as the arithmetic mean (AM) based on the achievement of the following elements:
- prepared and presented seminar paper in accordance with the professor's instructions
- oral exam, i.e. successfully passed two midterm exams (a passing grade in both midterms is equivalent to an oral exam)
- success in solving individual and group assignments
- presentation of group work
- participation in discussions during lectures and seminars
The criteria for the evaluation and grading of individual elements are described in the course repository.</td></tr>
<tr><td rowspan="5">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Israel, M. & Hay, I. (2006). Research Ethics for Social Scientists. SAGE Publications.</td><td>1</td><td>Ne</td></tr>
<tr><td>Lee-Treweek, G. & Linkogle, S. (eds.) (2000). Danger in the Field – Risk and Ethics in Social Research. Routledge.</td><td>1</td><td>Ne</td></tr>
<tr><td>Mauthner, M., Birch, M., Jessop, J. & Miller, T. (eds.) (2002). Ethics in Qualitative Research. SAGE Publications.</td><td>1</td><td>Ne</td></tr>
<tr><td>Mertens, D. M. & Ginsberg, P. E. (2009). The Handbook of Social Research Ethics. SAGE Publications.</td><td>1</td><td>Ne</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">1. Adamović-Topolčić, M. (1990). Etički aspekti terenskih istraživanja. Revija za sociologiju, 21(2), 403-414.
2. American Sociological Association – ASA (2018). Code of Ethics. http://www.asanet.org/ sites/default/files/asa_code_of_ethics-june2018.pdf
3. Adamović-Topolčić, M. (1990). Etički aspekti terenskih istraživanja. Revija za sociologiju, 21 (2), 403-414.
4. British Sociological Association – BSA (2017). Statement of Ethical Practice. http://www. britsoc.co.uk/media/24310/bsa_statement_of_ethical _practice.pdf
5. Buchanan E (2017). Internet Research Ethics: Twenty years later. In Zimmer, M. & Kinder-Kurlanda, K. (eds.) Internet Research Ethics for the Social Age: new challenges, cases, and contex (pp. xxix-xxxiii). Peter Lang Publishing.
6. Bulmer, M. (2008). The Ethics of Social Research. In N. Gilbert (ed.), Researching Social Life (3th edition) (pp. 145-161). SAGE Publications.
7. Christians, C. G. (2005). Ethics and Politics in Qualitative Research. In N. K. Denzin & Y. S. Lincoln (eds.), The Sage Handbook of Qualitative Research (pp.139-164). SAGE Publications.
8. Denzin, N. K. (2005). Emancipatory Discourse and the Ethics and Politics of Interpretation. In N. K. Denzin & Y. S. Lincoln (eds.), The Sage Handbook of Qualitative Research (pp.933-959). SAGE Publications.
9. Franzke, A. S., Bechmann A, Zimmer M, Ess C. M. and The Association of Internet Researchers (2020). Internet Research: Ethical Guidelines 3.0. https://aoir.org/reports/ethics3.pdf
10. Hammersley, M. & Traianou, A. (2012). Ethics in Qualitative Research. Controversies and Contexts. SAGE Publications.
11. Haggerty, K. D. (2004). Ethics Creep: Governing Social Science Research in the Name of Ethics. Qualitative Sociology, 27(4), 391-414.
12. Hrvatsko sociološko društvo – HSD (2021). Etički kodeks Hrvatskog sociološkog društva. http://hsd.hr/wp- content/uploads/sites/598/2021/06/Etički-kodeks-HSD-a.pdf
13. International Sociological Association – ISA (2001). Code of Ethics. http://www.isa-sociology. org/en/about-isa/code-of-ethics</td></tr>
</table>

	14. Iphofen, R. & Tolich, M. (2018). Foundational Issues in Qualitative Research Ethics. In Iphofen, R. & Tolich, M. (eds.) The Sage Handbook of Qualitative Research Ethics (pp. 1-18). SAGE reference. 15. Lončar, M., Šuljug Vučica, Z. i Dadić, M. (2012). Etičnost u društvenim istraživanjima. Godišnjak Titius, 5(5), 149-164. 16. Lončar, M., Šuljug Vučica, Z. i Hržić, L. (2023) Aspekti kvalitativne istraživačke etike u sociologiji: teorijsko-metodološka rasprava, Revija za sociologiju, 53(1), 129-154. 17. The Belmont Report (1979). U.S. Department of Health and Human Services: Office for the Human Research Protections. https://www.hhs.gov/ohrp/sites/default/files/the-belmont-report-508c_FINAL.pdf 18. Vučković Juroš, T. (2011). Reporting on the Issues of Research Rigour and Ethics: The Case of Publications Using Qualitative Methods in the Croatian Social Science Journals. Revija za sociologiju, 41(2), 161-184. 19. Wiles, R. (2013). What are Qualitative Research Ethics? Bloomsbury Academic. 20. Wiles, R., Prosser, J., Bagnoli, A., Clark, A., Davies, K., Holland, S. & Renold, E. (2008). Visual Ethics: Ethical Issues in Visual Research. ESRC National Centre for Research Methods Review Paper http://eprints.ncrm.ac.uk/421/1/MethodsReviewPaperNCRM-011.pdf
Quality assurance	The achievement of learning outcomes is assessed through the exam and other obligations prescribed by the course syllabus. The exam and other assessment elements are regularly aligned with the course learning outcomes.
Other (in the opinion of the proponent)	/

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introductory lecture	2	
Seminar	Distribution of seminar topics Instructions on working methods Group work as an introduction to research ethics	2	
Week: 2.			
Lectures	Different aspects of research risks	2	
Seminar	Ethical, emotional, physical, and/or professional risks	2	
Week: 3.			
Lectures	Characteristics of fieldwork: ethical aspects of research methods	2	
Seminar	The role of the researcher in fieldwork	2	
Week: 4.			
Lectures	Characteristics of fieldwork: ethical aspects of research methods	2	
Seminar	Reflective approach Group work (forming a group with the aim of completing a group assignment on the topic of the social role of sociologists: methodological and ethical implications of research)	2	
Week: 5.			
Lectures	Illustrations of ethically controversial research	2	
Seminar	Ethically controversial research	2	
Week: 6.			

Lectures	Application of fundamental ethical principles and procedures in research	2	
Seminar	Informed consent Group work (presentation of a literature review defense, with emphasis on primary sources/researchers and scientific papers dealing with the selected research)	2	
Week: 7.			
Lectures	Ethical approaches	2	
Seminar	Confidentiality and anonymity	2	
Week: 8.			
Lectures	First midterm exam	2	
Seminar	The relationship between ethics, power, and politics Group work (presentation of the structure, i.e. the main theses of the paper)	2	
Week: 9.			
Lectures	Ethical codes of the sociological profession (HSD)	2	
Seminar	Ethical codes	2	
Week: 10.			
Lectures	Ethical codes of the sociological profession (ASA)	2	
Seminar	Ethical codes	2	
Week: 11.			
Lectures	Ethical codes of the sociological profession (BSA; ISA)	2	
Seminar	Feminist research	2	
Week: 12.			
Lectures	Relations to ethics in quantitative and qualitative research	2	
Seminar	Specifics of research ethics in quantitative and qualitative research	2	
Week: 13.			
Lectures	Characteristics of research ethics in internet research	2	
Seminar	Internet research	2	
Week: 14.			
Lectures	Second midterm exam	2	
Seminar	Presentation of group work	2	
Week: 15.			
Lectures	Concluding lecture	2	
Seminar	Presentation of group work	2	

Course name	**Research Work 1**							
ID	SOS704	Study year	1.					
Lecturer	prof. dr. sc. Gorana Bandalović doc. dr. sc. Tea Gutović izv. prof. dr. sc. Vlaho Kovačević izv. prof. dr. sc. Marija Lončar doc. dr. sc. Toni Popović prof. dr. sc. Renata Relja prof. dr. sc. Sanja Stanić prof. dr. sc. Zorana Šuljug Vučica	ECTS workload	5.0					
Associates		Number of hours	L	S	E	P		
			0	0	20	0		
Course status	Compulsory	Online percentage	0%					

Course description						
Course aims	The aim of the course is to equip students with the ability to practically apply theoretical and methodological knowledge. In this context, the objective is to develop skills for the independent preparation of sociological research, with an emphasis on systematic searching of scientific databases and the evaluation of the scientific validity, quality, and relevance of literature sources.					
Enrolment requirements	/					
Learning outcomes	Upon completion of the course, students will be able to: 1. Select scientific databases according to the research field and type of publications 2. Evaluate scientific sources according to defined criteria 3. Design and document a transparent and reproducible literature search strategy for a given research topic					
Syllabus	1. Types and characteristics of scientific databases 2. Criteria for evaluating scientific sources 3. Documentation of literature search strategy (transparency and reproducibility of the procedure)					
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision				
		☒				
Student obligations	To behave in accordance with ethical and scientific principles in higher education teaching. To fulfill individual obligations that enable the achievement of the learning outcomes envisaged by the course. In seminars, to take an analytical approach to and discuss theoretical/methodological/research problems. To prepare and present an individual paper according to predefined criteria. To adhere to the time frames required for carrying out course activities.					
Monitoring student work	Class attendance	☐	Research	☒	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☐	Oral exam	☐
	Written exam	☐	Project	☐	Participation in class	☒

	Individual work	☒		☐		☐
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade in the course is formed based on the achievement of the following elements: - class participation - completion of individual assignments - individual work. The criteria for evaluating and grading each element are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Alasuutari, P., Bickman, L. & Brannen, J. (2008). The Sage Handbook of Sociological Research Methods. SAGE Publications. (odabrana poglavlja)				da	
	Bryman, A. & Bell, E. (2019). Social research methods. Oxford University Press. (odabrana poglavlja)				da	
	Gordon, L. E. (2020). Real Research. Research Methods Sociology Students Can Use. Second Edition. SAGE Publications. (odabrana poglavlja)				da	
	Neuman, W. L. (2014). Social Research Methods: Qualitative and Quantitative Approaches. Pearson. (odabrana poglavlja)				da	
Supplementary literature	In accordance with the research topic and the scientific research field.					
Quality assurance	Activity and success in completing tasks; fulfillment of obligations prescribed by the syllabus; individual consultations; students' self-assessment of achieved learning outcomes; peer assessment of the implementation and quality of the teaching process.					
Other (in the opinion of the proponent)	/					

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Practicals	Topic 1 Types and Characteristics of Scientific Databases (total 6 hours) 1.1. Introduction to scientific databases (Identification of types of databases; distinction between multidisciplinary and specialized databases; basic search functions)	1	
Week: 2.			
Practicals	Topic 1 Types and Characteristics of Scientific Databases (total 6 hours) 1.2. Access and basic database searching (Access through institutional subscriptions; basic search concepts; use of keywords and navigation within database interfaces)	2	

Week: 3.			
Practicals	Topic 1 Types and Characteristics of Scientific Databases (total 6 hours) 1.3. Advanced literature searching (Boolean operators AND/OR/NOT; filtering results; searching by year, author, and citation count; optimization of search strategies)	1	
Week: 4.			
Practicals	Topic 1 Types and Characteristics of Scientific Databases (total 6 hours) 1.4. Application of databases in sociological research (Analysis and comparison of results from different databases; assessment of their relevance for sociological research topics)	2	
Week: 5.			
Practicals	Topic 2 Criteria for Evaluating Scientific Sources (total 6 hours) 2.1. Basic criteria for evaluating scientific sources (Relevance, reliability, and scientific validity; peer-review process; distinction between scientific and non-scientific sources)	1	
Week: 6.			
Practicals	Topic 2 Criteria for Evaluating Scientific Sources (total 6 hours) 2.2. Citation impact and scientific influence (Citation counts, impact factor, and journal evaluation; assessment of authors and publications)	1	
Week: 7.			
Practicals	Topic 2 Criteria for Evaluating Scientific Sources (total 6 hours) 2.3. Critical analysis of scientific articles (Analysis of the structure of scientific papers; identification of methodological strengths and weaknesses; interpretation of findings and conclusions)	2	
Week: 8.			
Practicals	Topic 2 Criteria for Evaluating Scientific Sources Criteria (total 6 hours) 2.4. Application of evaluation criteria in practice (Selection of relevant sources for a research topic; critical assessment and filtering of literature)	1	
Week: 9.			
Practicals	Topic 2 Criteria for Evaluating Scientific Sources (total 6 hours) 2.5. Comparative evaluation of scientific sources (Comparison of sources across databases and journals; assessment of consistency, credibility, and academic relevance)	1	
Week: 10.			
Practicals	Topic 3 Documenting the Literature Search Strategy (Transparency and Reproducibility of the Search Process) (total 8 hours) 3.1. Fundamentals of documenting literature searches (Recording databases, keywords, and queries; importance of transparency and reproducibility in research)	2	
Week: 11.			
Practicals	Topic 3 Documenting the Literature Search Strategy (Transparency and Reproducibility of the Search Process) (total 8 hours) 3.2. Structuring the search strategy (Development of a systematic search protocol; documentation of search iterations; organization of the search process)	2	

Week: 12.			
Practicals	Topic 3 Documenting the Literature Search Strategy (Transparency and Reproducibility of the Search Process) (total 8 hours) 3.3. Integration of search strategy into research design (Linking the research question with the literature search strategy; the role of literature in shaping research design)	1	
Week: 13.			
Practicals	Topic 3 Documenting the Literature Search Strategy (Transparency and Reproducibility of the Search Process) (total 8 hours) 3.4. Literature management (Organization of literature; creation of reference database and citation management)	1	
Week: 14.			
Practicals	Topic 3 Documenting the Literature Search Strategy (Transparency and Reproducibility of the Search Process) (total 8 hours) 3.5. Independent application of database search strategies (Students apply developed search strategies to their own research topic; refinement of keywords and iterative improvement of search results)	1	
Week: 15.			
Practicals	Topic 3 Documenting the Literature Search Strategy (Transparency and Reproducibility of the Search Process) (total 8 hours) 3.6. Final presentation and methodological reflection (Presentation of developed search strategies; evaluation of the research process; reflection on transparency, reproducibility, and integration into research design)	1	

<table>
<tr><td>Course name</td><td colspan="6">Qualitative Analysis in the Social Sciences</td></tr>
<tr><td>ID</td><td>SOS701</td><td>Study year</td><td colspan="4">1.</td></tr>
<tr><td>Lecturer</td><td>prof. dr. sc. Zorana Šuljug Vučica</td><td>ECTS workload</td><td colspan="4">5.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Larisa Hržić</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>20</td><td>45</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="4">20%</td></tr>
<tr><td colspan="7">Course description</td></tr>
<tr><td>Course aims</td><td colspan="6">The aim of the course is to enable students to apply advanced and complex analytical and comparative knowledge, as prerequisites for carrying out professional (sociological) research work / project / analysis, with an orientation towards the application of qualitative paradigms / approaches / orientations / procedures.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="6">/</td></tr>
<tr><td>Learning outcomes</td><td colspan="6">Upon completion of the course, students will be able to:
1. Become familiar with contemporary methodological tendencies in the social sciences, especially in sociology
2. Perceive current tendencies in contemporary methodology in the field of social sciences, with an emphasis on those so-called special (research) methodologies that apply analytical procedures/procedures/techniques to a greater extent
3. Consistently understand and change the acquired methodological knowledge
4. Practically and independently understand different types of analyses of sociological material, as well as other similar materials (primarily in the fields of social sciences)
5. Develop and apply systematicity in the analytical approach to empirical material
6. Achieve consistency in the analytical processing of empirical material
7. Apply more complex sociological imagination in the analysis of empirical material
8. Express the ability and willingness to participate in team (group) research work</td></tr>
<tr><td>Syllabus</td><td colspan="6">1. Analytical model as a formalized theoretical-empirical construction (interpretation, explanation, specification of key formulations)
2. Analytical elements as variables (concept, types, operationalization of variables in different types of analysis - on the example of linguistic analysis: structures of linguistic analysis outlines = conceptual, operational; textualism-pantextualism-intertextualism)
3. Qualitative analysis (concept, typologies)
4. Qualitative data analysis (types, examples, illustrations)
5. Example of qualitative analysis: Discourse analysis (postmodernist discursive theory; different aspects of communication; comparison of different semiotic concepts)
6. Example of qualitative analysis: Conversation analysis (ethnomethodological aspects of researching social phenomena; social norms and social construction; semiotics; description as a socially organized activity)</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☒ Supervision</td><td colspan="2">☒ group assignments</td></tr>
<tr><td colspan="2"></td><td>☒</td><td colspan="4"></td></tr>
<tr><td colspan="2"></td><td>☒</td><td colspan="4"></td></tr>
</table>

<table>
<tr><td>Student obligations</td><td colspan="6">Regular attendance to classes (lectures and seminars): 80%; active participation in group research work and preparation of a research project; completion of two seminar papers (oral presentation in a power point presentation, preparation and leading a group discussion on an agreed seminar topic, written resume of conclusions from the seminar discussion in the form of a summary); active participation in seminar discussions.</td></tr>
<tr><td rowspan="4">Monitoring student work</td><td>Class attendance</td><td>☒</td><td>Research</td><td>☒</td><td>Practical work</td><td>☒</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td>Essay</td><td>☐</td></tr>
<tr><td>Seminar paper</td><td>☒</td><td>Midterm exam</td><td>☐</td><td>Oral exam</td><td>☒</td></tr>
<tr><td>Written exam</td><td>☐</td><td>Project</td><td>☒</td><td>Participation in class</td><td>☐</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="6">Quality of the fulfilment of each of these obligations is evaluated for each student:
- group research work: preparation of a research project, active participation in group work,
practical field work, processing and analysis of empirical data, research report, presentation
analytical results (50%)
- seminar paper: presented two seminar papers and preparing and leading a group discussion (30%)
- presented two summaries (10%)
- participation in discussions/work (10%).
Students take the final oral exam if one of the previous elements is not satisfied. The evaluation and assessment criteria of individual elements are described in the course repository.</td></tr>
<tr><td rowspan="8">Required literature</td><td colspan="3">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td colspan="3">Boyatzis, R. E. (1998). Transforming Qualitative Information. Thematic Analysis and Code Development. SAGE Publications. (odabrana poglavlja)</td><td>1</td><td>YES</td></tr>
<tr><td colspan="3">Hardy, M. & Bryman, A. (eds.) (2009). The Handbook of Data Analysis. SAGE Publications. (odabrana poglavlja)</td><td>1</td><td>YES</td></tr>
<tr><td colspan="3">Humble, A. M. & Radina, M. E. (eds.) (2019). How Qualitative Dana Analysis Happens. Moving Beyond "Themes Emerged". Routledge.</td><td>1</td><td>YES</td></tr>
<tr><td colspan="3">Leburić, A., Afrić, V., Dadić, M. i dr. (2011). Diskurzivna analiza: Kvalitativni pristup u istraživanju medija. Redak.</td><td>1</td><td>NO</td></tr>
<tr><td colspan="3">Leburić, A., Maroević, M. i Šuljug, Z. (2005). Legalna ilegala: Sociološko istraživanje neplanske izgradnje u Splitu. Naklada Bošković.</td><td>1</td><td>NO</td></tr>
<tr><td colspan="3">Leeuwen, L. & Jewitt, C. (eds.) (2008). Handbook of Visual Analysis. SAGE Publications. (odabrana poglavlja)</td><td>0</td><td>YES</td></tr>
<tr><td colspan="3">Richards, L. (2021). Handling Qualitative Data. A Practical Guide. SAGE Publications.</td><td>1</td><td>YES</td></tr>
</table>

	Silverman, D. (2006). Interpreting Qualitative Data. Methods for Analyzing Talk, Text and Interaction. SAGE Publications. (str. 153-201)	1	YES
	Ten Have, P. (2007). Doing Conversation Analysis. A Practical Guide. SAGE Publications. (odabrana poglavlja)	1	YES
Supplementary literature	1. Bryman, A. & Burgess, R. G. (2001). Analyzing Qualitative Data. Routledge. 2. Dicks, B., Mason, B., Coffey, A. & Atkinson, P. (2005). Qualitative Research and Hypermedia. Ethnography for the Digital Age. SAGE Publications. 3. Eliott, J. (2005). Using Narrative in Social Research. SAGE Publications. 4. Fielding, N. (2012). The Diverse Worlds and Research Practices of Qualitative Software. FQS, 13(2). 5. Flick, U., von Kardorff, E. & Steinke, I. (eds.) (2004). A Companion to Qualitative Research. SAGE Publications. 6. Gahan, C. & Hannibal, M. (1998). Doing Qualitative Research Using QSR NUD*IST. SAGE Publications. 7. Gibbs, G. R. (2002). Qualitative Data Analysis: Explorations with NVivo. Open University Press. 8. Keats, P. (2009). Multiple Text Analysis in Narrative Research: Visual, Written, and Spoken Stories of Experience. Qualitative Research, 9(2), 181- 195. 9. Knoblauch, H. (2013). Qualitative Methods at the Crossroads: Recent Developments in Interpretive Social Research. FQS, 14(3). 10. Psathas, G. (1995). Conversation Analysis: The Study of Talk-in-Interaction. SAGE Publications. 11. Rose, G. (2002). Visual Methodologies. An Introduction to the Interpretation of Visual Materials. SAGE Publications. 12. Shotter, J. (1993). Conversational Realities. SAGE Publications. 13. Van Maanen, J. (1988). Tales from the Field: On Writing Ethnography. University of Chicago Press. 14. Wodak, R. & Meyer, M. (eds.) (2009). Methods of Critical Discourse Analysis. SAGE Publications. 15. Wolcott, H. F. (1994). Transforming Qualitative Data: Description, Analysis, and Interpretation. SAGE Publications. 16. Wood, L. A. & Kroger, R. O. (2000). Doing Discourse Analysis: Methods for Studying Action in Talk and Text. SAGE Publications.		
Quality assurance	Class attendance, activity in class discussions, success in completing assignments; student survey on the quality of teaching and teachers at the university level; passed exam and achieved other obligations prescribed by the syllabus; individual consultations; student self-assessment of achieved learning outcomes; collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)	/		

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introductory lecture: Qualitative analysis in general (development, types, use) Topic selection and literature review	2	P18
Seminar	Selection of seminar topics and instructions for creating a presentation	2	P18
Week: 2.			

Lectures	Material selection and sampling	2	P18
Seminar	Presentation of seminar papers on the topic: Introduction to qualitative data analysis. Consideration of fieldwork	3	P18
Week: 3.			
Lectures	Material selection and sampling	2	P18
Seminar	Presentation of seminar papers on the topic: From field notes to scientific work Theories of qualitative research	3	P18
Week: 4.			
Lectures	Units of analysis	2	P18
Seminar	Presentation of seminar papers on the topic: Qualitative biographical research Gender and organizational studies	3	P18
Week: 5.			
Lectures	Units of analysis	1	P18
Seminar	Presentation of seminar papers on the topic: Designing qualitative research	4	P18
Week: 6.			
Lectures	Development of protocols and coding schemes	1	P18
Seminar	Presentation of seminar papers on the topic: Qualitative analyses	3	P18
Week: 7.			
Lectures	Work on the categorical apparatus and analysis	1	P18
Seminar	Presentation of seminar papers on the topic: Data coding	3	P18
Week: 8.			
Lectures	Material Analysis Types of Coding (Open/Initial, Axial, Selective)	2	P18
Seminar	Presentation of seminar papers on the topic: Generating data through observation	3	P18
Week: 9.			
Lectures	Categories	1	P18
Seminar	Presentation of seminar papers on the topic: Working on themes and codes	3	P18
Week: 10.			
Lectures	Categories	1	P18
Seminar	Presentation of seminar papers on the topic: Working on themes and codes	3	P18
Week: 11.			
Lectures	Interpretation work: summarizing categories and drawing conclusions	1	P18
Seminar	Presentation of seminar papers on the topic: Working on themes and codes (examples)	3	P18
Week: 12.			
Lectures	Interpretation work: summarizing categories and drawing conclusions	1	P18
Seminar	Presentation of seminar papers on the topic: Units of analysis. Themes and codes (examples)	3	P18

Week: 13.			
Lectures	Interpretation work: summarizing categories and drawing conclusions	1	P18
Seminar	Presentation of seminar papers on the topic: Thematic clusters	3	P18
Week: 14.			
Lectures	Writing a research report	1	P18
Seminar	Presentation of seminar papers on the topic: Reliability of drawing conclusions. Introduction of evidence	3	P18
Week: 15.			
Lectures	Presentation of research results	1	P18
Seminar	Presentation of seminar papers on the topic: From theory to text: qualitative analyses (conversational analysis, discourse analysis, genre analysis)	3	P18

Course name	**Sociological Research Workshop 1**							
ID	SOS705	Study year	1.					
Lecturer	prof. dr. sc. Gorana Bandalović doc. dr. sc. Tea Gutović izv. prof. dr. sc. Vlaho Kovačević izv. prof. dr. sc. Marija Lončar doc. dr. sc. Toni Popović prof. dr. sc. Renata Relja prof. dr. sc. Sanja Stanić prof. dr. sc. Zorana Šuljug Vučica	ECTS workload	6.0					
Associates		Number of hours	L	S	E	P		
			0	0	20	0		
Course status	Compulsory	Online percentage	0%					

Course description						
Course aims	The aim of this course is to equip students with the skills necessary for the practical application of theoretical and methodological knowledge in sociology. In this context, the course seeks to develop students' abilities to independently design and prepare sociological research projects, with particular emphasis on the theoretical foundations of research and the operationalization of theoretical concepts.					
Enrolment requirements	/					
Learning outcomes	Upon successful completion of the course, students will be able to: 1. Select relevant theoretical approaches and concepts for sociological research. 2. Synthesize existing theoretical and empirical knowledge into a coherent and well-argued theoretical framework for a research project. 3. Operationalize key theoretical concepts by translating them into measurable indicators and research variables.					
Syllabus	1. Analysis and selection of relevant theoretical approaches and concepts. 2. Structuring the theoretical framework of a sociological research project. 3. Operationalization of theoretical concepts.					
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision				
		☒				
Student obligations	Conduct themselves in accordance with ethical and academic principles in higher education. Complete individual assignments and activities designed to achieve the intended learning outcomes of the course. Demonstrate an analytical approach to theoretical, methodological, and research-related issues during workshop sessions and actively participate in discussions. Prepare and present an individual project according to predefined academic criteria. Adhere to the timelines and deadlines established for course activities and assignments.					

Monitoring student work						
	Class attendance	☐	Research	☒	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☐	Oral exam	☐
	Written exam	☐	Project	☐	Participation in class	☒

	Individual work	☒		☐		☐
Assessment and evaluation of student work	In accordance with the course learning outcomes and student responsibilities, the final course grade is determined based on the following components: - Class participation and engagement; - Successful completion of individual assignments; - Preparation and presentation of an individual research project. Detailed assessment and grading criteria for each component are available in the course repository.					
Required literature	Title			Number of copies available		Availability via other media
	Alasuutari, P., Bickman, L. & Brannen, J. (2008). The Sage Handbook of Sociological Research Methods. SAGE Publications. (odabrana poglavlja)			0		
	Bryman, A. & Bell, E. (2019). Social research methods. Oxford University Press. (odabrana poglavlja)			0		
	Gordon, L. E. (2020). Real Research. Research Methods Sociology Students Can Use. Second Edition. SAGE Publications. (odabrana poglavlja)			0		
	Neuman, W. L. (2014). Social Research Methods: Qualitative and Quantitative Approaches. Pearson. (odabrana poglavlja)			0		
Supplementary literature	In accordance with the specific research topic and the relevant scientific research field.					
Quality assurance	Active participation and successful completion of course assignments and activities; fulfilment of all obligations prescribed by the course syllabus; individual consultations with the course instructor; student self-assessment of achieved learning outcomes; peer evaluation of the implementation and quality of the teaching and learning process.					
Other (in the opinion of the proponent)	/					

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Practicals	Topic 1 Analysis and Selection of Theoretical Approaches and Concepts (total 4 hours) 1.1. Selection of theoretical approaches	1	
Week: 2.			
Practicals	Topic 1 Analysis and Selection of Theoretical Approaches and Concepts (total 4 hours) 1.2. Selection of theoretical approaches	1	
Week: 3.			
Practicals	Topic 1 Analysis and Selection of Theoretical Approaches and Concepts (total 4 hours) 1.3. Analysis of the relevance of the selected theoretical approach and concepts	2	
Week: 4.			

Practicals	Topic 2 Structuring the Theoretical Framework of the Research Project (total 8 hours) 2.1. Structuring the theoretical framework of the research	2	
Week: 5.			
Practicals	Topic 2 Structuring the Theoretical Framework of the Research Project (total 8 hours) 2.2. Synthesis of existing theoretical knowledge	1	
Week: 6.			
Practicals	Topic 2 Structuring the Theoretical Framework of the Research Project (total 8 hours) 2.3. Synthesis of existing theoretical knowledge	1	
Week: 7.			
Practicals	Topic 2 Structuring the Theoretical Framework of the Research Project (total 8 hours) 2.4. Synthesis of existing empirical findings	1	
Week: 8.			
Practicals	Topic 2 Structuring the Theoretical Framework of the Research Project (total 8 hours) 2.5. Synthesis of existing empirical findings	1	
Week: 9.			
Practicals	Topic 2 Structuring the Theoretical Framework of the Research Project (total 8 hours) 2.6. Developing the structure of the theoretical framework for the research	1	
Week: 10.			
Practicals	Topic 2 Structuring the Theoretical Framework of the Research Project (total 8 hours) 2.7. Developing the structure of the theoretical framework for the research	1	
Week: 11.			
Practicals	Topic 3 Operationalization of Theoretical Concepts (total 8 hours) 3.1. Defining the meaning of key concepts in the research	1	
Week: 12.			
Practicals	Topic 3 Operationalization of Theoretical Concepts (total 8 hours) 3.2. Defining the meaning of key concepts in the research	1	
Week: 13.			
Practicals	Topic 3 Operationalization of Theoretical Concepts (total 8 hours) 3.3. Operationalization of theoretical concepts into measurable variables and indicators	2	
Week: 14.			
Practicals	Topic 3 Operationalization of Theoretical Concepts (total 8 hours) 3.4. Operationalization of theoretical concepts into measurable variables and indicators	2	
Week: 15.			

Practicals	Topic 3 Operationalization of Theoretical Concepts (total 8 hours) 3.5. Operationalization of theoretical concepts into measurable variables and indicators	2	

<table>
<tr><td>Course name</td><td colspan="5">Tourism in Contemporary Society</td></tr>
<tr><td>ID</td><td>SOS706</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>prof. dr. sc. Renata Relja</td><td>ECTS workload</td><td colspan="3">5.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">doc. dr. sc. Toni Popović</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>30</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to familiarize students with contemporary theories, key concepts, and issues concerning tourism within a sociological perspective, as well as with methods of researching tourism as a social phenomenon and occurrence.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">/</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
1. Understand the positioning of the sociology of tourism within the sociological discipline.
2. Be qualified to conduct empirical research within the sociology of tourism.
3. Recognize the importance of socio-psychological aspects within the contemporary study of tourism phenomena.
4. Recognize the importance of the tourist–host relationship.
5. Recognize the importance of social inequalities in the realization of tourism activities.
6. Understand the social and environmental outcomes of tourism development.
7. Identify the key determinants of responsible tourism.
8. Be qualified to position and evaluate elements of heritage.
9. Understand the influence of global processes on the development of tourism.
10. Gain knowledge of the current state and perspectives of Croatian tourism.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Tourism within the sociological discipline – defining the subject matter, development, and positioning of the sociology of tourism
2. Empirical research within the sociology of tourism
3. Socio-psychological aspects of contemporary tourism occurrences/phenomena
4. The phenomenology of the tourist experience: types of tourists and the attraction base of a place (destination)
5. Tourism and inequalities: gender, race, class, and national affiliation
6. Tourism policy and strategies
7. Typologies of tourism (ecotourism, urban tourism, selective tourism, volunteer tourism, cultural tourism, religious tourism, mass tourism)
8. Social and environmental outcomes of tourism development: authenticity and commodification in tourism**
9. Mega-events as new forms of tourism in urban environments
10. Community-based responsible tourism
11. Croatian tourism (positioning and evaluation of heritage elements, current state and prospects)
12. Selective forms of tourism and sustainability: rural tourism in Dalmatia
13. Tourism, postmodern society, and global processes: the movement of people, places, objects, and communication**
14. Ethics in tourism
15. Tourism and risks in contemporary society</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☒ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td><td>☒ Workshops</td></tr>
</table>

<table>
<tr><td>Student obligations</td><td colspan="6">To behave in accordance with ethical and scientific principles in higher education teaching. Participation in the delivery of teaching (70% attendance of classes – lectures and seminars as a prerequisite for obtaining course completion approval), within which it is necessary to prepare and present specific course content in the form of a seminar paper in accordance with the established criteria (oral presentation accompanied by a presentation) and participation in (face-to-face) discussion. The student is required to adhere to the defined timeframes for the preparation of the seminar paper, as well as to participate actively and constructively in classes. A student who obtains positive evaluations in two midterm tests achieves an equivalent to the written examination.</td></tr>
<tr><td rowspan="4">Monitoring student work</td><td>Class attendance</td><td>☒</td><td>Research</td><td>☐</td><td>Practical work</td><td>☐</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td>Essay</td><td>☐</td></tr>
<tr><td>Seminar paper</td><td>☒</td><td>Midterm exam</td><td>☒</td><td>Oral exam</td><td>☐</td></tr>
<tr><td>Written exam</td><td>☒</td><td>Project</td><td>☐</td><td>Participation in class</td><td>☒</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="6">The assessment of acquired knowledge, skills, and competencies is carried out throughout the semester through the evaluation of student activities and discussions, a seminar paper, as well as two midterm tests. In accordance with the course learning outcomes and student obligations, the final course grade is determined based on the achievement of the following components:
Written examination, or successfully passed two midterm tests (a passing grade in both midterm tests is equivalent to the written examination) – 60%
Completed and presented seminar paper in accordance with the instructions – 30%
Active participation in classes (face-to-face discussions) – 10%
The assessment and grading criteria for the individual components are described in the repository.</td></tr>
<tr><td rowspan="5">Required literature</td><td colspan="3">Title</td><td>Number of copies available</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">Apostopoulos, Y., Leivadi, S. & Yiannakis, A. (2013). The Sociology of Tourism. Theoretical and Empirical Investigations. Taylor and Francis.</td><td>0</td><td colspan="2">on line</td></tr>
<tr><td colspan="3">Popović, T. & Relja, R. (2015). Strategic Planning and Actors' Perspectives in Rural Tourism. In A. Mašek Tonković (ed.), Economy of Eastern Croatia – Vision and Growth (pp. 439-453). Josip Juraj Strossmayer University of Osijek, Faculty of Economics and Bussines in Osijek.</td><td>0</td><td colspan="2">on line</td></tr>
<tr><td colspan="3">Šuran, F. (2016). Slobodno vrijeme, putovanje i turizam: sociološki pristup. Happy.</td><td>0</td><td colspan="2">on line</td></tr>
<tr><td colspan="3">Veal, A. J. (2011). Research Methods for Leisure and Tourism (4 edition). Prentice Hall.</td><td>0</td><td colspan="2">on line</td></tr>
<tr><td>Supplementary literature</td><td colspan="6">1. Cohen, R. & Kennedy, P. (eds.) (2012). Global Sociology (3 edition). Palgrave Macmillan.
2. Franklin, A. (2014). Tourism: An Introduction. SAGE Publications.
3. Gossling, S. & Hall, M. (2006). Tourism and Global Environmental Change: Ecological, Social, Economic and Political Interrelationships. Routledge Chapman & Hall.
4. Hall, M. (2005). Tourism. Rethinking the Social Science of Mobility. Pearson Education.</td></tr>
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	5. Horvat, B. (1999). Turizam u sociokulturološkoj perspektivi. Mikrorad i Ekonomski fakultet u Splitu. 6. Jadrešić, V. (2010). Janusovo lice turizma. Od masovnog do selektivno-održivog turizma. Plejada. 7. Jokić, B. (1994). Turizam u sociokulturološkoj perspektivi. Mikrorad. 8. Papathanassis, A., Lukovic, T. & Vogel, M. (2012). Cruise Tourism and Society: A Socio-economic Perspective. Springer. 9. Popović, T., Relja, R. i Gutović, T. (2017). Aktualnost ruralne sociologije: problematiziranje održivosti "prostora iza". U A. Bušljeta Tonković, Ž. Holjevac, I. Brlić i N. Šimunić (ur.), Koga (p)održava održivi razvoj? Prilozi promišljanju održivosti ruralnih područja u Hrvatskoj (str. 71-94). Institut društvenih znanosti Ivo Pilar. 10. Relja, R., Popović, T. & Tomić, V. (2016). The Sustainability of Tradition in the Dalmatian Hinterland through Green Entrepreneurship. The International Journal of Interdisciplinary Environmental Studies, 11(2), 19-31. 11. Reisinger, Y. (2002). Cross-Cultural Behaviour in Tourism. Heinemann. 12. Rogić, I., Mišetić, A. i Zimmermann, R. (ur.) (2006). Kuća pokraj mora. Institut društvenih znanosti Ivo Pilar. 13. Sofield, T. H. B. (2003). Empowerment for Sustainable Tourism Development. Elsevier Science Ltd. 14. Štifanić, M. (2002). Sociologija turizma. Rijeka: Adamić. 15. Wyllie, R. W. (2011). An Introduction to Tourism. Venture Publishing, Inc.
Quality assurance	Individual consultations, attendance of classes, participation in classes, success in completing assignments, and discussion regarding the improvement of the quality of the level of acquired knowledge. Student survey on the quality of teaching and teaching staff at the university level. Passed examination and fulfillment of other obligations prescribed by the syllabus.
Other (in the opinion of the proponent)	/

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introductory lecture (familiarization with students, literature, working methods, deadlines, and examinations).	2	
Seminar	Agreement regarding seminar classes and the allocation of presentation topics.	2	
Week: 2.			
Lectures	Tourism within the sociological discipline-definition of the subject matter, development, and positioning of the sociology of tourism.	2	

Seminar	Within the framework of this seminar paper, the positioning of tourism within the sociological discipline will be considered, with an emphasis on defining the subject matter of the sociology of tourism as a relatively young but increasingly relevant sociological subdiscipline that studies tourism as a complex social phenomenon. The development of the sociology of tourism will be elaborated, from the first systematic sociological reflections on the tourism phenomenon in the mid-twentieth century to the establishment of the discipline as a recognizable field of sociological research, with reference to the key authors and theoretical contributions that have shaped its development. The specific characteristics of the sociological approach to tourism will be examined in relation to economic, geographical, and managerial perspectives, with emphasis on issues of social structures, identity, power, and culture as fundamental analytical categories of the sociology of tourism. Particular attention will be devoted to the epistemological challenges of the discipline, including the difficulties of precisely defining the object of research given the multidimensionality and fluidity of the tourism phenomenon itself. In the concluding section, a critical examination will be undertaken of the extent to which the sociology of tourism succeeds in developing its own analytical identity within the broader sociological discipline and how relevant its contribution is to understanding contemporary social processes that extend beyond the sphere of tourism itself.	2	
Week: 3.			
Lectures	Empirical Research in the Sociology of Tourism	2	
Seminar	Within the framework of this seminar paper, empirical research within the sociology of tourism will be considered as a methodological and epistemological issue concerning the ways in which sociology approaches the collection, analysis, and interpretation of data on tourism as a social phenomenon. Fundamental methodological approaches applied in empirical tourism research will be elaborated, including quantitative methods such as surveys and the analysis of statistical indicators, as well as qualitative methods-interviews, ethnographic observation, and discourse analysis-along with a critical consideration of the advantages and limitations of each approach. Specific research challenges within the sociology of tourism will be examined, including difficulties in the operationalization of concepts such as the tourist experience, authenticity, and tourist identity, as well as ethical issues related to research in the context of asymmetrical power relations between tourists and local communities. Particular attention will be devoted to the development of mixed research designs that combine different methodological approaches for the purpose of achieving a more comprehensive understanding of tourism phenomena. In the concluding section, a critical examination will be undertaken of the extent to which the existing methodological repertoire of the sociology of tourism succeeds in capturing the complexity and fluidity of contemporary tourism practices, as well as the prospects for the development of innovative research approaches within the discipline.	2	
Week: 4.			
Lectures	Socio-Psychological Aspects of Contemporary Tourism Phenomena	2	

Seminar	Within the framework of this seminar paper, the socio-psychological aspects of contemporary tourism phenomena will be considered as an analytical field situated at the intersection of sociology and social psychology, with an emphasis on the mutual interdependence of social structures and the psychological dimensions of the tourist experience. Fundamental socio-psychological concepts relevant to the understanding of tourism will be elaborated, including tourist motivations, the need to escape everyday life, the search for authenticity, and the role of tourism in the construction of personal and social identity. The psychological mechanisms that shape tourist perception, the experience of place, and interaction with the local population will be examined, with particular reference to phenomena such as the tourist gaze, disappointment, and the paradox of tourist authenticity. Particular attention will be devoted to contemporary tourism phenomena such as extreme tourism, dark tourism, wellness tourism, and digital nomadism as forms of tourism practice that reflect the specific socio-psychological needs and value orientations of contemporary individuals. In the concluding section, a critical examination will be undertaken of the extent to which the socio-psychological approach enables a deeper understanding of the tourist experience as a socially mediated, rather than exclusively individual psychological, phenomenon.	2	
Week: 5.			
Lectures	The Phenomenology of the Tourist Experience: Types of Tourists and the Attraction Base of a Place (Destination)	2	
Seminar	Within the framework of this seminar paper, the phenomenology of the tourist experience will be considered as a theoretical approach that emphasizes the subjective and experiential dimension of tourism, with particular emphasis on tourist typologies and the attraction base of destinations as mutually conditioned elements of the tourism phenomenon. Fundamental phenomenological categories applicable to the tourist experience will be elaborated, as well as the concept of the tourist gaze developed by John Urry as a sociologically constructed way of perceiving tourist places. Relevant typologies of tourists will also be reviewed, ranging from the classification proposed by Erik Cohen to contemporary typologies that take into account the motivational and value-oriented dimensions of tourism practice. Particular attention will be devoted to the concept of the attraction base of a destination as a socially constructed resource and to the mechanisms through which places are transformed into tourist destinations through processes of signification and cultural production. In the concluding section, a critical examination will be undertaken of the extent to which existing typologies succeed in capturing the fluidity and hybridity of contemporary tourist identities and practices.	2	
Week: 6.			
Lectures	Tourism and Inequalities: Gender, Race, Class, and National Affiliation	2	

Seminar	Within the framework of this seminar paper, the relationship between tourism and social inequalities will be considered, with an emphasis on the ways in which the categories of gender, race, class, and national affiliation structure access to tourism, the tourist experience, and power relations within the tourist space. The class dimension of tourism will be elaborated as a historically privileged practice available to selected social groups, as well as the processes of the democratization of tourism in the second half of the twentieth century, accompanied by a critical examination of whether mass tourism has truly overcome class barriers or merely reconfigured them. The gendered and racial aspects of tourism will be examined, including the phenomenon of sex tourism, the representation of marginalized groups in tourism narratives and imaginaries, and experiences of racial discrimination within the tourist space. Particular attention will be devoted to the role of national affiliation in shaping tourist mobilities, with reference to unequal travel opportunities conditioned by visa systems and geopolitical power relations between the Global North and the Global South. In the concluding section, a critical examination will be undertaken of whether tourism can function as a space of encounter and the overcoming of social inequalities, or whether it reproduces and reinforces existing hierarchies of power in a new context.	2	
Week: 7.			
Lectures	Tourism Policy and Strategies	2	
Seminar	Within the framework of this seminar paper, tourism policy and strategies will be considered as a field situated at the intersection of sociology, political science, and development studies, with an emphasis on the sociological analysis of the actors, interests, and power relations that shape decision-making in the sphere of tourism. Fundamental concepts of tourism policy will be elaborated, including the role of the state, international organizations, local communities, and the private sector as key actors whose interests are often in tension within the process of strategic tourism planning. Dominant models of tourism development will be examined, ranging from mass tourism as the developmental paradigm of the second half of the twentieth century to contemporary strategies of sustainable, responsible, and regenerative tourism as responses to ecological and social critiques of uncontrolled tourism growth. Particular attention will be devoted to the phenomenon of overtourism as a consequence of inadequate development strategies, as well as to policies for managing tourist flows and their effects on local communities. In the concluding section, a critical examination will be undertaken of the extent to which tourism policies and strategies succeed in reconciling the economic interests of the tourism industry with the social and environmental needs of destination communities.	2	
Week: 8.			
Lectures	Typologies of Tourism (Ecotourism, Urban Tourism, Selective Tourism, Volunteer Tourism, Cultural Tourism, Religious Tourism, Mass Tourism	2	

Seminar	Within the framework of this seminar paper, typologies of tourism will be considered as an analytical instrument that enables the systematization of the increasingly diverse forms of contemporary tourism practice, with an emphasis on the sociological dimensions that distinguish individual types of tourism according to motivations, spatial patterns, and social effects. The fundamental criteria for the typologization of tourism will be elaborated, and key forms of tourism will be analysed, including mass tourism as the dominant form of tourism practice in the twentieth century, ecotourism as a response to ecological critiques of mass tourism, urban tourism as a growing phenomenon associated with urban destinations, and cultural and religious tourism as forms of practice grounded in the search for cultural and spiritual experiences. The specific characteristics of selective tourism and volunteer tourism will be examined as forms that emphasize responsibility, engagement, and reciprocity in relation to destination communities, together with a critical analysis of the risks of superficial humanitarian rhetoric within the tourism industry. In the concluding section, a critical examination will be undertaken of the extent to which existing typologies succeed in keeping pace with the dynamic evolution of tourism practices and whether typologization is an analytically productive procedure or instead reduces the complexity and hybridity of the contemporary tourist experience.	2	
Week: 9.			
Lectures	Social and Environmental Outcomes of Tourism Development: Authenticity and Commodification in Tourism	2	
Seminar	Within the framework of this seminar paper, the social and environmental outcomes of tourism development will be considered as a fundamental issue in the sociology of tourism, with an emphasis on the dialectical relationship between the economic benefits of tourism development and its social and environmental costs for destination communities. Fundamental concepts of authenticity in tourism will be elaborated, including the analysis of staged authenticity developed by Dean MacCannell as a mechanism through which the tourism industry constructs and sells an experience of originality, and the tension between the authentic cultural expression of local communities and its market-driven transformations will be examined. Processes of the commodification of culture, tradition, and the natural environment will be investigated as forms of transforming social and environmental goods into market commodities, together with an analysis of the effects of these processes on local identities, social cohesion, and the ecological sustainability of destinations. Particular attention will be devoted to contemporary manifestations of these processes, including the gentrification of tourist districts, cultural appropriation, and the degradation of natural resources as documented outcomes of uncontrolled tourism development. In the concluding section, a critical examination will be undertaken of whether the concepts of responsible tourism and regenerative tourism can offer a sustainable alternative that preserves the authenticity and ecological integrity of destinations without reproducing a romanticized and essentialist image of local cultures and environments.	2	
Week: 10.			
Lectures	Mega-Events as New Forms of Tourism in Urban Environments	2	

Seminar	Within the framework of this seminar paper, mega-events will be considered as a specific form of tourism in urban environments, with an emphasis on the sociological analysis of their effects on urban space, local communities, and processes of urban development. The conceptual definition of mega-events will be elaborated, including the Olympic Games, FIFA World Cup tournaments, and major cultural events as forms of spectacular events that generate mass tourist flows and intensive processes of urban transformation. The ambivalent social effects of mega-events will be examined, including processes of gentrification and the displacement of local populations, as well as the issue of the distribution of economic benefits between the tourism industry and local communities. In the concluding section, a critical examination will be undertaken of the extent to which mega-events contribute to the sustainable development of cities or instead serve primarily as a mechanism for the legitimation of neoliberal urban policies and large-scale capital.	2	
Week: 11.			
Lectures	Community-Based Responsible Tourism	2	
Seminar	Within the framework of this seminar paper, community-based responsible tourism will be considered as a conceptual and practical response to the social and environmental critiques of conventional tourism, with an emphasis on models of tourism development that place the local community at the centre of planning, management, and the distribution of benefits. The fundamental principles of responsible tourism will be elaborated, including the principles of participation, local ownership, and the fair distribution of economic revenues as key assumptions that distinguish community-based tourism from classical forms of tourism development driven by external capital and the interests of the tourism industry. Empirical examples of community-based tourism in different geographical and cultural contexts will be examined, together with a critical analysis of the structural barriers that hinder its implementation, including unequal power relations between local actors and global tourism intermediaries. Particular attention will be devoted to the tension between the ideal of participatory governance and the actual dynamics within local communities, which are neither homogeneous nor free from conflict. In the concluding section, a critical examination will be undertaken of the extent to which community-based responsible tourism represents a sustainable alternative to dominant models of tourism development or remains a marginal practice with limited transformative potential.	2	
Week: 12.			
Lectures	Croatian Tourism (Positioning and Evaluation of Heritage Elements, Current State and Perspectives)	2	

Seminar	Within the framework of this seminar paper, Croatian tourism will be considered as a specific case of tourism development in the context of post-socialist transition and European integration, with an emphasis on the positioning of Croatia as a tourist destination and the evaluation of its cultural and natural resources. The fundamental determinants of the tourism offer will be elaborated, including elements of cultural heritage, the natural heritage of the Adriatic coast, and urban destinations, together with an analysis of the ways in which these resources are branded in the global tourism market. The structural challenges of Croatian tourism will be examined, including pronounced seasonality, the spatial concentration of tourist flows, and the insufficient diversification of the tourism offer, as well as the social effects of tourism development such as overtourism, rising real estate prices, and the gentrification of coastal cities. In the concluding section, a critical examination will be undertaken of the extent to which current tourism strategies succeed in directing Croatian tourism towards models of sustainable development that preserve cultural and natural heritage as a fundamental developmental resource.	2	
Week: 13.			
Lectures	Selective Forms of Tourism and Sustainability: Rural Tourism in Dalmatia	2	
Seminar	Within the framework of this seminar paper, selective forms of tourism will be considered, with a particular focus on rural tourism in Dalmatia as an example of tourism development that seeks to reconcile economic development goals with the principles of social and environmental sustainability. The conceptual definition of rural tourism will be elaborated as a selective form of tourism practice based on the authentic experience of rural space, traditional culture, gastronomy, and the local way of life, together with an analysis of the specific characteristics of the Dalmatian rural area as a tourist destination. The structural potentials and limitations of rural tourism in Dalmatia will be examined, including demographic pressures, the depopulation of rural areas, the abandonment of traditional agricultural activities, and the opportunities that rural tourism offers as a strategy for the revitalization and economic diversification of the hinterland and island regions. Particular attention will be devoted to the tension between the authenticity of the rural experience and its market adaptations, as well as to the risks of the commodification of local culture and tradition for tourism purposes. In the concluding section, a critical examination will be undertaken of the extent to which rural tourism in Dalmatia can function as an instrument of sustainable local development that empowers local communities, rather than merely serving as an additional pressure on already vulnerable rural areas.	2	
Week: 14.			
Lectures	Tourism, Postmodern Society, and Global Processes: The Movement of People, Places, Objects, and Communication	2	

Seminar	Within the framework of this seminar paper, the relationship between tourism, postmodern society, and global processes will be considered, with an emphasis on the sociological analysis of contemporary forms of mobility of people, places, objects, and communication as intertwined dimensions of the global tourism phenomenon. The theoretical frameworks of postmodern tourism will be elaborated, including the thesis of the democratization of mobility developed by John Urry and the distinction made by Zygmunt Bauman between tourists as privileged individuals and vagabonds as forced mobile subjects of global society. Global processes that shape contemporary tourism will be examined, including the homogenization of destinations, the McDonaldization of the tourism offer, and the role of digital technologies and social media in the transformation of tourism practices. In the concluding section, a critical examination will be undertaken of whether global tourist mobility promotes intercultural understanding or instead reproduces existing global inequalities in access to space and freedom of movement.	2	
Week: 15.			
Lectures	Ethics in Tourism; Tourism and Risks in Contemporary Society	2	
Seminar	Within the framework of this seminar paper, ethics in tourism and the relationship between tourism and the risks of contemporary society will be considered as interconnected dimensions of sociological analysis. Fundamental ethical issues related to the responsibility of tourism actors towards local communities, cultural heritage, and the natural environment will be elaborated, with an emphasis on the tension between the economic interests of the tourism industry and the rights of local populations. The theoretical framework of the risk society developed by Ulrich Beck will be examined as a starting point for understanding the impact of global uncertainties, such as pandemics, climate change, and security threats, on tourism flows and destination management. Particular attention will be devoted to the ethical implications of risk management in tourism and the challenges of developing sustainable and responsible models of tourism practice. In the concluding section, a critical examination will be undertaken of the extent to which contemporary tourism succeeds in reconciling ethical standards and risk management with the goal of long-term sustainability and social responsibility.	2	

Course name	**Ethnographic Approaches in Sociology**						
ID	SOS803	Study year	1.				
Lecturer	prof. dr. sc. Renata Relja	ECTS workload	5.0				
Associates	doc. dr. sc. Tea Gutović	Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Compulsory	Online percentage	20%				
Course description							
Course aims	The aim of the course is to familiarize students with the ethnographic research approach and with the possibilities of applying the ethnographic concept in sociological projects, as well as its advantages and scope. Furthermore, to distinguish qualitative from quantitative research approaches. To recognize social phenomena for which the ethnographic approach is most appropriate. To understand key social problems that need to be described in an ethnographic manner. In this context, the aim is to train students to conduct ethnographic research, carry out field research, and write field notes.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Explain the fundamental difference between quantitative and qualitative research approaches. 2. Understand the philosophical foundations of ethnographic research. 3. Understand the intellectual foundations of ethnographic research. 4. Recognize the anthropological influence and contribution to contemporary ethnographic research. 5. Differentiate between various typologies of ethnographies. 6. Recognize the significance of topic selection in ethnographic research. 7. Understand the possibility of the interdisciplinary application of ethnographic research. 8. Recognize the possibilities for conducting ethnographic research in a virtual environment.						
Syllabus	1. Introductory lecture Familiarization with seminar literature and the allocation of seminar topics. 2. Philosophical, intellectual, and sociological foundations of the qualitative and ethnographic approach – Part I 3. Philosophical, intellectual, and sociological foundations of the qualitative and ethnographic approach – Part II 4. Historical foundations of the ethnographic approach 5. Traditional and contemporary research strategies 6. Selection of the research topic and ethnographic setting; the specificity of ethnographic sampling 7. Access to the research field; relationships within the research field 8. Methodological specificities of ethnographic research: key ethnographic concepts 9. Criteria for ethnographic research 10. Recording and organization of ethnographic data 11. Typology of ethnographic techniques and data collection methods 12. Typology of ethnographies 13. Interdisciplinary applications of ethnographic research 14. Ethics in ethnographic research 15. Ethnography in a virtual environment						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☒ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision					

<table>
<tr><td>Student obligations</td><td colspan="6">Behave in accordance with ethical and scientific principles in higher education teaching. Participation in the implementation of teaching activities (**70% attendance in classes – lectures and seminars as a prerequisite for obtaining course completion certification**) within which students are required to prepare and present specific course content as part of a seminar paper in accordance with established criteria (**oral presentation with accompanying presentation materials**) and participate in (in-person) discussion. Students are required to adhere to the defined timelines for seminar preparation, as well as to actively and constructively participate in classes. A student who successfully passes two positively evaluated midterm examinations achieves an equivalent to the written examination.</td></tr>
<tr><td rowspan="4">Monitoring student work</td><td>Class attendance</td><td>☒</td><td>Research</td><td>☐</td><td>Practical work</td><td>☐</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td>Essay</td><td>☐</td></tr>
<tr><td>Seminar paper</td><td>☒</td><td>Midterm exam</td><td>☒</td><td>Oral exam</td><td>☐</td></tr>
<tr><td>Written exam</td><td>☒</td><td>Project</td><td>☐</td><td>Participation in class</td><td>☒</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="6">Assessment of acquired knowledge, skills, and competencies is carried out during the semester through the evaluation of students’ activities and discussions, a seminar paper, as well as two midterm exams. In accordance with the learning outcomes of the course and the student's obligations, the final course grade is formed with regard to the achievement of the following elements:
- written examination, i.e. successfully passed two midterm exams (a passing grade in both midterm exams is equivalent to the written examination) - 60%
- completed and presented seminar paper in accordance with the instructions – 30%
- active participation in classes (in-person discussions) – 10%.
The criteria for the evaluation and grading of individual elements are described in the course repository.</td></tr>
<tr><td rowspan="8">Required literature</td><td colspan="3">Title</td><td>Number of copies available</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">Fetterman, D. M. (2010). Ethnography. Step by Step (3rd edition). SAGE Publications.</td><td>1</td><td colspan="2"></td></tr>
<tr><td colspan="3">Hammersley, M.; Atkinson, P. (2007) Ethnography: Principles in Practice (3rd edition). Routledge.</td><td>3</td><td colspan="2"></td></tr>
<tr><td colspan="3">Relja, R. (2011). Metodološke posebnosti suvremenog etnografskog istraživanja. Godišnjak Titius, 4(4), 179-193.</td><td></td><td colspan="2">online</td></tr>
<tr><td colspan="3">Relja, R. (2011). Etika unutar suvremenih etnografskih istraživanja. Zbornik radova Fakulteta dramskih umetnosti, 13(17), 325-339.</td><td></td><td colspan="2">online</td></tr>
<tr><td colspan="3">Relja, R. (2009). Suvremena etnografija kao integrativni medotološki pristup: teorijsko-metodološki doprinosi socio- kulturološkim istraživanjima. Godišnjak Titius, 2 (2), 119-134.</td><td></td><td colspan="2">online</td></tr>
<tr><td colspan="3">Relja, R. (2009). Sociološka i filozofska temeljenja etnografskog istraživanja. Zbornik radova Filozofskog fakulteta u Splitu, 2/3(2/3), 113-133.</td><td></td><td colspan="2">online</td></tr>
</table>

Supplementary literature	1. Atkinson, P., Coffey, A., Delamont, S., Lofland, J. & Lofland, L. (eds.) (2001). Handbook of Ethnography. SAGE Publications. (odabrana poglavlja – I. dio: 1, 2, 4, 5.; II. dio: 15.; III. dio: 22, 24, 25, 26, 27.) 2. Anderson, E., Brooks, S. N., Gunn, R. & Jones, N. (eds.) (2004). Being Here and Being There. Fieldwork Encounters and Ethnographic Discoveries. SAGE Publications. 1. Aull, D. C. (1999). Reflexive Ethnography. A Guide to Researching and Others. Routledge. 2. Coffey, A. (1999). The Ethnographic Self. Fieldwork and the Representation of Identity. SAGE Publications. 3. Denzin, N. K. (2003). Performance Ethnography. Critical Pedagogy and the Politics of Culture. SAGE Publications. 4. Denzin, N. K. & Lincoln, Y. S. (1998). Collecting and Interpreting Qualitative Materials. SAGE Publications. 5. Hammersley, M. & Atkinson, P. (1995). Ethnography. Principles in Practice. Routledge. 6. Hine, C. (2000). Virtual Ethnography. SAGE Publications. 7. Macan, Đ., Relja, R. & Hren, D. (2017). The Street as a Stage. Ethnography of Street Performance. Faculty of Humanities and Social Sciences, University of Split. 8. Relja, R. i Matić, A. (2008). Socio-etnografska istraživanja rada i organizacije. Zbornik radova Filozofskog fakulteta u Splitu, 1(1), 147-159. 9. Tomić, V., Relja, R. & Popović, T. (2015). Ethnography of Urban Public Transport: A Tale of Two Cities in Croatia. Anthropological Notebooks, 21 (1), 37-59. 10. Stewart, A. (1998). The Ethnographer's Method. SAGE Publications. 11. Thomas, J. (1993). Doing Critical Ethnography. Qualitative Research Methods Series. SAGE Publications
Quality assurance	Individual consultations, class attendance, activity in class, success in completing tasks, discussion regarding the improvement of the quality of the level of acquired knowledge. Student survey on the quality of teaching and instructors at the university level. Passed examination and fulfilment of other obligations prescribed by the syllabus.
Other (in the opinion of the proponent)	/

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introductory lecture	2	P16
Seminar	Acquaintance with the seminar literature and assignment of seminar topics.	2	P16
Week: 2.			
Lectures	Philosophical, Intellectual and Sociological Foundations of the Qualitative and Ethnographic Approach-Part I	2	P16

Seminar	Within the framework of this seminar paper, the philosophical foundations of the qualitative and ethnographic approach in the social sciences will be considered, with an emphasis on the epistemological assumptions that distinguish it from the quantitative paradigm. The key philosophical currents that have shaped the qualitative tradition will be elaborated, and the manner in which each of them contributes to a specific understanding of social reality and the possibilities of its cognition will be examined. Special attention will be devoted to the concepts of understanding and interpretation as fundamental epistemological categories of the qualitative paradigm. In the concluding part, the fundamental differences between explanation and understanding as two opposing approaches to the cognition of social phenomena will be critically examined.	2	P16
Week: 3.			
Lectures	Philosophical, Intellectual and Sociological Foundations of the Qualitative and Ethnographic Approach - Part II	2	P16
Seminar	Seminar Paper - Part I Within the framework of the first part of this seminar paper, the philosophical foundations of the qualitative and ethnographic approach in the social sciences will be considered, with an emphasis on the epistemological assumptions that distinguish it from the quantitative paradigm. The key philosophical currents that have shaped the qualitative tradition, such as phenomenology, hermeneutics, and existentialism, will be elaborated, and the manner in which each of them contributes to a specific understanding of social reality and the possibilities of its cognition will be examined. Special attention will be devoted to the concepts of understanding and interpretation as fundamental epistemological categories of the qualitative paradigm. In the concluding part, the fundamental differences between explanation and understanding as two opposing approaches to the cognition of social phenomena will be critically examined. Seminar Paper -Part II Within the framework of the second part of the seminar paper, the intellectual and sociological foundations of the ethnographic approach will be considered, with an emphasis on the development of ethnography as a specific research tradition within the sociological discipline. The contribution of symbolic interactionism and interpretive sociology to the shaping of ethnographic methodology will be analysed, and it will be examined how the understanding of social action, meaning, and everyday interactions becomes the starting point of ethnographic research. The position of the ethnographic approach within the broader field of sociological methods will be considered, and its specific contribution to the understanding of social phenomena that remain inaccessible through quantitative methods will be examined. In the concluding part, the fundamental epistemological and methodological competencies that an ethnographic researcher should develop at the graduate level of study will be critically examined.	2	P16
Week: 4.			
Lectures	Historical Foundations of the Ethnographic Approach	2	P16

Seminar	Within the framework of this seminar paper, the historical foundations of the ethnographic approach will be considered, and an analysis will be made of how ethnography as a research practice emerged, developed, and changed from its beginnings to its contemporary forms of application in sociology and related disciplines. The roots of the ethnographic approach in early cultural anthropology will be elaborated, and it will be examined in what way pioneering field studies shaped the fundamental assumptions concerning direct observation and the importance of the perspective of those being studied. Key historical turning points in the development of ethnography will be analysed, from the colonial context of early research, through the critical re-examination of research practices, to contemporary postcolonial and reflexive approaches. In the concluding part, it will be critically examined in what way the historical legacy of ethnography continues to influence the methodological choices of researchers and to what extent contemporary ethnography succeeds in overcoming the limitations of its historical foundations.	2	P16
Week: 5.			
Lectures	Traditional and Contemporary Research Strategies	2	P16
Seminar	Within the framework of this seminar paper, the fundamental differences and points of contact between traditional and contemporary research strategies in ethnography will be considered, and an analysis will be made of the way in which the methodological scope has changed in accordance with changes in the social context and the epistemological assumptions of the discipline. The characteristics of traditional ethnographic strategies-such as long-term fieldwork, participant observation, and a holistic approach to the community-will be elaborated, and it will be examined to what extent they still remain a relevant methodological standard today. In the concluding part, it will be critically examined whether there is continuity between traditional and contemporary strategies or whether this represents a qualitative methodological shift.	2	P16
Week: 6.			
Lectures	Topic Selection and Ethnographic Setting; The Specificity of Ethnographic Sampling	2	P16

Seminar	Within the framework of this seminar paper, the process of selecting a research topic and an ethnographic setting as fundamental initial steps in planning ethnographic research will be considered, and the specific characteristics of ethnographic sampling in comparison with sampling in quantitative research approaches will be analysed. The criteria that guide the researcher in the selection of a research setting, such as the accessibility and relevance of the field, will be elaborated, and it will be examined how the researcher's personal, theoretical, and practical assumptions shape the very choice of the research topic and site. The distinctive nature of ethnographic sampling will be analysed, with an emphasis on purposive sampling, snowball sampling, and theoretical sampling as strategies appropriate to the logic of qualitative research. Special attention will be devoted to the question of representativeness in ethnography, and consideration will be given to the manner in which ethnographic sampling strives for depth and contextual grounding rather than statistical representativeness. In the concluding part, the ethical and methodological implications of selecting the setting and the sample will be critically examined, and consideration will be given to how these initial decisions shape the entire course of the research process.	2	P16
Week: 7.			
Lectures	Access to the Research Field; Relations within the Research Field	2	P16
Seminar	Within the framework of this seminar paper, the process of gaining access to the research field will be considered as one of the most methodologically demanding phases of ethnographic research, and the dynamics of the relationships that the researcher establishes within the research setting will be analysed. Strategies of entering the field—negotiating access, the role of gatekeepers, and the importance of initial contacts—will be elaborated, and it will be examined how the first encounters with the community under study shape the subsequent course of the research. The complexity of the relationships between the researcher and participants will be analysed, including issues of trust, reciprocity, and the researcher's positionality with regard to their identity and social status. In the concluding part, the boundary between professional distance and personal involvement will be critically examined as a persistent methodological tension in ethnographic work.	2	P16
Week: 8.			
Lectures	Methodological Specificities of Ethnographic Research: Key Ethnographic Concept	2	P16
Seminar	Within the framework of this seminar paper, the methodological specificities of ethnographic research will be considered, and the key ethnographic concepts that constitute the fundamental conceptual apparatus of this research tradition will be analysed. Concepts such as thick description, reflexivity, positionality, and insider and outsider perspectives will be elaborated, and it will be examined in what way each of them contributes to a specific understanding of the ethnographic research process. Special attention will be devoted to reflexivity as a fundamental methodological principle through which the researcher continuously questions their own influence on the research process and its outcomes. In the concluding part, consideration will be given to the manner in which mastery of key ethnographic concepts shapes research practice and contributes to the quality and credibility of ethnographic research.	2	P16

Week: 9.			
Lectures	Criteria of Ethnographic Research	2	P16
Lectures	Within the framework of this seminar paper, the methodological specificities of ethnographic research will be considered, and the key ethnographic concepts that constitute the fundamental conceptual apparatus of this research tradition will be analysed. Concepts such as thick description, reflexivity, positionality, and insider and outsider perspectives will be elaborated, and it will be examined in what way each of them contributes to a specific understanding of the ethnographic research process. Special attention will be devoted to reflexivity as a fundamental methodological principle through which the researcher continuously questions their own influence on the process and outcomes of the research. In the concluding part, consideration will be given to the manner in which mastery of key ethnographic concepts shapes research practice and contributes to the quality and credibility of ethnographic research.	2	P16
Week: 10.			
Lectures	Recording and Organising Ethnographic Data	2	P16
Seminar	Within the framework of this seminar paper, the processes of recording and organising ethnographic data will be considered as key phases of the ethnographic research process. The fundamental forms of recording data in the field-field notes, the research diary, audio and video recordings, and visual documentation-will be elaborated, and the advantages and limitations of each of them will be examined. Special attention will be devoted to the organisation and management of ethnographic material, including strategies of coding, categorisation, and data storage. In the concluding part, it will be critically examined to what extent the very act of recording already constitutes an interpretative act and what this means for understanding ethnographic data as constructed, rather than neutrally recorded, accounts of field reality.	2	P16
Week: 11.			
Lectures	Typology of ethnographic techniques and methods of data collection.	2	P16
Seminar	Within the framework of this seminar paper, the typology of ethnographic techniques and methods of data collection will be considered, and the specific characteristics, possibilities, and limitations of each of them will be analysed in the context of field research. Fundamental ethnographic methods such as participant observation, in-depth interviewing, document analysis, and visual methods will be elaborated, and it will be examined in which research situations each technique is the most appropriate. Consideration will also be given to how the combination of different techniques contributes to methodological triangulation and the comprehensiveness of insights. In the concluding section, a critical examination will be made of how the choice of data collection techniques shapes in advance the type of knowledge that can be produced within ethnographic research.	2	P16
Week: 12.			
Lectures	Typology of Ethnographies	2	P16

Seminar	Within the framework of this seminar paper, the typology of ethnographies will be considered, and the diversity of ethnographic approaches that have developed within sociology and related disciplines in response to different research needs and epistemological assumptions will be analysed. Fundamental types of ethnography—classical ethnography, institutional ethnography, urban ethnography, virtual ethnography, autoethnography, and critical ethnography—will be elaborated, and an examination will be made of how each differs in terms of research logic, methodological procedures, and the type of knowledge it produces. Particular attention will be devoted to contemporary forms of ethnography that respond to the challenges of digitalisation and globalisation. In the concluding section, a critical examination will be undertaken of whether the typologisation of ethnographies is methodologically useful or whether it artificially fragments an approach that is, by its very nature, flexible and contextually sensitive.	2	P16
Week: 13.			
Lectures	Interdisciplinary Applications of Ethnographic Research	2	P16
Seminar	Within the framework of this seminar paper, the interdisciplinary applications of ethnographic research will be considered, and an analysis will be made of the ways in which the ethnographic approach transcends the boundaries of individual disciplines and becomes a methodological tool applicable across a wide range of social sciences and humanities. Examples of the application of ethnographic methods in disciplines such as education, medicine, and organizational studies will be elaborated, and an examination will be conducted of how each discipline adapts the ethnographic approach to its own research questions and contexts. The advantages of the interdisciplinary application of ethnography will be analysed, as well as the methodological risks that arise from the adoption of ethnographic techniques outside their original epistemological framework. In the concluding section, a critical examination will be undertaken of the extent to which ethnography, when applied interdisciplinarily, retains its research integrity and methodological rigor.	2	P16
Week: 14.			
Lectures	Ethics in Ethnographic Research	2	P16
Seminar	Within the framework of this seminar paper, the ethical dimensions of ethnographic research will be considered, and the specific ethical challenges arising from the nature of ethnographic fieldwork and the close relationship between researchers and participants will be analysed. Fundamental ethical principles such as informed consent, confidentiality, and the protection of privacy will be elaborated, and an examination will be made of how these principles are reshaped within the specific context of long-term ethnographic research. Particular attention will be devoted to ethically sensitive situations, such as covert observation, the management of sensitive information, and issues of representing research participants in the final text. In the concluding section, a critical examination will be undertaken of whether it is possible to establish universal ethical standards in ethnography or whether ethical decisions necessarily remain situational and contextually conditioned.	2	P16
Week: 15.			
Lectures	Ethnography in Virtual Environments	2	P16

Seminar	Within the framework of this seminar paper, ethnography in virtual environments will be considered as a contemporary methodological approach that responds to the challenges of researching social life in digital spaces. The fundamental concepts of virtual ethnography will be elaborated, and an examination will be made of how classical ethnographic principles are adapted to the study of online communities, digital platforms, and virtual interactions. The methodological and ethical specificities of data collection in digital environments will be analysed, including issues of anonymity, informed consent, and the boundary between public and private online content. In the concluding section, a critical examination will be undertaken of whether virtual ethnography represents a qualitative methodological shift or merely an adaptation of existing ethnographic strategies to a new research environment.	2	P16

Course name	**Research Work 2**							
ID	SOS804	Study year	1.					
Lecturer	prof. dr. sc. Gorana Bandalović doc. dr. sc. Tea Gutović izv. prof. dr. sc. Vlaho Kovačević izv. prof. dr. sc. Marija Lončar doc. dr. sc. Toni Popović prof. dr. sc. Renata Relja prof. dr. sc. Sanja Stanić prof. dr. sc. Zorana Šuljug Vučica	ECTS workload	5.0					
Associates		Number of hours	L	S	E	P		
			0	0	20	0		
Course status	Compulsory	Online percentage	0%					

Course description						
Course aims	The aim of the course is to enable students for the practical application of theoretical and methodological knowledge. In this context, the aim is to develop skills for the independent preparation of sociological research, with an emphasis on methodological aspects and the preparation of a quantitative/qualitative/mixed-method research design.					
Enrolment requirements	/					
Learning outcomes	Upon completion of the course, students will be able to: 1. Define the research subject, research objectives/research questions 2. Formulate research hypotheses 3. Construct a research sample 4. Develop a research design					
Syllabus	1. Defining the research subject 2. Determining research objectives/research questions 3. Formulating research hypotheses 4. Sampling					
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision				
		☒				
Student obligations	To behave in accordance with ethical and scientific principles in higher education teaching. To fulfill individual obligations that enable the achievement of the learning outcomes envisaged by the course. In seminars, to take an analytical approach to and discuss theoretical/methodological/research problems. To prepare and present an individual paper according to predefined criteria. To adhere to the time frames required for carrying out course activities.					
Monitoring student work	Class attendance	☐	Research	☒	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☐	Oral exam	☐
	Written exam	☐	Project	☐	Participation in class	☒
	Individual work	☒		☐		☐

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final course grade is determined based on the achievement of the following elements: - class participation - completion of individual assignments - individual work The criteria for the assessment and grading of individual elements are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Alasuutari, P., Bickman, L. & Brannen, J. (2008). The Sage Handbook of Sociological Research Methods. SAGE Publications. (odabrana poglavlja)		
	Bryman, A. & Bell, E. (2019). Social research methods. Oxford University Press. (odabrana poglavlja)		
	Gordon, L. E. (2020). Real Research. Research Methods Sociology Students Can Use. Second Edition. SAGE Publications. (odabrana poglavlja)		
	Neuman, W. L. (2014). Social Research Methods: Qualitative and Quantitative Approaches. Pearson. (odabrana poglavlja)		
Supplementary literature	In accordance with the research topic and the scientific research field.		
Quality assurance	Activity and success in completing tasks; fulfillment of obligations prescribed by the syllabus; individual consultations; students' self-assessment of achieved learning outcomes; peer assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)	/		

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Practicals	Topic 1 Defining the Research Subject (total 4 hours) 1.1. Selection and formulation of the research problem (Distinguishing between quantitative, qualitative, and mixed-methods approaches)	1	
Week: 2.			
Practicals	Topic 1 Defining the Research Subject (total 4 hours) 1.2. Selection and formulation of the research problem (Identifying a relevant social problem; delimiting the research area)	1	
Week: 3.			
Practicals	Topic 1 Defining the Research Subject (total 4 hours) 1.3. Analysis of the theoretical and empirical foundation of the research (Linking the research problem with the theoretical framework)	1	
Week: 4.			

Practicals	Topic 1 Defining the Research Subject (total 6 hours) 1.4. Refinement of the research focus (Defining the research subject; aligning the topic with methodological possibilities; refining the formulation of the research problem)	1	
Week: 5.			
Practicals	Topic 2 Formulating Research Objectives/Research Questions (total 4 hours) 2.1. Formulation of research objectives / research questions (Distinguishing between general and specific research objectives and research questions)	2	
Week: 6.			
Practicals	Topic 2 Formulating Research Objectives/Research Questions (total 4 hours) 2.2. Formulation of research objectives / research questions (Distinguishing between descriptive, explanatory, and exploratory questions)	2	
Week: 7.			
Practicals	Topic 2 Topic 2 Formulating Research Objectives/Research Questions (total 8 hours) 2.3 Formulation of research objectives/research questions (Aligning research objectives/questions with the research problem; ensuring clarity and feasibility)	2	
Week: 8.			
Practicals	Topic 2 Topic 2 Formulating Research Objectives/Research Questions (total 8 hours) 2.4 Formulation of research objectives/research questions (Developing research objectives/questions in accordance with the type of research)	2	
Week: 9.			
Practicals	Topic 3 Formulating Research Hypotheses (total 4 hours) 3.1 Application of hypotheses in research (Understanding when hypotheses are used)	1	
Week: 10.			
Practicals	Topic 3 Formulating Research Hypotheses (total 4 hours) 3.2 Application of hypotheses in research (Understanding how hypotheses are formulated)	1	
Week: 11.			
Practicals	Topic 3 Formulating Research Hypotheses (total 4 hours) 3.3 Formulation of research hypotheses (Defining relationships between variables)	1	
Week: 12.			
Practicals	Topic 3 Formulating Research Hypotheses (total 4 hours) 3.4 Formulation of research hypotheses (Formulating empirically testable hypotheses)	1	
Week: 13.			
Practicals	Topic 4 Sampling and Research Design Development (total 4 hours) 4.1 Construction of the research sample and/or selection of participants (Defining the population and unit of analysis; selecting the sampling method; determining inclusion criteria and sample size)	2	
Week: 14.			

Practicals	Topic 4 Sampling and Research Design Development (total 4 hours) 4.2 Refinement and alignment of the research design (Structuring and aligning methodological components of the research design in accordance with the overall study)	1	
Week: 15.			
Practicals	Topic 4 Sampling and Research Design Development (total 4 hours) 4.3 Final presentation and feedback (Presentation of the developed research design; methodological discussion and final revisions)	1	

<table>
<tr><td>Course name</td><td colspan="5">Cultural Research and Methods</td></tr>
<tr><td>ID</td><td>SOS802</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>doc. dr. sc. Tea Gutović
prof. dr. sc. Zorana Šuljug Vučica</td><td>ECTS workload</td><td colspan="3">5.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>45</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to equip students with the ability to identify, understand, explain, and anticipate the potential development of cultural phenomena and the possibilities of their investigation in Croatian and European contemporary society, as well as beyond. In addition to theoretical and epistemological dimensions, methodological dimensions of cultural phenomena are also essential. These are conveyed to students as knowledge and relevant insights about which they engage (sociologically) in discussion, critique, and shaping through empirical analyses during the implementation of this methodological module.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">/</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- Develop sensitivity for specific research of various cultural phenomena.
- Articulate the ability to understand and discuss cultural phenomena/processes/relations.
- Develop abilities for methodological advancement of approaches/methods/procedures/techniques in cultural (empirical) research.
- Develop analytical thinking and skills in recognizing patterns of cultural behaviour, signs, and symbols, both among social groups and within cultural institutions and organizations.
- Clearly and consciously demonstrate sociological imagination and research creativity necessary in the processes of (theoretical and methodological) conceptualization, particularly in processes of social (sociological) contextualization of culture/cultural phenomena.
- Develop analytical skills on the basis of which the student may participate more adequately, practically, and appropriately in the research of a range of cultural situations.
- Independently and professionally plan, conduct, and interpret various types of cultural research designs, such as causal, comparative, and others.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Methodological approaches in cultural research (problems in defining theoretical concepts, consistency and validity of methodological procedures, structure of cultural theories, nature of cultural phenomena, historical determinism).
2. Cultural research designs (typologies: comparative, longitudinal, structural, temporal).
3. Contemporary research strategies and their relations with the cultural approach (ethnography, ethnomethodology, case study – examples from recent scholarly literature).
4. Recent contributions of different types of cultural research (cross-cultural, multistrategic research and others).
5. Application of computers in cultural research (terminology, indexing, textual databases, (de)coding of terms, content analyses, frequency analyses...).
6. Writing a research report – cultural public sphere (style, language, structure: abstract, introduction, method, results, discussion, references, appendix).</td></tr>
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<table>
<tr><td>Teaching types</td><td colspan="3">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☒ Multimedia
☐ Laboratory
☒ Supervision</td><td>☒ Group Research Work</td></tr>
<tr><td>Student obligations</td><td colspan="7">Regular attendance at classes (lectures and seminars): 80%; active participation in group research work and in the preparation of a research project; completion of two seminar papers (oral presentation and PowerPoint presentation, preparation and moderation of a group discussion on the agreed seminar topic, written formulation of conclusions from the seminar discussion in the form of a summary); active participation in seminar discussions.</td></tr>
<tr><td rowspan="6">Monitoring student work</td><td>Class attendance</td><td>☒</td><td>Research</td><td>☐</td><td>Practical work</td><td>☒</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td>Essay</td><td>☐</td></tr>
<tr><td>Seminar paper</td><td>☒</td><td>Midterm exam</td><td>☐</td><td>Oral exam</td><td>☒</td></tr>
<tr><td>Written exam</td><td>☐</td><td>Project</td><td>☐</td><td>Participation in class</td><td>☒</td></tr>
<tr><td>Group Research Work</td><td>☒</td><td>Research Project</td><td>☒</td><td></td><td>☐</td></tr>
<tr><td colspan="7"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="7">Students are assessed according to the quality of completion of each of the following obligations:
- Group research work: preparation of a research project, active participation in group work, practical fieldwork, processing and analysis of empirical data, research report, presentation of analytical results (50%).
- Seminar work: presentation of two seminar papers and preparation and moderation of a group discussion (30%).
- Presentation of two summaries (10%).
- Participation in discussions/work (10%).
Students take the final oral examination if one of the previously listed elements is not satisfactorily completed.
The criteria for evaluation and grading of individual elements are described in the course repository.</td></tr>
<tr><td rowspan="4">Required literature</td><td colspan="4">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td colspan="4">Baldwin, E. i dr. (1999). Introducing Cultural Studies. Prentice Hall Europe. (odabrana poglavlja)</td><td>0</td><td>online</td></tr>
<tr><td colspan="4">Emmison, M. & Smith, P. (2007). Researching the Visual: Images, Objects, Contexts and Interactions in Social and Cultural Inquiry. SAGE Publication. (odabrana poglavlja)</td><td>1</td><td></td></tr>
<tr><td colspan="4">Leburić, A., Bajić, J. i Šverko, I. (2012). Dizajn kao životni kontekst. Redak.</td><td>2</td><td></td></tr>
</table>

	Leburić, A. i Nigoević, M. (2008). Mediji kao (pre)nositelji interkulturalizma u hrvatsko-talijanskim interakcijama: istraživanja s početka trećeg milenija / Media come (tras)portatori dell'interculturalismo nelle interazioni croato-italiane: le ricerche all'inizio del terzo millennio. Redak.	4	
	O'Sullivan, T. i dr. (2001). Key Concepts in Communication and Cultural Studies (2nd edition). Routledge. (odabrana poglavlja)	0	online
	Spencer, S. (2011). Visual Research Methods in the Social Sciences. Awakening Visions. Routledge. (odabrana poglavlja)	0	online
	Tomić-Koludrović, I. i Leburić, A. (2002). Sociologija životnog stila: prema novoj metodološkoj strategiji. Naklada Jesenski i Turk, Hrvatsko sociološko društvo.	1	
Supplementary literature	1. Boyatzis, R. E. (1998). Transforming Qualitative Information. Thematic Analysis and Code Development. SAGE Publications. 2. Bryman, A. & Burgess, R. G. (eds.) (2001). Analyzing Qualitative Data. Routledge. 3. Deacon, D., Pickering, M., Golding, P. & Murdock, G. (2007). Researching Communication. A Practical Guide to Methods in Media and Cultural Analysis. Hodder Arnold. 4. Edgar, A. & Sedgwick, P. (1999). Key Concepts in Cultural Theory. Routledge. 5. Featherstone, M. (1994). Cultura del consumo e postmodernismo. Edizioni Seam. 6. Griswold, W. (1997). Sociologia della cultura. Il Mulino. 7. Grossberg, L., Nelson, C. & Treichler, P. (1994). Cultural Studies. Routledge. 8. Hardy, M. & Bryman, A. (eds.) (2009). The Handbook of Data Analysis. SAGE Publications. 9. Lalić, D., Leburić, A. & Bulat, N. (1991). Grafiti i subkultura - Najsmo luđi. Alinea. 10. Leburić, A. i Relja, R. (1999). Kultura i zabava mladih u slobodnom vremenu. Napredak, 140(2), 175-183. 11. Letherby, G. (2003). Feminist Research in Theory and Practice. Open University Press. 12. Payne, M. (ed.) (2000). A Dictionary of Cultural and Critical Theory. Blackwell. 13. Saukko, P. (2003). Doing Research in Cultural Studies. An Introduction to Classical and New Methodological Approaches. SAGE Publications. 14. Tomić-Koludrović I., Leburić, A. i Mihaljević, A. (1999). Teorije popularne kulture: Od hegemonije do semiotike. Radovi - razdio filozofije, psihologije, sociologije i pedagogije, 38(15), 221-236. 15. Varvaro, A. (1978). La lingua e la societa: Le ricerche sociolinguistiche. Guida Editori.		
Quality assurance	Class attendance, classroom activity, success in completing assignments; student survey on the quality of teaching and instructors at the university level; passed examination and fulfillment of other obligations prescribed by the syllabus; individual consultations; student self- assessment of achieved learning outcomes; peer evaluation of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)	/		

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introductory lecture and agreement regarding assessment criteria and student obligations.	1	
Seminar	Agreement regarding seminar classes, allocation of seminar literature and seminar presentation dates. Agreement regarding group research work.	3	
Week: 2.			
Lectures	Introduction to cultural research in sociology.	1	
Seminar	Within the seminar, the possibilities and challenges of applying digital methods in contemporary social research will be analyzed. Particular emphasis will be placed on the use of the X (Twitter) platform as a research space and on methodological issues of collecting and visualizing data obtained through social networks. The advantages of large digital datasets, problems of representativeness, and ethical aspects of researching online communication will be discussed. Students will critically examine the potential of digital methods for studying cultural processes in contemporary society.	3	
Week: 3.			
Lectures	Introduction to cultural research in sociology.	1	
Seminar	The seminar is dedicated to researching social networks as spaces of everyday cultural practices and identity constructions. Through examples of Facebook research, the possibilities of digital ethnography and the application of combined methodological approaches will be discussed. Particular attention will be directed toward the inclusion of different groups of participants in research and toward the methodological advantages of combining qualitative and quantitative techniques. Students will analyze the ways in which digital platforms shape social interactions and research procedures.	3	
Week: 4.			
Lectures	Group research project – selection of topic and formulation of objectives.	1	
Seminar	Within the seminar, the relationship between traditional research methods and new digital data sources will be examined. The possibilities of using social network data as a supplement to classical survey research and the application of video analysis in studies of digital literacy will be analyzed. Particular attention will be devoted to methodological procedures for the analysis of audiovisual content and their role in studying cultural practices and media experiences.	3	
Week: 5.			
Lectures	Group research project – selection of topic and formulation of objectives.	1	

Seminar	The seminar addresses fundamental approaches to researching the relationship between discourse and identity. The ways in which individuals shape and present their own identities through narratives and how identities are produced within communication practices will be analyzed. Particular emphasis will be placed on narrative analysis as a methodological approach to studying cultural meanings. Students will discuss the role of language in constructing social reality and identity positions.	3	
Week: 6.			
Lectures	Research designs: comparative cultural research.	1	
Seminar	Within the seminar, concepts of positioning, voice, and perspective in discursive research will be examined. The ways in which speakers occupy different social positions during communication and how identities and power relations are negotiated through discourse will be analyzed. Particular attention will be devoted to methodological procedures for the interpretation of narratives and discursive practices.	3	
Week: 7.			
Lectures	Selection of culture, analyses, participants.	1	
Seminar	The seminar is focused on studying the relationship between language, identity, and social reality. Differences between individual and collective identities will be discussed, as well as the ways in which social reality is shaped through linguistic practices and narrative interactions. Students will analyze different levels of identity construction and their methodological relevance in cultural research.	3	
Week: 8.			
Lectures	Group research project – selection of type of analysis and initial steps.	1	
Seminar	Within the seminar, food will be investigated as an important element of cultural practices and symbolic systems. The ways in which dietary habits participate in shaping identities and social boundaries will be analyzed. Discussion will also focus on group identities and processes of self-presentation through narratives and everyday cultural practices. Particular emphasis will be placed on the connection between culture, symbolism, and social meanings.	3	
Week: 9.			
Lectures	Qualitative analyses: narrative analysis.	1	
Seminar	The seminar deals with the study of migration experiences, settlement processes, and language ideologies in multicultural societies. Narratives of migrants will be analyzed as an important source of data for understanding identity, belonging, and social integration. Particular attention will be devoted to the role of language in shaping power relations and cultural boundaries within different social contexts.	3	
Week: 10.			
Lectures	Qualitative analyses: visual analysis.	1	
Seminar	Within the seminar, autoethnography will be examined as a research strategy that connects personal experience and social analysis. Examples of ethnographic research on marginalized and vulnerable groups will be analyzed, together with methodological challenges related to the interpretation of subjective experiences. Students will discuss ethical issues in qualitative research and the role of the researcher in the process of knowledge production.	3	

Week: 11.			
Lectures	Group research project – analysis and interpretation.	1	
Seminar	The seminar introduces students to the field of visual research methods. Particular attention will be devoted to the role of photography, images, and other visual materials as sources of data in social and cultural research. Discussion will focus on the possibilities of visualizing social life and on the methodological assumptions of visual sociology and visual anthropology.	3	
Week: 12.			
Lectures	Group research project – analysis and interpretation.	1	
Seminar	Within the seminar, students will become acquainted with fundamental procedures of visual analysis and interpretation of visual content. Different approaches to reading photographs, media representations, and other visual artefacts will be analyzed. Particular attention will be devoted to methodological criteria for the analysis and interpretation of visual representations in contemporary culture.	3	
Week: 13.			
Lectures	The Internet as a new field for conducting cultural research.	1	
Seminar	The seminar is dedicated to the application of visual methods in empirical research on identities and cultural practices. Students will analyze examples of research that use visual data to study identity processes, self-representations, and social relations. Particular attention will be devoted to the possibilities and limitations of visual research strategies.	3	
Week: 14.			
Lectures	Group research project – presentation of the research report.	1	
Seminar	Within the seminar, contemporary approaches to online research and social network analysis will be discussed. The possibilities of using internet data in the social sciences and the role of digital networks in shaping social interactions and cultural patterns will be analyzed. Particular attention will be devoted to methodological and ethical issues related to the study of online communities.	3	
Week: 15.			
Lectures	Group research project – presentation of the research report.	1	
Seminar	The final seminar is dedicated to the theoretical and methodological foundations of cross-cultural research. Research designs, data collection methods, and analytical procedures that enable the comparison of cultures and societies will be discussed. Particular emphasis will be placed on issues of equivalence, interpretation, and comparability of data. In the concluding discussion, students will integrate the knowledge acquired during the semester and critically reflect on the possibilities of applying different methodological approaches in cultural research.	3	

<table>
<tr><td>Course name</td><td colspan="5">Quantitative Analyses in the Social Sciences</td></tr>
<tr><td>ID</td><td>SOS801</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>izv. prof. dr. sc. Marija Lončar</td><td>ECTS workload</td><td colspan="3">5.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Larisa Hržić</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>20</td><td>45</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to enable students to acquire advanced and more complex analytical and comparative knowledge as a prerequisite for carrying out professional (sociological) research work, projects, and analyses, with an orientation toward the application of a quantitative paradigm, approach, and procedures.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">/</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
1. Become familiar with and proficiently use basic statistical measures necessary for descriptive analysis of empirical data.
2. Carry out most well-known and commonly used quantitative analyses of empirical data in sociological research.
3. Consistently understand and apply acquired methodological knowledge.
4. Practically and independently understand different types of analyses of sociological material, as well as other similar material (primarily in the fields of social sciences.
5. Develop and apply systematicity in the analytical approach to empirical data.
6. Achieve consistency in the analytical processing (primarily quantitative) of empirical data.
7. Apply more complex sociological imagination to the analysis of empirical data.
8. Demonstrate the ability and willingness to participate in team (group) research work.
9. Develop skills of participation, communication, and coping in analytical work within the context of an interdisciplinary approach in empirical research and analysis.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Introductory lecture
2. Quantitative analyses (questionnaires, documents, textual and visual materials, etc.)
3. Instrument construction
4. Issues of validity and reliability
5. Descriptive and inferential statistics (research hypotheses and statistical tests)
6. Multivariate analyses (techniques, illustrations)
7. Processing and analysis of research data
8. Computer software for data processing and analysis
9. Interpretation of research findings
10. Concluding lecture</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td><td>☒ Individual and Group Assignments</td></tr>
</table>

<table>
<tr><td>Student obligations</td><td colspan="6">Participate in the teaching process: lectures and seminars (80%). Prepare a seminar paper in accordance with predefined criteria. Present the seminar paper in accordance with predefined criteria. Carry out individual and group activities that enable the achievement of the course learning outcomes. Pass the oral exam (equivalent to the oral exam are two successfully passed midterm exams) and achieve a minimum of 60% accuracy on the exam/midterms. Adhere to the timeframes required for completing course activities. Actively and constructively participate in classes.</td></tr>
<tr><td rowspan="6">Monitoring student work</td><td>Class attendance</td><td>☒</td><td>Research</td><td>☐</td><td>Practical work</td><td>☒</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td>Essay</td><td>☐</td></tr>
<tr><td>Seminar paper</td><td>☒</td><td>Midterm exam</td><td>☒</td><td>Oral exam</td><td>☒</td></tr>
<tr><td>Written exam</td><td>☐</td><td>Project</td><td>☐</td><td>Participation in class</td><td>☒</td></tr>
<tr><td>Individual and Group Assignments</td><td>☒</td><td></td><td>☐</td><td></td><td>☐</td></tr>
<tr><td colspan="6"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="6">In accordance with the course learning outcomes and student responsibilities, the final grade is calculated as the arithmetic mean (AM) based on the achievement of the following components:
- prepared and presented seminar paper and summary in accordance with the professor's instructions
- oral exam, i.e., two successfully passed midterm exams (a passing grade on both midterms is equivalent to the oral exam)
- performance in completing individual and group assignments
- participation in class discussions during lectures and seminars
The assessment and grading criteria for each component are described in the course repository.</td></tr>
<tr><td rowspan="4">Required literature</td><td colspan="3">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td colspan="3">Bergin, T (2018). An Introduction to Data Analysis. Quantitative, Qualitative and Mixed Methods. SAGE Publications.</td><td>1</td><td>Ne</td></tr>
<tr><td colspan="3">Hardy, M. & Bryman, A. (eds.) (2009). The Handbook of Data Analysis. SAGE Publications. (odabrana poglavlja)</td><td>1</td><td>Ne</td></tr>
<tr><td colspan="3">Thrane, C. (2023). Doing Statistical Analysis. A Student's Guide to Quantitative Research. Routledge.</td><td>1</td><td>Ne</td></tr>
<tr><td>Supplementary literature</td><td colspan="6">1. Behling, O. & Kenneth, L. S. (2000). Translating Questionnaires and Other Research Instruments: Problems and Solutions. SAGE Publications.
2. Coxon, A. P. M. (1999). Sorting Data: Collection and Analysis. SAGE Publications.
3. Cramer, D. (2003). Advanced Quantitative Data Analysis. Open University Press.
4. Drost, E. (2011) Validity and Realiability in Social Science Research. Education Research and Pespectives, 38(1): 105-123.
5. Gideon, L. (2012) Handbook of Survey Methodology for Social Science. New York: Springer
6. Gillham, B. (2004). Developing a Questionnaire. Continuum.
7. Grey, D. E. (2004). Doing Research in the Real World. SAGE Publications.
8. Halmi, A. (1999) Temelji kvantitativne analize u društvenim znanostima. Alinea.
9. Landripet, I., Koletić, G., Jurković, L., Zrniščak, S. i Štulhofer A. (2020). Konstrukcija i validacija Skale vjerom inspiriranog društvenog angažmana (VIDA) Među mladima u Hrvatskoj. Revija za sociologiju, 50(3), 407-434.</td></tr>
</table>

	10. Nakai, M. (ed.) (2005) Advances in Quantitative Approaches to Sociological Issues. Springer. 11. Pivac, S. i Rozga, A. (2006). Statistika za sociološka istraživanja. Filozofski fakultet u Splitu. 12. Rose, D., Sullivan, O. (1996). Introducing Data Analysis for Social Scientists (2nd edition). Open University Press. 13. Tacq, J. (1997) Multivariate Analysis Techniques in Social Science Research. SAGE Publications 14. Thrane, C. (2023). Doing Statistical Analysis. A Student's Guide to Quantitative Research. Routledge. 15. Wilkinson, D., Birmingham, P. (2003). Using Research Instruments. Routledge Falmer.
Quality assurance	The achievement of learning outcomes is assessed through the exam and other obligations specified in the course syllabus. The exam and other assessment components are regularly aligned with the course learning outcomes.
Other (in the opinion of the proponent)	/

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introductory lecture	1	
Seminar	Distribution of seminar totpics Instructions on working methods Group work as an introduction to the topic of quantitative analyses	3	
Week: 2.			
Lectures	Quantitative analyses (questionnaires, documents, textual and visual materials, etc.)	2	
Seminar	Types of quantitative analyses in research Individual/group work	3	
Week: 3.			
Lectures	Quantitative Analyses (questionnaires, documents, textual and visual materials, etc.)	1	
Seminar	Variables, indicators, and measurement instruments	3	
Week: 4.			
Lectures	Issues of validity and reliability	1	
Seminar	Construct validity and internal consistency	3	
Week: 5.			
Lectures	Issues of validity and reliability	1	
Seminar	Bivariate analyses (Chi-square test, Mann–Whitney U test, T-test)	3	
Week: 6.			
Lectures	Descriptive and inferential statistics (research hypotheses and statistical tests)	2	
Seminar	Bivariate analyses (Pearson’s and Spearman’s correlation coefficient)	3	
Week: 7.			
Lectures	First midterm exam	1	

Seminar	Multivariate analyses (factor analysis)	3	
Week: 8.			
Lectures	Multivariate analyses (techniques, illustrations)	2	
Seminar	Multivariate analyses (regression analysis, hierarchical analysis)	3	
Week: 9.			
Lectures	Multivariate analyses (techniques, illustrations)	1	
Seminar	Multivariate analyses (ANOVA)	3	
Week: 10.			
Lectures	Processing and analysis of research data	2	
Seminar	Analysis and interpretation of research data	3	
Week: 11.			
Lectures	Statistical software for data processing and analysis	1	
Seminar	Analysis and interpretation of research data Statistical software (SPSS, Jamovi)	3	
Week: 12.			
Lectures	Interpretation of research results	2	
Seminar	Individual and group assignments (analyses of existing datasets)	3	
Week: 13.			
Lectures	Interpretation of research results	1	
Seminar	Individual and group assignments (analyses of existing datasets)	3	
Week: 14.			
Lectures	Second Midterm Exam	1	
Seminar	Individual and Group Assignments (analyses of existing datasets)	3	
Week: 15.			
Lectures	Concluding Lecture	1	
Seminar	Individual and Group Assignments (analyses of existing datasets)	3	

<table>
<tr><td>Course name</td><td colspan="6">Sociological Research Workshop 2</td></tr>
<tr><td>ID</td><td>SOS805</td><td>Study year</td><td colspan="4">1.</td></tr>
<tr><td>Lecturer</td><td>prof. dr. sc. Gorana Bandalović
doc. dr. sc. Tea Gutović
izv. prof. dr. sc. Vlaho Kovačević
izv. prof. dr. sc. Marija Lončar
doc. dr. sc. Toni Popović
prof. dr. sc. Renata Relja
prof. dr. sc. Sanja Stanić
prof. dr. sc. Zorana Šuljug Vučica</td><td>ECTS workload</td><td colspan="4">6.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>0</td><td>0</td><td>20</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="4">0%</td></tr>
<tr><td colspan="7">Course description</td></tr>
<tr><td>Course aims</td><td colspan="6">The aim of the course is to train students to apply theoretical and methodological knowledge in practice. In this context, the goal is to develop skills for independently preparing sociological research, with an emphasis on methodological aspects and the design of quantitative/qualitative research instruments.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="6">/</td></tr>
<tr><td>Learning outcomes</td><td colspan="6">Upon completion of the course, students will be able to:
1. Develop a conceptual and operational framework
2. Design a research instrument (questionnaire, coding scheme, protocol)
3. Consider potential ethical dilemmas in research</td></tr>
<tr><td>Syllabus</td><td colspan="6">1. Development of a conceptual and operational framework
2. Design of a research instrument (questionnaire, categorical system, protocol)
3. Field preparation (ethical considerations in quantitative/qualitative research)</td></tr>
<tr><td>Teaching types</td><td colspan="2">☐ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☒ Supervision</td><td></td></tr>
<tr><td colspan="3"></td><td>☒</td><td colspan="3"></td></tr>
<tr><td>Student obligations</td><td colspan="6">Act in accordance with ethical and scientific principles in higher education teaching. Fulfil individual obligations that enable the achievement of the learning outcomes defined by the course. In exercises, take an analytical approach and engage in discussion on theoretical, methodological, and research problems. Prepare and present individual work according to predefined criteria. Adhere to the time frames required for completing course activities.</td></tr>
<tr><td rowspan="6">Monitoring student work</td><td>Class attendance</td><td>☐</td><td>Research</td><td>☒</td><td>Practical work</td><td>☐</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td>Essay</td><td>☐</td></tr>
<tr><td>Seminar paper</td><td>☐</td><td>Midterm exam</td><td>☐</td><td>Oral exam</td><td>☐</td></tr>
<tr><td>Written exam</td><td>☐</td><td>Project</td><td>☐</td><td>Participation in class</td><td>☒</td></tr>
<tr><td>Individual work</td><td>☒</td><td></td><td>☐</td><td></td><td>☐</td></tr>
</table>

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and student obligations, the final grade in the course is formed based on the following elements: participation in classes completion of individual assignments individual work The assessment and grading criteria for each element are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Alasuutari, P., Bickman, L. & Brannen, J. (2008). The Sage Handbook of Sociological Research Methods. SAGE Publications. (odabrana poglavlja)		-
	Gordon, L. E. (2020). Real Research. Research Methods Sociology Students Can Use. Second Edition. SAGE Publications. (odabrana poglavlja)		-
	Bryman, A. & Bell, E. (2019). Social research methods. Oxford University Press. (odabrana poglavlja)		-
	Wilkinson, D. & Birmingham, P. (2003). Using Research Instruments. Routledge Falmer.		-
Supplementary literature	In accordance with the research topic and the scientific research field.		
Quality assurance	Activity and success in completing tasks; fulfilment of obligations defined by the syllabus; individual consultations; students' self-assessment of achieved learning outcomes; peer assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)	/		

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Practicals	Topic 1 Development of a Conceptual and Operational Framework (total 4 hours) 1.1. Graphic representation of conceptualization	2	
Week: 2.			
Practicals	Topic 1 Development of a Conceptual and Operational Framework (total 4 hours) 1.2. Tabular representation of the operationalization of variables and indicators	2	
Week: 3.			
Practicals	Topic 2 Development of a Research Instrument (questionnaire, coding scheme, protocol) (total 12 hours) 2.1. Specific characteristics of research instruments: questionnaire, coding scheme, interview protocols and observation protocols	1	
Week: 4.			

Practicals	Topic 2 Development of a Research Instrument (questionnaire, coding scheme, protocol) (total 12 hours) 2.2. Preparation for the development of an instrument for conducting research	1	
Week: 5.			
Practicals	Topic 2 Development of a Research Instrument (questionnaire, coding scheme, protocol) (total 12 hours) 2.3. Development of an instrument for conducting research	2	
Week: 6.			
Practicals	Topic 2 Development of a Research Instrument (questionnaire, coding scheme, protocol) (total 12 hours) 2.4. Development of an instrument for conducting research	2	
Week: 7.			
Practicals	Topic 2 Development of a Research Instrument (questionnaire, coding scheme, protocol) (total 12 hours) 2.5. Development of an instrument for conducting research	1	
Week: 8.			
Practicals	Topic 2 Development of a Research Instrument (questionnaire, coding scheme, protocol) (total 12 hours) 2.6. Development of an instrument for conducting research	1	
Week: 9.			
Practicals	Topic 2 Development of a Research Instrument (questionnaire, coding scheme, protocol) (total 12 hours) 2.7. Development of an instrument for conducting research	1	
Week: 10.			
Practicals	Topic 2 Development of a Research Instrument (questionnaire, coding scheme, protocol) (total 12 hours) 2.8. Instrument validation	2	
Week: 11.			
Practicals	Topic 2 Development of a Research Instrument (questionnaire, coding scheme, protocol) (total 12 hours) 2.9. Instrument validation	1	
Week: 12.			
Practicals	Topic 3 Field Preparation (ethical considerations of quantitative/qualitative research) (total 4 hours) 3.1. Consideration of ethical dilemmas in quantitative and qualitative research	1	
Week: 13.			
Practicals	Topic 3 Field Preparation (ethical considerations of quantitative/qualitative research) (total 4 hours) 3.2. Ethical codes of the sociological profession	1	
Week: 14.			
Practicals	Topic 3 Field Preparation (ethical considerations of quantitative/qualitative research) (total 4 hours) 3.3. Consideration of ethical issues regarding the selection of participants/interviewees in sociological research	1	
Week: 15.			
Practicals	Topic 3 Field Preparation (ethical considerations of quantitative/qualitative research) (total 4 hours) 3.4. Ethical procedures and sensitive research contexts	1	

Course name	**Individual Student Work 1**							
ID	SOS902A	Study year	2.					
Lecturer	prof. dr. sc. Gorana Bandalović doc. dr. sc. Tea Gutović izv. prof. dr. sc. Vlaho Kovačević izv. prof. dr. sc. Marija Lončar doc. dr. sc. Toni Popović prof. dr. sc. Renata Relja prof. dr. sc. Sanja Stanić prof. dr. sc. Zorana Šuljug Vučica	ECTS workload	5.0					
Associates		Number of hours	L	S	E	P		
			0	0	20	0		
Course status	Compulsory	Online percentage	0%					

Course description						
Course aims	The aim of the course is to equip students for the practical application of theoretical and methodological knowledge. In this context, the objective is to develop skills of independent preparation of sociological research, with emphasis on the analysis of quantitative/qualitative research data.					
Enrolment requirements	/					
Learning outcomes	Upon completion of the course, students will be able to: 1. Conduct the analysis of research data. 2. Prepare an empirical archive.					
Syllabus	1. Analysis of research data 2. Preparation of an empirical archive					
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision				
		☒				
Student obligations	Students are expected to behave in accordance with ethical and scientific principles in higher education. To carry out individual obligations that enable the achievement of learning outcomes prescribed by the course. During practical exercises, to analytically approach and discuss theoretical/methodological/research problems. To prepare and present individual work according to previously established criteria. To adhere to the timeframes required for carrying out activities within the course.					

Monitoring student work						
	Class attendance	☐	Research	☒	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☐	Oral exam	☐
	Written exam	☐	Project	☐	Participation in class	☒
	Individual work	☒		☐		☐

Assessment and evaluation of student work	In accordance with the learning outcomes and student obligations, the final course grade is formed on the basis of the following elements: - Classroom activity - Completion of individual assignments

	- Individual work The criteria for the evaluation and grading of individual elements are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Alasuutari, P., Bickman, L. & Brannen, J. (2008). The Sage Handbook of Sociological Research Methods. SAGE Publications. (odabrana poglavlja)	0	online
	Boyatzis, R.E. (1998). Transforming Qualitative Information. Thematic Analysis and Code Development. Thousand Oaks, London, New Delhi: SAGE Publication.	1	online
	Hardy, M., Bryman, A. (eds.) (2009). The Handbook of Data Analysis. London, Thousand Oaks, New Delhi, Singapore: SAGE Publications	0	online
	Thrane, C. (2023). Doing Statistical Analysis. A Student's Guide to Quantitative Research. Routledge	1	
Supplementary literature	In accordance with the research topic and scientific-research field.		
Quality assurance	Activity and success in completing assignments; fulfillment of obligations prescribed by the syllabus; individual consultations; student self- assessment of achieved learning outcomes; peer evaluation of implementation and quality of the teaching process.		
Other (in the opinion of the proponent)	/		

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Practicals	Topic 1. Introduction to the Analysis of Research Data (total 10 hours) 1.1. Students become acquainted with different types of data in sociological research (qualitative, quantitative, mixed) and their fundamental characteristics. Emphasis is placed on recognizing the structure of data and their suitability for different analytical approaches.	1	
Week: 2.			
Practicals	Topic 1. Introduction to the Analysis of Research Data (total 10 hours) 1.2. Students become acquainted with different types of data in sociological research (qualitative, quantitative, mixed) and their fundamental characteristics. Emphasis is placed on recognizing the structure of data and their suitability for different analytical approaches.	1	
Week: 3.			

Practicals	Topic 1. Introduction to the Analysis of Research Data (total 10 hours) 1.3. Procedures for preparing data for analysis are adopted, including cleaning, organization, and standardization of material. Students develop fundamental skills of editing and structuring data in order to enable their further analytical processing.	2	
Week: 4.			
Practicals	Topic 1. Introduction to Research Data Analysis (total 10 hours) 1.4. Students acquire fundamental techniques of research data analysis, including coding, categorization, and the organization of empirical material. Emphasis is placed on selecting an analytical approach appropriate to the type and structure of the collected data.	1	
Week: 5.			
Practicals	Topic 1. Introduction to Research Data Analysis (total 10 hours) 1.5. Students acquire fundamental techniques of research data analysis, including coding, categorization, and the organization of empirical material. Emphasis is placed on selecting an analytical approach appropriate to the type and structure of the collected data.	1	
Week: 6.			
Practicals	Topic 1. Introduction to Research Data Analysis (total 10 hours) 1.6. Students apply selected analytical procedures to their own research material and interpret the obtained results in relation to the research questions and research objectives.	2	
Week: 7.			
Practicals	Topic 1. Introduction to Research Data Analysis (total 10 hours) 1.7. Students connect the results of the analysis with the theoretical framework of the research and prepare a concise analytical presentation of the findings. Emphasis is placed on the well-argued interpretation of results and critical reflection on the knowledge obtained.	2	
Week: 8.			
Practicals	Topic 2. Preparation of the Empirical Archive (total 10 hours) 2.1. Students organize research documentation and empirical materials into a logical and transparent structure. Emphasis is placed on the systematic classification of data to ensure their long-term preservation and ease of use.	1	
Week: 9.			
Practicals	Topic 2. Preparation of the Empirical Archive (total 10 hours) 2.2. Students organize research documentation and empirical materials into a logical and transparent structure. Emphasis is placed on the systematic classification of data to ensure their long-term preservation and ease of use.	1	
Week: 10.			
Practicals	Topic 2. Preparation of the Empirical Archive (total 10 hours) 2.3. Students organize and classify empirical materials according to the type of data, research phases, and methods used. Particular attention is devoted to the standardization and consistent organization of research materials.	1	
Week: 11.			

Practicals	Topic 2. Preparation of the Empirical Archive (total 10 hours) 2.4. Students organize and classify empirical materials according to the type of data, research phases, and methods used. Particular attention is devoted to the standardization and consistent organization of research materials.	1	
Week: 12.			
Practicals	Topic 2. Preparation of the Empirical Archive (total 10 hours) 2.5. Students prepare the documentation accompanying the empirical archive, including a description of the research, the methods used, the sample, and the archive contents. Emphasis is placed on the transparency of the research process.	2	
Week: 13.			
Practicals	Topic 2. Preparation of the Empirical Archive (total 10 hours) 2.6. Students apply ethical standards in the processing and storage of research data, including anonymization and the protection of confidential information. Particular attention is devoted to ensuring compliance of the archive with the ethical principles of sociological research.	2	
Week: 14.			
Practicals	Topic 2. Preparation of the Empirical Archive (total 10 hours) 2.7. Students finalize the empirical archive and conduct the final verification of its methodological, content-related, and technical completeness. Emphasis is placed on the integrity of the archive and its readiness for further scientific use and long-term preservation.	1	
Week: 15.			
Practicals	Topic 2. Preparation of the Empirical Archive (total 10 hours) 2.8. Students finalize the empirical archive and conduct the final verification of its methodological, content-related, and technical completeness. Emphasis is placed on the integrity of the archive and its readiness for further scientific use and long-term preservation.	1	

Course name	**Research Work 3**							
ID	SOS901	Study year	2.					
Lecturer	prof. dr. sc. Gorana Bandalović doc. dr. sc. Tea Gutović izv. prof. dr. sc. Vlaho Kovačević izv. prof. dr. sc. Marija Lončar doc. dr. sc. Toni Popović prof. dr. sc. Renata Relja prof. dr. sc. Sanja Stanić prof. dr. sc. Zorana Šuljug Vučica	ECTS workload	5.0					
Associates		Number of hours	L	S	E	P		
			0	0	20	0		
Course status	Compulsory	Online percentage	0%					

Course description						
Course aims	The aim of the course is to train students for the practical application of theoretical and methodological knowledge. In this context, the aim is to develop skills in the independent preparation of sociological research with an emphasis on conducting the field phase of quantitative/qualitative research.					
Enrolment requirements	/					
Learning outcomes	After completing the course, students will be able to: 1. Recognize the key characteristics of field work 2. Conduct a pilot study 3. Prepare and conduct field research					
Syllabus	1. Pilot research 2. Field research					
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision				
		☒				
Student obligations	Behave in accordance with ethical and scientific principles in higher education teaching. Fulfill individual obligations that enable the acquisition of learning outcomes foreseen by the course. Take an analytical approach and discuss theoretical/methodological/research problems in exercises. Prepare and present individual work according to pre-determined criteria. Adhere to the time frames required for carrying out course activities.					

Monitoring student work						
	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☐	Oral exam	☐
	Written exam	☐	Project	☐	Participation in class	☒
	Individual assignments	☐		☐		☐

Assessment and evaluation of student work	In accordance with the course learning outcomes and student obligations, the final grade for the course is formed based on the achievement of the following elements: - class activity

	- achievement of individual tasks - individual work. The criteria for evaluating and grading individual elements are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Alasuutari, P., Bickman, L. & Brannen, J. (2008). The Sage Handbook of Sociological Research Methods. SAGE Publications. (odabrana poglavlja)	1	YES
	Bryman, A. & Bell, E. (2019). Social research methods. Oxford University Press. (odabrana poglavlja)	1	YES
	Gordon, L. E. (2020). Real Research. Research Methods Sociology Students Can Use. Second Edition. SAGE Publications. (odabrana poglavlja)	1	YES
	Neuman, W. L. (2014). Social Research Methods: Qualitative and Quantitative Approaches. Pearson. (odabrana poglavlja)	1	YES
Supplementary literature	In accordance with the research topic and scientific research area.		
Quality assurance	Activity and success in completing tasks; fulfilled obligations prescribed by the syllabus; individual consultations; student self-assessment of achieved learning outcomes; collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)	/		

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Practicals	Topic 1 Pilot Study (total 8 hours) 1.1. Characteristics of fieldwork: qualitative/qualitative research	1	
Week: 2.			
Practicals	Topic 1 Pilot Study (total 8 hours) 1.2. Characteristics of fieldwork: submission of the research proposal to the ethics committee	1	
Week: 3.			
Practicals	Topic 1 Pilot Study (total 8 hours) 1.3. Characteristics of fieldwork: preparation of the pilot study	1	
Week: 4.			
Practicals	Topic 1 Pilot Study (total 8 hours) 1.4. Conducting the pilot study: instrument testing (questionnaire, protocol, coding scheme)	1	
Week: 5.			
Practicals	Topic 1 Pilot Study (total 8 hours) 1.5. Conducting the pilot study: identification of problems in method selection or participant access	1	

Week: 6.			
Practicals	Topic 1 Pilot Study (total 8 hours) 1.6. Conducting the pilot study: identification of ethical issues	1	
Week: 7.			
Practicals	Topic 1 Pilot Study (total 8 hours) 1.7. Conducting the pilot study: revision of the measurement instrument	2	
Week: 8.			
Practicals	Topic 2 Field Research (total 12 hours) 2.1. Preparation and conduct of field research: characteristics of quantitative and qualitative approaches	2	
Week: 9.			
Practicals	Topic 2 Field Research (total 12 hours) 2.2. Conducting field research	2	
Week: 10.			
Practicals	Topic 2 Field Research (total 12 hours) 2.3. Conducting field research	2	
Week: 11.			
Practicals	Topic 2 Field Research (total 12 hours) 2.4. Conducting field research	1	
Week: 12.			
Practicals	Topic 2 Field Research (total 12 hours) 2.5. Conducting field research	1	
Week: 13.			
Practicals	Topic 2 Field Research (total 12 hours) 2.6. Conducting field research	1	OFFICE
Week: 14.			
Practicals	Topic 2 Field Research (total 12 hours) 2.7. Conducting field research	1	
Week: 15.			
Practicals	Topic 2 Field Research (total 12 hours) 2.8. Analysis and reflection on research implementation	2	

<table>
<tr><td>Course name</td><td colspan="7">Sociological Research Workshop 3</td></tr>
<tr><td>ID</td><td>SOS902</td><td colspan="2">Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>prof. dr. sc. Gorana Bandalović
doc. dr. sc. Tea Gutović
izv. prof. dr. sc. Vlaho Kovačević
izv. prof. dr. sc. Marija Lončar
doc. dr. sc. Toni Popović
prof. dr. sc. Renata Relja
prof. dr. sc. Sanja Stanić
prof. dr. sc. Zorana Šuljug Vučica</td><td colspan="2">ECTS workload</td><td colspan="3">5.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td colspan="2" rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>0</td><td>0</td><td>20</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td colspan="2">Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="8">Course description</td></tr>
<tr><td>Course aims</td><td colspan="7">The aim of the course is to enable students to apply their theoretical and methodological knowledge in practice. In this context, the course seeks to develop students’ skills in independently preparing and conducting sociological research, with a particular emphasis on the preparation, entry, and analysis of quantitative and qualitative research data.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="7"></td></tr>
<tr><td>Learning outcomes</td><td colspan="7">Upon successful completion of the course, students will be able to:
1. Select appropriate software for the entry and analysis of research data.
2. Prepare and analyze research data.</td></tr>
<tr><td>Syllabus</td><td colspan="7">1. Preparation of Research Data
2. Research Data Entry
3. Research Data Analysis</td></tr>
<tr><td>Teaching types</td><td colspan="2">☐ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☒ Supervision</td><td colspan="3">☒ e-learning</td></tr>
<tr><td colspan="3"></td><td>☒</td><td colspan="4"></td></tr>
<tr><td>Student obligations</td><td colspan="7">Students are expected to:
- Act in accordance with ethical and academic principles in higher education.
- Fulfil individual course requirements necessary for achieving the intended learning outcomes.
- Approach and discuss theoretical, methodological, and research issues analytically during practical sessions.
- Prepare and present an individual workin accordance with predefined criteria.
- Adhere to the timelines established for completing course activities.</td></tr>
<tr><td rowspan="5">Monitoring student work</td><td>Class attendance</td><td>☐</td><td>Research</td><td>☐</td><td>Practical work</td><td>☐</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td>Essay</td><td>☐</td></tr>
<tr><td>Seminar paper</td><td>☐</td><td>Midterm exam</td><td>☐</td><td>Oral exam</td><td>☐</td></tr>
<tr><td>Written exam</td><td>☐</td><td>Project</td><td>☐</td><td>Participation in class</td><td>☒</td></tr>
<tr><td>Individual Work</td><td>☒</td><td>Research</td><td>☒</td><td></td><td>☐</td></tr>
</table>

Assessment and evaluation of student work	In accordance with the course learning outcomes and student responsibilities, the final course grade is determined based on achievement in the following components: - Class participation - Completion of individual assignments -Individual work The assessment and grading criteria for each component are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Alasuutari, P., Bickman, L. & Brannen, J. (2008). The Sage Handbook of Sociological Research Methods. SAGE Publications. (odabrana poglavlja)	0	Ne
	Bryman, A. & Bell, E. (2019). Social research methods. Oxford University Press. (odabrana poglavlja)	0	Ne
	Bergin, T (2018). An Introduction to Data Analysis. Quantitative, Qualitative and Mixed Methods. SAGE Publications. (odabrana poglavlja)	1	Ne
	Gordon, L. E. (2020). Real Research. Research Methods Sociology Students Can Use. Second Edition. SAGE Publications. (odabrana poglavlja)	0	Ne
Supplementary literature	In accordance with the research topic and the relevant field of scientific inquiry.		
Quality assurance	Activity and performance in completing tasks; fulfilment of obligations specified in the syllabus; individual consultations; students' self- assessment of achieved learning outcomes; peer assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Practicals	Topic 1 Preparation of Research Data (total 5 hours)	2	
Week: 2.			
Practicals	Topic 1 Preparation of Research Data (total 5 hours)	1	
Week: 3.			
Practicals	Topic 1 Preparation of Research Data (total 5 hours)	2	
Week: 4.			
Practicals	Topic 2 Research Data Entry (total 5 hours)	1	
Week: 5.			
Practicals	Topic 2 Research Data Entry (total 5 hours)	1	
Week: 6.			
Practicals	Topic 2 Research Data Entry (total 5 hours)	1	
Week: 7.			
Practicals	Topic 2 Research Data Entry (total 5 hours)	1	

Week: 8.			
Practicals	Topic 2 Research Data Entry (total 5 hours)	1	
Week: 9.			
Practicals	Topic 3 Research Data Analysis (total 10 hours)	1	
Week: 10.			
Practicals	Topic 3 Research Data Analysis (total 10 hours)	1	
Week: 11.			
Practicals	Topic 3 Research Data Analysis (total 10 hours)	2	
Week: 12.			
Practicals	Topic 3 Research Data Analysis (total 10 hours)	1	
Week: 13.			
Practicals	Topic 3 Research Data Analysis (total 10 hours)	2	
Week: 14.			
Practicals	Topic 3 Research Data Analysis (total 10 hours)	2	
Week: 15.			
Practicals	Topic 3 Research Data Analysis (total 10 hours)	1	

<table>
<tr><td>Course name</td><td colspan="5">Master’s Exam</td></tr>
<tr><td>ID</td><td>SOS904</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>prof. dr. sc. Gorana Bandalović
doc. dr. sc. Tea Gutović
izv. prof. dr. sc. Vlaho Kovačević
izv. prof. dr. sc. Marija Lončar
doc. dr. sc. Toni Popović
prof. dr. sc. Renata Relja
prof. dr. sc. Sanja Stanić
prof. dr. sc. Zorana Šuljug Vučica</td><td>ECTS workload</td><td colspan="3">2.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5"></td></tr>
<tr><td>Enrolment requirements</td><td colspan="5"></td></tr>
<tr><td>Learning outcomes</td><td colspan="5"></td></tr>
<tr><td>Teaching types</td><td colspan="2">☐ Lectures
☐ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td><td></td></tr>
<tr><td>Student obligations</td><td colspan="5"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="5"></td></tr>
<tr><td rowspan="2">Required literature</td><td>Title</td><td>Number of copies available</td><td colspan="3">Availability via other media</td></tr>
<tr><td colspan="5">-</td></tr>
<tr><td>Supplementary literature</td><td colspan="5"></td></tr>
<tr><td>Quality assurance</td><td colspan="5"></td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="5"></td></tr>
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<table>
<tr><td>Course name</td><td colspan="5">Master's Thesis</td></tr>
<tr><td>ID</td><td>SOS903</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>prof. dr. sc. Gorana Bandalović
doc. dr. sc. Tea Gutović
izv. prof. dr. sc. Vlaho Kovačević
doc. dr. sc. Toni Popović
prof. dr. sc. Renata Relja
prof. dr. sc. Sanja Stanić
prof. dr. sc. Zorana Šuljug Vučica</td><td>ECTS workload</td><td colspan="3">20.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5"></td></tr>
<tr><td>Enrolment requirements</td><td colspan="5"></td></tr>
<tr><td>Learning outcomes</td><td colspan="5"></td></tr>
<tr><td>Teaching types</td><td colspan="2">☐ Lectures
☐ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td><td></td></tr>
<tr><td>Student obligations</td><td colspan="5"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="5"></td></tr>
<tr><td rowspan="2">Required literature</td><td>Title</td><td>Number of copies available</td><td colspan="3">Availability via other media</td></tr>
<tr><td colspan="5">-</td></tr>
<tr><td>Supplementary literature</td><td colspan="5"></td></tr>
<tr><td>Quality assurance</td><td colspan="5"></td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="5"></td></tr>
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<table>
<tr><td>Course name</td><td colspan="6">Individual Student Work 2</td></tr>
<tr><td>ID</td><td>SOS902B</td><td>Study year</td><td colspan="4">2.</td></tr>
<tr><td>Lecturer</td><td>prof. dr. sc. Gorana Bandalović
doc. dr. sc. Tea Gutović
izv. prof. dr. sc. Vlaho Kovačević
izv. prof. dr. sc. Marija Lončar
doc. dr. sc. Toni Popović
prof. dr. sc. Renata Relja
prof. dr. sc. Sanja Stanić
prof. dr. sc. Zorana Šuljug Vučica</td><td>ECTS workload</td><td colspan="4">8.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>0</td><td>0</td><td>20</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="4">0%</td></tr>
<tr><td colspan="7">Course description</td></tr>
<tr><td>Course aims</td><td colspan="6">The aim of the course is to enable students to apply theoretical and methodological knowledge in practice. In this context, the course aims to develop students’ skills in independently preparing sociological research, with an emphasis on the interpretation of quantitative and qualitative research data.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="6">/</td></tr>
<tr><td>Learning outcomes</td><td colspan="6">Upon completion of the course, students will be able to:
1. Interpret research findings.
2. Discuss the obtained findings in relation to previous research.
3. Structure a master’s thesis.</td></tr>
<tr><td>Syllabus</td><td colspan="6">1. Interpretation of research findings
2. Writing the discussion section
3. Structure of the master’s thesis</td></tr>
<tr><td>Teaching types</td><td colspan="2">☐ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☒ Supervision</td><td></td></tr>
<tr><td colspan="3"></td><td>☒</td><td colspan="3"></td></tr>
<tr><td>Student obligations</td><td colspan="6">Students are expected to act in accordance with ethical and academic principles in higher education teaching. They are required to fulfil individual obligations that support the achievement of the learning outcomes defined for the course. During practical classes, students are expected to approach and discuss theoretical, methodological, and research problems analytically. They are required to prepare and present an individual assignment in accordance with previously defined criteria. Students are expected to observe the time frames required for the completion of course activities.</td></tr>
<tr><td rowspan="5">Monitoring student work</td><td>Class attendance</td><td>☐</td><td>Research</td><td>☒</td><td>Practical work</td><td>☐</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td>Essay</td><td>☐</td></tr>
<tr><td>Seminar paper</td><td>☐</td><td>Midterm exam</td><td>☐</td><td>Oral exam</td><td>☐</td></tr>
<tr><td>Written exam</td><td>☐</td><td>Project</td><td>☐</td><td>Participation in class</td><td>☒</td></tr>
<tr><td>Individual work</td><td>☒</td><td></td><td>☐</td><td></td><td>☐</td></tr>
</table>

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the students' obligations, the final grade for the course is determined on the basis of the following components: - class participation - completion of individual assignments - individual work. The assessment and grading criteria for each component are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Alasuutari, P., Bickman, L. & Brannen, J. (2008). The Sage Handbook of Sociological Research Methods. SAGE Publications. (selected chapters)	0	
	Bergin, T (2018). An Introduction to Data Analysis. Quantitative, Qualitative and Mixed Methods. SAGE Publications. (selected chapters)	1	
	Bryman, A. & Bell, E. (2019). Social research methods. Oxford University Press. (selected chapters)	0	
	Gordon, L. E. (2020). Real Research. Research Methods Sociology Students Can Use. Second Edition. SAGE Publications. (selected chapters)	0	
Supplementary literature	In accordance with the research topic and the relevant scientific and research field.		
Quality assurance	Class participation and successful completion of assignments; fulfilment of the requirements prescribed by the syllabus; individual consultations; students' self-assessment of achieved learning outcomes; peer assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)	/		

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Practicals	Topic 1 Fundamentals of Interpreting Results (total 6 hours) 1.1. Students develop the ability to interpret quantitative and qualitative findings. The emphasis is placed on understanding the meaning of findings in relation to research questions and hypotheses.	2	
Week: 2.			
Practicals	Topic 1 Fundamentals of Interpreting Results (total 6 hours) 1.1. Students develop the ability to interpret quantitative and qualitative findings. The emphasis is placed on understanding the meaning of findings in relation to research questions and hypotheses.	1	
Week: 3.			

Practicals	Topic 1 Fundamentals of Interpreting Results (total 6 hours) 1.2. Students learn how to draw conclusions from data, distinguish between descriptive and inferential interpretation, and recognise the limitations of research findings.	1	
Week: 4.			
Practicals	Topic 1 Fundamentals of Interpreting Results (total 6 hours) 1.3. Students learn how to draw conclusions from data, distinguish between descriptive and inferential interpretation, and recognise the limitations of research findings.	1	
Week: 5.			
Practicals	Topic 1 Fundamentals of Interpreting Results (total 6 hours) 1.4. Students learn how to draw conclusions from data, distinguish between descriptive and inferential interpretation, and recognise the limitations of research findings.	1	
Week: 6.			
Practicals	Topic 2 Discussion of Results in the Context of Existing Literature (total 6 hours) 2.1. Students learn how to relate their own findings to previous research and theoretical frameworks.	3	
Week: 7.			
Practicals	Topic 2 Discussion of Results in the Context of Existing Literature (total 6 hours) 2.2. Students develop skills in argument-based discussion, identifying similarities and differences, and explaining divergences in findings.	1	
Week: 8.			
Practicals	Topic 2 Discussion of Results in the Context of Existing Literature (total 6 hours) 2.3. Students develop skills in argument-based discussion, identifying similarities and differences, and explaining divergences in findings.	2	
Week: 9.			
Practicals	Topic 3 Structuring the Master’s Thesis (total 8 hours) 3.1. Students are introduced to the basic sections of a master’s thesis: introduction, theoretical framework, methodology, results, discussion, and conclusion.	1	
Week: 10.			
Practicals	Topic 3 Structuring the Master’s Thesis (total 8 hours) 3.2. Students are introduced to the basic sections of a master’s thesis: introduction, theoretical framework, methodology, results, discussion, and conclusion.	1	
Week: 11.			
Practicals	Topic 3 Structuring the Master’s Thesis (total 8 hours) 3.3. Students develop the structure of their own master’s thesis. The emphasis is placed on coherence of content, transitions between chapters, and clarity of argumentation.	1	
Week: 12.			
Practicals	Topic 3 Structuring the Master’s Thesis (total 8 hours) 3.4. Students develop the structure of their own master’s thesis. The emphasis is placed on coherence of content, transitions between chapters, and clarity of argumentation.	1	
Week: 13.			

Practicals	Topic 3 Structuring the Master's Thesis (total 8 hours) 3.5. Students develop an academic writing style, clarity of expression, and precision in formulating scholarly arguments.	1	
Week: 14.			
Practicals	Topic 3 Structuring the Master's Thesis (total 8 hours) 3.6. Students develop an academic writing style, clarity of expression, and precision in formulating scholarly arguments.	2	
Week: 15.			
Practicals	Topic 3 Structuring the Master's Thesis (total 8 hours) 3.7. Students become familiar with the rules of citation, referencing, and technical formatting of the thesis.	1	

<table>
<tr><td>Course name</td><td colspan="5">Work-based Learning at a Partner Institution</td></tr>
<tr><td>ID</td><td>HZX009</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td></td><td>ECTS workload</td><td colspan="3">5.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>0</td><td>30</td><td>120</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">To expose students to work-based learning conditions at the partner institution and enable them to independently identify and solve more complex practical problems in a real work environment.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Students are eligible to apply to the competition for internship before the start of the second year of the graduate study programme.
Should more students apply for the internship than there are places available, the selection procedure will be conducted according to the Rulebook on Internship of the Faculty of Humanities and Social Sciences. (https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20dodatnoj%20stru%C4%8Dnoj%20praksi%20u%20nastavnim%20bazama%20FFST%20za%20objavu.pdf) .</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Learning outcomes:
1. applying the knowledge and skills acquired during their undergraduate and graduate studies which are required to independently identify and solve more complex concrete problems in a real work environment;
2. preparing an internship report to explain and critically evaluate the tasks performed; relevant documents should be attached to the report.
Individual learning outcomes - upon the completion of the internship, students will be able to:
1. explain the structure of the selected partner institution;
2. recognize the challenges posed by the work environment and explain the processes for dealing with specific challenges;
3. analyses and evaluate concrete practical situations based on recent scientific sources;
4. monitor, document, and evaluate processes at the partner institution;
5. analyse problems arising from specific work assignments at the partner institution and suggest the procedures for solving them;
6. document personal practice and evaluate it reflexively.</td></tr>
<tr><td>Syllabus</td><td colspan="5">The internship is realised through the performance of specific work assignments overseen by a supervisor from the partner institution. The internship lasts 80 working hours. The supervisor from the partner institution plans work assignments with the consent of the supervisor from the Faculty. The remaining 70 working hours refer to mentoring (10 hours with the supervisor/teacher from the Faculty, 20 hours with the supervisor from the partner institution), literature research (10 working hours), preparation of the internship report (20 working hours), preparation and defense of the report before the supervisor from the Faculty of Humanities and Social Sciences in Split (10 working hours).</td></tr>
<tr><td>Teaching types</td><td colspan="2">☐ Lectures
☒ Seminars
☒ Practicals
☐ Remote learning
☒ Blended learning</td><td colspan="2">☒ Fieldwork
☒ Independent work
☒ Multimedia
☐ Laboratory
☒ Supervision</td><td></td></tr>
<tr><td colspan="2"></td><td>☒</td><td colspan="3"></td></tr>
<tr><td>Student obligations</td><td colspan="5">- Compliance with ethical and scientific principles in higher education and the principles of organisation/partner institution in accordance with the instructions of the supervisor.</td></tr>
</table>

<table>
<tr><td></td><td colspan="6">- Participation in the work of the partner institution and perform the internship-defined obligations in accordance with the professional supervisor’s schedule, which enables the acquisition of learning outcomes outlined by the course.
- To adhere to the time frames required to perform the internship.
- To actively and constructively act at the partner institution and report to the supervisor during the performance of this course.
- To develop and defend an Internship Report.</td></tr>
<tr><td rowspan="5">Monitoring student work</td><td>Class attendance</td><td>☒</td><td>Research</td><td>☒</td><td>Practical work</td><td>☒</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td>Essay</td><td>☐</td></tr>
<tr><td>Seminar paper</td><td>☐</td><td>Midterm exam</td><td>☐</td><td>Oral exam</td><td>☐</td></tr>
<tr><td>Written exam</td><td>☐</td><td>Project</td><td>☐</td><td>Participation in class</td><td>☐</td></tr>
<tr><td>Producing and defending the Internship Report</td><td>☒</td><td></td><td>☐</td><td></td><td>☐</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="6">The internship is assessed descriptively by the supervisors from the partner institution and the Faculty of Humanities and Social Sciences in Split. The supervisor from the partner institution continually monitors whether the student participates in the internship regularly and whether he/she is diligent and successful in solving the assigned tasks.
At the end of the internship, the supervisor assigns one of the following two descriptive grades:
- The student has successfully completed the internship
- The student has not successfully completed the internship.
In case the student did not successfully complete the internship, the supervisor from the partner institution must provide a written explanation for the grade, and the supervisor from the Faculty of Humanities and Social Sciences in Split enters the failing grade for the course.
If the grade given by the supervisor from the partner institution is "The student has successfully completed the internship", the supervisor from the Faculty of Humanities and Social Sciences in Split analyses the internship report, discusses the work assignments with the student and assigns one of the following two descriptive grades:
- The student has successfully written and defended the internship report.
- The student has not successfully written and defended the internship report.
If the grade given by the supervisor from the Faculty of Humanities and Social Sciences is "The student has not successfully written and defended the internship report", the grade must be explained in writing.
The internship is considered to have been passed if the descriptive grades given by both supervisors have confirmed the successful completion of the internship/internship report. If the descriptive grades by both supervisors are positive, the supervisor from the Faculty of Humanities and Social Sciences in Split enters the descriptive grade “Passed” in the student transcript book.
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the achievement of the following elements:
1. Practical work - 60%
2. Prepared and presented report in accordance with the instructions of supervisors - 20%
3. Independent research - 20%</td></tr>
<tr><td rowspan="2">Required literature</td><td colspan="3">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td colspan="3">Specialist literature is defined by the partner institution supervisor.</td><td></td><td></td></tr>
</table>

Supplementary literature	Specialist literature is defined by the partner institution supervisor.
Quality assurance	Prior to the internship at the partner institution, the supervisor/teacher from the Faculty of Humanities and Social Sciences in Split provides the instructions for conducting the internship, documenting the process and writing the internship report. During the internship, the supervisor/teacher from the Faculty of Humanities and Social Sciences in Split, the supervisor from the partner institution and the student regularly discuss the process; the record is kept of the student's attendance and activity. Through discussions, (self) analysis and (self) evaluation, the internship is continuously monitored. After completing the internship, the student completes the survey on the quality of the internship in accordance with the Rulebook.
Other (in the opinion of the proponent)	

3. ANNEXES

3.1. Learning outcomes of the study programme

Learning outcome code	Description of learning outcome
LO 1	perceive current tendencies in contemporary sociological (particularly research) methodology
LO 2	apply acquired theoretical and methodological knowledge
LO 3	independently plan, conduct, and interpret various types of research drafts (qualitative and quantitative)
LO 4	apply different types of sociological research (e.g., ethnographic research)
LO 5	methodologically improve approaches/methods/procedures/techniques in sociological empirical research
LO 6	theoretically, methodologically, and research-wise conceptualise social and cultural phenomena
LO 7	develop a sensibility for researching various social and cultural phenomena
LO 8	contextualise various social and cultural phenomena
LO 9	understand different types (qualitative and quantitative) of analysis of sociological material
LO 10	develop systematicity and consistency in the analytical approach to sociological empirical material
LO 11	socially and ethically contextualise research problems in sociological research
LO 12	recognise and categorise potential risk situations and circumstances in sociological research
LO 13	problematise ethical aspects of various research methods
LO 14	apply fundamental ethical principles in conducting sociological research
LO 15	evaluate the social role of the sociologist-researcher.

Learning outcomes of the study programme	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**LO6**	**LO7**	**LO8**	**LO9**	**LO10**	**LO11**	**LO12**	**LO13**	**LO14**	**LO15**
Total number of courses for each LO	10	20	11	8	6	14	10	14	8	7	5	4	4	8	9
Individual Student Work 1		+							+	+					
Ethical Issues in Sociological Research	+						+	+			+	+	+	+	+
Research Work 1		+				+	+	+							
Quantitative Analyses in the Social Sciences	+	+	+		+	+			+	+					+
Research Work 3		+	+	+										+	+
Research Work 2	+	+	+		+										
Individual Student Work 2		+						+					+		+
Master's Exam															
Qualitative Analysis in the Social Sciences	+	+	+	+	+	+	+	+	+	+				+	+
Sociological Research Workshop 2		+	+	+	+	+					+	+			

Sociological Research Workshop 1	+	+	+			+	+	+							
Cultural Research and Methods	+	+	+	+	+	+	+	+	+	+	+				+
Master's Thesis															
Tourism in Contemporary Society	+	+				+	+	+	+					+	+
Sociological Research Workshop 3		+	+	+											
Ethnographic Approaches in Sociology	+	+	+	+	+	+	+	+	+	+	+	+		+	+
Sociology of the Family	+	+				+		+							
Childhood and Society		+				+		+						+	
The Body as an Object of Sociological Research		+	+			+		+							
Sociology of Food	+	+	+	+		+		+	+	+	+		+		
Consumer Society		+				+		+						+	
Project Development through Community Service Learning		+					+								
The Sociology of Literature						+	+	+	+	+					
Work-based Learning at a Partner Institution		+		+			+					+	+	+	+

3.2. Instructors in the study programme

	Sanja Stanić	**Zorana Šuljug Vučica**	**Renata Relja**	**Marija Lončar**	**Gorana Bandalović**
CROSBI link	https://www.croris.hr/osobe/profil	https://www.croris.hr/osobe/profil/162	https://www.croris.hr/osobe/profil/7614	https://www.croris.hr/osobe/profil/282	**https://www.croris.hr/osobe/profil/28397**
Title / rank	Full Professor, PhD	Full Professor, PhD	Full Professor with tenure, PhD	Associate Professor, PhD	Full Professor, PhD
Area	Social Sciences	Social Sciences	Social Sciences	Social Sciences	Social Sciences
Field	Sociology	Sociology	Sociology	Sociology	Sociology
Home institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	Employment contract	Employment contract	Employment contract	Employment contract	Employment contract
Percentage of employment at the higher education institution	100%	100%	100%	100%	100%
Teaching load at the home institution	1286.2	996	1476	1370.4	1180.8
Teaching load at external institutions	162	/	140.4	/	/
Planned teaching load in the new study programme	/	/	/	/	/
Planned teaching load at the home institution	1286.2	1356	1296	1370.4	1180.8
Planned teaching load at external institutions	162	/	140.4	/	/
Scientific and review papers in the last 5 years (total)	6	15	22	7	23
Professional papers in the last 5 years (total)	/	1	/	1	/
Total number of citations[1]	16	4	49	3	2
Total h-index[2]	3	1	4	1	1
Principal investigator and/or collaborator on competitive projects (total)	/	/	3	/	/

[1] Citations and h-index: total number (excluding self-citations), Scopus citation database.
[2] See previous note.

Principal investigator and/or collaborator on other projects (total)	1	1	1	1	1
Courses taught in the programme	Childhood and Society Consumer Society Research Work 1–3 Sociological Research Workshop 1–3 Individual Student Work (1 and 2) Master's Thesis Master's Exam	Qualitative Analysis in the Social Sciences Cultural Research and Methods Research Work 1–3 Sociological Research Workshop 1–3 Individual Student Work (1 and 2) Master's Thesis Master's Exam	Tourism in Contemporary Society Ethnographic Approaches in Sociology The Sociology of Literature Research Work 1–3 Sociological Research Workshop 1–3 Individual Student Work (1 and 2) Master's Thesis Master's Exam	Ethical Issues in Sociological Research The Body as an Object of Sociological Research Research Work 1–3 Sociological Research Workshop 1–3 Individual Student Work (1 and 2) Master's Thesis Master's Exam	Sociology of the Family Research Work 3–5 Research Work 1–3 Sociological Research Workshop 1–3 Individual Student Work (1 and 2) Master's Thesis Master's Exam
Training for the acquisition of teaching competences	Regular university studies including teaching competences	University graduate study programme including teaching competences	Regular university studies including teaching competences	Regular university studies including teaching competences "Ethical Aspects of Higher Education" (2025)	Regular university studies including teaching competences "Ethical Aspects of Higher Education" (2025)

	Vlaho Kovačević	**Tea Gutović**	**Toni Popović**	**Larisa Hržić**	**Ivana Jadrić**
CROSBI link	www.croris.hr/osobe/profil/31351	www.croris.hr/osobe/profil/40161	https://www.croris.hr/osobe/profil/33375	https://www.croris.hr/osobe/profil/49629	https://www.croris.hr/osobe/profil/39128
Title / rank	Associate Professor, PhD	Assistant Professor, PhD	Assistant Professor, PhD	Teaching Assistant	Assistant Professor, PhD
Area	Social Sciences	Social Sciences	Social Sciences	Social Sciences	Social Sciences
Field	Sociology	Sociology	Sociology	Sociology	Economics
Home institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	Employment contract	Employment contract	Employment contract	Employment contract	Employment contract
Percentage of employment at the higher education institution	100%	100%	100%	100%	100%

Teaching load at the home institution	972	435	1206	609.6	1268.7
Teaching load at external institutions	300	340.2	/	/	/
Planned teaching load in the new study programme	/	/	/	/	/
Planned teaching load at the home institution	972	1054.2	1026	710.1	1268.7
Planned teaching load at external institutions	300	70.2	/	/	/
Scientific and review papers in the last 5 years (total)	20	11	17	3	13
Professional papers in the last 5 years (total)	1	1	/	/	/
Total number of citations[3]	20	23	40	1	0
Total h-index[4]	3	3	4	1	0
Principal investigator and/or collaborator on competitive projects (total)	/	1	1	1	1
Principal investigator and/or collaborator on other projects (total)	/	1	1	/	/
Courses taught in the programme	Sociology of Food Research Work 1–3 Sociological Research Workshop 1–3 Individual Student Work (1 and 2) Master's Thesis Master's Exam	Qualitative Analysis in the Social Sciences Cultural Research and Methods Research Work 1–3 Sociological Research Workshop 1–3 Individual Student Work (1 and 2) Master's Thesis Master's Exam	Tourism in Contemporary Society Research Work 3–5 Research Work 1–3 Sociological Research Workshop 1–3 Individual Student Work (1 and 2) Master's Thesis Master's Exam	Ethical Issues in Sociological Research Quantitative Analyses in the Social Sciences	Project Development through Community Service Learning

[3] Citations and h-index: total number (excluding self-citations), Scopus citation database.
[4] See previous note.

Training for the acquisition of teaching competences	Regular university studies including teaching competences	Training for the development of teaching competences in higher education "Scientific Work and Information Skills" (2023) "Communication and Group Dynamics in Higher Education Teaching" (2024)	Training for the development of teaching competences in higher education "Scientific Work and Information Skills" (2023) "Developing Course Curricula in Higher Education" (2024) "Communication and Group Dynamics in Higher Education Teaching" (2024) "E-learning in Higher Education" (2024) "Artificial Intelligence in Teaching" (2025)	Training for the development of teaching competences in higher education "Statistics for University Teachers" (2025) "Artificial Intelligence in Teaching" (2025) "Ethical Aspects of Higher Education" (2025)	Training for the development of teaching competences in higher education "Pedagogical, Psychological, Didactic and Methodological Education" (2011) "Assessment of Student Achievement" (2025)