



UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

University Undergraduate Study Programme

Sociology

SPLIT, March 2026

GENERAL INFORMATION OF HIGHER EDUCATION INSTITUTION

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

GENERAL INFORMATION OF THE STUDY PROGRAMME

Name of the study programme	University Undergraduate Study Programme <i>Sociology</i>		
Leader of the study programme	University of Split		
Executor/s of the study programme	University of Split, Faculty of Humanities and Social Sciences in Split		
Type of study programme	Professional study programme ☐	University study programme ☒	
Level of study programme	Undergraduate ☒	Graduate ☐	Integrated ☐
	Doctoral ☐	Specialist ☐	
CroQF/EQF/QF-EHEA level	CroQF 6.sv EQF 6		
Scientific or artistic field and area of study programme	Social Sciences; Sociology		
ISCED FoET classification			

<i>Programme duration (semesters, years)</i>	6 semesters, 3 years
<i>Number of ECTS points acquired on completion of study programme</i>	180
<i>Academic or professional title, i.e. academic degree</i>	University Bachelor (baccalaureus/baccalaurea) of Arts (BA) in Sociology (univ.bacc.soc.)
<i>Language of delivery</i>	Croatian
<i>Place of delivery</i>	Poljička cesta 35, 21000 Split
<i>Type of delivery (in-person, hybrid, online)</i>	Classroom-based
<i>Enrolment quota (for students in regular and special status)</i>	30 – regular status; 2 – Croatian emigrants

1. INTRODUCTION

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

The university undergraduate study programme *Sociology* is aligned with the strategic documents of the Faculty of Humanities and Social Sciences in Split, namely 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 undergraduate study programme *Sociology* (hereinafter: undergraduate study programme *Sociology*) was established in response to the interest of young people wishing to study sociology in southern Croatia. This interest has remained strong since the establishment of the undergraduate study programme *Sociology*. As a scientific discipline, sociology helps explain the complex changes and processes occurring in contemporary society. Croatian society is likewise undergoing profound changes and processes that require critical examination, research and analysis. In addition to specialised courses that provide students with core knowledge in sociology and courses from related disciplines that broaden their education, the undergraduate study programme *Sociology* places particular emphasis on methodological, research, and analytical knowledge and skills. A sound understanding of society, social issues, and social developments, combined with the ability to critically examine them, is essential for understanding contemporary social processes, situations, and trends. Through its strong research orientation, the undergraduate study programme *Sociology* prepares students to respond competently to these challenges. At the same time, the course learning outcomes are designed to foster critical, creative, and independent thinking.

The labour market demonstrates a need for sociologists, who are primarily employed in positions requiring research and analytical competences, such as those in research centres and agencies. Furthermore, in view of the specific learning outcomes acquired during their studies, sociologists are also employed in other fields, including civil society organisations, scientific and educational institutions, various state institutions and services, the media, institutions of public and political interest, and the creative industries. The contemporary design of the undergraduate study programme *Sociology* equips students for integration into the labour market and prepares them to meet diverse professional conditions and requirements. Many elective courses reflect current social developments and students' interests, enabling them to gain additional specialised professional knowledge and insights and to orient themselves toward specific fields. In this way, the undergraduate study programme *Sociology* prepares graduates in the social sciences to successfully enter the labour market, develop expertise in their respective fields, and continuously promote fundamental social and humanistic values in their professional work.

Over the years, the undergraduate 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)*. The active involvement of teachers and students in exchange programmes (ERASMUS, CEEPUS) is in line with the objectives of the aforementioned strategic area. At the same time, students participate in the work of student associations and journals and are active within the Student Union of the Faculty of Humanities and Social Sciences in Split. In accordance with its fundamental research orientation, the undergraduate study programme *Sociology* is also aligned with the objectives of the strategic area *Science and Research (Development Strategy of the Faculty of Humanities and Social Sciences in Split 2026–2030)*. This is particularly evident in the courses Sociological Research Workshop 1–6 and Research Work 1–2, which develop teamwork and group work among students and promote an interdisciplinary approach to numerous social topics. These courses emphasise cooperation between teachers and students, thereby contributing to the overall strengthening of the Faculty of Humanities and Social Sciences in Split as an institution.

The undergraduate study programme *Sociology* provides graduates with the knowledge and competences needed for professional work, as well as a solid foundation for continuing their education and pursuing further training in university graduate study programmes in sociology and related disciplines.

The undergraduate study programme *Sociology* takes into consideration the needs of young people to pursue their education within their local community, particularly in the City of Split and Split-Dalmatia County. The knowledge and competences acquired through the programme provide graduates with opportunities for professional work and engagement in advancing the social, economic, and overall development of the local community. In this way, the programme contributes to achieving the objectives of the strategic area *The Faculty in Its Environment (Development Strategy of the Faculty of Humanities and Social Sciences in Split 2026–2030)*. The Department of Sociology fosters cooperation with the local community of the City of Split and Split-Dalmatia County and collaborates with numerous associations where sociology students volunteer, participate in projects, and conduct research as part of their courses. The *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2026–2030* identifies strengthening cooperation with local associations as one of the strengths of the Faculty. As a result of this engagement, students of the undergraduate study programme *Sociology* have successfully found employment in associations or established their own, drawing on the knowledge acquired during their studies. In this way, the undergraduate study programme *Sociology* strengthens its cooperation with the surrounding community through a range of educational activities. By preparing graduates to contribute to the advancement and development of the local area in various ways, and by cooperating with local community organisations and institutions, the undergraduate study programme *Sociology* fulfils its social responsibility within its wider community.

Numerous local institutions, including local self-government units, economic entities, civil society organisations, and similar bodies, expressed their interest when the undergraduate study programme *Sociology* was established. Since then, numerous partnerships have been established through a range of professional activities that contribute to achieving the objectives of the strategic area *The Faculty in Its Environment (Development Strategy of the Faculty of Humanities and Social Sciences in Split 2026–2030)*. Continuing and further developing cooperation beyond the scientific and educational system, particularly with domestic economic entities, civil society organisations, and professional organisations in Croatia and abroad, is an important objective for the future development of the undergraduate study programme *Sociology*.

The undergraduate study programme *Sociology* is fully aligned with the requirements of professional associations, particularly those of the *Croatian Sociological Association*, of which members of the teaching staff and numerous students are members. A branch of the *Croatian Sociological Association* has also been active in Split since 2006, promoting the sociological profession and raising awareness of social issues both within the discipline and in the wider local community. In this regard, the branch is open to all interested members of the public. The *Croatian Sociological Association* emphasises the importance of advancing and protecting the interests of sociology as a profession and sociologists as experts, as well as promoting sociological education at the higher education level. These objectives are likewise reflected in the undergraduate study programme *Sociology*.

The undergraduate study programme *Sociology* has consistently met its enrolment quotas since its establishment in 2005, demonstrating sustained interest among prospective students, as reflected in the large number of applicants to the Department of Sociology of the Faculty of Humanities and Social Sciences in Split. The study programme also attracts significant interest from international students who choose numerous courses offered within the undergraduate study programme *Sociology* during their study stays at the University of Split through mobility programmes. The quality of the undergraduate study programme *Sociology* is further evidenced by the high evaluations it has received in assessments of the teaching staff and the study programme conducted by 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 ensuring the comparability of the undergraduate study programme *Sociology* with related accredited study programmes in the Republic of Croatia and European Union member states have been fulfilled in accordance with the applicable legislation, including the *Act on Higher Education and Scientific Activity*, https://narodne-novine.nn.hr/clanci/sluzbeni/2022_10_119_1834.html; *Act on Quality Assurance in Higher Education and Science*, https://narodne-novine.nn.hr/clanci/sluzbeni/2022_12_151_2330.html), as well as university (<https://www.unist.hr/ustroj-sustava-osiguravanja-kvalitete/15538>) and institutional documents (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta). The study 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 study programme 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 listed documents are available on the Faculty website: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/stratgije). The current amendments and supplements have been prepared in accordance with the new strategic and other relevant documents, namely 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)* (all listed documents are available on the Faculty website: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/stratgije).

The undergraduate study programme *Sociology* is comparable to university undergraduate sociology programmes in the Republic of Croatia (e.g. University of Zagreb- Sociology <http://www.ffzg.unizg.hr/socio/>) and abroad (e.g. Duke University- Sociology <https://sociology.duke.edu/undergraduate/major>; University of British Columbia – Sociology <https://sociology.ubc.ca/undergraduate/sociology-programs/major/>, UCL – Sociology <https://www.ucl.ac.uk/prospective-students/undergraduate/degrees/sociology-bsc#tab2-year2>, Northwestern University- Sociology <https://sociology.northwestern.edu/courses/2023-2024/class-schedules/2023-24-annual-class-schedule.html>, Heidelberg University - Sociology <https://www.uni-heidelberg.de/en/study/all-subjects/sociology/sociology-bachelor-100>), particularly in terms of the concept of the study programme, its substantive and organisational components, study dynamics, student mobility, and ECTS credits. The study programme also includes mechanisms for students to gain practical experience at partner institutions and establish links with the labour market through the elective course *Work-based Learning at a Partner Institution*. The value and effectiveness of this approach are further demonstrated by students who have found employment at 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 established and published standards and regulations governing the assessment of acquired learning outcomes (exam procedures), including assessment methods, quality assurance, impartiality, transparency, complaint procedures, and other relevant aspects. The standards and regulations for assessing acquired learning outcomes are defined in the syllabus for each course under the sections *Student obligations*, *Monitoring of student work*, and *Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met*. 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*, based on:

- *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (<https://www.ffst.unist.hr/images/50023366/Standardi%20i%20smjernice%20za%20osiguravanje%20kvalitete%20u%20europskom%20prostoru%20visokog%20obrazovanja.pdf>),
- *Quality Policy of the University of Split* (https://www.ffst.unist.hr/images/50023323/Politika%20kvalitete_svibani%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%20svibanj%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%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%204.%20izdanje%20travanj%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)

as well as 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_unaprijedenje_kvalitete; https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta).

Within the undergraduate study programme *Sociology*, impartiality and transparency are ensured in all operational procedures, with mechanisms in place for handling complaints and other relevant matters. These mechanisms are based on the *Code of Ethics* and other documents that ensure ethical conduct in the planning and implementation of the study programme. They include mechanisms for the internal reporting of irregularities and the appointment of a confidential person, as well as measures to protect 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 undergraduate study programme *Sociology* participate in all quality assurance processes and in the work of all relevant bodies, committees, departments, and centres, in accordance with national, university, and faculty acts, regulations, and procedures. Where additional support or assistance is needed, 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. The Head of Department informs students of these options at the beginning of their studies and familiarises them with the standards and regulations governing the protection of student rights, as well as their obligations and responsibilities. The welfare and specific needs of students are addressed 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 *Career Planning and Development Centre* (https://www.ffst.unist.hr/centri/centar_za_planiranje_i_razvoj_karijera). These provide free and confidential individual and/or group counselling to assist and support students in personal, academic, and professional matters. Students also have access to the *Office for Student Affairs*, which provides timely information on student obligations and support throughout their studies by facilitating the necessary procedures and providing the necessary forms (https://www.ffst.unist.hr/za_studente/studentska_sluzba).

Teaching staff involved in the undergraduate study programme *Sociology* regularly undertake professional development in their respective scientific and professional fields, as well as in teaching competences. The Faculty maintains records of teaching-related professional development activities it organises, while other professional development activities are documented through certificates of participation in scientific conferences and professional development programmes, as well as records of participation in collaborative scientific research projects.

The undergraduate study programme *Sociology* is fully implemented through the Information 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 the reporting on such data.

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

Although distinctive in its profile and therefore unique and recognisable, the undergraduate study programme *Sociology* promotes both horizontal and vertical student mobility in accordance with the principles of the Bologna Process. Students can participate in mobility programmes at universities in Croatia, including 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). Student mobility is facilitated through the recognition of prior learning.

The study programme provides curriculum flexibility by allowing students to enrol in elective courses offered by other study programmes at the Faculty of Humanities and Social Sciences in Split. Likewise, students from other study programmes may enrol in elective courses offered within the undergraduate study programme *Sociology*. International mobility further enables students to undertake part of their studies, for one semester or longer, at higher education institutions abroad.

In terms of vertical mobility, completion of the undergraduate study programme *Sociology* enables students to continue their education through the university graduate study programme *Sociology* at the Faculty of Humanities and Social Sciences in Split, as well as through various graduate 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

Applications for enrolment in the undergraduate study programme *Sociology* are submitted through the website www.postani-student.hr. Information on the points awarded for previous secondary school education, the state Matura Exam, special achievements, and other enrolment-related information is published on the same website and on the official website of the Faculty of Humanities and Social Sciences in Split, www.ffst.unist.hr, as part of the Admission Call issued for each academic year.

Enrolment in subsequent semesters or years of study is subject to the successful completion of examinations and the attainment of the required ECTS credits. Any special requirements for enrolment in individual courses are specified in the respective course syllabi. The requirements for progression to a higher year of study are set out in a Decision of the Faculty Council adopted for each academic year and published on the Faculty website.

A total of 180 ECTS credits is required to complete the study programme. Upon completing three years of study (six semesters), passing all required exams, and fulfilling all other obligations prescribed in the respective course syllabi, students take the final exam and defend their Bachelor's Thesis before a three-member committee.

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

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

1. identify and define social problems, concepts, phenomena, processes, changes, and groups
2. recognise social processes, phenomena, and problems, describe them appropriately, and predict their future development and trajectories
3. cite theories and the views of various theorists and authors concerning sociological issues
4. integrate different sociological theoretical perspectives into a coherent whole while critically confronting and evaluating them
5. reproduce, present, and communicate acquired knowledge
6. discuss and substantiate their own views and claims concerning particular social developments, phenomena, problems, or sociological theories
7. generalise and formulate individual items of knowledge about society acquired within individual courses
8. draw valid conclusions based on the presented theoretical framework
9. use acquired knowledge to develop theoretical approaches to specific social issues
10. apply acquired knowledge in developing methodological approaches and concepts
11. conduct empirical and problem-oriented sociological research using various methods and approaches
12. conduct precise analyses of collected data and scientific facts
13. explain and interpret scientific data and facts and critically examine them
14. consider obtained data within the broader social context in which they emerged
15. concretely apply acquired data for specific social purposes, including the formulation of proposals, improvements, or solutions.

1.6. Structure and form of delivery

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

The undergraduate study programme *Sociology* lasts three years comprising six semesters. The study programme allows students to enrol during their studies in one elective course worth at least 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 acquiring an additional 5 ECTS credits.

The study programme is delivered through lectures, seminars, and practical exercises. The syllabus for each course specifies the teaching methods and formats, which are aligned with the ECTS workload assigned to the course, its learning outcomes and content, student obligations, assessment and evaluation procedures and methods, and the required exam literature.

1.7. Manner of completing the study programme

<i>Manner of completing the study programme</i>	Bachelor's Thesis ☒	Final exam ☒
	Diploma thesis ☐	Diploma exam ☐

Requirements for final/diploma thesis or final/diploma exam	In accordance with <i>the Thesis Regulations: Undergraduate and Graduate Studies of the Faculty of Humanities and Social Sciences in Split</i> (https://www.ffst.unist.hr/download/repository/Pravilnik%20o%20zavr%C5%A1nom%20i%20diplomskom%20radu.pdf), students select and register the topic of their Bachelor's Thesis in consultation with their supervisor during the final year of study, and no later than the end of classes in the winter semester. The Department Council approves the thesis topic, supervisor, and thesis defence committee. To receive a positive assessment, students must submit a written thesis approved by the thesis defence committee, complete all exams, and fulfil all other obligations prescribed by the study programme.
Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis	The Bachelor's Thesis in the university undergraduate study programme <i>Sociology</i> is, as a rule, a scientific research paper in which students are expected to demonstrate competence in the knowledge of sociological theories, as well as competence in conducting sociological research and analysing and interpreting research findings. The oral defence of the Bachelor's Thesis is conducted before a three-member committee. The procedure for the evaluation and defence of the Bachelor's Thesis is prescribed by the <i>Thesis Regulations: Undergraduate and Graduate Studies of the Faculty of Humanities and Social Sciences in Split</i> (https://www.ffst.unist.hr/download/repository/Pravilnik%20o%20zavr%C5%A1nom%20i%20diplomskom%20radu.pdf). (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
Social Structure	Sanja Stanić, PhD, full professor	30	0	30	5	C
Social Dynamics	Gorana Bandalović, PhD, full professor	30	0	30	5	C
Basic Sociological Concepts	Tea Gutović, PhD, assistant professor	30	0	30	5	C
Methodological Approaches and Orientations	Marija Lončar, PhD, associate professor	20	0	45	5	C
Introduction to Scientific Research Work	Zorana Šuljug Vučica, PhD, full professor	15	15	15	3	C

Statistics in Sociology I	Goran Kardum, PhD, full professor	15	15	15	3	C
Sociological Research Workshop I	Marija Lončar, PhD, associate professor / Zorana Šuljug Vučica, PhD, full professor	0	20	0	4	C

LIST OF COURSES						
Year of study: 1						
Semester: 2						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Social Processes	Sanja Stanić, PhD, full professor	30	0	30	5	C
Social Changes	Gorana Bandalović, PhD, full professor	30	0	30	5	C
Sociological Methods	Zorana Šuljug Vučica, PhD, full professor	20	0	45	5	C
Introduction to Logic of Social Sciences	Tonči Kokić, PhD, full professor	30	0	30	5	C
Statistics in Sociology II	Goran Kardum, PhD, full professor	15	15	15	3	C
Sociological Research Workshop II	Zorana Šuljug Vučica, PhD, full professor / Marija Lončar, PhD, associate professor	0	20	0	4	C
Elective course*					3	E

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

*Practical exercises within the compulsory course *Statistics in Sociology II* are conducted in two groups in the computer classroom.

LIST OF COURSES						
Year of study: 2						
Semester: 3						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Micro perspectives in Sociological Theories	Renata Relja, PhD, full professor	30	0	30	5	C
Contemporary Methodological Paradigm in Sociology I	Marija Lončar, PhD, associate professor	20	0	45	5	C
Sociology of Education I	Ivanka Buzov, PhD, assistant professor	30	0	30	5	C
Sociology of Science	Vlaho Kovačević, PhD, associate professor	30	0	30	5	C
Internet Services	Lada Maleš, PhD, assistant professor	15	15	15	3	C
Sociological Research Workshop III	Zorana Šuljug Vučica, PhD, full professor / Marija	0	20	0	3	C

	Lončar, PhD, associate professor					
Elective course *					4	E

* Students choose one elective course from the common list of elective courses offered in the winter semester

LIST OF COURSES						
Year of study: 2						
Semester: 4						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Macro perspectives in Sociological Theories	Sanja Stanić, PhD, full professor	30	0	30	5	C
Contemporary Methodological Paradigm in Sociology II	Marija Lončar, PhD, associate professor	20	0	45	5	C
Contemporary Perspectives in Sociology of Education	Renata Relja, PhD, full professor	30	0	30	5	C
Sociology of Work	Renata Relja, PhD, full professor	30	0	30	5	C
Computer Laboratory	Lada Maleš, PhD, assistant professor	15	15	15	3	C
Sociological Research Workshop IV	Zorana Šuljug Vučica, PhD, full professor / Marija Lončar, PhD, associate professor	0	20	0	3	C
Elective course *					4	E

* Students choose one elective course from the common list of elective courses offered in the summer semester

* Practical exercises within the compulsory course *Computer Laboratory* are conducted in two groups in the computer classroom.

LIST OF COURSES						
Year of study: 3						
Semester: 5						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Sociology of Space	Sanja Stanić, PhD, full professor	30	0	30	5	C
Qualitative Methodology	Zorana Šuljug Vučica, PhD, full professor	15	0	45	5	C
Contemporary Sociological Theories	Vlaho Kovačević, PhD, associate professor	30	0	15	3	C
Research Work I	Renata Relja, PhD, full professor 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					
Sociological Research Workshop V	Zorana Šuljug Vučica, PhD, full professor / Marija Lončar, PhD, associate professor	0	20	0	4	C
Elective course *					4	E
Elective course *					4	E

*Students choose two elective courses from the common list of elective courses offered in the winter semester

* Courses *Research Work I* and *II* are conducted under the supervision of a professor holding a scientific-teaching position

LIST OF COURSES						
Year of study: 3						
Semester: 6						
COURSE	LEAD INSTRUCTOR	P	V	S	ECTS	STATUS
Sociology of Consumption	Sanja Stanić, PhD, full professor	30	0	30	5	C
Postmodernism as Social Theory	Marija Lončar, PhD, associate professor	30	0	15	3	C
Research Work II	Renata Relja, PhD, full professor Sanja Stanić, PhD, full professor Zorana Šuljug Vučica, PhD, full professor Gorana Bandalović, PhD, full professor Marija Lončar, PhD, associate professor izv. prof. dr. sc. Vlaho Kovačević Tea Gutović, PhD, assistant professor Toni Popović, PhD, assistant professor	0	20	0	5	C
Sociological Research Workshop VI	Zorana Šuljug Vučica, PhD, full professor / Marija Lončar, PhD, associate professor	0	20	0	5	C
Bachelor's Thesis	Renata Relja, PhD, full professor Sanja Stanić, PhD, full professor	0	0	0	3	C

	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					
Final Exam	Renata Relja, PhD, full professor 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	1	C
Elective course *					4	E
Elective course *					4	E

*Students choose two elective courses from the common list of elective courses offered in the summer semester

LIST OF ELECTIVE COURSES							
Year of study: 2 and 3							
Semester: 3 - 6							
COURSE	LEAD INSTRUCTOR	P	V	S	T	ECTS	STATUS
Sociology of Entertainment	Renata Relja, PhD, full professor	30	0	15	0	4	E
Sociology of Popular Religion	Vlaho Kovačević, PhD, associate professor	30	0	15	0	4	E
Civil Society	Gorana Bandalović, PhD, full professor	30	0	15	0	4	E
Development of Service-Learning in the Community	Ivana Jadrić, PhD, assistant professor	15	30	0	0	3	E
Sociology of Sport	Tea Gutović, PhD, assistant professor	30	0	15	0	4	E

Multiculturalism in Contemporary Society	Marita Brčić Kuljiš, PhD, full professor	30	0	15	0	4	E
Sociology of Women	Gorana Bandalović, PhD, full professor	30	0	15	0	4	E
Sociology of Youth	Gorana Bandalović, PhD, full professor	30	0	15	0	4	E
Rural Sociology	Toni Popović, PhD, assistant professor	30	0	15	0	4	E
Social Psychology	Darko Hren, PhD, associate professor	30	0	15	0	4	E
Environmental Sociology	Ivanka Buzov, PhD, associate professor	30	0	12	3	4	E
Practice-based Learning at a Partner Institution*	All teaching instructors with a scientific-teaching title 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 semester. It is not compulsory and does not count towards the ECTS requirement for elective courses. Students may apply for a work-based learning placement and earn an additional 5 ECTS credits upon completion.

2.2. Course description

Course name	Social Dynamics						
ID	SOS102	Study year		1.			
Lecturer	prof. dr. sc. Gorana Bandalović	ECTS workload		5.0			
Associates	Ivana Čoko, teaching assistant Matea Čular, adjunct teaching assistant	Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Compulsory	Online percentage		20%			
Course description							
Course aims	The aim of this course is to familiarize students with the fundamental terminology and concepts of social dynamics.						
Enrolment requirements	/						
Learning outcomes	Upon successful completion of the course, students will be able to: 1. Define the basic concepts of social dynamics. 2. Analyze individual elements of social dynamics and their key characteristics. 3. Explain different types of social mobility. 4. Explain different forms of migration.						
Syllabus	1. Introductory lecture: course overview, literature, teaching methods, deadlines, and examinations. 2. Social inequality and social stratification. 3. Social mobility (intragenerational and intergenerational mobility; horizontal and vertical mobility). 4. Structural and circulatory mobility; net and perfect mobility; motility; consequences of mobility. 5. Channels and factors of social mobility.						

	6. Socio-professional mobility in Croatia. 7. Social mobility in a comparative perspective. 8. Midterm Exam 1. 9. Migration – Part I. 10. Migration – Part II. 11. European migrations. 12. Globalization of migration. 13. Modernity and the evolution of contemporary societies. 14. Midterm Exam 2. 15. Final lecture and course evaluation.					
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 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 - 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.					
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	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.					

Required literature	Title	Number of copies available	Availability via other media
	Cohen, R. (2000). <i>Global Sociology</i> . Palgrave Macmillan.	3	no
	Miles, S. (2001). <i>Social Theory in the Real World</i> . SAGE Publications.	3	no
	Rotberg, R. (ed.) (2000). <i>Social Mobility and Modernization</i> . The MIT Press.	2	no
Supplementary literature	<p>1. Adamović, M. i Mežnarić, S. (2003). Potencijalni i stvarni «odljev» znanstvenog pomlatka iz Hrvatske: empirijsko istraživanje. <i>Revija za sociologiju</i>, 34(3-4), 143-160.</p> <p>2. Berger, P. L. (1995). <i>Kapitalistička revolucija</i>. Zagreb: Naprijed.</p> <p>3. Božić, S. (2005). Migracijski potencijal Hrvatske – mikroanalitički pristup. <i>Migracijske i etničke teme</i>, 21(1-2), 9-33.</p> <p>4. Čengić, D. i Rogić, I. (ur.) (2001). <i>Upravljačke elite i modernizacija</i>. Institut društvenih znanosti Ivo Pilar.</p> <p>5. Hinchliffe, S. & Woodward, K. (2000). <i>The Natural and the Social: Uncertainty, Risk, Change</i>. Routledge.</p> <p>6. Hodžić, A. (2010). Prostorna mobilnost i procesi deteritorijalizacije i fleksibilizacije društvenog života. <i>Sociologija i prostor</i>, 48(2), 301-347.</p> <p>7. Karajić, N. (2000). <i>Politička modernizacija</i>. Prilozi sociologiji hrvatskoga društva. HSD i Zavod za sociologiju.</p> <p>8. Katunarić, V. (1994). <i>Labirint evolucije</i>. Hrvatsko sociološko društvo i Zavod za sociologiju Filozofskog fakulteta.</p> <p>9. Kennedy, P. & Danks, C. (2001). <i>Globalization and National Identities</i>. Palgrave Macmillan.</p> <p>10. Kirby, M. (1999). <i>Stratification and Differentiation</i>. Palgrave Macmillan.</p> <p>11. Lajić, I. (2007). Mehaničko kretanje stanovništva i regionalni razvoj. <i>Migracijske i etničke teme</i>, 23(3), 209-223.</p> <p>12. Lazić, M. (1987). <i>U susret zatvorenom društvu</i>. Naprijed.</p> <p>13. Obadić, A. (2008). Kretanje hrvatske ponude rada i njen utjecaj na migracijske tokove. <i>Migracijske i etničke teme</i>, 24(1-2), 91-108.</p> <p>14. Penava, M. (2011). Utjecaj migracija na europsko tržište rada. <i>Ekonomski misao i praksa</i>, 20(2), 335-362.</p> <p>15. Radoš, R. (2004). Vanjske migracije kao čimbenik integracije Hrvatske u zapadnoeuropske asocijacije. <i>Društvena istraživanja</i>, 3(177), 379-400.</p> <p>16. Sekulić, D. (1991). <i>Strukture na izmaku: Klase, sukobi i socijalna mobilnost</i>. Sociološko društvo Hrvatske.</p> <p>17. Sorokin, P. (2007). <i>Društvena i kulturna dinamika: studija promjena u velikim sustavima umjetnosti, istine, etike, prava i društvenih odnosa</i>. Fabula nova. (1. i 2. dio.)</p> <p>18. Suvin, D. (2010). Imigracija u Europi danas: aparthejd ili građanska kohabitacija? <i>Politička misao</i>, 48(2), 159-185.</p> <p>19. Suvin, D. (2010). Imigracija u Europi danas: aparthejd ili građanska kohabitacija? <i>Politička misao</i>, 48(2), 159-185.</p> <p>20. Županov, J. (1995). <i>Poslije potopa</i>. Zagreb: Globus.</p>		
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	P 17
Seminar	Županov, J. (1995). Poslije potopa. Zagreb: Globus. Str. 11-78.	2	P17
Week: 2.			
Lectures	Social inequality and social stratification	2	P17
Seminar	Županov, J. (1995). Poslije potopa. Zagreb: Globus. Str. 53-157.	2	P17
Week: 3.			
Lectures	Social mobility (types of mobility: intragenerational and intergenerational; horizontal and vertical)	2	P17
Seminar	Berger, P.L. (1995). Kapitalistička revolucija. Zagreb: Naprijed. Str. 5-50.	2	P17
Week: 4.			
Lectures	Structural and circulatory mobility; net and perfect mobility; motility; consequences of mobility	2	P17
Seminar	Berger, P.L. (1995). Kapitalistička revolucija. Zagreb: Naprijed. Str. 50-100.	2	P17
Week: 5.			
Lectures	Channels and factors of social mobility	2	P17
Seminar	Berger, P.L. (1995). Kapitalistička revolucija. Zagreb: Naprijed. Str. 100-157.	2	P17
Week: 6.			
Lectures	Socio-professional mobility in Croatia	2	P17
Seminar	Lazić, M. (1987). Ususret zatvorenom društvu. Zagreb: Naprijed. Str. 77-175.	2	P17
Week: 7.			
Lectures	Social mobility in a comparative perspective	2	P17
Seminar	Burić, I. (2024). Sociologija hrvatskog društva. Proces i strukture u suvremenom hrvatskom društvu. Str. 13-82.	2	P17
Week: 8.			
Lectures	Midterm Term1 – Group A	2	P17
Seminar	Midterm Test 1 – Group B	2	P17
Week: 9.			
Lectures	Migration – Part I	2	P17
Seminar	Burić, I. (2024). Sociologija hrvatskog društva. Proces i strukture u suvremenom hrvatskom društvu. Str. 83-126.	2	P17
Week: 10.			
Lectures	Migration – Part II	2	P17
Seminar	Burić, I. (2024). Sociologija hrvatskog društva. Proces i strukture u suvremenom hrvatskom društvu. Str. 127-186.	2	P17
Week: 11.			
Lectures	European migrations	2	P17
Seminar	Burić, I. (2024). Sociologija hrvatskog društva. Proces i strukture u suvremenom hrvatskom društvu. Str. 187-252.	2	P17
Week: 12.			

Lectures	Globalization of migration	2	P17
Seminar	Burić, I. (2024). Sociologija hrvatskog društva. Procesi i strukture u suvremenom hrvatskom društvu. Str. 253-278.	2	P17
Week: 13.			
Lectures	Modernity and the evolution of contemporary societies	2	P17
Seminar	Čengić, D., Rogić, I. (ur.) (2001). Upravljačke elite i modernizacija. Zagreb: Institut društvenih znanosti Ivo Pilar. Str. 37-94.	2	P17
Week: 14.			
Lectures	Midterm Test 2 – Group B	2	P17
Seminar	Midterm Test 2 – Group A	2	P17
Week: 15.			
Lectures	Final lecture and course evaluation	2	P17
Seminar	Završni seminar i evaluacija	2	P17

Course name	Social Structure						
ID	SOS101	Study year	1.				
Lecturer	prof. dr. sc. Sanja Stanić	ECTS workload	5.0				
Associates	Ivana Ćoko, teaching assistant	Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	The aim of this course is to familiarize students with the fundamental elements of social structure and the structural differences among various types of societies. Furthermore, the course introduces students to social structure as a relatively stable system of interconnected elements organized into a coherent and enduring whole. While these elements exhibit relative stability, they are not immutable. Social change may occur both at the systemic level and within the elements themselves, as well as in the relationships between them.						
Enrolment requirements	/						
Learning outcomes	Upon successful completion of the course, students will be able to: 1. Identify, define, and describe the key elements of social structure. 2. Recognize and interpret changes, processes, and interconnections within social structure. 3. Critically analyze and interpret various aspects of social structure. 4. Apply acquired knowledge in the preparation of theoretical and empirical research papers.						
Syllabus	1. Introductory lecture (presentation of the course syllabus, work plan, and seminar topics) 2. Social structure in the works of classical sociological theorists 3. Social structure in contemporary sociological theory 4. Culture as a social construct 5. Social interaction and everyday life 6. Family and marriage 7. Gender, sexuality, and gender inequalities 8. The social determinants of health and illness 9. Violation of social norms (crime and deviance) 10. Social inequalities: class and stratification 11. Poverty and social exclusion 12. Economic life and economic institutions 13. Mass media and communication 14. Environmental issues in contemporary society 15. Final lecture and course evaluation						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	☒ e-learning 20%				
Student obligations	Students are required to: Attend at least 80% of classes and actively participate in the teaching process; conduct themselves in accordance with ethical and academic principles in higher education; participate in learning activities designed to achieve the course learning outcomes; prepare and present a seminar paper according to the established guidelines and assessment criteria; pass midterm examinations and/or the final written examination with a minimum score of 60%; obtain information regarding missed classes through consultations with the instructor and communication with fellow students; adhere to deadlines and timeframes established for course-related 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	☒
		☐		☐		☐
		☐				
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 completed midterm examinations and/or final written examination – 50% - Preparation and presentation of a seminar paper in accordance with the instructor's guidelines – 40% - Class participation and contribution to discussions during lectures and seminars – 10% The grading scale for the written examination is as follows: satisfactory (2): 60%; good (3): 70%; very Good (4): 80%; excellent (5): 90–100% Detailed assessment and grading criteria for individual course components are available in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Bottomore, T. (1977). Sociologija kao društvena kritika. Naprijed.			0	da	
	Boudon, R. (2012). Sociologija kao znanost. Jesenski i Turk.			0	da	
	Giddens, A. (2007). Sociologija. Prema 4. engleskom izdanju. Globus.			2		
	Giddens, A. (1984). The Constitution of Society. Polity Press.			0	da	
	Lopez, J. & Scott, J. (2000). Social Structure. Open University Press.			0	da	
Supplementary literature	1. Borgatta, E. F. (2000). Encyclopedia of Sociology (5-volume set). Holiday House. 2. Bruce, S. (2005). Sociology. BTC Šahinpašić. 3. Elias, N. (2007). What Is Sociology? Antibarbarus. 4. Haralambos, M., & Holborn, M. (2002). Sociology: Themes and Perspectives. Golden Marketing. 5. Hess, B. B., Markson, E. W., & Stein, P. J. (1988). Sociology. Macmillan.					
Quality assurance	Class attendance and participation; successful completion of assignments and course requirements; student evaluation surveys at the university level; successful completion of examinations and other syllabus requirements; 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)	/					

Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introductory Lecture (Presentation of the course syllabus, work plan, and seminar topics)	2	
Seminar	Introduction to teaching methods, agreement on seminar topics, and presentation requirements.	2	
Week: 2.			
Lectures	Social Structure in Classical Sociological Thought (Auguste Comte, Émile Durkheim, Max Weber)	2	
Seminar	An examination of how classical sociologists conceptualized social structure, including a comparison of their approaches to social order, institutions, and social relationships.	2	
Week: 3.			
Lectures	Social Structure in Contemporary Sociological Theory (Structural Functionalism, Conflict Theory, Symbolic Interactionism)	2	
Seminar	An exploration of different theoretical approaches to understanding social structure, with emphasis on the key ideas and distinctions among contemporary sociological perspectives.	2	
Week: 4.			
Lectures	Culture as a Social Construct (Concept of culture, interdependence of culture, society, and individuals, cultural diversity)	2	
Seminar	An analysis of the relationship between culture and society and the ways in which culture shapes identity and social values.	2	
Week: 5.			
Lectures	Social Interaction and Everyday Life (Concept of social interaction, verbal and non-verbal communication)	2	
Seminar	An overview of patterns of social interaction in everyday life, focusing on communication and the impact of contemporary technologies.	2	
Week: 6.			
Lectures	Family and Marriage (Definitions of family and marriage, family change, cohabitation, same-sex families)	2	
Seminar	A discussion of changes in family structures and functions, as well as various forms of family life in contemporary society.	2	
Week: 7.			
Lectures	Gender, Sexuality, and Gender Inequalities (Definitions of sex and gender, explanations of gender differences and inequalities) First Midterm Examination	2	
Seminar	An examination of how gender roles and sexuality are socially constructed and the inequalities that arise from these processes.	2	
Week: 8.			
Lectures	The Social Determinants of Health and Illness (Definitions of health and illness, ageing and issues affecting older populations)	2	
Seminar	An exploration of the social understanding of health and illness and the impact of ageing on individuals and society.	2	
Week: 9.			
Lectures	Violation of Social Norms (Concepts of crime and deviance, social determinants of crime, types of crime)	2	

Seminar	An analysis of the causes and forms of deviant behaviour and the ways in which society responds to crime.	2	
Week: 10.			
Lectures	Social Inequalities: Class and Stratification (Definitions of class and stratification, forms of stratification)	2	
Seminar	An examination of different forms of social inequality, including their causes and consequences.	2	
Week: 11.			
Lectures	Poverty and Social Exclusion (Definitions of poverty and forms of social exclusion)	2	
Seminar	A discussion of poverty and social exclusion and their impact on individuals' participation in society.	2	
Week: 12.			
Lectures	Economic Life and Economic Institutions (Concepts of work and occupation, gender inequalities, new forms of work)	2	
Seminar	An analysis of the development of consumer society and the influence of economic processes on everyday life.	2	
Week: 13.			
Lectures	Mass Media and Communication (Types of media, social influence of media)	2	
Seminar	An examination of the role of media in shaping public opinion and social behaviour.	2	
Week: 14.			
Lectures	Environmental Issues in Contemporary Society (Environmental crisis and its impact on society, sustainable development)	2	
Seminar	A discussion of contemporary environmental challenges and possible societal responses to environmental issues.	2	
Week: 15.			
Lectures	Final Lecture and Course Evaluation Second Midterm Examination	2	
Seminar	Evaluation of seminar activities and overall course assessment.	2	

Course name		Methodological Approaches and Orientations					
ID	SOS104	Study year		1.			
Lecturer	izv. prof. dr. sc. Marija Lončar	ECTS workload		5.0			
Associates	Larisa Hržić	Number of hours		L	S	E	P
				20	45	0	0
Course status	Compulsory	Online percentage		20%			
Course description							
Course aims	The aim of the course is to enable students to adequately identify, diagnose, and recognize the conditions, circumstances, and limits of researching society. At the same time, the goal is to develop the ability to understand the specifics of the appropriate application of different methodological approaches/orientations/strategies in empirical sociological research.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Perceive the need for the continuous improvement of the methodology of sociological research and methodological approaches in the field of social sciences, based on the view that this is a key issue in the development of the social sciences, and thus also of sociology as an eminent representative of this scientific (and professional) field. 2. Develop knowledge of research as a specific social relationship/process/cognitive activity. 3. Develop skills for understanding the social role and significance of a range of methodological approaches/strategies, without which sociological research work in any social sphere (of life and work), as well as in any specialized branch of sociology, is inconceivable. 4. Methodologically articulate different research subjects within different theoretical-methodological approaches/orientations/strategies. 5. Acquire a critical perspective in understanding and explaining the characteristics of various research traditions. 6. Adequately identify potentially powerful tendencies in the development of contemporary methodology and its perspectives and trends. 7. Understand key methodological terms/concepts/categories: methodology, methods, techniques, procedures, etc. 8. Creatively differentiate the specific characteristics of various methodological interactions, with a more developed ability to engage in debate on the same						
Syllabus	1. Introductory lecture 2. The social role and significance of empirical research 3. Research traditions (overview of the current state, trends, and perspectives) 4. Sociological methodology 5. The relationship between theory and data 6. Overview of methodological/research approaches (approaches, methods, instruments, techniques) 7. Specifics of research approaches (quantitative, qualitative) 8. Illustrations of sociological empirical research 9. Ethical procedures in sociological research 10. Concluding lecture						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision			☒ Individual and Group Assignments	

Student obligations	Participate in the teaching process: lectures and seminars (80%). Prepare a seminar paper and summary according to predefined criteria. Present the seminar paper and summary according to predefined criteria. Carry out individual and group activities that enable the achievement of the course learning outcomes. Pass the oral exam (equivalent to a oral exam are 2 successfully passed midterm exams) and achieve at least 60% accuracy on the exam/midterms. Adhere to the time frames required for completing course activities. Actively and constructively participate in classes.					
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 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: - completed and presented seminar paper and summary 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 a written exam) - success in solving individual and group assignments - participation in discussions during lectures and seminars 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
	Babbie, E. (2011). The Basics of Social Research. Fifth Edition. Wadsworth Cengage Learning.				1	Ne
	Blaxter, L., Hughes, C. & Tight, M. (2001). How to Research. 2nd Edition. Open University Press.				1	Ne
	Denscombe, M. (2002). Ground Rules for Good Research: A 10 Point Guide for Social Researchers. Open University Press.				1	Ne
	May, T. (2001) Social research. Issues, methods and process, 3th edition. Open University Press.				1	Ne
	Williams, M. (2003) Making Sense of Social Research. SAGE Publications.				1	Ne
Supplementary literature	1. Agnew, N .McK. & Pyke, S.W. (2007) The Science Game: An Introduction to Research in the Social Sciences. 7th edition. Oxford University Press. 2. Barada, V., Čop, B. i Račić, J. (2024) Sociologija, 66(2), 245-267. 3. Bellamy, C. (2012). Principles of Methodology. Research design in social science. SAGE Publications. 4. Čavar, I. i Opačić, A. (2023). Percepcije i iskustvo rodne diskriminacije studenata i studentica na Sveučilištu u Zagrebu. Revija za sociologiju, 53(2), 179-212.					

	<p>5. Denzin, N. K. (2009). The Research Act: A Theoretical Introduction to Sociological Methods. Aldine Transaction.</p> <p>6. Della Porta, D. & Keating, M. (eds.) (2012). Approches and methodologies in the social sciences. Cambridge University Press.</p> <p>7. Graziano, A. M. & Raulin, M. L. (2004). Research Methods: A Process of Inquiry (with Student CD-ROM). Pearson.</p> <p>8. Gordon, L. E. (2020) Real Research. Research Methods Sociology Students Can Use. SAGE Publications.</p> <p>9. Miller, L. R. i Brewer, J. D. (2003). The A-Z of social research. SAGE Publications.</p> <p>10. Ruggiero, V. R. (1996). A Guide to Sociological Thinking. SAGE Publications</p> <p>11. Seale, C. (edit.) (2002). Researching Society and Culture. SAGE Publications.</p> <p>12. Supek, R. (1981) Ispitivanje javnog mnijenja. Zagreb: SNL.</p> <p>13. Šutić, L.; Jelić, M.; Krnić, A. (2022) Is Dating Dead? Modern Dating Among Emerging Adults in Croatia. Revija za sociologiju, 52(3): 359-386.</p> <p>14. Vlahov, D., Barbarić, N., Profaca, M. i Klasnić, K. (2024). Društveni i osobni aspekti stigmatizacije zbog menstruacije – uloga otkrivenosti menstrualnog statusa u studentskoj populaciji. Revija za sociologiju, 54(2), 103-128.</p> <p>15. Walliman, N. S. R. (2000). Your Research Project: A Step-by-Step Guide for the First-Time Researcher. SAGE Publications.</p>
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	1	
Seminar	Distribution of seminar topics Instructions on working methods Group work as an introduction to the topic of methodological approaches in sociological research	3	
Week: 2.			
Lectures	The social role and significance of empirical research	2	
Seminar	The role of social research	3	
Week: 3.			
Lectures	Research traditions (overview of the current state, trends, and perspectives)	1	
Seminar	From theory to method	3	
Week: 4.			
Lectures	Research traditions (overview of the current state, trends, and perspectives)	1	
Seminar	Fundamental concepts	3	
Week: 5.			
Lectures	Sociological methodology	2	
Seminar	Deductive and inductive approaches	3	
Week: 6.			

Lectures	The relationship between theory and data	2	
Seminar	Planning a research project	3	
Week: 7.			
Lectures	First midterm exam	1	
Seminar	Reading and writing social research	3	
Week: 8.			
Lectures	Overview of methodological/research approaches (approaches, methods, instruments, techniques)	2	
Seminar	Quantitative research designs	3	
Week: 9.			
Lectures	Overview of methodological/research approaches (approaches, methods, instruments, techniques)	1	
Seminar	Qualitative research designs	3	
Week: 10.			
Lectures	Specifics of research approaches (quantitative, qualitative)	1	
Seminar	Objectivity, subjectivity, and reflexivity	3	
Week: 11.			
Lectures	Specifics of research approaches (quantitative, qualitative)	1	
Seminar	Reliability and validity	3	
Week: 12.			
Lectures	Illustrations of sociological empirical research	1	
Seminar	Group work through illustrations of sociological empirical research	3	
Week: 13.			
Lectures	Ethical procedures in sociological research	2	
Seminar	Ethics in sociological research	3	
Week: 14.			
Lectures	Second midterm exam	1	
Seminar	Group work on the topic of quantitative methodological approaches	3	
Week: 15.			
Lectures	Concluding lecture	1	
Seminar	Group work on the topic of qualitative methodological approaches	3	

Course name	Sociological Research Workshop 1						
ID	SOS107	Study year	1.				
Lecturer	izv. prof. dr. sc. Marija Lončar prof. dr. sc. Zorana Šuljug Vučica	ECTS workload	4.0				
Associates	doc. dr. sc. Tea Gutović	Number of hours	L	S	E	P	
			0	0	20	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	The course aims to equip students with the ability to apply theoretical knowledge of sociological methodology in practice. Furthermore, the course seeks to enable students to adequately identify, diagnose, and recognize the conditions, circumstances, and limitations of research on society, social problems, and social phenomena. In this context, the objective is to develop students' skills in the independent preparation of sociological research, with particular emphasis on defining and methodologically articulating the research topic/object, conducting literature reviews, and taking research notes.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Understand the social roles and meanings of a number of methodological approaches and strategies, without which research sociological work is unthinkable, in any social field, as well as in specific sociologies 2. Approach research as a specific social relationship, process and cognitive activity 3. Identify and define a specific research topic 4. Methodologically articulate different research subjects in different theoretical-methodological approaches/orientations/strategies 5. Search and identify relevant literature for the subject of research 6. Discuss relevant theoretical approaches, meanings and concepts of the phenomenon under study 7. Recognize the significance and importance of teamwork						
Syllabus	1. Introductory lecture (introduction to students, literature, work methods, deadlines, exams, etc.) 2. Selection of workshop topics (alignment of field/branch) 3. Literature work, database search 4. Selection and selection of literature (theoretical material) 5. Writing notes 6. Citing literature 7. Thematic grouping and mapping of notes into files and documents 8. Presentation of the research topic						
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision	☒ Individual and group tasks				

Student obligations	Participate in the teaching process: exercises (80%). Behave in accordance with ethical and scientific principles in higher education teaching. Perform individual and group activities that enable the acquisition of learning outcomes foreseen by the course. Take an analytical approach and discuss methodological problems during exercises. Prepare and present individual and group research work according to pre-determined criteria. Pass a written exam. Inform yourself about classes you have missed during consultations with teachers and other students. 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	☒
	Group research work	☒	Individual work	☒		☐
		☐				
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: success in solving individual and group tasks – 10% - individual work: work on literature and notes – 20% - group work: presentation of a research topic – 20% - written exam – 50%. The evaluation and grading criteria for individual elements are described in the course repository.					
Required literature	Title				Number of copies available	Availability via other media
	Babbie, E. (2011). The Basics of Social Research. Fifth Edition. Wadsworth Cengage Learning. (odabrana poglavlja)				1	
	Gilbert, N. (ed.) (2008). Researching Social Life. SAGE Publications. (odabrana poglavlja)				1	
	Lune, H., Pumar, E. S. & Koppel, R. (eds.) (2010). Perspectives in Social Research Methods and Analysis. A Reader for Sociology. SAGE Publications. (odabrana poglavlja)				1	
	Ragin, C. C. & Amoroso, L. M. (2011). Constructing Social Research. The Unity and Diversity of Method. SAGE Publications.				1	
	Leburić, A., Lončar, M. i Bandalović, G. (2008). Socioklimatski utjecaji na suvremeno življenje: sociološko istraživanje stanovnika Hrvatske. Redak.				0	
Supplementary literature	1. Gideon, L. (ed.) (2012). Handbook of Survey Methodology for Social Science. Springer 2. Gillham, B. (2004). Developing a Questionnaire. Continuum. 3. Graziano, A. M. & Raulin, M. L. (2004). Research Methods. A Process of Inquiry. Pearson Education. 4. Gray, D. E. (2009). Doing Research in the Real World. SAGE Publications.					

	<p>5. Hunsinger, J., Klastrup, L. & Allen, M. (2010). International Handbook of Internet Research. Springer.</p> <p>6. Jindra, R. (2010). Važnost radioničkog oblika rada. U J. Martinčić, J. i D. Hackenberger (ur.). Međunarodna kolonija mladih Ernestinovo: 2003.-2008.: zbornik radova znanstvenog skupa s međunarodnim sudjelovanjem (str. 81-93). HAZU, Zavod za znanstveni i umjetnički rad.</p> <p>7. Leburić, A. (1992/93). Metodološki aspekti sociološkog empirijskog istraživanja društvenih fenomena. I dio. Radovi – razdio filozofije, psihologije, sociologije i pedagogije, 32(9), 37-50.</p> <p>8. Leburić, A. (1993/94). Metodološki aspekti sociološkog empirijskog istraživanja društvenih fenomena. II dio. Radovi – razdio filozofije, psihologije, sociologije i pedagogije, 33(10), 99-110.</p> <p>9. May, T. (2006). Social Research. Issues, Methods and Process. Open University Press.</p> <p>10. Miller, R. L. & Brewer, J. D. (eds.) (2003). The A-Z of Social Research. A Dictionary of Key Social Science Research Concepts. SAGE Publications</p>
Quality assurance	Class attendance, class activity, 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.			
Practicals	Introductory lecture (introduction to students, literature, work methods, deadlines, exams, etc.)	1	
Week: 2.			
Practicals	Selection of workshop topics (alignment of field/branch)	1	
Week: 3.			
Practicals	Literature work, database searching	1	
Week: 4.			
Practicals	Literature work, database search	1	
Week: 5.			
Practicals	Literature work, database search	1	
Week: 6.			
Practicals	Literature work, database search	1	
Week: 7.			
Practicals	Literature work, database search	1	
Week: 8.			
Practicals	Selection and selection of literature (theoretical material)	1	
Week: 9.			
Practicals	Selection and selection of literature (theoretical material)	2	
Week: 10.			
Practicals	Selection and selection of literature (theoretical material)	1	
Week: 11.			

Practicals	Writing notes and citing literature	2	
Week: 12.			
Practicals	Organization and Structuring of Notes	2	
Week: 13.			
Practicals	Presentation of the research topic	2	
Week: 14.			
Practicals	Midterm exam	2	
Week: 15.			
Practicals	Final discussion and reporting on the results of the preliminary exam	1	

Course name	Statistics in Sociology 1						
ID	SOS106	Study year	1.				
Lecturer	prof. dr. sc. Goran Kardum	ECTS workload	3.0				
Associates	doc. dr. sc. Ivan Buljan	Number of hours	L	S	E	P	
			15	15	15	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	The course aims to introduce students to fundamental statistical concepts and the steps involved in preparing collected data and organizing it into relevant variables. Furthermore, it seeks to highlight the importance of understanding variables within the context of measurement scales and the possibilities for statistical analysis, taking into account the limitations of these scales and the distributional characteristics of specific variables. Students will master descriptive statistics—ranging from measures of central tendency and variability to indicators of inferential error when drawing conclusions about a population based on sample statistics—and gain an understanding of the t-test, a commonly used method for comparing two samples.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Calculate and analyze various measures of central tendency (arithmetic mean, median, mode, geometric mean, and harmonic mean) 2. Calculate and analyze various measures of variability (standard deviation, total range, interquartile range) 3. Compare and analyze the obtained descriptive statistics with regard to measurement scales and the shape of the distribution 4. Correctly select and create a visual representation (bar chart, pie chart, scatter plot) based on the obtained descriptive statistics 5. Determine the position of a score within a group of scores (percentiles, deciles, quartiles, z-scores) 6. Understand and analyze the characteristics of a normal distribution and deviations from normality 7. Define sample and population 8. Understand the p-value and statistical inference 9. Explain and analyze the standard error of measurement and the standard error of the difference between samples 10. Understand and analyze t-test results in the context of independent and dependent samples						
Syllabus	Topics for lectures, seminars, and exercises by teaching week: 1. Definition of statistics 2. Measurement, data entry, and understanding variables 3. Measurement scales – characteristics, limitations, and the use of statistical procedures 4. Definition and characteristics of samples and populations; sampling methods 5. Distribution and probability 6. Basic elements of probability 7. Measures of central tendency 8. Measures of variability 9. Visual representations of research results 10. Position of results within a group of scores (centiles, deciles, quartiles, z-scores) 11. Standard error of measurement (sample-based) 12. Standard error of the difference between two arithmetic means 13. Independent samples t-test 14. Dependent samples t-test 15. Integration of statistical tests using an example from scientific literature						

Teaching types	☒ Lectures ☒ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning			☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision			
Student obligations	Attendance at all forms of lectures, active participation in class, analysis of published papers within the seminar, and successful completion of two mid-term exams or a comprehensive 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	Activity at the seminar, work on two colloquia, written exam (if he did not successfully complete the colloquia during class). The evaluation and assessment criteria of individual elements are described in the course repository.						
Required literature	Title				Number of copies available	Availability via other media	
	Petz, B., Kolesarić, V. i Ivanec D. (2012). Petzova statistika – Osnovne statističke metode za nematematičare. Naklada Slap.				3		
	Odabrani radovi iz recentnih on-line baza podataka					da	
	Bilješke s nastave					da	
Supplementary literature	1. Milas, G. (2005. ili novije) Istraživačke metode u psihologiji i drugim društvenim znanostima. Naklada Slap.						
Quality assurance	Class attendance, in-class participation, performance on assignments; university-level student survey on the quality of teaching and instructors; passing the exam and fulfilling other syllabus-mandated requirements; 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	Definition and research in the field of statistics and data science	1	
Seminar	Definition and research in the field of statistics and data science	1	

Practicals	Definition and research in the field of statistics and data science	1	
Week: 2.			
Lectures	Measurement, data entry, and understanding variables	1	
Seminar	Measurement, data entry, and understanding variables	1	
Practicals	Measurement, data entry, and understanding variables	1	
Week: 3.			
Lectures	Measurement scales – characteristics, limitations, and the use of statistical procedures	1	
Seminar	Measurement scales – characteristics, limitations, and the use of statistical procedures	1	
Practicals	Measurement scales – characteristics, limitations, and the use of statistical procedures	1	
Week: 4.			
Lectures	Determination and characteristics of the sample and population, methods of sampling	1	
Lectures	Determination and characteristics of the sample and population, methods of sampling	1	
Practicals	Determination and characteristics of the sample and population, methods of sampling	1	
Week: 5.			
Lectures	Distribution and probability	1	
Seminar	Distribution and probability	1	
Practicals	Distribution and probability	1	
Week: 6.			
Lectures	Basic elements of probability	1	
Seminar	Basic elements of probability	1	
Practicals	Basic elements of probability	1	
Week: 7.			
Lectures	Measures of central tendency	1	
Seminar	Measures of central tendency	1	
Practicals	Measures of central tendency	1	
Week: 8.			
Lectures	Measures of variability	1	
Seminar	Measures of variability	1	
Practicals	Measures of variability	1	
Week: 9.			
Lectures	Visual representations of statistics, research results	1	
Seminar	Visual representations of statistics, research results	1	
Practicals	Visual representations of statistics, research results	1	
Week: 10.			
Lectures	Position of the individual in the group of numbers (centiles, deciles, quartiles, z-values)	1	
Seminar	Position of the individual in the group of numbers (centiles, deciles, quartiles, z-values)	1	
Practicals	Position of the individual in the group of numbers (centiles, deciles, quartiles, z-values)	1	
Week: 11.			

Lectures	Standard error of measurement on the sample	1	
Seminar	Standard error of measurement on the sample	1	
Practicals	Standard error of measurement on the sample	1	
Week: 12.			
Lectures	Standard error of the difference between two arithmetic means	1	
Lectures	Standard error of the difference between two arithmetic means	1	
Lectures	Standard error of the difference between two arithmetic means	1	
Week: 13.			
Lectures	Independent samples t-test	1	
Practicals	Independent samples t-test	1	
Seminar	Independent samples t-test	1	
Week: 14.			
Lectures	Paired-samples t-test	1	
Practicals	Paired-samples t-test	1	
Seminar	Paired-samples t-test	1	
Week: 15.			
Lectures	Unification of statistical tests through the example of scientific literature	1	
Lectures	Unification of statistical tests through the example of scientific literature	1	
Seminar	Unification of statistical tests through the example of scientific literature	1	

Course name	Basic Sociological Concepts						
ID	SOS103	Study year	1.				
Lecturer	doc. dr. sc. Tea Gutović	ECTS workload	5.0				
Associates		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 key sociological categories and enable them to understand the functioning of modern societies. Furthermore, the course aims to equip students with critical and creative thinking skills, stimulate interest, motivation, and discussion concerning various social problems, processes, and phenomena. Students will be trained to analytically study key social relations as well as different forms of social behavior. In this context, the aim is to understand the significance of sociology as a scientific discipline, that is, the scientific approach to the study of society as an indispensable part of the contemporary body of knowledge.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Explain the emergence of modern societies. 2. Understand the relationship between sociology and everyday experience. 3. Explain the emergence and development of key social relations, forms, and processes. 4. Understand different types of social behavior. 5. Recognize and describe significant social phenomena. 6. Critically and creatively reflect upon key social problems. 7. Understand the significance of the scientific approach to the study of society as an indispensable part of the contemporary body of knowledge. 8. Describe the fundamental characteristics of social structure and social order. 9. Distinguish between different types of social groups and criteria for group division. 10. Recognize the relationship between the individual and the group.						
Syllabus	1. Introductory lecture. Introduction to seminar literature and allocation of seminar topics. 2. Sociological perspective; sociology and everyday experience; sociology and other social sciences. 3. Specificity of the sociological study of society; origins and development. 4. Founders of sociology; development of contemporary sociology. 5. Defining the concept of society; development of human societies; premodern and modern society; theories of society. 6. Social structure; social order. 7. Social groups; types of social groups; criteria for group division; relationship between the individual and the group; group dynamics; social organization. 8. Sociology of leisure; gender and leisure; leisure and social control. 9. Poverty and social exclusion. 10. Authority and power; political institutions. 11. Elite theory; power and politics in Western democracies; new social movements. 12. Social differentiation; social stratification and social inequality. 13. Bureaucracy; elements of bureaucratic structure; bureaucratization of social relations. 14. Social control / sociological, psychological, and anthropological approaches. 15. Deviance / biological, sociological, and psychological theories /.						
Teaching types	☒ Lectures ☒ Seminars		☐ Fieldwork ☐ Independent work				

	☐ Practicals ☐ Remote learning ☒ Blended learning	☐ Multimedia ☐ Laboratory ☐ Supervision				
		☐				
		☐				
Student obligations	Students are expected to behave in accordance with ethical and scientific principles in higher education. Participation in the implementation of teaching activities (70% attendance at lectures and seminars is a prerequisite for obtaining the instructor's signature), during which students are required to prepare and present particular teaching contents within seminar assignments in accordance with established criteria (oral presentation accompanied by a presentation and discussion). Students are obliged to adhere to the defined deadlines for seminar preparation and to participate actively and constructively in class. Students who successfully complete the midterm examinations are exempt from the written examination.					
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 conducted throughout the semester through monitoring student activities in discussions, seminar assignments, and two midterm examinations. In accordance with the learning outcomes and student obligations, the final course grade is formed on the basis of the following elements: - Written examination, that is, successfully completed two midterm examinations (positive grade on both midterms equivalent to the written examination) – 60% - Prepared and presented seminar assignment in accordance with instructions – 30% - Active participation in class (discussion participation) – 10% 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	
	Giddens, A. (2017). Essential concepts in sociology. Polity press.		1		online	
	Haralambos, M. (1989). Uvod u sociologiju. Globus.		1		online	
	Kuvačić, I. (2004). Uvod u sociologiju. Golden marketing-Tehnička knjiga.		5		online	
Supplementary literature	1. Best, S. (2005) Understanding Social Division. London: SAGE Publications. 2. Bilton, T., Bonnett, K., Jones, P., Skinner, D., Stanworth, M., Webster, A. (1996) Introductory Sociology. London: Macmillan Press. 3. Bradshaw, Y.W., Healey, J.F., Smith, R. (2001) Sociology for a New Century. London: Sage Publications.					

	<p>4. Calhoun, C., Rojek, C., Turner, B. S. (2005) The SAGE Handbook of Sociology. London: SAGE Publications.</p> <p>5. Castells, M. (2000) Uspón umreženog društva. Zagreb: Golden marketing.</p> <p>6. Čaldarović, O. (2012). Čikaška škola urbane sociologije. Zagreb: Jesenski i Turk, Hrvatsko sociološko društvo.</p> <p>7. Fukuyama, F. (2000) Povjerenje-društvene vrline i stvaranje blagostanja. Zagreb: Izvori d.o.o.</p> <p>8. Hachen, Jr. D. S. (2001) Sociology in Action. London: SAGE Publications.</p> <p>9. Hrgović, J., Polšek, D. (2004) Evolucija društvenosti. Zagreb: Jesenski i Turk.</p> <p>10. Jenks, C. (2002) Vizualna kultura. Zagreb: Jesenski i Turk.</p> <p>11. Katunarić, V. (2013) Rajska zajednica i društveni pakao-sociološka razmatranja. Zagreb: Disput.</p> <p>12. Katunarić, V. (2003) Sporna zajednica - Novije teorije o naciji i nacionalizmu. Zagreb: Jesenski i Turk.</p> <p>13. Kalanj, R. (2010) Ideologija, utopija i moć. Zagreb: Jesenski i Turk.</p> <p>14. Kuhn, T. S. (2013) Struktura znanstvenih revolucija. Zagreb: Jesenski i Turk.</p> <p>15. Newman, D. M. (2014) Sociology. Exploring the Architecture of Everyday Life, Brief Edition Fourth Edition. London: SAGE Publications.</p> <p>16. Poole, M. S., Hollingshead, A. B. (2004) Theories of Small Groups. Interdisciplinary Perspectives. London: SAGE Publications.</p> <p>18. Ritzer, G. (2014) Introduction to Sociology. London: Sage Publications.</p> <p>19. Robotham, D. (2005) Culture. Society, Economy. Globalization and its Alternatives. London: SAGE Publications.</p> <p>20. Sergejev, D. /ur./ (2007) Hrvatska i Europa. Korijeni integracija. Zagreb: Jesenski i Turk.</p> <p>21. Weber, M. (2013) Vlast i politika. Zagreb: Jesenski i Turk.</p> <p>22. Weber, M. (2013) Politika kao poziv. Zagreb: Jesenski i Turk.</p>
Quality assurance	Individual consultations, class attendance, classroom activity, success in completing assignments, discussions concerning the improvement of teaching quality at the university level. Successfully completed examinations and fulfilled syllabus obligations prescribed for the course.
Other (in the opinion of the proponent)	/

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introductory lecture	2	P17
Seminar	Introduction to seminar literature and allocation of seminar topics	2	P17
Week: 2.			
Lectures	Sociological perspective; sociology and everyday experience; sociology and other social sciences	2	P17

Seminar	Within this seminar assignment, the sociological perspective will be examined as a specific way of understanding social reality that situates everyday phenomena and experiences within a broader social, cultural, and historical context. The fundamental determinants of the sociological mode of thinking will be analyzed, including the concept of the sociological imagination by C. Wright Mills, together with an analysis of the relationship between sociology and related social sciences such as psychology, economics, political science, and anthropology, with emphasis on the specific contribution of sociology to understanding social structures and processes. In the concluding section, critical consideration will be given to the extent to which the sociological perspective can enrich the understanding of everyday life and to the limitations of sociological explanations of social reality in relation to other disciplines.	2	P17
Week: 3.			
Lectures	Specificity of the sociological study of society; origins and development	2	P17
Seminar	Within this seminar assignment, the specificity of the sociological study of society will be examined as a science that seeks to systematically and empirically explain social phenomena, structures, and processes, with an overview of the historical emergence and development of sociology as an academic discipline. The social and intellectual context of the emergence of sociology in the 19th century will be analyzed — from the Enlightenment and the Industrial Revolution to the contributions of classical theorists such as Comte, Durkheim, Weber, and Marx — together with an analysis of key theoretical directions that have marked the development of the discipline up to the present day. In the concluding section, critical consideration will be given to what makes sociology a distinctive social science and to the extent to which its historical development reflects broader social changes and intellectual currents of the modern age.	2	P17
Week: 4.			
Lectures	Founders of sociology; development of contemporary sociology	2	P17
Seminar	Within this seminar assignment, the founders of sociology and the development of contemporary sociology will be examined through the process of the formation of the discipline from its classical theoretical foundations to contemporary theoretical currents. The fundamental contributions of classical founders — Comte, Durkheim, Weber, and Marx — will be analyzed, together with the ways in which their theories shaped key paradigms of sociological thought and how they developed and transformed through structural functionalism, symbolic interactionism, conflict theory, and contemporary approaches such as postmodernism and feminist sociology. In the concluding section, critical consideration will be given to the extent to which classical theoretical legacies remain relevant for understanding contemporary social phenomena and to the fundamental tensions and debates that characterize contemporary sociological theory.	2	P17
Week: 5.			
Lectures	Defining the concept of society; development of human societies; premodern and modern societies; theories of society	2	P17

Seminar	Within this seminar assignment, the concept of society will be examined as the fundamental subject matter of sociology through an analysis of the historical development of human societies from premodern to modern forms of social organization. Key typologies and theories of society will be analyzed, beginning with Tönnies' distinction between community and society, Durkheim's division into mechanical and organic solidarity, and contemporary theories of modernity, together with an analysis of the fundamental characteristics of premodern, modern, and postmodern societies and the processes that shaped the transition between these forms. In the concluding section, critical consideration will be given to which theories of society most adequately capture the complexity of contemporary social structures and to the extent to which classical typologies remain useful analytical tools for understanding present-day social reality.	2	P17
Week: 6.			
Lectures	Social structure; social order	2	P17
Seminar	Within this seminar assignment, social structure and social order will be examined as fundamental sociological categories that refer to issues of the organization, stability, and reproduction of social life. Key theoretical approaches to social structure will be analyzed, from functionalist and conflict theories to structuralism, together with an analysis of the concepts of social institutions, status, roles, and groups as the building blocks of social order. In the concluding section, critical consideration will be given to how social order is established and maintained, and to the extent to which it reflects consensus and shared values, or relies upon relations of power and social coercion.	2	P17
Week: 7.			
Lectures	Social groups, types of social groups, criteria for group division, relationship between individual and group, group dynamics, social organization	2	P17
Seminar	Within this seminar assignment, social groups will be examined as a fundamental form of social life through an analysis of the types, criteria of division, and dynamics of groups, as well as the relationship between the individual and the group in the context of social organization. Key typologies of social groups will be analyzed: primary and secondary, internal and external, formal and informal, together with theoretical approaches to group dynamics and processes shaping individual behavior within groups, including conformity, leadership, and group cohesion. In the concluding section, critical consideration will be given to the ways in which group membership shapes the identity, values, and behavior of individuals, and to the extent to which contemporary processes of individualization and digitalization transform traditional forms of group life and social organization.	2	P17
Week: 8.			
Lectures	Sociology of leisure; gender and leisure; leisure and social control	2	P17

Seminar	Within this seminar assignment, the sociology of leisure will be examined as a field that explores the social dimensions of free time, with special emphasis on gender inequalities in access to and experiences of leisure, as well as the role of leisure as a space of social supervision and control. Fundamental theoretical approaches to leisure will be analyzed, from Veblen's theory of the leisure class to contemporary approaches that understand leisure as a space of identity, consumption, and social distinction, together with an analysis of the ways in which gender structures the possibilities and experiences of free time and how institutions and cultural norms supervise and regulate leisure practices. In the concluding section, critical consideration will be given to whether leisure represents a space of individual freedom and autonomy or whether it is predominantly a socially constructed and supervised category that reproduces existing social inequalities.	2	P17
Week: 9.			
Lectures	Poverty and social exclusion	2	P17
Seminar	Within this seminar assignment, poverty and social exclusion will be examined as interconnected dimensions of social inequality that point to issues of material resources, access to social goods, and full participation in social life. Fundamental theoretical and empirical approaches to defining and measuring poverty will be analyzed, including absolute and relative poverty and multidimensional indices, together with an analysis of the mechanisms of social exclusion affecting the most vulnerable social groups. In the concluding section, critical consideration will be given to the extent to which existing social policies succeed in addressing the structural causes of poverty and exclusion, or whether they remain predominantly at the level of reactive measures that fail to address the deeper causes of social inequality.	2	P17
Week: 10.			
Lectures	Authority and power; political institutions	2	P17
Seminar	Within this seminar assignment, authority and power will be examined as fundamental sociological categories through an analysis of political institutions as formal structures through which power is organized, legitimized, and exercised in modern societies. Key theoretical approaches to power will be analyzed, from Weber's typology of legitimate authority and Foucault's concept of disciplinary power to elitist and pluralist theories of political power, together with an analysis of the role and functioning of fundamental political institutions in democratic systems. In the concluding section, critical consideration will be given to how power is distributed and reproduced in contemporary societies and to the extent to which formal political institutions reflect actual relations of power or serve as mechanisms for their concealment and legitimization.	2	P17
Week: 11.			
Lectures	Elite theory, power and politics in Western democracies; new social movements	2	P17

Seminar	Within this seminar assignment, elite theory, power and politics in Western democracies, and new social movements will be examined as interconnected dimensions pointing to issues of the distribution of power, democratic participation, and collective action in contemporary societies. Classical elite theories will be analyzed, from Pareto and Mosca to Mills's concept of the power elite, together with an analysis of the ways in which power is organized and reproduced in Western democracies and how new social movements, such as ecological, feminist, and anti-globalization movements, challenge established structures of power and open new spaces of political action. In the concluding section, critical consideration will be given to the extent to which Western democracies distribute power among broader social strata or whether elite minorities retain decisive influence, and to whether new social movements can effectively transform existing relations of power or remain on the margins of the political system.	2	P17
Week: 12.			
Lectures	Social differentiation; social stratification and social inequality	2	P17
Seminar	Within this seminar assignment, social differentiation, stratification, and inequality will be examined as interconnected processes shaping the hierarchical organization of society and determining the life chances of individuals and groups. Fundamental theoretical approaches to social stratification will be analyzed, from Marx's class analysis and Weber's multidimensional stratification to Bourdieu's concepts of capital and distinction, together with an analysis of the key dimensions of inequality including class, gender, ethnicity, and age. In the concluding section, critical consideration will be given to the extent to which contemporary societies reproduce or mitigate structural inequalities and to whether educational, social, and economic policies can effectively challenge established patterns of social stratification.	2	P17
Week: 13.			
Lectures	Bureaucracy; elements of bureaucratic structure; bureaucratization of social relations	2	P17
Seminar	Within this seminar assignment, bureaucracy will be examined as a fundamental form of rational organization of modern societies through an analysis of its structural elements and the processes of bureaucratization of social relations. Weber's ideal type of bureaucracy will be analyzed as the starting theoretical framework, together with an analysis of the key characteristics of bureaucratic organizations: hierarchy, formalism, specialization, and impersonality, as well as critical perspectives that point to dysfunctions and pathologies of bureaucratic systems. In the concluding section, critical consideration will be given to the extent to which bureaucratization of social relations represents a necessary precondition of modern social order or whether it gradually restricts individual autonomy, creativity, and democratic participation of citizens.	2	P17
Week: 14.			
Lectures	Social control / sociological, psychological, and anthropological approaches /	2	P17

Seminar	Within this seminar assignment, social control will be examined as a mechanism through which society regulates the behavior of its members and maintains normative order, through an analysis of sociological, psychological, and anthropological approaches to this phenomenon. Fundamental theoretical frameworks of social control will be analyzed, from Durkheim's concept of anomie and Foucault's analysis of disciplinary power to psychological theories of norm internalization and anthropological insights into culturally specific forms of social regulation, together with a distinction between formal and informal control. In the concluding section, critical consideration will be given to the extent to which contemporary forms of social control, including digital surveillance and media regulation, represent a qualitatively new level of control over social relations or merely modernize traditional mechanisms of normative pressure.	2	P17
Week: 15.			
Lectures	Deviance / biological, sociological, and psychological theories /	2	P17
Seminar	Within this seminar assignment, deviance will be examined as a sociological, psychological, and biological phenomenon through an analysis of various theoretical approaches explaining the causes and social functions of deviant behavior. Fundamental theories of deviance will be analyzed, from Lombroso's biological theory to sociological approaches such as Merton's anomie theory, labeling theory, and Sutherland's theory of differential association, as well as psychological explanations emphasizing the role of personality and developmental factors, together with an analysis of the ways in which society defines, recognizes, and sanctions deviant behavior. In the concluding section, critical consideration will be given to whether deviance is an objective category or a social construct, and to the extent to which processes of labeling and social reaction contribute to the production and reproduction of deviant identities and behavior.	2	P17

Course name	Introduction to Scientific Research						
ID	SOS105	Study year	1.				
Lecturer	prof. dr. sc. Zorana Šuljug Vučica	ECTS workload	3.0				
Associates	Larisa Hržić	Number of hours	L	S	E	P	
			15	15	15	0	
Course status	Compulsory	Online percentage	20%				
Course description							
Course aims	The aim of the course is to enable students to understand science, its classifications and its role in society. Furthermore, to enable students to initially prepare independent and successful scientific research work and write academic, professional and scientific papers in accordance with the requirements of the methodology. In this context, the aim is to use scientific literature and research results during their studies and in future work.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Interpret the general concept of science and present its basic characteristics and classification 2. Explain the characteristics of scientific knowledge 3. Identify the types of academic, professional and scientific papers 4. Analyze scientific research procedures and stages of the creation of a scientific work 5. Identify the characteristics of good academic and scientific work 6. Describe the meaning of bibliographic databases as sources of information and ways of using them 7. Create a bibliography and create notes (through quotations and paraphrases) 8. Create an outline of the paper.						
Syllabus	Course content 1. Definition of science – concept, development, basic characteristics, classification; society and science; scientific activity, scientific research and scientific method and methodology 2. Types of higher education, academic, professional and scientific papers; parts and structure of papers 3. Preparation for writing a paper – planning material conditions of work and time frame; selection of the topic of the paper; sources for selecting the topic and research problem 4. Collection, selection and processing of materials and literature. Review of library materials and online databases 5. Creation of a bibliography and citing sources, writing notes (quoting and paraphrasing) 6. Writing a paper – revision of notes; drafting of the paper; structure and content of parts of the paper; language and style of the paper; marking parts of the paper, documentation of the paper and archives; revision of the paper.						
Teaching types	☒ Lectures ☒ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision	☒ group assignments				
		☒					
		☐					
		☐					
		☒					

Student obligations	To participate in the teaching process: lectures 70%, seminars and exercises (80%). To behave in accordance with ethical and scientific principles in higher education teaching. To perform individual and group activities that enable the acquisition of learning outcomes stipulated by the course. To take an analytical approach and discuss methodological problems in seminars and exercises. To prepare and present a seminar paper according to pre-determined criteria. To pass a written exam (equivalent to a written exam are 2 passed midterms) and achieve a minimum of 50% accuracy on the exam/midterms. To inform yourself about classes you missed during consultations with teachers and other students. To adhere to the time frames required for performing 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 and group assignments	☒		☐		☐
		☐				
Assessment and evaluation of student work	In accordance to the learning outcomes of the course and the student's obligations, the final grade for the course is formed based on the achievement of the following elements: - written exam, or two successfully passed midterms (a positive grade from both midterms is equivalent to the written exam) – 70% - seminar paper prepared and presented in accordance with the teacher's instructions – 20% - class activity: success in solving individual and group tasks – 10%. The evaluation and grading criteria for individual elements are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Bhattacharjee, A. (2012). Social Science Research: Principles, Methods, and Practices. Creative Commons Attribution. (odabrana poglavlja)			1	YES	
	Cohen, L., Manion, L. i Morrison, K. (2007). Metode istraživanja u obrazovanju. Naklada Slap. (odabrana poglavlja)			6	YES	
	Gačić, M. (2012). Pisanje znanstvenih i stručnih radova. Školska knjiga i Sveučilište u Zagrebu.			3	NO	
	Leburić, A. i dr. (2014). Metodološki rječnik. Split: Redak			1	NO	
	Milas, G. (2005). Istraživačke metode u psihologiji i drugim društvenim znanostima. Naklada Slap. (odabrana poglavlja)			4	NO	

	Tkalac Verčić, A., Sinčić Ćorić, D. i Pološki Vokić, N. (2010). Priručnik za metodologiju istraživačkog rada: kako osmisлити, provesti i opisati znanstveno i stručno istraživanje. M.E.P. d.o.o. (odabrana poglavlja)	1	YES
	Vujević, M. (2006). Uvođenje u znanstveni rad u području društvenih znanosti. Školska knjiga.	4	NO
	Žugaj, M., Dumičić, K. i Dušak, V. (2006). Temelji znanstvenoistraživačkog rada. Metodologija i metodika. Fakultet organizacije i informatike. (odabrana poglavlja)	1	NO
Supplementary literature	1. Crano, W. D., Brewer, M. B. & Lac, A. (2015). Principles and Methods of Social Research. Routledge. 2. Leburčić, A.; Ninčević, A. (2016). Zbirka metodoloških instrumenata iz socioloških istraživanja (publiciranih od 1991. do 2015.). Redak. 3. Lončar, M., Šuljug-Vučica, Z. i Dadić, M. (2012). Etičnost u društvenim istraživanjima. GODIŠNJAK TITIUS, 5, 149-164. 4. McNiff, J. (2002). Action research for professional development: Concise advice for new action researchers. (dostupno: http://www.jeanmcniff.com/booklet1.html) 5. Mužić, V. (2002). Uvod u metodologiju istraživanja odgoja i obrazovanja. Educa. 6. Zelenika, R. (2011). Metodologija i tehnologija izrade znanstvenog i stručnog djela. Ekonomski fakultet Sveučilišta u Rijeci.		
Quality assurance	Class attendance, class activity, 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	3	P27
Week: 2.			
Lectures	Definition of science – concept, development, basic characteristics, classification; scientific activity, scientific research, methodology	3	P27
Week: 3.			
Lectures	Research and research philosophy	1	P8
Seminar	Distribution of seminar topics and instructions for creating a presentation	2	P27
Week: 4.			
Lectures	Types of academic, professional and scientific papers	1	P8
Seminar	Presentation of seminar papers on the topics: Theories and research The mutual influence of theory and research	2	P27

Week: 5.			
Seminar	Presentation of seminar papers on the topics: Theories and research The mutual influence of theory and research	2	P27
Practicals	Exercises	1	P8
Week: 6.			
Seminar	1st mid-term test	2	P27
Lectures	Types of academic, professional and scientific papers	1	P8
Week: 7.			
Practicals	Exercises	2	P27
Lectures	Parts and structure of papers. Writing notes (quoting and paraphrasing)	1	P8
Week: 8.			
Lectures	Collection, selection and processing of material and literature. Preparations for writing the paper - planning the material conditions of the work and the time frame.	1	P8
Seminar	Presentation of seminar papers on the topic:s Ethical problems of research Basic elements of the research process	1	P27
Practicals	Exercises	1	P27
Week: 9.			
Lectures	Development of the theoretical framework. Determination of research areas and topics. Choosing a methodological approach.	1	P8
Seminar	Presentation of a seminar paper on the topic: Preparations for writing a paper	1	P27
Practicals	Exercises	1	P27
Week: 10.			
Lectures	Drafting of research: conceptual and operational scheme, research methods	1	P8
Practicals	Exercises	2	P27
Week: 11.			
Practicals	Exercises	2	P27
Seminar	Presentation of seminar papers on the topics: Writing a paper Examples of beginning paragraphs and sentences	1	P8
Week: 12.			
Practicals	Exercises	2	P27
Practicals	Exercises	1	P8
Week: 13.			
Lectures	2nd mid-term test	2	P27
Seminar	Presentation of seminar papers on the topics: Searching the internet Searching the library	1	P8
Week: 14.			
Seminar	Presentation of a seminar paper on the topic: Writing a scientific paper	2	P27
Practicals	Exercises	1	P8
Week: 15.			

Practicals	Exercises Final lecture - concluding remarks	2	P27
Seminar	Presentation of a seminar paper on the topic: Writing a scientific paper	1	P8

Course name	Social Change						
ID	SOS202	Study year	1.				
Lecturer	prof. dr. sc. Gorana Bandalović	ECTS workload	5.0				
Associates		Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Compulsory	Online percentage	20%				
Course description							
Course aims	The aim of this course is to familiarize students with the fundamental terminology and concepts related to social change.						
Enrolment requirements	/						
Learning outcomes	Upon successful completion of the course, students will be able to: 1. Define the basic concepts in the field of social change. 2. Interpret the historical context of social change. 3. Analyze social change and its various dimensions. 4. Explain social change in a transitional society (Croatia).						
Syllabus	1. Introductory lecture – course syllabus, literature, teaching methods, deadlines, and examinations. 2. Main types of social change: demographic, family-related, stratification, educational, religious, and others. 3. Theories of social change. 4. Social development and growth. 5. Evolution and revolution; progress and regression. 6. Innovation and modernization. 7. Midterm Examination 1. 8. Transition and transformation. 9. Changes in local communities and global society; social change and globalization. 10. Globalization and the dilemmas it raises. 11. Globalization and environmental issues. 12. Recent research on social change. 13. Midterm Examination 2. 14. Final lecture and course evaluation.						
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 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 - 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.						

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	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.					
Required literature	Title			Number of copies available	Availability via other media	
	Haralambos, M. i Holbron, M. (2002). Sociologija: Teme i perspektive. Golden marketing.			4	no	
	Held, D. (ed.) (2000). A Globalizing World? Culture, Economics, Politics. Routledge.			3	no	
	McMichael, P. (2004). Development and Social Change: A Global Perspective. SAGE Publications. 3 30			4	no	
Supplementary literature	1. 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. 2. Beck, U. (2003). Što je globalizacija? Zablude globalizma – odgovori na globalizaciju. Vizura. 3. Berc, G., Ljubotina, D. i Blaženka, S. (2004). Struktura obitelji i životni uvjeti obitelji u selu i gradu. Sociologija i prostor, 42(1-2/163-164), 23-43. 4. Blažeka, S., Janković, J. i Ljubotina, D. (2004). Kvaliteta obiteljskih odnosa u seoskim i gradskim obiteljima. Sociologija sela, 42(1/2), 45-68. 5. Callinicos, A. (2009). Protiv trećeg puta: Antikapitalistička kritika. Jesenski i Turk. 6. Cifrić, I. (2003). Ruralni razvoj i modernizacija. Prilozi istraživanju ruralnog identiteta. IDIS. 7. Cifrić, I. (ur.) (2000). Znanost i društvene promjene. HSD i Zavod za sociologiju. 8. Coffey, A. (2001). Education and Social Change. Open University Press. 9. Dasgupta, S. (2004). The Changing Face of Globalization. SAGE Publications. 10. Giddens, A. (1999). Treći put. Politička kultura. 11. Giddens, A. (2005). Odbjegli svijet: kako globalizacija oblikuje naše živote. Jesenski i Turk. 12. Griswold, W. (2004). Cultures and Societies in a Changing World. SAGE Publications.					

	<p>13. Hodžić, A. (2002). Selo kao izbor? Institut za društvena istraživanja.</p> <p>14. Kalanj, R. (2000). Ideje i djelovanje. Ogledi o kulturnim promjenama i razvoju. HSD i Zavod za sociologiju.</p> <p>15. Kregar, J. (1994). Promjene u strukturi obiteljskih zajednica. Revija za socijalnu politiku, 1(3), 211-224.</p> <p>16. Meštrović, M. (ur.) (2001). Globalizacija i njene refleksije u Hrvatskoj. Ekonomski institut.</p> <p>17. Noble, T. (2000). Social Theory and Social Change. Palgrave Macmillan.</p> <p>18. Petak, A. (2004). Obitelj u promjenama: rezultati istraživanja u Hrvatskoj. Sociologija i prostor, 42(1-2/163-164), 5-10.</p> <p>19. Schirato, T. (2003). Understanding Globalization. London: SAGE Publications.</p> <p>20. Skelton, T. & Allen, T. (eds.) (1999). Culture and Global Change. Routledge.</p> <p>21. Stiglitz, J. (2004). Globalizacija i dvojbe koje izaziva. Algoritam.</p> <p>22. Stiglitz, J. (2009). Uspjeh globalizacije: Novi koraci do pravednog svijeta. Algoritam.</p> <p>23. Uslaner, E. & Badescu, G. (2003). Social Capital and the Transition to Democracy. Routledge.</p> <p>24. Woodward, K. (2003). Social Sciences: The Big Issues. Routledge.</p> <p>25. Župančić, M. (2000). Tranzicija i modernizacijske perspektive hrvatskog sela. Sociologija sela. 38(1-2), 11-78.</p>
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	P14
Seminar	Giddens, A. (1999). Treći put - Obnova socijaldemokracije. Zagreb: Politička kultura. Str. 10-71.	2	P14
Week: 2.			
Lectures	Main types of social change: demographic, family, stratification, educational, religious, and other forms of social change	2	P14
Seminar	Giddens, A. (1999). Treći put - Obnova socijaldemokracije. Zagreb: Politička kultura. Str. 72-125.	2	P14
Week: 3.			
Lectures	Theories of social change	2	P14
Seminar	Kalanj, R. (2000). Ideje i djelovanje. Ogledi o kulturnim promjenama i razvoju. Zagreb: Razvoj i okoliš. Str. 53-109.	2	P14
Week: 4.			
Lectures	Social development and growth	2	P14

Seminar	Kalanj, R. (2000). Ideje i djelovanje. Ogledi o kulturnim promjenama i razvoju. Zagreb: Razvoj i okoliš. Str. 179-201. Kalanj, R.(2001). Tri stajališta o globalizaciji. U: Meštrović, M. (ur.). Globalizacija i njene refleksije u Hrvatskoj. Zagreb: Ekonomski institut. Str.203-218.	2	P14
Week: 5.			
Lectures	Evolution and revolution	2	P14
Seminar	Šporer, Ž. (2001). Protuslovlja globalizacije. U: Meštrović, M. (ur.). Globalizacija i njene refleksije u Hrvatskoj. Zagreb: Ekonomski institut. Str.3-24.	2	P14
Week: 6.			
Lectures	Progress and regression	2	P14
Seminar	Meštrović, M. (2001). Formalna ekonomija i stvarni povijesni svijet. U: Meštrović, M. (ur.). Globalizacija i njene refleksije u Hrvatskoj. Zagreb: Ekonomski institut. Str.25-47.	2	P14
Week: 7.			
Lectures	Innovation and modernization	2	P14
Seminar	Heršak, E. (2001). Globalizacija i hrvatski kod. U: Meštrović, M. (ur.). Globalizacija i njene refleksije u Hrvatskoj. Zagreb: Ekonomski institut. Str.83-94. Beck, U. (2001). Otvaranje svjetskog horizonta o sociologiji globalizacije. U: Što je globalizacija. Zablude globalizma – odgovori na globalizaciju.Zagreb: Vizura. Str. 54-74.	2	P14
Week: 8.			
Lectures	Midterm Test 1 – Group A	2	P14
Seminar	Midterm Test 1– Group B	2	P14
Week: 9.			
Lectures	Transition and transformation	2	P14
Seminar	Stiglitz, J.E. (2009). Postići pravednu trgovinu. U: Uspjeh globalizacije. Novi koraci do pravednoga svijeta. Zagreb: Algoritam. Str. 81- 122. Stiglitz, J.E. (2009). Postići pravednu trgovinu. U: Uspjeh globalizacije. Novi koraci do pravednoga svijeta. Zagreb: Algoritam. Str. 81- 122.	2	P14
Week: 10.			
Lectures	Changes in local communities and global society; social change and globalization	2	P14
Seminar	Stiglitz, J.E. (2009). Spašavanje planeta. U: Uspjeh globalizacije. Novi koraci do pravednoga svijeta. Zagreb: Algoritam. Str. 181-206.	2	P14
Week: 11.			
Lectures	Globalization and the dilemmas it raises	2	P14
Seminar	Stiglitz, J.E. (2009). Multinacionalna korporacija. U: Uspjeh globalizacije. Novi koraci do pravednoga svijeta. Zagreb: Algoritam. Str. 207-230. Stiglitz, J.E. (2009). Demokratiziranje globalizacije. U: Uspjeh globalizacije. Novi koraci do pravednoga svijeta. Zagreb: Algoritam. Str. 291-314.	2	P14
Week: 12.			
Lectures	Globalization and environmental issues	2	P14
Seminar	Cifrić, I. (2003). Model mješovitog gospodarstva. U: Ruralni razvoj i modernizacija. Prilozi istraživanju ruralnog identiteta. Zagreb: IDIS. Str. 357-432.	2	P14

Week: 13.			
Lectures	Recent research on social change	2	P14
Seminar	Berc, G., Ljubotina, D., Blaženka, S. (2004). Struktura obitelji i životni uvjeti obitelji u selu i gradu. Sociologija i prostor, 42(1-2): 23-43. Akrap A., Čipin I. (2008) Stambeni problemi, produženi život s roditeljima i odgoda ulaska u brak u Hrvatskoj. Revija za socijalnu politiku, 15(3):415-434.	2	P14
Week: 14.			
Lectures	Midterm Test 2 – Group B	2	P14
Seminar	Midterm Test 2 – Group A	2	P14
Week: 15.			
Lectures	Final lecture and evaluation	2	P14
Seminar	Final seminar and evaluation	2	P14

Course name	Social Processes							
ID	SOS201		Study year		1.			
Lecturer	prof. dr. sc. Sanja Stanić		ECTS workload		5.0			
Associates	Ivana Čoko, teaching assistant		Number of hours		L	S	E	P
					30	30	0	0
Course status	Compulsory		Online percentage		0%			
Course description								
Course aims	The aim of this course is to introduce students to the changes and processes operating within social structure, without which society would stagnate or regress. Social processes encompass the interconnected actions, behaviors, and interactions of individuals and form the foundation upon which all social phenomena emerge. The course also familiarizes students with both complex and highly relevant macro-level processes, as well as those occurring at the micro level.							
Enrolment requirements	/							
Learning outcomes	By the end of the course, students should be able to: 1. Identify, define, and describe different social processes 2. Recognize and interpret the interdependence and interconnectedness of social processes 3. Recognize and interpret the effects and consequences of social processes 4. Critically reflect on and interpret processes within social structure 5. Apply acquired knowledge in the preparation of theoretical and empirical papers							
Syllabus	1. Introductory lecture (presentation of the course plan and syllabus) 2. Elements and classification of social processes 3. Processes within social groups 4. Urbanization, industrialization, modernization 5. Processes in social stratification 6. Transitional processes 7. Corruption – problems and processes 8. Globalization and processes in the contemporary world 9. Processes related to neoliberal capitalism 10. Micro-processes – everyday life 11. Rationalization and McDonaldization 12. Medicalization and pharmaceuticalization 13. Informatization and the information society 14. The rise of risk and the risk society 15. Final presentation and course evaluation							
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☒ e-learning 20%			
Student obligations	Participate in the teaching process (80%); act in accordance with ethical and academic principles in higher education; participate in teaching activities that enable the achievement of the course learning outcomes; prepare and present a seminar paper according to predefined criteria; pass midterm exams / written exam / and achieve a minimum of 60% correctness; obtain information about missed classes during consultation hours and from other students; adhere to the timeframes required for completing 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	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the course learning outcomes and student obligations, the final grade is based on the following elements: - successfully passed midterm exams / written exam (50%) - prepared 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%. Detailed assessment criteria are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Ekstrom, M. et al. (2001). Explaining Society. Routledge.			1		
	Spetić, M., Stanić, S. & Buzov, I. (2015). The Water Footprint of an Individual: A Hidden Dimension of Sustainability, The International Journal of Interdisciplinary Environmental Studies, 10(3), 13-25.				da	
	Stanić, S. and Kutleša, A. (2008). War and the Environment. Polemos: Journal of Interdisciplinary Research on War and Peace, XI(1(21)), 11–31.				da	
	Stanić, S. and Čokolić, S. (2010). Technology in the Service of Profit – Contemporary Biotechnology and Food Production. In M. Plenковиć (ed.), Society and Technology 2010 (pp. 214–215). Croatian Communication Association and Nonacom.					
Supplementary literature	1. Castells, M. (2000–2003). The Information Age: Economy, Society, and Culture. Zagreb. 2. Cifrić, I. (1998). Transition and Transformation. In: Cifrić, I., Čaldarović, O., Kalanj, R., & Kufrin, K. (eds.), Social Development and Ecological 3. Modernization: Contributions to the Sociology of Transition (pp. 47–78). Zagreb: HSD & Institute for Sociology, Faculty of Humanities and Social Sciences. 4. Čaldarović, O. (1987). Contemporary Society and Urbanization. Školska knjiga. 5. Kalanj, R. (1998). Transition, Democratic Consolidation, and the Question of Culture. In: Cifrić, I., Čaldarović, O., Kalanj, R., & Kufrin, K. (eds.), Social 6. Development and Ecological Modernization: Contributions to the Sociology of Transition (pp. 9–45). HSD & Institute for Sociology, Faculty of Humanities and Social Sciences. 7. Lipovetsky, G. (2008). Paradoxical Happiness. Antibarbarus. 8. Malenica, Z. (2007). Essays on Croatian Society: A Contribution to the Sociology of Croatian Society. Golden Marketing / Tehnička knjiga.					

	<p>9. Mesarić, M. (2005). The Information Revolution and Its Impact on the Creation of the Information, Networked, Global Economy. <i>Ekonomski Pregled</i>, 56(5–6), 389–422.</p> <p>10. Mesarić, M. (2006). The Long-Term Unsustainability of Market Fundamentalism and Neoliberal Capitalism. <i>Ekonomski Pregled</i>, 57(9–10), 603–630.</p> <p>11. Milardović, S. (1999). Globalization. <i>Pan Liber</i>.</p> <p>12. Morin, E. (1979). The Spirit of the Age. <i>BIGZ</i>.</p> <p>13. Ritzer, G. (1999). The McDonaldization of Society. <i>Jesenski i Turk</i>.</p> <p>14. Urry, J. (1999). <i>Sociology Beyond Societies: Mobilities for the Twenty-First Century</i>. Routledge.</p> <p>15. Županov, J. (2002). <i>From Communist Hell to Wild Capitalism</i>. University Press.</p>
Quality assurance	Attendance, class participation, and successful completion of tasks; student evaluation of teaching at the university level; passed exam and fulfillment of other syllabus requirements; 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 (presentation of the course plan and syllabus)	2	
Seminar	Introduction to working methods, agreement on seminar topics and presentations	2	
Week: 2.			
Lectures	Social processes (explanation of basic processes: accommodation, assimilation, competition, conflict)	2	
Seminar	Basic social processes such as accommodation, assimilation, competition, and conflict and their role in shaping social relations will be discussed	2	
Week: 3.			
Lectures	Processes in society and among social groups (examples of different processes, process dynamics)	2	
Seminar	Different social processes occurring within and between social groups will be examined, with emphasis on their dynamics and interrelations	2	
Week: 4.			
Lectures	Urbanization, industrialization, modernization (explanation and interconnection)	2	
Seminar	Processes of social change related to the development of cities and industry will be analyzed, with emphasis on contemporary urban transformations	2	
Week: 5.			
Lectures	Processes in social stratification (social inequality, social injustice, social justice)	2	
Seminar	The focus will be on social inequality and class differences, particularly in the context of life chances and social position	2	

Week: 6.			
Lectures	Transition processes (explanation of the concept of transition, processes within transition, problems of transition)	2	
Seminar	Social changes in transitional societies will be explored, with particular emphasis on identity, culture, and political-economic transformations	2	
Week: 7.			
Lectures	Corruption and social problems (types of corruption, methods of measurement, prevention of corruption) Second midterm exam	2	
Seminar	The concept of corruption, its causes and consequences, and its perception in contemporary society will be examined	2	
Week: 8.			
Lectures	Globalization and processes in the contemporary world (globalization as an “umbrella process”, advantages and disadvantages, cultural homogenization)	2	
Seminar	The focus will be on understanding globalization as a complex social process and its impact on the contemporary world	2	
Week: 9.			
Lectures	Processes related to neoliberal capitalism (foundations and characteristics of neoliberal capitalism, privatization)	2	
Seminar	Processes of privatization and the development of neoliberal capitalism and their impact on social relations and the economy will be presented	2	
Week: 10.			
Lectures	Micro-processes – everyday life (individualism and individualistic cultures, leisure)	2	
Seminar	The position of the individual in contemporary society will be examined, with emphasis on identity, individualization, and everyday practices	2	
Week: 11.			
Lectures	Rationalization and McDonaldization (the process of rationalization and its contemporary interpretations)	2	
Lectures	Processes of rationalization and their application in everyday life will be analyzed, particularly through the concept of McDonaldization	2	
Week: 12.			
Lectures	Medicalization and pharmaceuticalization (explanation of concepts, pharmaceutical industry and theoretical approaches)	2	
Seminar	The expansion of medical interpretations into various aspects of life and their impact on society will be examined	2	
Week: 13.			
Lectures	Informatization and the information society (processes of informatization and digitalization, knowledge society)	2	
Seminar	The development of the information society and the impact of digital technologies on social relations and control will be addressed	2	
Week: 14.			
Lectures	The rise of risk and the contemporary risk society (modern risks, data on increase, types of risks and disasters)	2	
Seminar	Contemporary social risks and the perception of danger, as well as their impact on everyday life, will be discussed	2	
Week: 15.			

Lectures	Final presentation and course evaluation Second midterm exam	2	
Seminar	Evaluation of seminar teaching	2	

Course name	Sociological Research Workshop 2						
ID	SOS206	Study year		1.			
Lecturer	izv. prof. dr. sc. Marija Lončar prof. dr. sc. Zorana Šuljug Vučica	ECTS workload		4.0			
Associates	doc. dr. sc. Tea Gutović	Number of hours	L	S	E	P	
			0	0	20	0	
Course status	Compulsory	Online percentage		0%			
Course description							
Course aims	The course aims to equip students in the practical application of theoretical knowledge in sociological methodology. Furthermore, to train students in the adequate observation, diagnosis and recognition of the conditions, circumstances and limits of social research. In this context, the aim is to develop skills in independent preparation and implementation of sociological research with an emphasis on methodological aspects of research (defining goals and hypotheses, conceptualization and operationalization, selection of methods)						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Select relevant theoretical material (according to areas, topics, titles, etc.) 2. Extract and thematically group key theses relevant to the conceptualization of the research subject 3. Precisely define the research subject 4. Determine and describe the research objectives 5. Set research hypotheses 6. Conceptualize the research subject 7. Develop an operational scheme of variables and indicators 8. Engage, communicate and navigate in teamwork						
Syllabus	1. Introductory lecture (course guidelines: working methods, terms, obligations, deadlines, etc.) 2. Work on notes (corrections) 3. Selection of material (sorting by areas, topics, titles, etc.) 4. Defining key theses 5. Defining the research subject 6. Determining goals 7. Setting hypotheses 8. Creating a conceptual scheme 9. Creating an operational scheme of variables and indicators						
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision		☒ Individual and group tasks			
Student obligations	Participate in the teaching process: exercises (80%). Behave in accordance with ethical and scientific principles in higher education teaching. Perform individual and group activities that enable the acquisition of learning outcomes foreseen by the course. Take an analytical approach and discuss methodological problems during exercises. Prepare and present individual and group research work according to pre-determined criteria. Pass a written exam. Inform yourself about classes you have missed during consultations with teachers and other students. 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	☒
	Group research work	☒	Individual work	☒		☐
		☐				
Assessment and evaluation of student work	<p>In accordance with the learning outcomes of the course and the student's obligations, the final grade on the course is formed with regard to the achievement of the following elements:</p> <ul style="list-style-type: none">- aktivnost na nastavi: uspješnost u rješavanju individualnih i grupnih zadataka – 10%- individualni rad: rad na bilješkama i nacrtu, selekcija građe– 20%- grupni rad: objedinjenje i tematski selektirane bilješke priprema i definiran predmet istraživanja – 20%- written exam - 50%. <p>The evaluation and assessment criteria of individual elements are described in the course repository.</p>					
Required literature	Title		Number of copies available		Availability via other media	
	Babbie, E. (2011). The Basics of Social Research. Fifth Edition. Wadsworth Cengage Learning. (odabrana poglavlja)		1			
	Gilbert, N. (ed.) (2008). Researching Social Life. SAGE Publications. (odabrana poglavlja)		1			
	Leburić, A., Lončar, M., Šuljug Vučica, Z. & Bandalović, G. (2010). Jezična stvarnost medija: rezultati sociološkoga istraživanja. Redak.		0			
	Lune, H., Pumar, E. S. & Koppel, R. (eds.) (2010). Perspectives in Social Research Methods and Analysis. A Reader for Sociology. SAGE Publications. (odabrana poglavlja)		1			
	Ragin, C. C. & Amoroso, L. M. (2011). Constructing Social Research. The Unity and Diversity of Method. SAGE Publication. (odabrana poglavlja)		1			
Supplementary literature	<p>1. Gideon, L. (ed.) (2012). Handbook of Survey Methodology for Social Science. Springer.</p> <p>2. Gillham, B. (2004). Developing a Questionnaire. Continuum.</p> <p>3. Graziano, A.M. & Raulin, M.L. (2004). Research Methods. A Process of Inquiry. Pearson Education.</p> <p>4. Gray, D.E. (2009). Doing Research in the Real World. SAGE Publication.</p> <p>5. Hunsinger, J., Klastrup, L. & Allen, M. (2010). International Handbook of Internet Research. Springer.</p> <p>6. Jindra, R. (2010). Važnost radioničkog oblika rada. U J. Martinčić i D. Hackenberger (ur.), Međunarodna kolonija mladih Ernestinovo: 2003.-2008.: zbornik radova znanstvenog skupa s međunarodnim sudjelovanjem (81-93). HAZU, Zavod za znanstveni i umjetnički rad.</p> <p>7. Leburić, A. (1992/93). Metodološki aspekti sociološkog empirijskog istraživanja društvenih fenomena. I dio. Radovi – razdio filozofije, psihologije, sociologije i pedagogije, 32(9), 37-50.</p>					

	<p>8. Leburić, A. (1993/94). Metodološki aspekti sociološkog empirijskog istraživanja društvenih fenomena. II dio. Radovi – razdio filozofije, psihologije, sociologije i pedagogije, 33(10), 99-110.</p> <p>9. May, T. (2006). Social Research. Issues, Methods and Process. Open University Press.</p> <p>10. Miller, R. L. & Brewer, J. D. (eds.) (2003). The A-Z of Social Research. A Dictionary of Key Social Science Research Concepts. SAGE Publications. https://hrčak.srce.hr/ https://www.scopus.com/home.uri?zone=header&origin=sbrowse</p>
Quality assurance	Class attendance, class activity, 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.			
Practicals	Introductory lecture (guidelines throughout the course: method of work, terms, obligations deadlines, etc.)	1	
Week: 2.			
Practicals	Work on notes	1	
Week: 3.			
Practicals	Work on notes	2	
Week: 4.			
Practicals	Material selection (sorting by areas, topics, titles, etc.)	1	
Week: 5.			
Practicals	Material selection (sorting by areas, topics, titles, etc.)	1	
Week: 6.			
Practicals	Defining key theses	2	
Week: 7.			
Practicals	Defining the research subject	2	
Week: 8.			
Practicals	Setting aims	2	
Week: 9.			
Practicals	Hypothesis-making	1	
Week: 10.			
Practicals	Creating a conceptual scheme (	1	
Week: 11.			
Practicals	Creating a conceptual scheme	1	
Week: 12.			
Practicals	Creating an operational scheme	1	
Week: 13.			
Practicals	Creating an operational scheme of variables and indicators	1	
Week: 14.			

Practicals	Midterm exam	2	
Week: 15.			
Practicals	Concluding discussion and reporting on the results of the preliminary exam	1	

Course name	Sociological Methods						
ID	SOS203	Study year	1.				
Lecturer	prof. dr. sc. Zorana Šuljug Vučica	ECTS workload	5.0				
Associates		Number of hours	L	S	E	P	
			20	45	0	0	
Course status	Compulsory	Online percentage	20%				
Course description							
Course aims	The aim of the course is to introduce students to the basic and most commonly used methods in empirical research, with an emphasis on those of the sociological type (approach). At the same time, the aim is to train students (at the analytical level) for methodologically adequate possibilities of interpreting and generalizing the results obtained from sociological research, primarily those of the empirical type. At the same time, to develop and strengthen the assumptions for critical reflection on the use and manipulation of various methods/techniques/procedures in sociological research.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Understand the methodological possibilities and scope of different types of methods and techniques in sociological research 2. Develop the ability to adequately select methods/techniques/procedures that would be most suitable for the implementation of a research process 3. Construct analytical tools and various measuring instruments (questionnaire, protocol) 4. Develop the ability to argue and illustrate (e.g. in a methodological essay) the application of certain sociological methods/analysis/research, especially those of the empirical type in different research situations 5. Analytically interpret and generalize the results obtained from sociological research, primarily those of the empirical type						
Syllabus	1. Method (definition, types, current controversies, application in sociological research, development tendencies, "eternal" controversy in the context of choosing a quantitative or qualitative method... 2. Data collection strategies (secondary data, secondary analyses... 3. Survey (advantages and disadvantages of use in sociological research) 4. Interview (types, advantages and disadvantages of use in sociological research) 5. Observation (advantages and disadvantages of use in sociological research) 6. Content analysis (advantages and disadvantages of use in sociological research) 7. Experiment (advantages and disadvantages of use in sociological research) 8. Methodological (and research) combinations (method, technique, procedure, approach, strategy)						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision	☒ group assignments				
		☒					
		☒					
		☐					
		☐					

Student obligations	Regular attendance of classes (lectures and seminars): 80%; active participation in seminar discussions and lectures, as well as in individual and group assignments; completion of two seminar papers (oral presentation in a power point presentation, preparation and leading a group discussion on an agreed seminar topic, written definition of conclusions from the seminar discussion in the form of a summary); passing a written exam (equivalent to a written exam are 2 passed mid-term tests).					
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 to the learning outcomes of the course and the student's obligations, the final grade for the course is formed based on the achievement of the following elements: - written exam, or two successfully passed midterms (a positive grade from both midterms is equivalent to the written exam) – 70% - written and presented seminar paper and summary in accordance with the teacher's instructions – 20% - class activity: success in solving individual and group tasks – 10%. The evaluation and grading criteria for individual elements are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Arber, S. (2001). Sociologists and the Survey: Potential and Pitfalls. In R.G. Burgess & A. Murcott (eds.), <i>Developments in Sociology</i> (pg. 11-33). Prentice Hall-Pearson Education.			1	YES	
	Bell, J. & Opie, C. (2002). <i>Learning from Research. Getting More from your Data.</i> Buckingham. Open University Press.			1	YES	
	Gilbert, N. (ed.) (2008). <i>Researching Social Life.</i> SAGE Publications. (odabrana poglavlja)			1	YES	
	Leburić, A. i Štrk, M. (2010). <i>Moda kao društveni jezik: sociološko istraživanje mladih.</i> Biblioteka Istraživačke studije, knjiga br.12. Redak.			1	NO	
	Leburić, A. i dr. (2011). <i>Socijalizacija darovite djece.</i> Biblioteka Istraživačke studije, knjiga br.15. Redak.			1	NO	
	McEwan, E.K. & McEwan, P.J. (2003). <i>Making Sense of Research: What's Good, What's Not, and How to Tell the Difference.</i> SAGE Publications. (odabrana poglavlja)			1	NO	

Supplementary literature	<ol style="list-style-type: none"> 1. Arber, S. (1993). Designing Samples. U N. Gilbert (ed.) Researching Social Life (pp. 68-92). SAGE Publications. 2. Boje, D.M. (2001). Narrative Methods for Organizational & Communication Research. SAGE Publications. 3. De Vaus, D. (2002). Analyzing Social Science Data: 50 Key Problems in Data Analysis. SAGE Publications. 4. Fitz-Gibbon, C.T. & Morris, L.L. (1987). How to Analyze Data. SAGE Publications. 5. Gray, D.E. (2009). Doing Research in the Real World. SAGE Publications. 6. Leburić, A. i Kamber, I. (2000). Perspektive fokus grupa kao sociološke istraživačke metode. Radovi - razdio filozofije, psihologije, sociologije i pedagogije, 39(16), 193-211. 7. Leburić, A. & M. Sladić (2004). Metode istraživanja Interneta kao novoga medija. Acta Iadertina. časopis Odsjeka za filozofiju, Odsjeka za pedagogiju i Odsjeka za sociologiju, 1(1), 45-64. 8. Litosseliti, L. (2003). Using Focus Groups in Research. Continuum. 9. May, T. (2006). Social Research. Issues, Methods and Process. Open University Press. 10. Merton, R.K. (1987). The Focused Interview and Focus Group: Continuities and Discontinuities. Public Opinion Quarterly, 51, 550-556. 11. Miller, R.L. & Brewer, J.D. (eds.) (2003). The A-Z of Social Research ? A Dictionary of Key Social Science Research Concepts. SAGE Publications. 12. Pawson, R. (1996). Theorizing the Interview. British Journal of Sociology, 47(2), 295-313.
Quality assurance	Class attendance, class activity, 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: Nature of research (method, methodology, conceptions of social reality, positivist and interpretive paradigm, quantitative and qualitative approaches/methods)	4	P23
Week: 2.			
Lectures	Nature of research (method, methodology, conceptions of social reality, positivist and interpretive paradigm, quantitative and qualitative approaches/methods)	2	P23
Seminar	Distribution of seminar topics and instructions for preparing the presentation	2	P23
Week: 3.			
Lectures	Planning sociological research (research questions, research process, research methods, problems, difficulties and dilemmas)	2	P23
Seminar	Seminar presentations on the topic: Theoretical and conceptual issues of social research Foundations of social research	3	P23
Week: 4.			

Lectures	Types of research	1	P23
Seminar	Presentation of seminar papers on the topic: Social research Approaches in social research Research, theory and method Sociological theory in research Research planning	4	P23
Week: 5.			
Lectures	Qualitative and quantitative research	1	P23
Seminar	Presentation of seminar papers on the topic: History of research methods in the social sciences Research orientations Phases of the research process	4	P23
Week: 6.			
Lectures	Research designs	1	P23
Seminar	Presentation of seminar papers on the topic: Research designs Designing research Selection of methods	3	P23
Week: 7.			
Lectures	Survey	1	P23
Seminar	Presentation of seminar papers on the topic: Questionnaires Survey research	3	P23
Week: 8.			
Lectures	1st mid-term test	1	P23
Seminar	Presentation of seminar papers on the topic: Advantages and disadvantages of the survey Designing a survey Online survey	3	P23
Week: 9.			
Lectures	Interview and focus group	1	P23
Seminar	Presentation of seminar papers on the topic: Data collection with questionnaires The nature of qualitative research Data collection by interviewing	4	P23
Week: 10.			
Lectures	Observation and fieldwork Ethnography	1	P23
Seminar	Presentation of seminar papers on the topic: Interview Focus group Observation	3	P23
Week: 11.			
Lectures	Case study	1	P23
Seminar	Presentation of seminar papers on the topic: Biographical methods Exploring cultures	3	P23
Week: 12.			
Lectures	Action research	1	P23

Seminar	Presentation of seminar papers on the topic: A case study Designing a case study	4	P23
Week: 13.			
Lectures	Content analysis	2	P23
Seminar	Presentation of seminar papers on the topic: Action research Data analysis Documentary research	3	P23
Week: 14.			
Seminar	2nd mid-term test	2	P23
Seminar	Seminar presentations on the topic: Secondary data analysis Content analysis	3	P23
Week: 15.			
Lectures	Final lecture - concluding remarks	1	P23
Seminar	Presentation of seminar papers on the topic: Conversational and discursive analysis Narrative analysis Research methods and the Internet	3	P23

Course name	Statistics in Sociology 2						
ID	SOS205	Study year	1.				
Lecturer	dr. sc. Goran Kardum	ECTS workload	3.0				
Associates	doc. dr. sc. Ivan Buljan	Number of hours	L	S	E	P	
			15	15	15	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	The aim of the course is to familiarize students with the characteristics of parametric and non-parametric statistics and their associated tests. Furthermore, it aims to instruct students on the importance of understanding models and decision-making flowcharts regarding the selection of statistical tests, the interpretation of results, and the application of parametric and non-parametric tests. It also seeks to acquaint students with the limitations involved in drawing conclusions using statistical tests and the limitations associated with interpreting p-values.						
Enrolment requirements	/						
Learning outcomes	Upon completing the course, the student will be able to—using data obtained from a study or by reading the results of other studies—: 1. Understand the distribution of observed and theoretical frequencies and the setup of models (hypothesis testing, independent and dependent samples) for the analysis and application of the chi-square test 2. Interpret obtained chi-square values and corresponding p-values, as well as the potential use of alternative chi-square values (exact test) 3. Correctly select and carry out the calculation and analysis steps for non-parametric tests for independent samples (Wilcoxon test, Mann-Whitney U-test, Kruskal-Wallis test) 4. Correctly select and carry out the calculation and analysis steps for non-parametric tests for dependent samples (Sign test, Friedman test) 5. Understand the concept of association (correlation) and the limitations regarding the use and interpretation of the linear coefficient (Pearson) and other coefficients (Spearman, Kendall's tau) 6. Create a scatter plot and analyze different shapes of the regression cloud, the regression line, and the regression line equation 7. Understand the models and limitations of analysis of variance (ANOVA) and interpret the F-value 8. Analyze and explain the results of ANOVA models (independent, dependent, and mixed models) and corresponding post-hoc tests 9. Analyze and explain the results of regression analysis 10. Understand and determine effect size, sample size, and statistical power						
Syllabus	Topics of lectures, seminars and exercises according to the weeks of classes; 1. Determination of chi square test 2. Chi square test for independent and dependent samples 3. Chi-square hypothesis test and alternative interpretations of limitations (exact test, corrections) 4. Characteristics of parametric and non-parametric tests. Nonparametric tests for independent samples. 5. Non-parametric tests for dependent samples 6. Correlations, connections – linear correlation coefficient 7. Correlations between ordinal and nominal variables 8. Introduction to variance analysis 9. One-way and two-way ANOVA 10. ANOVA for repeated measures and mixed models 11. GLM model and ANCOVA 12. Introduction to regression analysis 13. Weights and regression analysis models						

	14. Effect size, sample size, and statistical power 15. Consolidation of tests by reading scientific papers						
Teaching types	☒ Lectures ☒ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision				
		☐					
		☐					
Student obligations	Attendance at all forms of instruction, active participation in class, analysis of published papers within the seminar, and successful completion of two mid-term exams or a comprehensive 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 and evaluation of student work during the course and at the final exam / Method of verifying acquired learning outcomes for each student requirement Student classroom activities, seminar presentation, performance on two mid-term exams, final exam (if the student takes it). Evaluation and grading criteria for individual components are described in the course repository.						
Required literature	Title		Number of copies available	Availability via other media			
	Petz, B., Kolesarić, V. i Ivanec D. (2012). Petzova statistika - Osnovne statističke metode za nematematičare. Naklada Slap		3				
	Odabrani radovi iz recentnih on-line baza podataka			da			
	Bilješke s nastave			da			
Supplementary literature	Milas, G. (2005. ili novije) Istraživačke metode u psihologiji i drugim društvenim znanostima. Naklada Slap						
Quality assurance	Class attendance, in-class participation, performance on assignments; university-level student survey on the quality of teaching and instructors; passing the exam and fulfilling other syllabus-mandated requirements; 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	Definition of the chi-square test	1	
Seminar	Definition of the chi-square test	1	
Practicals	Definition of the chi-square test	1	
Week: 2.			
Lectures	Chi-square test for independent and dependent samples	1	
Seminar	Chi-square test for independent and dependent samples	1	
Practicals	Chi-square test for independent and dependent samples	1	
Week: 3.			
Lectures	Chi-square hypothesis test and alternative interpretations of restrictions (exact test, corrections)	1	
Practicals	Chi-square hypothesis test and alternative interpretations of restrictions (exact test, corrections)	1	
Seminar	Chi-square hypothesis test and alternative interpretations of restrictions (exact test, corrections)	1	
Week: 4.			
Lectures	Characteristics of parametric and non-parametric tests. Nonparametric tests for independent samples.	1	
Seminar	Characteristics of parametric and non-parametric tests. Nonparametric tests for independent samples.	1	
Practicals	Characteristics of parametric and non-parametric tests. Nonparametric tests for independent samples.	1	
Week: 5.			
Lectures	Nonparametric tests for dependent samples	1	
Practicals	Nonparametric tests for dependent samples	1	
Seminar	Nonparametric tests for dependent samples	1	
Week: 6.			
Lectures	Correlations, associations – linear correlation coefficient	1	
Practicals	Correlations, associations – linear correlation coefficient	1	
Seminar	Correlations, associations – linear correlation coefficient	1	
Week: 7.			
Lectures	Correlations between ordinal and nominal variables	1	
Practicals	Correlations between ordinal and nominal variables	1	
Seminar	Correlations between ordinal and nominal variables	1	
Week: 8.			
Lectures	Introduction to ANOVA	1	
Practicals	Introduction to ANOVA	1	
Seminar	Introduction to ANOVA	1	
Week: 9.			
Lectures	One-way and two-way ANOVA	1	
Practicals	One-way and two-way ANOVA	1	

Seminar	One-way and two-way ANOVA	1	
Week: 10.			
Lectures	Repeated measures ANOVA and mixed models	1	
Practicals	Repeated measures ANOVA and mixed models	1	
Seminar	Repeated measures ANOVA and mixed models	1	
Week: 11.			
Lectures	GLM model and ANCOVA	1	
Seminar	GLM model and ANCOVA	1	
Practicals	GLM model and ANCOVA	1	
Week: 12.			
Lectures	Introduction to Regression Analysis	1	
Practicals	Introduction to Regression Analysis	1	
Seminar	Introduction to Regression Analysis	1	
Week: 13.			
Lectures	Weights and regression analysis models	1	
Practicals	Weights and regression analysis models	1	
Seminar	Weights and regression analysis models	1	
Week: 14.			
Lectures	Effect size, sample size, and statistical power	1	
Practicals	Effect size, sample size, and statistical power	1	
Seminar	Effect size, sample size, and statistical power	1	
Week: 15.			
Lectures	Consolidation of tests by reading scientific papers	1	
Practicals	Consolidation of tests by reading scientific papers	1	
Seminar	Consolidation of tests by reading scientific papers	1	

9. First-order logic as a theory: from an axiomatic system to a system of natural deduction. Natural deduction: rules for truth-functional conjunctions. Natural deduction: rules for identity and quantifiers (2P)
 10. Basic ideas of the semantics of first-order logic. Set theory and scientific language. Properties of first-order logic (reliability, completeness). Consistency, sequence and other logical properties and relationships as syntactic and semantic terms (2P)
 11. Application of natural deduction in deriving consequences on selected examples from sociology and other social sciences: in the theory of social networks (P. Marsden), in the theory of social choice (K. Arrow). Application of logical concepts and procedures in the analysis of social phenomena on selected examples: cognitive dissonance (L. Festinger) and social contradiction (J. Elster). Specificity of the logic of the language of social sciences: deviation from Leibniz's law (D. Davidson) (2P)
 12. On the relationship between social and natural sciences in the light of the key results of the philosophy of science: Poincaré-Popper's insight into the hypothetical character of nomological knowledge, Duhem-Quine's insight into the subdeterminacy of revision. Dynamics of theoretical changes in AGM theory (2P)
 13. Types of scientific theories: idiographic and nomothetic sciences (Dilthey, Windelband); empirical, hermeneutic and critical sciences (Habermas) (2P)
 14. Explanation and understanding in social sciences. Explanation in the deductive nomological model (C.G. Hempel). Conclusion to the best explanation (Harman). Mill's methods and the experimental method. Act understanding and practical reasoning. Methodological autonomy of social sciences (G.H. von Wright) (2P)
 15. Contemporary trends in logical research in the social sciences. Basic semantic ideas of modal logic and examples of application (logic of norms, logic of collective intentionality). Logic, language, communication: theory of speech acts and illocutionary logic. Language and construction of social reality (Searle) (2P)
- Seminar:
1. The role of logic in scientific education. Interpretation of a selected excerpt from J. Bruggeman and I. Vermeulen (2002) A Logical Toolkit for Theory (Re)Construction. Sociological Methodology 32 (1S)
 2. Basic concepts and topics in the philosophy of social sciences. Nomothetic and idiographic sciences. Text analysis of G. H. von Wright: Two traditions in science and philosophy of scientific method (1S)
 3. The concept within the traditional science of basic forms of thought. Types of concepts and their relations (1S)
 4. Diagrammatic representation of conceptual relations (Euler and Venn diagrams). Introduction to the language of first-order logic (1S)
 5. Limitations of the traditional science of concepts. Relational concepts and their properties
 6. Definition. Elements of definition (definiendum, definiens). Types of definition (1S)
 7. Classical form of definition. Assumptions and restrictions (1S)
 8. Division. Elements of the division (whole, foundation, members) (1S)
 9. Classification and typology (1S)
 10. Traditional doctrine of judgment (testimony). (1S)
 11. Types of statements in science. Work on the text. Willard Van Orman Quine: Two Dogmas of Empiricism (1S)
 12. Logic square with Venn diagrams (1S)
 13. Logical properties and relations (1S)
 14. Introduction to propositional logic: syntax and semantics (1S)
 15. First colloquium (1S)(1S)
 16. Method of truth tables. Reductio ad absurdum (1S)
 17. Translation of sentences from natural language to the language of propositional logic (1S)

	18. Traditional doctrine of inference. Immediate conclusion (1S) 19. Categorical syllogism with Venn diagrams. Limitations of the traditional science of inference (1S) 20. Inductive reasoning. Bacon - Mills					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning			☐ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory		
	☐	Blended learning		☐	Supervision	
Student obligations	In addition to attending at least 60% of lectures, students will acquire individual course content by reading original literature and keeping a reading diary, identifying and studying open questions of the discussed content. Students must achieve a minimum of 51% accuracy on exams.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☒	Oral exam	☐
	Written exam	☒	Project	☐	Participation in class	☒
	Independent assignments	☒		☐		☐
		☐				
Assessment and evaluation of student work	The preparation of assignments for independent work is graded. The written exam is administered in two equally valid forms: (i) within the regular exam period as a single test covering the entire curriculum and (ii) during classes through tests (interviews) covering parts of the curriculum. The final grade results from: - the overall grade of the written exams (50%), - the grade of the seminar paper (30%) and - participation in the course work (20%). An increase in the proposed final grade can be achieved at the oral exam.					
Required literature	Title			Number of copies available	Availability via other media	
	Kovač, S. i Žarnić, B. (2008). Logička pitanja i postupci: problemski uvod u elementarnu logiku. Kruzak.			1	on-line	
	von Wright, G. H. (1971). Explanation and Understanding. Routledge & Kegan Paul. (dostupno također u prijevodu)			1		
	Otvoreno znanje: Uvod u logiku društvenih znanosti (nastavni tekstovi). http://marul.ffst.hr/~logika/nastava			1	on-line	
Supplementary literature	1. Barwise, J. i Etchemendy, J. (2000). Language, Proof and Logic. CSLI Publications. 2. Bruggeman, J. & Vermeulen, I (2002). A Logical Toolkit for Theory (Re)Construction. Sociological Methodology, 32, 183—217. 3. Davidson, D.(2001). Subjective, Objective, Intersubjective. Oxford University Press. 4. Elster, J. (1978). Logic and Society: Contradictions and Possible Worlds. John Wiley & Sons Ltd.					

	<p>5. Habermas, J. (1988; 1. izd. 1967). On the Logic of the Social Sciences. MIT Press.</p> <p>6. Ragin, C. (1989). The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies. University of California Press.</p> <p>7. Searle, J. (2010). Making the Social World: The Structure of Human Civilization. Oxford University Press.</p> <p>8. Žarnić, B. (2002). Simbolička logika (kompilacija prijevoda, didaktičkih prilagodaba, riješenih zadataka i originalnih tekstova). Interna skripta. (poglavlja: 1-17) http://marul.ffst.hr/~logika/pilot/skripta.pdf</p> <p>9. Žarnić, B. (2006). Filozofija znanosti: priručnik (tumačenja odabranih tekstova). Interna skripta. (poglavlja: 1, 2, 3, 7)</p> <p>10. [Obvezna i dopunska literatura, seminarska literatura, nastavni tekstovi, obrazovni software, interaktivnosti i multimedijски sadržaji dostupni su na mrežnim stranicama kolegija]</p>
Quality assurance	Class attendance, class activity, success in completing assignments; student survey on the quality of teaching and teachers at the university level; passed exam and fulfilled other obligations prescribed by the syllabus; individual consultations; student self-assessment of achieved learning outcomes and 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	Contemporary logic and social sciences: meaning, achievements, open questions and development guidelines	2	P18
Lectures	Basic concepts and topics in the philosophy of social sciences. Nomothetic and idiographic sciences. Text analysis G. H. von Wright: Two traditions in science and the philosophy of the scientific method	1	P18
Seminar	The role of logic in science education. Interpretation of a selected excerpt from J. Bruggeman and I. Vermeulen (2002) A Logical Toolkit for Theory (Re)Construction. Sociological Methodology	1	P18
Week: 2.			
Lectures	Logic and social ontology (Habermas, Searle): normativity, collective intentionality	2	P18
Seminar	A concept within the traditional science of basic forms of thought. Types of concepts and their relationships	1	P18
Seminar	Diagrammatic representation of conceptual relationships (Euler and Venn diagrams). Introduction to the language of first-order logic.	1	P18
Week: 3.			
Lectures	Interpretation of the act and the assumption of rationality (D. Davidson). Internal rationality (coherence) and external rationality (correspondence). Rationality and the logic of examining attitudes	2	P18
Seminar	Limitations of the traditional theory of concepts. Relational concepts and their properties	1	P18
Seminar	Definition. Elements of definition (definiendum, definiens). Types of definition	1	P18

Week: 4.			
Lectures	Conceptual systems of social sciences. Definitions in social sciences: explicit, implicit, model. The concept of act as a basic concept of social sciences: the concept of act in T. Parsons and G.H. von Wright. Typologies and principles of their construction	2	P18
Seminar	Classical form of definition. Assumptions and limitations	1	P18
Seminar	Division. Elements of a division (whole, foundation, members)	1	P18
Week: 5.			
Lectures	Ordinary language and conceptual writing: historical development of conceptual writing (Leibniz, Frege) and contemporary tendencies in social sciences. Criteria of scientificity (Feigl) and the meaning of logical formalization in sociological research (Bruggeman and Vermeulen)	2	P18
Seminar	Classification and typology	1	P18
Seminar	Traditional teaching of the proposition (statement)	1	P18
Week: 6.			
Lectures	Axiomatic systems and their desirable logical properties. Logical elements of axiomatic theories in the social sciences (K. Arrow)	2	P18
Seminar	Types of statements in science. Text work. Willard Van Orman Quine: Two dogmas of empiricism	1	P18
Seminar	Logical square with Venn diagrams	1	P18
Week: 7.			
Lectures	Dictionary of first-order logic and its ontological assumptions (Wittgenstein's Tractatus). Values and facts: on the expressive limitations of the language of first-order logic	2	P18
Seminar	Logical properties and relationships	1	P18
Seminar	Introduction to propositional logic: syntax and semantics	1	P18
Week: 8.			
Lectures	Causality, necessary, sufficient and other types of conditions (INUS, SUIN) in the social sciences. Propositional logic in application in qualitative comparative analysis (C. Ragin) and Quine-McCluskey minimization procedure	2	P18
Seminar	First preliminary exam	1	P18
Seminar	Truth table method. Reductio ad absurdum	1	P18
Week: 9.			
Lectures	First-order logic as a theory: from an axiomatic system to a system of natural deduction. Natural deduction: rules for truth-functional conjunctions. Natural deduction: rules for identity and quantifiers	2	P18
Seminar	Translation of sentences from natural language to the language of propositional logic	1	P18
Seminar	The traditional doctrine of deduction. An immediate conclusion	1	P18
Week: 10.			
Lectures	Basic ideas of semantics of first-order logic. Set theory and scientific language. Properties of first-order logic (reliability, completeness). Consistency, sequence and other logical properties and relations as syntactic and semantic concepts.	2	P18
Seminar	Categorical syllogism in Venn diagrams. Limitations of traditional teaching about deduction	1	P18
Seminar	Induction. Bacon - Mill's methods	1	P18
Week: 11.			

Lectures	Application of natural deduction in deriving consequences on selected examples from sociology and other social sciences: in the theory of social networks (P. Marsden), in the theory of social choice (K. Arrow). Application of logical concepts and procedures in the analysis of social phenomena on selected examples: cognitive dissonance (L. Feasting) and social contradiction (J. Elster). Specificity of the logic of the language of social sciences: deviation from Leibniz's law (D. Davidson)	2	P18
Seminar	Conclusion to the best explanation. Work on the text. Gilbert Harman, The Inference to the Best Explanation	1	P18
Seminar	Introduction to first-order logic. Syntax and semantics	1	P18
Week: 12.			
Lectures	On the relationship between social and natural sciences in light of key results of the philosophy of science: Poincaré-Popper's insight into the hypothetical character of nomological knowledge, Duhem-Quine's insight into the underdetermination of revision. Dynamics of theoretical changes in AGM theory	2	P18
Seminar	Quantification and multiple quantification. DeMorgan's laws	1	P18
Seminar	Translation of sentences from natural language to the first order logic language	1	P18
Week: 13.			
Lectures	Types of scientific theories: idiographic and nomothetic sciences (Dilthey, Windelband); empirical, hermeneutic and critical sciences (Habermas)	2	P18
Seminar	The system of natural deduction: an introduction	1	P18
Seminar	A system of natural deduction for propositional logic	1	P18
Week: 14.			
Lectures	Explanation and understanding in the social sciences. Explanation in the deductive nomological model (C.G. Hempel). Conclusion to the best explanation (Harman). Mill's methods and the experimental method. Act understanding and practical reasoning. Methodological autonomy of social sciences (G.H. von Wright)	2	P18
Seminar	A system of natural deduction for first-order logic	1	P18
Seminar	Work on an excerpt from the book John Searle, Making the Social World	1	P18
Week: 15.			
Lectures	Contemporary trends in logical research in the social sciences. Basic semantic ideas of modal logic and examples of application (logic of norms, logic of collective intentionality). Logic, language, communication: speech act theory and illocutionary logic. Language and the construction of social reality (Searle)	2	P18
Seminar	2. Preliminary exam and test analysis	2	P18

Course name	Civil Society						
ID	SOSI54	Study year	2.				
Lecturer	prof. dr. sc. Gorana Bandalović	ECTS workload	4.0				
Associates		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 familiarize students with the concept and development of civil society organizations, as well as with knowledge concerning their influence on and responses to changes in contemporary societies and public policies at both the local and national levels. Furthermore, the course introduces students to the main characteristics of civil society organizations in fostering civic participation, addressing social problems, and promoting volunteer work in Croatia. The course also seeks to connect theoretical knowledge of civil society with practical experiences of civil society organizations operating within local communities.						
Enrolment requirements	/						
Learning outcomes	Upon successful completion of the course, students will be able to: 1. Understand the challenges of democratic development and the needs of local, national, and global communities for the development of civil society. 2. Explain the significance of civil society organizations in addressing the needs of specific social groups and society as a whole. 3. Understand the reasons for and importance of cooperation between civil society organizations and governments in the formulation of public policies. 4. Develop informed perspectives on the challenges and prospects of civil society from a sociological perspective and initiate sociological research on identified issues within the local community.						
Syllabus	1. Introductory lecture (course syllabus, student obligations, seminar topics, and guidelines for seminar papers). 2. The concept and historical development of civil society. 3. Civil society organizations (associations) and local community development. 4. The concept and role of civil society in building the welfare state. 5. Civil society and public policy. 6. Development and activities of civil society in Croatia. 7. Legislative framework governing civil society organizations (associations) in Croatia. 8. Areas of cooperation between civil society organizations and the state in Croatia. 9. Civil society in Croatia – overview of research findings. 10. Social entrepreneurship – a new form of civil society. 11. The role of civil society in contemporary integration processes and globalization. 12. Global civil society movements and transnational activism. 13. Fieldwork: activities of civil society organizations in the local community. 14. Guest lecture: overview and prospects of NGO project activities. 15. Final lecture, course evaluation, and teaching evaluation.						
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 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 - 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.					
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	The final course grade is determined according to the following components: - Oral 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.					
Required literature	Title			Number of copies available	Availability via other media	
	Bežovan, G. (2005). Civilno društvo. Nakladni zavod Globus.			1		
	Bežovan, G. i Zrinščak S. (2007). Civilno društvo u Hrvatskoj. Naklada Jasenski i Turk.			1		
	Edwards, M. (ed.) (2013). The Oxford Handbook of Civil Society. Oxford University Press.			1		
Supplementary literature	1. Bežovan, Gojko (1995). Neprofitne organizacije i kombinirani model socijalne politike. Revija za socijalnu politiku, 2(3), 197- 214. (dostupno na internetu) 2. Bežovan, G. i Zrinščak S. (2006). Postaje li civilno društvo u Hrvatskoj čimbenikom društvenih promjena. Revija za socijalnu politiku, 14(1), 1-27. (dostupno na internetu) 3. Franc, Renta et al. (2007). Istraživanje – Stavovi javnosti o nevladinim organizacijama. USAID, AED - Academy for Educational Development, Institut društvenih znanosti Ivo Pilar.					

	<p>Dostupno na: http://zaklada.civilnodrustvo.hr/upload/File/hr/izdavastvo/digitalna_zbirka/aed/stavovi_javnosti_o_nvo_2007.pdf</p> <p>4. Hewa, S. & Stapleton, H. D. (2016). Globalization, Philanthropy and Civil Society: Toward a New Political Culture in the Twenty-First Century. Springer.</p> <p>5. Kolarič, Z. (2009). Third Sector Organizations in Changing Welfare Systems in Central Eastern European Countries – Some Theoretical and Methodological Considerations. <i>Teorija in Praksa</i>, 46(3), 224-236.</p> <p>6. Pestoff, V. (1995). Reforming Social Services in Central and Eastern Europe – An Eleven Nation Overview. Cracow Academy of Economics.</p> <p>7. Putnam, R. (2003). Kako demokraciju učiniti djelotvornom. <i>Biblioteka Politička misao</i>, sv. 46. Fakultet političkih znanosti.</p> <p>8. Tarrow, S. (2005). <i>The New Transnational Activism</i>. Cambridge University Press</p> <p>9. Zrinščak, S. i dr. (2012). Volontiranje studenata u Zagrebu u komparativnom kontekstu. <i>Revija za socijalnu politiku</i>, 19(1), 25-48. (dostupno na internetu)</p>
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, teaching plan, and student obligations	2	P21
Seminar	Allocation of seminar topics	1	P21
Week: 2.			
Lectures	The concept and historical development of civil society	2	P21
Seminar	Reese-Schäfer, W. (2004) <i>Civilno društvo i demokracija</i> . Politička misao. 41(3): 65–79. Šalaj, B. (2011) <i>Civilno društvo i demokracija: što bi Tocqueville i Putnam vidjeli u Hrvatskoj? Analiza Hrvatskog politološkog društva: časopis za politologiju</i> . 8(1): 49-71.	1	P21
Week: 3.			
Lectures	Civil society organizations (associations) and local community development	2	P21
Seminar	Bežovan, G.; Ledić, J.; Zrinščak, S. (2011) <i>Civilno društvo u sveučilišnoj nastavi. Hrvatska i komparativna javna uprava: časopis za teoriju i praksu javne uprave</i> . 11(1): 193-202. Bežovan, G. (2003) <i>Utjecaj organizacija civilnog društva u Hrvatskoj. Revija za sociologiju</i> . 34(3–4): 127–142.	0	P21
Week: 4.			
Lectures	The concept and role of civil society in building the welfare state	2	P21

Seminar	Stubbs, P. (2001) Nova vremena? K političkoj ekonomiji "civilnog društva" u suvremenoj Hrvatskoj. Narodna umjetnost. 38(1): 89-103. Kletečki Radović, M.; Delale, A.; Družić, E.; Ljubotina, O. (2010) Doprinos udruge civilnog društva socijalnoj rekonstrukciji zajednice. Revija za socijalnu politiku. 17(1): 45-70.	1	P21
Week: 5.			
Lectures	Civil society and public policy	2	P21
Seminar	Knežević, B. (2017) Međusektorska suradnja u području distribucije hrane kao odgovor na probleme siromaštva i materijalne deprivacije. Revija za socijalnu politiku. 24(2): 143-167. Važnost institucionalne podrške i međusektorske suradnje za sustavnu i kvalitetnu provedbu građanskog odgoja i obrazovanja. Mreža mladih Hrvatske, Zagreb: Ured za udruge Vlade RH (dostupno na internetu)	1	P21
Week: 6.			
Lectures	Development and activities of civil society in Croatia	2	P21
Seminar	Vujadinović, D. (2008) Civilno društvo i politička kultura. Filozofska istraživanja. 28(1): 21-33.	1	P21
Week: 7.			
Lectures	Legislative framework governing civil society organizations (associations) in Croatia	2	P21
Seminar	Zrinščak, S.; Bežovan, G. (2007) Postaje li civilno društvo u Hrvatskoj čimbenikom društvenih promjena? Revija za socijalnu politiku. 14(1): 1-27.	1	P21
Week: 8.			
Lectures	Areas of cooperation between civil society organizations and the state in Croatia	2	P21
Seminar	Midterm Test 1	1	P21
Week: 9.			
Lectures	Civil society in Croatia – overview of research	2	P21
Seminar	Matančević, J. (2012) Analiza pristupa i metodologije međunarodnih komparativnih istraživanja civilnog društva. Hrvatska i komparativna javna uprava: časopis za teoriju i praksu javne uprave. 12(4): 1037-1060.	1	P21
Week: 10.			
Lectures	Social entrepreneurship – a new form of civil society	2	P21
Seminar	Baturina, D. (2015) Pogled prema Europskoj uniji civilnog društva: civilno društvo u kontekstu europeizacije. Hrvatska i komparativna javna uprava. 15(4): 935-954.	1	P21
Week: 11.			
Lectures	The role of civil society in contemporary integration processes and globalization	2	P21
Seminar	Lešić, D. (2015) Neprofitne udruge kao nositelji razvoja socijalnog poduzetništva u Republici Hrvatskoj. Obrazovanje za poduzetništvo - E4E : znanstveno stručni časopis o obrazovanju za poduzetništvo, 5(2): 83-95.	0	P21
Week: 12.			
Lectures	Global civil society movements and transnational activism	2	P21
Seminar	Barić Sanja i Dobrić dana (2012). EUROPEIZACIJA CIVILNOG DRUŠTVA U RH: SHVAĆANJE SOCIJALNOG KAPITALA OZBILJNO? Zbornik Pravnog fakulteta Sveučilišta u Rijeci. 33(2): 883-916.	1	P21

Week: 13.			
Lectures	Fieldwork – activities of civil society organizations in the local community	2	P21
Seminar	Nakić, M.; Šošić, D.; Diklić, J. (2019.) Uloga društvenih mreža na građanski aktivizam i razvoj civilnoga društva. South Eastern European Journal of Communication. 1(1): 91-104.	1	P21
Week: 14.			
Lectures	Midterm Test 2	2	P21
Seminar	Bežovan, G. (2002) Zakonski, politički i kulturni okvir za razvoj civilnog društva u Hrvatskoj. Revija za socijalnu politiku.10(1): 23-44. Bežovan, G. (2002) Struktura civilnog društva u Hrvatskoj. Politička misao. 239(1): 63–87.	0	P21
Week: 15.			
Lectures	Guest lecture – overview and perspectives of NGO project activities	2	P21
Seminar	Final lecture, course evaluation, and teaching evaluation	1	P21

Course name	Multiculturalism in Contemporary Society									
ID	SOSI55			Study year			2.			
Lecturer	prof. dr. sc. Marita Brčić Kuljiš			ECTS workload			4.0			
Associates				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 familiarize students with the basic theoretical and ideological concepts of multiculturalism in order to stimulate a critical discussion on issues of cultural, national, religious, ethnic, etc. identity. In this context, the goal is to analyze the crisis of multiculturalism, the relationship between migration and multiculturalism, the relationship between democracy and multiculturalism, and the idea of multiculturalism in the European Union.									
Enrolment requirements	/									
Learning outcomes	Upon completion of the course, students will be able to: 1. Compare multiculturalism and multiculturalism 2. Analyze theories of multiculturalism 3. Analyze the role of multiculturalism in a globalized world 4. Critically examine the relationship between democracy and multiculturalism 5. Compare different political solutions for cultural pluralism 6. Critically examine their own cultural practices 7. Develop awareness of creativity, self-development, initiative									
Syllabus	1. Introductory lecture 2. Cultural pluralism 3. Migration and cultural pluralism 4. Multiculturalism and multiculturalism 5. Crisis of multiculturalism 6. Multiculturalism/interculturalism/transculturalism 7. Multiculturalism and liberal democracy 8. Liberal multiculturalism (W. Kymlicka) 9. The idea of political liberalism (J. Rawls) 10. The politics of difference (Iris M. Young) 11. Recognition policy (C. Taylor) 12. Dialogic or integral theory of multiculturalism (Bhikhu Parekh) 13. Multiculturalism and the idea of citizenship/the idea of cosmopolitanism 14. Multiculturalism and the EU 15. Criticism of multiculturalism									
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning			☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision						
				☐						
				☐						
Student obligations	Participate in teaching activities that enable the acquisition of learning outcomes foreseen by the course. Participation in classes (80%), participation in seminars (90%). Prepare and present a seminar. Pass an oral exam. Before taking the oral exam, the student is obliged to submit a seminar paper in written form.									
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	The evaluation and grading criteria for individual elements are described in the course repository. The student's overall work during the course is assessed: - class activity, participation in discussions during classes and seminars (10%) - presented seminar paper (20%) - oral exam (70%) which the student can take after the seminar has been presented and submitted. If the student decides to take the exam via seminar paper, the teacher will assign him a problem topic and precise instructions on how to prepare the seminar (90%).					
Required literature	Title		Number of copies available		Availability via other media	
	Brčić Kuljiš, M. (2018). Living together in the European Union? International Journal of Multicultural and Multireligious Understanding (IJMMU), 5(5), 212-223.		0		Da	
	Mesić, M. (2006). Multikulturalizam. Školska knjiga.		1		Ne	
	Semprini, A. (2004). Multikulturalizam. Clio.		1		Ne	
	Young, I. M. (1991). Politička zajednica i razlike među grupama: kritika ideala univerzalno građanstva. Politička misao, XXVIII(1), 206–229.		0		Da	
Supplementary literature	1. Barry, B. (2006). Kultura i jednakost: Egalitarna kritika multikulturalizma. Jesenski i Turk. 2. Kymlicka, W. (2003). Multikulturalno građanstvo. Liberalna teorija manjinskih prava. Jesenski i Turk. 3. Paić, Ž. (2007). Traume razlika. Meandar/Meandarmedia. 4. Parekh, B. (2000). Rethinking Multiculturalism, Cultural Diversity and Political Theory. Palgrave. 5. Rawls, J. (2000). Politički liberalizam. Kruzak. 6. Taylor, C. (1994). The Politics of Recognition. In A. Gutmann (ed.), Multiculturalism, Examining the Politics of Recognition (str. 25-74). Princeton University Press. 7. Young, I. M. (1990). Pravednost i politika razlike. Naklada Jesenski i Turk.					
Quality assurance	Class attendance, class activity, success in completing assignments. Student survey on the quality of teaching and teachers at the university level. Passed exam and fulfilled other obligations prescribed by the syllabus.					
Other (in the opinion of the proponent)	/					

Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introductory lecture	2	P17
Seminar	Introductory lecture	1	P17
Week: 2.			
Lectures	Cultural pluralism	2	P17
Seminar	Cultural pluralism	1	P17
Week: 3.			
Lectures	Migration and cultural pluralism	2	P17
Seminar	Migration and cultural pluralism	1	P17
Week: 4.			
Lectures	Multiculturalism and multiculturalism	2	P17
Seminar	Multiculturalism and multiculturalism	1	P17
Week: 5.			
Lectures	Crisis of multiculturalism	2	P17
Seminar	Crisis of multiculturalism	1	P17
Week: 6.			
Lectures	Multiculturalism/interculturalism/transculturalism	2	P17
Seminar	Multiculturalism/interculturalism/transculturalism	1	P17
Week: 7.			
Lectures	Multiculturalism and liberal democracy	2	P17
Seminar	Multiculturalism and liberal democracy	1	P17
Week: 8.			
Lectures	Liberal multiculturalism (W. Kymlicka)	2	P17
Seminar	Liberal multiculturalism (W. Kymlicka)	1	P17
Week: 9.			
Lectures	The idea of political liberalism (J. Rawls)	2	P17
Seminar	The idea of political liberalism (J. Rawls)	1	P17
Week: 10.			
Lectures	The politics of difference (Iris M. Young)	2	P17
Seminar	The politics of difference (Iris M. Young)	1	P17
Week: 11.			
Lectures	Recognition policy (C. Taylor)	2	P17
Seminar	Recognition policy (C. Taylor)	1	P17
Week: 12.			
Lectures	Dialogic or integral theory of multiculturalism (Bhikhu Parekh)	2	P17
Seminar	Dialogic or integral theory of multiculturalism (Bhikhu Parekh)	1	P17
Week: 13.			
Lectures	Multiculturalism and the idea of citizenship/the idea of cosmopolitanism	2	P17
Seminar	Multiculturalism and the idea of citizenship/the idea of cosmopolitanism	1	P17
Week: 14.			
Lectures	Multiculturalism and the EU	2	P17
Seminar	Multiculturalism and the EU	1	P17

Week: 15.			
Lectures	Criticism of multiculturalism	2	P17
Seminar	Criticism of multiculturalism	1	P17

Course name	Development of Socially Useful Learning in the Community						
ID		Study year	2.				
Lecturer	doc. dr. sc. Ivana Jadrić	ECTS workload	3.0				
Associates		Number of hours	L	S	E	P	
			15	0	30	0	
Course status	Elective	Online percentage	0%				
Course description							
Course aims	The aim of this course is to enable students to apply their acquired theoretical knowledge through community engagement that serves the public good. Through this course, students are introduced to service-learning, civil society organizations, and various social challenges. Building on these foundations, an additional objective of the course is to encourage students to take an active role in society and to develop their critical thinking, teamwork skills, and openness in the process of addressing social issues. Among other goals, the course also seeks to foster a sense of social responsibility and promote social solidarity and inclusiveness.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Analyze the main characteristics of service-learning (SL) with regard to the roles of participants, society, and the economy. 2. Identify different stakeholders in society and their respective roles. 3. Distinguish service-learning from volunteering, internships, and other forms of experiential or extracurricular engagement. 4. Collaborate effectively within a team in the planning, organization, and implementation of service-learning activities. 5. Develop professional networks in cooperation with organizations at the local, national, or international level. 6. Select appropriate tools from various academic disciplines required for the implementation of service-learning projects. 7. Apply service-learning principles in the implementation of a community-based project. 8. Evaluate the feasibility of a proposed project under real-world conditions. 9. Participate in the planning of a service-learning project or activity. 10. Analyze one's own work process through reflection and identify opportunities for improvement in order to apply these enhancements in future projects.						
Syllabus	1. Introduction to Service-Learning (SL): definitions, history, and significance for society. 2. Analysis of societal stakeholders and civil society organizations. 3. Differences between service-learning, volunteering, internships, and other forms of extracurricular engagement. 4. Introduction to teamwork. 5. Identifying community needs: research tools and methods. 6. Planning a service-learning project: objectives, stakeholders, and stages of the service-learning process. Best practice examples: learning from other community-based projects through guest lectures. 7. Communication and teamwork skills: collaboration with communities and organizations. 8. Implementation of service-learning in the community (40 hours of work dedicated to planning and carrying out a specific community-based project). 9. Analysis of the work process through reflection on challenges encountered during project implementation and identification of opportunities for improvement. Presentation of service-learning outcomes through project presentations.						
Teaching types	☒ Lectures ☐ Seminars		☒ Fieldwork ☒ Independent work		☒ placement in a civil		

	☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Multimedia ☐ Laboratory ☒ Supervision	society organisation, institution, club, residential home, etc. (40 hours)					
Student obligations	Active participation in classes, completion of individual and group assignments during exercises, identification of a project task and the organization in which the project will be implemented. Development of the project, as well as preparation of a presentation about the project and a reflection following its completion.							
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☒		
	Experimental work	☐	Paper	☐	Essay	☐		
	Seminar paper	☐	Midterm exam	☐	Oral exam	☐		
	Written exam	☐	Project	☐	Participation in class	☒		
	project	☒	presentation	☒	reflection	☒		
	portfolio	☒						
Assessment and evaluation of student work	The final grade in the course is the result of: - systematic monitoring of activities and work in class, - the quality of the prepared and implemented project, and - the final presentation, which also includes the presentation of the project. The assessment and grading criteria for individual components are described in the course repository. Required literature and the number of copies in relation to the number of students currently enrolled.							
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. <i>Active Learning in Higher Education</i> , 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. <i>Asia Pacific Education Review</i> , 20, 573-593. Resch, K. Knapp, M. (2020). <i>Service Learning. A Workbook for Higher Education. An output of the ENGAGE STUDENTS project.</i>							
Quality assurance	The quality and success of course delivery are monitored through student surveys, students' performance in the course, periodic independent external programme evaluations, and periodic internal reviews 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	Introduction to service-learning (SL): definitions, history, and significance for society.	1	
Practicals	Introduction to the civil society organizations and exploration of the cooperation opportunities.	2	
Week: 2.			
Lectures	Analysis of stakeholders in society and civil society organizations.	1	
Practicals	Introduction to communication with organizations, expectations for field-based teaching, and preparation of the final portfolio.	2	
Week: 3.			
Lectures	Distinguishing service-learning (SL) from volunteering, internships, and other forms of out-of-classroom engagement.	1	
Practicals	Collaboration with the community and organizations.	2	
Week: 4.			
Lectures	Introduction to the team work.	1	
Practicals	Collaboration with the community and organizations.	2	
Week: 5.			
Lectures	Introduction to the team work.	1	
Practicals	Implementation of service-learning (SL) in the community – (40 hours of work dedicated to planning and implementing a concrete community-based project).	2	
Week: 6.			
Lectures	Identifying community needs: research tools and methods.	1	
Practicals	Implementation of service-learning (SL) in the community – (40 hours of work dedicated to planning and implementing a concrete community-based project).	2	
Week: 7.			
Lectures	Planning a service-learning project: objectives, stakeholders, and steps of SL. Examples of good practice: learning from other social projects – guest lecturers.	1	
Practicals	Implementation of service-learning (SL) in the community – (40 hours of work dedicated to planning and implementing a concrete community-based project).	2	
Week: 8.			
Lectures	Planning a service-learning project: objectives, stakeholders, and steps of SL. Examples of good practice: learning from other social projects – guest lecturers.	1	
Practicals	Implementation of service-learning (SL) in the community – (40 hours of work dedicated to planning and implementing a concrete community-based project).	2	
Week: 9.			
Lectures	Implementation of service-learning (SL) in the community – (40 hours of work dedicated to planning and implementing a concrete community-based project).	1	

Practicals	Implementation of service-learning (SL) in the community – (40 hours of work dedicated to planning and implementing a concrete community-based project).	2	
Week: 10.			
Lectures	Planning a service-learning project: objectives, stakeholders, and steps of SL. Examples of good practice: learning from other social projects – guest lecturers.	1	
Practicals	Implementation of service-learning (SL) in the community – (40 hours of work dedicated to planning and implementing a concrete community-based project).	2	
Week: 11.			
Lectures	Communication and teamwork skills: collaboration with the community and organizations.	1	
Practicals	Implementation of service-learning (SL) in the community – (40 hours of work dedicated to planning and implementing a concrete community-based project).	2	
Week: 12.			
Lectures	Communication and teamwork skills: collaboration with the community and organizations.	1	
Practicals	Implementation of service-learning (SL) in the community – (40 hours of work dedicated to planning and implementing a concrete community-based project).	2	
Week: 13.			
Lectures	Communication and teamwork skills: collaboration with the community and organizations.	1	
Practicals	Implementation of service-learning (SL) in the community – (40 hours of work dedicated to planning and implementing a concrete community-based project).	2	
Week: 14.			
Lectures	Analysis of the work process – reflection in the context of challenges in project implementation and identification of areas for improvement.	1	
Practicals	Implementation of service-learning (SL) in the community – (40 hours of work dedicated to planning and implementing a concrete community-based project).	2	
Week: 15.			
Lectures	Presentation of service-learning (SL) results – presentations of community-based projects.	1	
Practicals	Presentation of service-learning (SL) results – presentations of community-based projects.	2	

Course name	Rural Sociology						
ID	SOSI37	Study year	2.				
Lecturer	doc. dr. sc. Toni Popović	ECTS workload	3.0				
Associates	Matea Čular, adjunct 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 familiarise students with theoretical and research approaches within rural sociology and to enable them to identify and interpret key processes, issues, and phenomena in rural areas. Furthermore, the course aims to develop students' understanding of the multifunctionality and economic heterogeneity of rural areas in the context of contemporary European Union policies.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Explain the relationship between general sociology and rural sociology as an applied discipline. 2. Distinguish between different ways of conceptualising rurality within academic and official definitions of rural areas, including census, administrative, and development definitions. 3. Understand the relationship between the development of rural sociology and its subject differentiation in the United States and Europe. 4. Interpret the development of rural sociology within the context of the Zagreb school of rural sociology and transitional Croatia. 5. Explain the interdisciplinary and engaged approach to the study of rural issues. 6. Distinguish between the main effects of modernisation processes in rural areas: deagrarianisation, deruralisation, social mobility, and opposition to nature. 7. Distinguish between models of rural development in Europe. 8. Explain the interdependence between the EU Common Agricultural Policy, the European Agricultural Fund for Rural Development, and rural development programme measures in Member States. 9. Understand the potential of the rural economy for preserving local authenticity and promoting integral sustainability. 10. Recognise the role of lifelong learning in strengthening human and social capital as the foundation of neo-endogenous rural development.						
Syllabus	1. Introductory lecture: presentation of the course literature, teaching methods, deadlines, and assessment methods 2. Subject matter and aims of rural sociology, and ways of conceptualising rurality 3. Development of rural sociology in the United States, European countries, and Croatia 4. Contemporary research approaches within rural sociology: interdisciplinarity and an engaged approach 5. Effects of modernisation in rural areas 6. Models of exogenous, endogenous, and neo-endogenous rural development in Europe 7. Modernisation processes and the development of rural areas in Croatia: composition, decomposition, and recomposition of the village 8. European Union rural policy and its effects in Croatia 9. Characteristics of contemporary agriculture as an economic sector 10. New activities in rural areas: industrial zones, green entrepreneurship, rural tourism, and renewable energy production 11. Transformations of the rural family: functions, socialisation, and the gender division of labour						

	12. The role of lifelong learning in rural development 13. The changing role of culture in rural areas: from the static character of tradition to its reflexivity 14. The future of rural sociology: final lecture and course evaluation					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☒ Workshops	
Student obligations	Students are expected to act in accordance with ethical and academic principles in higher education teaching. They are required to participate in the teaching process, with 70% attendance at lectures and seminars as a prerequisite for obtaining the instructor's signature. As part of the course requirements, students must prepare and present selected course content within a seminar paper, in accordance with the defined criteria, including an oral presentation supported by a visual presentation and participation in in-class discussion. Students are required to observe the defined deadlines for preparing the seminar paper and to participate actively and constructively in class and group workshops. Students who receive positive grades in two mid-term examinations are considered to have fulfilled the equivalent of the written examination.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☒	Oral exam	☐
	Written exam	☒	Project	☐	Participation in class	☒
	Group workshops	☒		☐		☐
		☐				
Assessment and evaluation of student work	Assessment of acquired knowledge, skills, and competences is carried out during the semester through the evaluation of students' class participation and online discussions, the seminar paper, and two mid-term examinations. 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: - written examination, or two successfully completed mid-term examinations; a positive grade in both mid-term examinations is considered equivalent to the written examination – 60% - prepared and presented seminar paper in accordance with the guidelines – 30% - active participation in class, including in-class discussions – 5% - group workshops – 5%. 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	
	Cifrić, I. (2003). Ruralni razvoj i modernizacija. Prilozi istraživanju ruralnog identiteta. Institut za društvena istraživanja. (selected chapters)			0	online	

	Galdeano-Gómez, L., Aznar-Sánchez, A. & Pérez-Mesa, J. C. (2011). The Complexity of Theories on Rural Development in Europe: An Analysis of the Paradigmatic Case of Almería (South-east Spain). <i>Sociologia Ruralis</i> , 51(1), 54-78.	0	online
	Petrović, M. (2023). Prostorna sociologija: ruralna perspektiva. Filozofski fakultet, Institut za sociološka istraživanja. (selected chapters)	0	online
	Popović, T., Relja, R. i Gutović, T. (2017). Aktualnost ruralne sociologije: problematiziranje održivosti "prostora iza". In A. Bušljeta Tonković, Ž. Holjevac, I. Brlić, I. i N. Šimunić (eds.), <i>Koga (p)održi država održivi razvoj? Prilozi promišljanju održivosti ruralnih područja u Hrvatskoj</i> (pp. 71-94). Institut društvenih znanosti Ivo Pilar.	0	online
	Šljukić, S. i Janković, D. (2015). Selo u sociološkom ogledalu. <i>Mediterran Publishing</i> . (selected chapters)	0	online
	Štambuk, M. (2014). Lica nigdine. Društveni i prostorni okvir razvitka hrvatskog sela. Institut društvenih znanosti Ivo Pilar. (selected chapters)	0	online
	van der Ploeg, J. D. (2022). <i>The Sociology of Farming: Concepts and Methods</i> . Routledge. (selected chapters)	0	online
Supplementary literature	<ol style="list-style-type: none"> 1. Bičanić, R. (1996). <i>Kako živi narod: život u pasivnim krajevima</i>. Pravni fakultet, Nakladni zavod Globus. 2. Bokan, N. i Obad, O. (2018). Nevidljivi Dubrovnik. Istraživanje razvojnih perspektiva u ruralnoj lokalnoj zajednici. <i>Etnološka tribina: godišnjak Hrvatskog etnološkog društva</i>, 41(48), 213-237. 3. Brown, D. L. & Schafft, K. A. (2011). <i>Rural People and Communities in the 21st Century: Resilience and Transformation</i>. Polity. 4. Bušljeta Tonković, A. (2019). (Un)sustainable (rural) tourism: a Case study of Lika-Senj County. <i>Socijalna ekologija: časopis za ekološku misao i sociologijska istraživanja okoline</i>, 28(3), 249-268. 5. Bušljeta Tonković, A., Holjevac, Ž., Brlić, I. i Šimunić, N. (eds.) (2017). <i>Koga (p)održi država održivi razvoj? Prilozi promišljanju održivosti ruralnih područja u Hrvatskoj</i>. Institut društvenih znanosti Ivo Pilar. 6. Cifrić, I. (2016). Ruralna kultura i ruralni razvoj u kulturnoj perspektivi. In A. Šundalić, K. Zmaić, T. Sudarić i Ž. Pavić (eds.), <i>Globalizacija i regionalni identitet. Sociokulturno naslijeđe i gospodarski razvoj</i> (pp. 10-20). Sveučilište Josipa Jurja Strossmayera u Osijeku, Poljoprivredni fakultet, Odjel za kulturologiju, Ekonomski fakultet. 7. Cifrić, I. (2013). <i>Leksikon socijalne ekologije</i>. Školska knjiga. 8. Čagalj, M., Ivanković, M., Dulčić, Ž., Grgić, I. i Paštar, M. (2021). Tipologija ruralnog prostora Republike Hrvatske s posebnim osvrtom na Splitsko-dalmatinsku županiju. <i>Agroeconomia Croatica: časopis za agroekonomska i agrosociološka pitanja</i>, 11(1), 93-103. 9. Defilippis, J. (2013). Hrvatsko mediteransko selo kroz stoljeća. <i>Sociologija i prostor: časopis za istraživanje prostornoga i sociokulturnog razvoja</i>, 51(2), 291-302. 10. Demonja, D. i Baćac, R. (2012). Baština i tradicija u oblikovanju turističke ponude na ruralnom prostoru Hrvatske. <i>Podravina: časopis za multidisciplinarna istraživanja</i>, 11(21), 205-218. 		

11. Giddens, A. (2005). Odbjegli svijet – kako globalizacija oblikuje naše živote. Naklada Jesenski i Turk, Klub studenata sociologije Diskrepancija.
12. Hillyard, S. (2007). *The Sociology of Rural Life*. Berg.
13. Hodžić, A. (2006). Selo kao izbor? Institut za društvena istraživanja.
14. Janković, D. (2020). Društvene promene i ruralni razvoj: značaj socijalnog kapitala, participacije i društvenih mreža. Univerzitet u Novom Sadu, Poljoprivredni fakultet.
15. Kesner-Skreb, M. (2008). Zajednička poljoprivredna politika Europske unije. *Financijska teorija i praksa*, 32(4), 543-545.
16. Knickel, K. i Renting, H. (2000). Methodological and Conceptual Issues in the Study of Multifunctionality and Rural Development. *Sociologia Ruralis*, 40(4), 512-528.
17. Kranjčević, J., Lukić, A., Kušen, E. i Klarić Z. (2014). Regionalni razvoj, razvoj sustava naselja, urbani i ruralni razvoj i transformacija prostora. Institut za turizam.
18. Lay, V. (2007). Vizija održivog razvoja Hrvatske. Prinosi artikulaciji polazišta i sadržaja vizije. In V. Lay (ed.). *Razvoj sposoban za budućnost. Prinosi promišljanju održivog razvoja Hrvatske* (pp. 11-52). Institut društvenih znanosti Ivo Pilar.
19. Lee, R. (2013). Modernity, modernities and modernization: Tradition reappraised. *Social Science Information*, 52(3), 409-424.
20. Lukić, A. (2010). O teorijskim pristupima ruralnom prostoru. *Hrvatski geografski glasnik*, 72(2), 49-75.
21. Lukić, A. i Obad, O. (2016). New Actors in Rural Development – The LEADER Approach and Projectification in Rural Croatia. *Sociologija i prostor: časopis za istraživanje prostornoga i sociokulturnog razvoja*, 54(1), 71-90.
22. Milinković, B. (2000). Selektivna bibliografija radova o selu i agraru: domaća i strana literatura, 1990. – 1999. godine. *Sociologija sela*, 38(1-2), 245-336.
23. Neumeier, S. (2012). Why do Social Innovations in Rural Development Matter and Should They be Considered More Seriously in Rural Development Research? – Proposal for a Stronger Focus on Social Innovations in Rural Development Research. *Sociologia Ruralis*, 52(1), 48-69.
24. Orlić, O., Bagarić, P. i Obad, O. (2016). Projektifikacija znanosti i ruralnih krajeva – prilika za angažiranu etnologiju. In J. Grbić Jakopović, T. Kovačić, A. Matković, S. Renčelj Škedelji L. Šešo (ed.), *Srednjeevropsko povezivanje etnologov in kulturnih antropologov kot izziv današnjemu času. 13. Vzporednice med slovensko in hrvaško etnologijo / Srednjoevropsko povezivanje etnologa i kulturnih antropologa kao izazov današnjemu vremenu. 13. Hrvatsko-slovenske etnološke paralele* (pp. 68-86). Slovensko etnološko društvo.
25. Orlić, O., Berc, G., Kokorić, B. S., Bokan, N., Klepač, O., Lukić, A., Miljenović, A. i Obad, O. (2016). Izvještaj s Tribine IEF-a „Što se danas istražuje na selu? Predstavljanje neformalne istraživačke skupine Ruralije. *Narodna umjetnost: hrvatski časopis za etnologiju i folkloristiku*, 53(2), 151-156.
26. Popović, T. (2023). Refleksivnost tradicije u ruralnim područjima: studija slučaja kuća za odmor u Splitsko – dalmatinskoj županiji (doktorska disertacija). Filozofski fakultet u Splitu.
27. Popović, T. i Relja, R. (2016). Značaj vatrogasne službe u ruralnoj sredini: etnografski primjer dobrovoljnog vatrogastva u Dalmatinskoj zagori. *Godišnjak Titius*, 8, 211-233.
28. Popović, T. i 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). Sveučilište Josipa Jurja Strossmayera u Osijeku, Ekonomski fakultet.
29. Program ruralnog razvoja Republike Hrvatske 2014. – 2020. (2014). Ministarstvo Poljoprivrede.
30. Puljiz, V. (1989). Ruralna sociologija. *Sociologija sela*, 27(1/2), 133-138.

	<p>31. Ralica, N. i Blaće, A. (2021). Prilog proučavanju razvoja i značenja ruralnog turizma u Općini Šestanovac. <i>Sociologija i prostor: časopis za istraživanje prostornoga i sociokulturnog razvoja</i>, 59(1), 43-65.</p> <p>32. Relja, R., Popović, T. i Tomić, V. (2016). The Sustainability of Tradition in the Dalmatian Hinterland through Green Entrepreneurship. <i>The International Journal of Interdisciplinary Environmental Studies</i>, 11(2), 19-31.</p> <p>33. Rogić, I. (2002). Razvojni sudionici hrvatskog sela i njihove strategije. In M. Štambuk, I. Rogić i A. Mišetić (eds.), <i>Prostor iza: kako modernizacija mijenja hrvatsko selo</i> (pp. 333-360). Institut društvenih znanosti Ivo Pilar.</p> <p>34. Ružić, P. (2005). Ruralni turizam. Institut za poljoprivredu i turizam.</p> <p>35. Ružić, P. i Medica, I. (2010). Tradicijski seoski identitet Istre – njegovo prepoznavanje i uključivanje u turistički proizvod. <i>Sociologija i prostor: časopis za istraživanje prostornoga i sociokulturnog razvoja</i>, 48(3), 479-504.</p> <p>36. Shortall, S. (2012). The Role of Subjectivity and Knowledge Power Struggles in the Formation of Public Policy. <i>Sociology</i>, 47(6), 1088-1103.</p> <p>37. Statistics Explained. Territorial typologies manual – urban-rural typology (2019). EUROSTAT.</p> <p>38. Štambuk, M., Rogić, I. i Mišetić, A. (eds.) (2002). <i>Prostor iza: kako modernizacija mijenja hrvatsko selo</i>. Institut društvenih znanosti Ivo Pilar.</p> <p>39. Štambuk, M. i Šikić-Mičanović, L. (2014). Ruralna općina: sutra. Društvena re/konstrukcija na ruralnom teritoriju. Institut društvenih znanosti Ivo Pilar.</p> <p>40. Šundalić, A. (2010). Selo iz autentičnosti u neprepoznatljivost. Prilog sociološkom istraživanju ruralnosti Slavonije i Baranje. Sveučilište Josipa Jurja Strossmayera u Osijeku, Ekonomski fakultet u Osijeku.</p> <p>41. Šuvar, S. (1973). Između zaseoka i megalopolisa. Institut za društvena istraživanja, Centar za sociologiju sela.</p> <p>42. Vujović, S. (2016). <i>Sociologija ruralnog razvoja</i>. Zavod za udžbenike.</p> <p>43. Žutinić, Đ. i Markovina, J. (2009). Cjeloživotno obrazovanje za razvoj hrvatskog sela i poljoprivrede. In B. Petrač, A. Šundalić i K. Zmaić (eds.), <i>Sadašnjost i budućnost sela i poljoprivrede</i>. Zbornik radova sa znanstvenog skupa „Globalizacija i regionalni identitet“ (pp. 73-86). Sveučilište Josipa Jurja Strossmayera u Osijeku, Ekonomski fakultet, Poljoprivredni fakultet.</p> <p>44. Žutinić, Đ. i Zrakić, M. (2018). Revitalizacija ruralnih područja iz perspektive lokalnih akcijskih grupa. In A. Šundalić, K. Zmaić, T. Sudarić, Ž. Pavić, D. Janković, A. Dremel i N. Krivokapić (eds.), <i>Sudbina otvorenih granica: zbornik radova sa znanstvenog skupa Globalizacija i regionalni identitet</i> (pp. 165-183). Filozofski fakultet.</p>
Quality assurance	Individual consultations, class attendance, class participation, successful completion of assignments, and discussions aimed at improving the quality and level of acquired knowledge. Student survey on the quality of teaching and instructors at the university level. Passing the examination and fulfilling other requirements prescribed by the syllabus.
Other (in the opinion of the proponent)	/

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introductory lecture: presentation of the course literature, teaching methods, deadlines, and assessment methods	2	
Seminar	Presentation of seminar literature and allocation of presentation topics	1	
Week: 2.			

Lectures	Subject matter and aims of rural sociology, and ways of conceptualising rurality	2	
Seminar	This seminar assignment will examine the relationship between agrarian and rural sociology as related but differentiated research traditions. It will address the connection between rural sociology and other disciplines that study rural areas, including anthropology, ethnology, economics, and geography, with an emphasis on the interdisciplinary character of research on such spaces. Particular attention will be given to the criteria for defining rural areas and to the analysis of contemporary definitions used by institutions such as the European Union, the Organisation for Economic Co-operation and Development, and the Croatian Bureau of Statistics. The concluding section will critically consider the extent to which different conceptual approaches enable an adequate understanding of contemporary transformations of rural spaces.	1	
Week: 3.			
Lectures	Development of rural sociology in the United States, European countries, and Croatia	2	
Seminar	This seminar assignment will examine the influence of the social context in the United States and Europe on the emergence and institutionalisation of rural sociology as an academic discipline. It will address the different thematic and research orientations of the discipline in the American and European contexts, with an emphasis on their theoretical and methodological specificities. Particular attention will be given to the development of rural sociology in Croatia, including the contributions of classical authors such as Rudolf Bićanić and Dinko Tomašić, the work of the Zagreb school of rural sociology during the socialist period, and the disciplinary orientations and achievements of rural sociology in the post-transitional context.	1	
Week: 4.			
Lectures	Contemporary research approaches within rural sociology: interdisciplinarity and an engaged approach	2	
Seminar	This seminar assignment will examine examples of interdisciplinary collaboration in the study of rural problems, with an emphasis on the potentials and challenges of connecting different scientific disciplines in the analysis of rural space. Particular attention will be given to the approach of public and engaged sociology, including the role of project-based research funding and the application of scientific knowledge in practical action within local communities. The concluding section will critically consider the extent to which interdisciplinary and engaged approaches contribute to solving concrete problems of rural development in Croatia.	1	
Week: 5.			
Lectures	Effects of modernisation in rural areas	2	
Seminar	This seminar assignment will examine quality of life in rural areas of different European countries as a result of development processes during the previous century and the beginning of the present one. It will address subjective and objective indicators of quality of life in contemporary scientific research and statistical publications of the European Union, with an emphasis on comparisons between urban and rural areas. Particular attention will be given to migration processes related to rural space. The concluding section will critically consider the extent to which modernisation processes contribute to reducing or deepening developmental inequalities between urban and rural areas.	1	

Week: 6.			
Lectures	Models of exogenous, endogenous, and neo-endogenous rural development in Europe	2	
Seminar	This seminar assignment will examine models of rural development in Europe, including exogenous, endogenous, and neo-endogenous approaches, in the context of different development policies. It will address critiques of the agrarian model of development, with an emphasis on the neo-endogenous approach, which provides a holistic understanding of the problems of rural areas in the twenty-first century.	1	
Week: 7.			
Lectures	Modernisation processes and the development of rural areas in Croatia: composition, decomposition, and recomposition of the village	2	
Seminar	This seminar assignment will examine the delayed modernisation of Croatian society and its fragmented effects on rural areas. It will address Croatia's historical position as a "double periphery" until the mid-twentieth century, with an emphasis on poverty, illiteracy, and the difficult living conditions of the peasantry. Particular attention will be given to the features of socialist modernisation oriented towards urban-industrial development and the neglect of the traditional culture of the village, as well as to changes within the paradigm of sustainable development in the post-transitional period. The concluding section will analyse the beginnings of the recomposition phase in Croatia, including the dynamisation of social structure and the infrastructural preconditions that facilitate the process of rural revitalisation.	1	
Week: 8.			
Lectures	European Union rural policy and its effects in Croatia	2	
Seminar	This seminar assignment will examine changes in the Common Agricultural Policy from the 1960s to the present. Particular attention will be given to the analysis of the structure of rural development programmes in Croatia and the implementation of European Union agricultural policy measures. The concluding section will critically consider the extent to which existing models of rural development contribute to the sustainability and revitalisation of rural areas in Croatia.	1	
Week: 9.			
Lectures	Characteristics of contemporary agriculture as an economic sector	2	
Seminar	This seminar assignment will examine the competitiveness of Croatian agriculture in the international context and the strategic importance of food production under conditions of global risk. It will address the development problems of Croatian agriculture and the socio-economic position of small and medium-sized family farms. The concluding section will critically consider the conclusions of the public Appeal for a New Agricultural Policy from 2025 as the result of engaged action by experts on rural areas.	1	
Week: 10.			
Lectures	New activities in rural areas: industrial zones, green entrepreneurship, rural tourism, and renewable energy production	2	

Seminar	This seminar assignment will examine new economic activities in rural areas of Croatia, including rural tourism, production and business zones, renewable energy production, and various forms of green entrepreneurship. It will point to examples of successful development practices and their effects on local development. Particular attention will be given to the development potential and limitations of rural tourism as a complex platform that connects numerous economic and social activities.	1	
Week: 11.			
Lectures	Transformations of the rural family: functions, socialisation, and the gender division of labour	2	
Seminar	This seminar assignment will examine traditional patterns of family life in rural areas and their transformation under the influence of modernisation, economic, and demographic processes. Particular attention will be given to changes in gender roles and the division of labour within the household and agricultural production. The concluding section will critically consider the extent to which contemporary transformations contribute to greater equality and the redefinition of family relations in rural areas.	1	
Week: 12.			
Lectures	The role of lifelong learning in rural development	2	
Seminar	This seminar assignment will examine the role of lifelong learning and human capital in rural development. Particular attention will be given to the availability of educational opportunities in rural areas and to the role of formal and non-formal forms of learning in strengthening the capacities of the local population. The assignment will also analyse the relationship between human capital, innovation, entrepreneurship, and the sustainable development of rural communities.	1	
Week: 13.			
Lectures	The changing role of culture in rural areas: from the static character of tradition to its reflexivity	2	
Seminar	This seminar assignment will examine the theoretical and methodological foundations of research on tradition in the works of authors such as Karl Popper, Edward Shils, Eric Hobsbawm, and Anthony Giddens. The emphasis will be placed on the shift from understanding tradition as a static phenomenon towards viewing it as a reflexive and dynamic social phenomenon that actively negotiates with other development discourses in order to retain its social relevance. Particular attention will be given to examples of authenticity, transformation, and "invented traditions" in the context of rural tourism and ethno-villages in Croatia.	1	
Week: 14.			
Lectures	The future of rural sociology: final lecture and course evaluation	2	
Seminar	This seminar assignment will examine the future development of rural sociology in the context of contemporary social, economic, and environmental changes. It will address the key challenges and research directions of the discipline, including demographic change, digitalisation, climate change, and transformations of rural economies. Particular attention will be given to the role of rural sociology in shaping development policies and understanding new forms of rurality. The assignment will also consider the socialisation of young professionals and the sustainability of research units under conditions of the projectification of science.	1	
Week: 15.			

Lectures	Final Lecture and Course Evaluation	2	
Seminar	This seminar assignment will examine and synthesise the key characteristics of the seminar literature and discuss its epistemic value for understanding contemporary social processes in rural areas, as well as for informing practical interventions through an engaged approach.	1	

Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☒	Oral exam	☐
	Written exam	☒	Project	☐	Participation in class	☒
	Continuous assessment of students' knowledge	☒		☐		☐
		☐				
Assessment and evaluation of student work	Students will have a short knowledge assessment at each seminar, and the overall result of these assessments will account for 20% of the final grade. They will write a seminar paper, which is compulsory and will account for 30% of the final grade. Finally, they will take two midterm examinations or a final written examination. Students who pass both midterm examinations will be exempt from the final examination. The midterm examinations/final examination will account for 50% of the final grade.					
Required literature	Title			Number of copies available	Availability via other media	
	Aronson, E., Wilson, T. D. i Akert, R. M. (2005). Socijalna psihologija. Mate.			5		
Supplementary literature	1. Delamater, J. (2006). Handbook of Social Psychology. Springer Science. 2. Hewstone, M. & Stroebe, W. (2002). Introduction to social psychology – european perspectives (in Croatian). Naklada Slap. 3. Kruglanski A.W. & Higgins, E. T.(2003). Key Readings in Social Psychology. Psychology Press. 4. Oskamp, S. & Shultz, P.W. (2005). Attitudes and Opinions. Lawrence Erlbaum Associates. 5. Pennington, D.S. (2002.) Social Cognition. Taylor & Francis 6. Tesser, A. & Schwarz, N (2001). Intraindividual Processes. Blackwell Publishers. Contemporary and classical articles from academic journals.					
Quality assurance	Continuous assessment of students' knowledge. Student course evaluation.					
Other (in the opinion of the proponent)	/					

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introduction to social psychology	2	
Seminar	Distribution of seminar topics Giving instructions on the way of working	1	
Week: 2.			
Lectures	Social cognition 1	2	
Seminar	Seminar topics: social cognition	1	
Week: 3.			
Lectures	Social cognition 2	2	

Seminar	Seminar topics: social cognition	1	
Week: 4.			
Lectures	Social perception 1	2	
Seminar	Seminar topics: social perception	1	
Week: 5.			
Lectures	Social perception 2	2	
Seminar	Seminar topics: social perception	1	
Week: 6.			
Lectures	The self, self-concept, and self-knowledge	2	
Seminar	Seminar topics: the self, self-concept, and self-knowledge	1	
Week: 7.			
Lectures	First midterm exam	2	
Seminar	Seminar topics: the self, self-concept, and self-knowledge	1	
Week: 8.			
Lectures	Self-justification processes	2	
Seminar	Seminar topics: self-justification processes	1	
Week: 9.			
Lectures	Attitudes and attitude change 1	2	
Seminar	Seminar topics: attitudes and attitude change	1	
Week: 10.			
Lectures	Attitudes and attitude change 2	2	
Seminar	Seminar topics: attitudes and attitude change	1	
Week: 11.			
Lectures	Social influence	2	
Lectures	Seminar topics: social influence	1	
Week: 12.			
Lectures	Group processes	2	
Seminar	Seminar topics: group processes	1	
Week: 13.			
Lectures	Prosocial behavior	2	
Seminar	Seminar topics: prosocial behavior	1	
Week: 14.			
Lectures	Prejudice, stereotypes, and discrimination	2	
Seminar	Seminar topics: prejudice, stereotypes, and discrimination	1	
Week: 15.			
Lectures	Second midterm exam	2	
Lectures	Seminar topics: prejudice, stereotypes, and discrimination	1	

Course name	Sociology of Youth						
ID	SOSI52	Study year	2.				
Lecturer	prof. dr. sc. Gorana Bandalović	ECTS workload	4.0				
Associates		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 familiarize students with the fundamental characteristics of the social position and orientations of young people in contemporary society, sociological theories of marginal groups, youth subcultures and alternative movements, and youth activism.						
Enrolment requirements	/						
Learning outcomes	Upon successful completion of the course, students will be able to: 1. Explain the basic concepts in the field of the sociology of youth. 2. Identify, understand, and interpret the key problems facing contemporary youth. 3. Analyze the position of young people in society. 4. Critically reflect on various aspects of the lives of young people in the Republic of Croatia						
Syllabus	1. Introductory lecture – course syllabus, literature, teaching methods, deadlines, and examinations. 2. Youth in historical and social context. 3. Overview of sociological theories of youth. 4. Fundamental characteristics of youth culture. 5. Adolescent studies – key definitions, concepts, and principles. 6. Changes in the transition to adulthood. 7. Youth identity. 8. Midterm Examination 1. 9. Sexual practices of young people. 10. Youth in civil society and local communities. 11. Youth in the era of globalization. 12. Youth activism. 13. Youth lifestyles in Croatia; leisure time of young people. 14. Sociological theories of marginal groups. 15. The concept of counterculture, subculture, and alternative movements. 16. Midterm Examination 2. 17. Final lecture and course evaluation.						
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 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)						

	<ul style="list-style-type: none">- Achieve at least 50% of the total points on examinations/midterms- 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.					
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	The final course grade is determined according to the following components: <ul style="list-style-type: none">- 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.					
Required literature	Title				Number of copies available	Availability via other media
	Furlong, A. (2013). Youth Studies: An Introduction. Routledge.				1	no
	Haenfler, R. (2014). Subcultures: The Basics. Routledge. 1 30				1	no
	Ilišin, V., Bouillet, D., Gvodanović, A. i Potočnik, D. (2013). Mladi u vremenu krize. Institut za društvena istraživanja; Friedrich Ebert Stiftung.				1	yes
	Perasović, B. (2001). Urbana plemena. Hrvatska sveučilišna naklada.				1	no
	Savage, J. (2007). Teenage: The Creation of Youth Culture. Pimlico.				1	no
Supplementary literature	<ol style="list-style-type: none">1. Franc, R., Šakić, V. i Ivičić, I. (2002).Vrednote i vrijednosne orijentacije adolescenata: hijerarhija i povezanost sa stavovima i ponašanjima. Društvena istraživanja, 11(2-3/58-59), 215-238.2. Ilišin, V. (ur.) (2014). Sociološki portret hrvatskih studenata. Institut za društvena istraživanja.3. Ilišin, V. i Radin, F. (ur.) (2007). Mladi: problem ili resurs. Institut za društvena istraživanja.4. Ilišin, V. (2006). Mladi između želja i mogućnosti: položaj, problemi i potrebe mladih zagrebačke županije. Institut za društvena istraživanja.5. Ilišin, V. (2006). Mladi u lokalnoj vlasti u Hrvatskoj. DIM.6. Ilišin, V. (ur.) (2005). Mladi Hrvatske i europska integracija. Institut za društvena istraživanja					

	<p>7. Ilišin, V. i Radin, F. (ur.) (2002). Mladi uoči trećeg milenija. Institut za društvena istraživanja; Državni zavod za zaštitu obitelji, materinstva i mladeži.</p> <p>8. Ilišin, V. (2000). Promjene u slobodnom vremenu mladih. Napredak, 141(4), 419-429.</p> <p>9. Ilišin, V. (1999). Mladi na margini društva i politike. Alineja.</p> <p>10. Krnić, R. i Perasović, B. (2013). Sociologija i party scena. Naklada Ljevak.</p> <p>11. Lalić, D., Leburić, A. i Bulat, N. (1991). Grafi i subkultura. Alineja.</p> <p>12. Leburić, A., Reić, A. i Bandalović, G. (2008) Volonterstvo mladih kao bijeg u stvarnost: akcijsko istraživanje. Redak.</p> <p>13. Leburić, A. & Bandalović, G. (2008). Action Research of the Volunteers as a Specific Group of the Youth. In B. Kožuh, R. Kahn & A. Kozłowska (eds.). The Practical Science of Society (str. 105-115). College of Education and Human Development, University of North Dakota.</p> <p>14. Perasović, B. (2004). The notion of youth culture in contemporary context. In G. Titley (ed.). Resituating culture (pp. 177-187). Council of Europa.</p> <p>15. Perasović, B. (2002). Sociologija supkultura i hrvatski kontekst. Društvena istraživanja, 11(2-3/58- 59), 485-498.</p> <p>16. Perasović, B. (2001). Urbana plemena. Sociologija supkultura u Hrvatskoj. Hrvatska sveučilišna naklada.</p> <p>17. Perasović, B. (1999). O (sub)kulturi mladih u Hrvatskoj. U T. Macan (ur.), Hrvatska i održivi razvitak: humane i odgojne vrednote (str. 81-93). Ministarstvo razvitka i obnove Republike Hrvatske.</p> <p>18. Skiffer, L. (2013). Gangs and Adolescent Subcultures. Cognella.</p> <p>19. Subcultures, Popular Music and Social Change (2014). The Subcultures Network. Cambridge Scholars Publishing.</p> <p>20. Tomanović, S., Stanojević, D., Jarić, I., Mojić, D., Dragišić Labaš, S., Ljubičić, M. i Živadinović, I. (2012). Mladi – nsša sadašnjost. Istraživanje socijalnih biografija mladih u Srbiji. Institut za sociološka istraživanja Filozofskog fakulteta u Beogradu</p> <p>21. Tomić-Koludrović, I. i Leburić, A. (2002). Sociologija životnog stila: prema novoj metodološkoj strategiji. Jesenski&Turk.</p> <p>22. Tomić-Koludrović, I. i Leburić, A. (2001). Skeptična generacija: životni stilovi mladih u Hrvatskoj. AGM.</p> <p>23. Tomić-Koludrović, I. (1999). Od subkultura do životnih stilova mladih. Napredak, 140(2), 165-174.</p> <p>24. Tomić-Koludrović, I. i Leburić, A. (1996). Mladi danas: drukčiji, ali isti. Društvena istraživanja, 5(5-6/25-26), 963-975.</p>
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	P20
Seminar	Allocation of seminar topics	1	P20
Week: 2.			
Lectures	Youth in historical and social context	2	P20
Seminar	Youth and education	1	P20

Week: 3.			
Lectures	Overview of sociological theories of youth	2	P20
Seminar	Youth and politics	1	P20
Week: 4.			
Lectures	Fundamental characteristics of youth culture	2	P20
Seminar	Youth and the labour market	1	P20
Week: 5.			
Lectures	Adolescent studies – key definitions, concepts, and principles	2	P20
Seminar	Youth and activism	1	P20
Week: 6.			
Lectures	Changes in the transition to adulthood	2	P20
Seminar	Youth and mobility	1	P20
Week: 7.			
Lectures	Youth identity 2	2	P20
Seminar	Midterm Test 1	1	P20
Week: 8.			
Lectures	Sexual practices of young people	2	P20
Seminar	Youth and media	1	P20
Week: 9.			
Lectures	Youth in civil society and the local community	2	P20
Seminar	Youth and leisure/entertainment	1	P20
Week: 10.			
Lectures	Youth in the age of globalization	2	P20
Seminar	Youth and sexuality	1	P20
Week: 11.			
Lectures	Youth activism	2	P20
Seminar	Youth and addictions	1	P20
Week: 12.			
Lectures	Youth lifestyles in Croatia; leisure time of young people	2	P20
Seminar	Youth and peer violence (bullying)	1	P20
Week: 13.			
Lectures	Sociological theories of marginal groups	2	P20
Seminar	Youth and religion/spirituality	1	P20
Week: 14.			
Lectures	The concept of counterculture, subculture, and alternative movements	2	P20
Seminar	Midterm Test2	1	P20
Week: 15.			
Lectures	Final lecture and evaluation	2	P20
Seminar	Final seminar and evaluation	1	P20

Course name	Environmental Sociology						
ID	SOSI05	Study year	2.				
Lecturer	doc. dr. sc. Ivanka Buzov	ECTS workload	4.0				
Associates		Number of hours	L	S	E	P	
			30	12	3	0	
Course status	Elective	Online percentage	0%				
Course description							
Course aims	The aim of the course is to familiarize students with knowledge about the relationship between the ecosystem (nature, the environment) and society, and to acquire insight into sociological theories and concepts concerning the relationships between society and the environment. Furthermore, to understand the causes and consequences of the environmental crisis. To understand the concept of sustainable development and its perspectives.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Apply sociological theories and concepts to explain environmental problems, the causes of the ecological crisis, and conceptions of development. 2. Explain the differences between the ecosystem and the social system. 3. Interpret the causes and consequences of the environmental crisis in contemporary society. 4. Explain the significance of social movements for the development of environmental awareness and global environmental policy. 5. Explain the concepts of sustainable development and sustainable community. 6. Develop opinions and attitudes regarding pro-environmental perspectives on the development of local and global communities.						
Syllabus	1. Introductory lecture – overview of the course content, seminar topics, and schedule. 2. The emergence and development of environmental sociology: theoretical approaches. 3. Theoretical approaches in environmental sociology – the acceptance of the "New Ecological Paradigm." 4. Ecosystems and social systems: characteristics and differences. 5. Environmental awareness and environmental movements. 6. New ecological paradigms – radical environmentalism, ecofeminism, and deep ecology. 7. Religion and the environment. 8. Sustainable development: global and local perspectives. 9. Fieldwork: pro-environmental activities in non-governmental organizations. 10. The 2030 Agenda for Sustainable Development. 11. Biodiversity / Bioregionalism / Biotechnology. 12. Environmental ethics and environmental justice / Bioethics. 13. Climate change – Giddens's paradox. 14. Course evaluation and examination.						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning		☒ Fieldwork ☐ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision		☒ Individual and group tasks ☒ workshops		

Student obligations	Participate in the teaching process: lectures (70%) and seminars (80%). Conduct oneself in accordance with ethical and scientific principles in higher education teaching. Carry out individual and group activities that enable the achievement of the learning outcomes envisaged by the course. During seminars/workshops, approach the topic analytically and engage in discussion. Prepare and present a seminar paper according to pre-established criteria. Pass the oral examination. Obtain information about missed classes during the instructor's office hours and from fellow students. Adhere to the time frames required for completing the course activities. Participate actively and constructively in class.					
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 tasks	☒		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the course learning outcomes and the student's obligations, the final course grade is determined based on the achievement of the following assessment components: Oral examination – 70% Preparation and presentation of a seminar paper in accordance with the instructor's guidelines – 20% Class participation: performance in completing individual and group assignments – 10%. 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	
	Cifrić, I. (2013). Leksikon socijalne ekologije. Školska knjiga.			1		
	Geiger, M. i Zeman. Z. (2011). Uvod u sociologiju (održivih) zajednica. Institut društvenih znanosti „Ivo Pilar“.				Yes	
	Hanningan , J. (2006). Environmental Sociology. London: Routledge.			1		
	Giddens, A. (2009). Klimatske promene i politika. Clio. ili Giddens, A. (2011). The Politics of Climate Change. Polity Press.			1		
Supplementary literature	1. Bookchin, M. (1980). Toward an Ecological Society. Black Rose Books. 2. Buzov, I. (2007). Socijalna perspektiva ekofeminizma, Socijalna ekologija, časopis za ekološku misao i sociologijska istraživanja okoline, 16(1), 1- 16. 3. Buzov, I. (2014). Social Network Sites as Area for Pro-environmental Activities. Procedia - Social and Behavioral Sciences, 152(7), 1233–1236. 4. Buzov, I., Cvitković, E. i Rončević, N. (2020). Prema mogućnostima implementacije obrazovanja za održivi razvoj na sveučilištu. Socijalna ekologija, 29(1), 3-25.					

	<p>5. Cifrić, I. (2008). Koliko nas zabrinjavaju ekološki problemi. U I. Cifrić (ur.), <i>Relacijski identitet. Prilozi istraživanju identiteta hrvatskog društva</i> (str 185-220). HSD, IDI i Zavod za sociologiju FF.</p> <p>6. Cifrić, I. (2007). <i>Bioetička ekumena</i>. Pergamena.</p> <p>7. Cifrić, I. (2009). <i>Kultura i okoliš. Visoka škola za poslovanje i upravljanje „Baltazar Adam Krčelić“</i>.</p> <p>8. Cifrić, I. (2009). <i>Pojmovnik kulture i okoliša. Visoka škola za poslovanje i upravljanje „Baltazar Adam Krčelić“</i>.</p> <p>9. Heller, C. (1999). <i>Ecology of Everyday Life. Rethinking Desire for Nature</i>. Black Rose Books.</p> <p>10. Pilić, Š., Buzov, I. i Bandalović, G. (2012). Ruralni krajolik i očuvanost prirodnog okoliša: Mišljenja i stavovi ispitanika u porječju Krke. <i>Sociologija časopis za sociologiju, socijalnu psihologiju i socijalnu antropologiju</i>, LIV(1), 169-184.</p> <p>11. Puđak, J. (2010). Bioregionalizam. Koncept organizacije društvenog života i model razvoja koji doprinosi očuvanju okoliša i integralnoj održivosti. <i>Socijalna ekologija</i>, 19(1), 33-54.</p> <p>12. Rončević, N., Ledić, J. i Čulum, B. (2008). „Nisam sigurna što je, ali je bitno“ – Analiza stavova studenata Sveučilišta u Rijeci o održivom razvoju. <i>Suvremene teme (Contemporary Issues)</i>, 1(1), 62-75.</p> <p>13. Shiva, V. (2005). <i>Earth Democracy: Justice, Sustainability and Peace</i>. South End Press.</p> <p>14. <i>Socijalna ekologija</i>, časopis za ekologijsku misao i sociologijska istraživanja okoline, sva godišta, dostupno na www.hrcak.hr</p> <p>15. Spetić, M., Stanić, S. & Buzov, I. (2015). The Water Footprint of an Individual: A Hidden Dimension of Sustainability. <i>The International Journal of Interdisciplinary Studies</i>, 10(3), 13-25S.</p> <p>16. Stanić, S., Buzov I. i Galov, M. (2009). <i>Prakse urbanog stanovništva u zbrinjavanju kućanskog otpada</i>. <i>Socijalna ekologija, Časopis za ekološku misao i sociologijska istraživanja okoline</i>, 18(2), 132-159.</p> <p>17. Stokols, D. (2017). <i>Social Ecology in the Digital Edge. Solving Complex Problems in Globalized World</i>. Academic Press.</p> <p>18. Zimmerman, M. E. et al. (eds.) (2004). <i>Environmental Philosophy. From Animal Rights to radical Ecology</i>. Fourth edition. Pearson.</p>
Quality assurance	Class attendance, class participation, individual consultations, and successful completion of assigned tasks. Student evaluation survey on the quality of teaching and the instructor at the university level. Successful completion of the examination and fulfillment of the other obligations prescribed by the course syllabus. Students' self-assessment of the achieved learning outcomes, and collaborative 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 – overview of the course content and schedule	2	
Seminar	Assignment of seminar topics	1	
Week: 2.			
Lectures	The emergence and development of environmental sociology: theoretical approaches	2	
Seminar	Seminar on the topic: "The Emergence and Development of Environmental Sociology: Theoretical Approaches"	1	

Week: 3.			
Lectures	Theoretical approaches in environmental sociology – the acceptance of the “New Ecological Paradigm”	2	
Seminar	Seminar on the topic: "Theoretical approaches in environmental sociology – the acceptance of the ‘New Ecological Paradigm’"	1	
Week: 4.			
Lectures	Ecosystems and social systems: characteristics and differences	2	
Seminar	Seminar on the topic: "Ecosystems and social systems: characteristics and differences"	1	
Week: 5.			
Lectures	Environmental awareness and environmental movements	2	
Seminar	Seminar paper on the topic: "Environmental awareness and environmental movements"	1	
Week: 6.			
Lectures	New ecological paradigms – radical environmentalism, ecofeminism, deep ecology	2	
Seminar	Seminar paper on the topic: "New ecological paradigms – radical environmentalism, ecofeminism, deep ecology"	1	
Week: 7.			
Lectures	Religion and the environment	2	
Seminar	Seminar paper on the topic: "Religion and the environment"	1	
Week: 8.			
Lectures	Sustainable development: global and local perspectives.	2	
Seminar	Seminar paper on the topic: "Sustainable development: global and local perspectives"	1	
Week: 9.			
Lectures	Pro-environmental activities in non-governmental organizations	2	
Seminar	Seminar paper on the topic: "Pro-environmental activities in non-governmental organizations"	1	
Week: 10.			
Lectures	2030 Agenda for Sustainable Development – Part 1.	2	
Seminar	Seminar paper on the topic: "2030 Agenda for Sustainable Development – Part 1."	1	
Week: 11.			
Lectures	2030 Agenda for Sustainable Development – Part 2.	2	
Seminar	Seminar paper on the topic: "2030 Agenda for Sustainable Development – Part 2."	1	
Week: 12.			
Lectures	Biodiversity / Bioregionalism / Biotechnology	2	
Seminar	Seminar paper on the topic: "Biodiversity / Bioregionalism / Biotechnology"	1	
Week: 13.			
Lectures	Environmental ethics and environmental justice / Bioethics	2	
Seminar	Seminar paper on the topic: "Environmental ethics and environmental justice / Bioethics"	1	
Week: 14.			
Lectures	Climate change – Giddens’ paradox	2	
Seminar	Seminar paper on the topic: "Climate change – Giddens’ paradox"	1	

Week: 15.			
Lectures	Evaluation of teaching and examination	2	
Seminar	Evaluation of seminar papers and feedback	1	

Course name	Sociology of Popular Religion						
ID	SOSI46	Study year	2.				
Lecturer	izv. prof. dr. sc. Vlaho Kovačević	ECTS workload	4.0				
Associates		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 introduce students to the basic concepts of the sociology of religion and to dominant theoretical approaches to popular religion. Furthermore, to familiarize students with the phenomenological approach to popular religion and its sociological perspective. To introduce students to the significance of the dimension of religious experience in popular religiosity. To familiarize students with the elements, forms, and sources of popular religiosity. To introduce students to research findings on popular religiosity in Croatia, as well as methodological approaches to studying popular religiosity.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Explain the basic concepts of the sociology of religion and the relationships among them. 2. Explain the basic theoretical concepts of popular religiosity, with an emphasis on the phenomenological approach. 3. Explain the sociological perspective of the phenomenological framework of popular religion. 4. Elaborate the elements, forms, and sources of popular religiosity. 5. Elaborate methodological approaches used to study popular religiosity and explain the advantages and disadvantages of each. 6. Explain the controversies between the social interpretation of the nature of popular religion and the phenomenological approach to the natural sources of the experience of the sacred. 7. Explain the meaning and place of popular religion in the Croatian Catholic context, within the dominant traditional church religiosity, as well as the controversies in the official Church (Vatican) stance toward popular religiosity.						
Syllabus	1. Basic concepts of the sociology of religion (religion, religiosity, church, dimensions of religion, traditional religiosity, popular religiosity) 2. Basic theoretical concepts of popular religiosity, with an emphasis on the phenomenological approach 3. Sociological perspective of the phenomenological framework of popular religion and religiosity; popular religiosity and the dimension of religious experience 4. Elements and forms of popular religiosity, with examples from Croatia, Europe, and the world (2 hours) 4. Popular religiosity in Croatia, traditional religiosity, popular religiosity, superstition – based on examples from Croatian socio-religious research 6. Social interpretation of the nature of popular religion vs. the phenomenological approach to the natural sources of popular religiosity 7. Methodological approaches to studying popular religiosity (quantitative, qualitative, mixed methods) and understanding the advantages and disadvantages of each, with examples from Croatian socio-religious research 8. Sociology of popular religion and religiosity in the work of Željko Mardešić (Jakov Jukić) 9. The phenomenon of Međugorje and its main controversies 10. Religious and social determinants of holidays 11. Concluding lecture						

Teaching types	☐ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning		☐ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision		☒ Research	
			☐			
			☐			
Student obligations	To participate in the teaching process: lectures 70%, seminars 80%. To behave in accordance with ethical and scientific principles in higher education. To carry out individual and group activities that enable the achievement of the learning outcomes defined by the course. To prepare a seminar and research paper according to predefined criteria. To present the seminar and research paper according to predefined criteria. To inform themselves about missed classes during the instructor's consultation hours and with other students. To adhere to the time frames required for completing course activities. To complete individual and group assignments in a timely and high-quality manner. To actively and constructively participate in classes.					
Monitoring student work	Class attendance	☒	Research	☒	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☐
	Written exam	☐	Project	☐	Participation in class	☒
	Participation in discussions	☒	Individual and group assignments	☒		☐
		☐				
Assessment and evaluation of student work	To participate in the teaching process: lectures 70%, seminars 80%. To behave in accordance with ethical and scientific principles in higher education. To carry out individual and group activities that enable the achievement of the learning outcomes defined by the course. To prepare a seminar and research paper according to predefined criteria. To present the seminar and research paper according to predefined criteria. To inform themselves about missed classes during the instructor's consultation hours and with other students. To adhere to the time frames required for completing course activities. To complete individual and group assignments in a timely and high-quality manner. To actively and constructively participate in classes.					
Required literature	Title		Number of copies available	Availability via other media		
	Jukić, J. (1988). Povratak svetoga, Rasprava o pučkoj religiji. Crkva u svijetu.		1	30		
	Kovačević, V., Bilić, L. & Spetić, M. (2016) Popular Religion in the Life of Students in Split. The International Journal of Interdisciplinary Cultural Studies, 11(1), 39-54.		1	30		

	Kovačević, V. (2017). Sociologijski vidik fenomenologijskog okvira pučke religije kod Željka Mardešića. Crkva u svijetu: Crkva u svijetu, 52(4), 768-782.	1	30
	Mardešić, Ž. (2007). Rascjep u svetome: Kršćanska sadašnjost. (str. 733-794) ili Mardešić, Ž. (2001). Pučka pobožnost u Hrvatskoj. U A. Pero (ur.), „Jeremija što vidiš?“ Crkva u hrvatskom tranzicijskom društvu (str. 305-336). Diacovensia.	1	30
	Turner, E. & Turner, V. (1978). Image and Pilgrimage in Christian Culture. Columbia University Press.	1	30
Supplementary literature	<p>1. Aquaviva, S. & Pace, E. (1996). Sociologija religije. Problemi i perspektive. Zavod za sociologiju. (str. 77-119)</p> <p>2. Belaj, M. (2011). Međugorje kao proces. Specijalizacija iskustava i stvaranje "mjesta" Institut za etnologiju i folkloristiku & ZRC SAZU. (str. 243- 265)</p> <p>3. Bell, D. (1978). The Return of the Sacred: The Argument about the Future of Religion. Zygon. Journal of Religion and Science, 13(3), 187-208.</p> <p>4. Cohen, A. P. (2007). The Symbolic Construction of Community. Routledge.</p> <p>5. Coleman, S. & Elsner, J. (eds.) (2002). Pilgrim voices: narrative and authorship in Christian pilgrimage. Berghahn Books.</p> <p>6. Čapo Žmegač, J. (1993). Hrvatski korizmeno-uskrсни običaji u svjetlu teorije rituala prijelaza. Etnološka tribina, 16, 75-112.</p> <p>7. Eade, J. i Katić, M. (2014) Pilgrimage, Politics and Place-making in Eastern Europe. Routledge. (str. 1-12).</p> <p>8. Eliade, M. (2002). Sveto i profano. Sintagma (str. 99-130)</p> <p>9. Jukić, J. (1984). Slutnje svetoga u pučkoj religiji. Crkva u svijetu, 19(4), 329-336.</p> <p>10. Jukić, J. (1985). Znakovi svetoga u pučkoj religiji. Crkva u svijetu, 20(1), 19-30.</p> <p>11. Jukić, J. (1988). Turizam i hodočašće. Crkva u svijetu, 23(1), 34-41.</p> <p>12. Jukić, J. (1991). Budućnost religije, Sveto u vremenu svjetovnosti. Matica hrvatska. (str. 41-42)</p> <p>13. Jukić, J. (1995). Značenje pojma svetoga u suvremenoj religiologiji. U M. Josipović i M. Zovkić (ur.) Crtajte granice ne precrtajte ljude: zbornik radova u povodu imenovanja vrhbosanskog nadbiskupa Vinka Puljića kardinalom (str. 387-425). Vrhbosanska bogoslovna akademija.</p> <p>14. Jukić, J. (1986). Kriza slavljenja svetoga: Blagdani u pučkoj religiji. Obnovljeni život, 41(2), 123-146.</p> <p>15. Jukić, J. (1987). Religijske i društvene odrednice hodočašća. Crkva u svijetu, 22(2), 115-126.</p> <p>1. Jukić, Jakov. (1987). Religijske i društvene odrednice hodočašća. Crkva u svijetu, 22(4), 310-318.</p> <p>2. Jukić, J. (1997). Lica i maske svetog. Kršćanska sadašnjost. (str. 501-513)</p> <p>3. Jukić, J. (1977). Pluralistički pristup religiji. Crkva u svijetu, 12(1), 21-35.</p> <p>4. Katić, M., Klarin, T. & McDonald, M. (eds.) (2014). Pilgrimage and Sacred Places in Southeast Europe: History, Religious Tourism and Contemporary Trends. Lit Verlag.</p> <p>5. Lasić, H. (1989). Sociologijski pristup »svetom« u raspravi o pučkoj religiji i (Jakov Jukić: Povratak svetoga). Obnovljeni život, 44(2), 190-197.</p> <p>6. Markešić, I. (2004). Fenomenologija religije Petera L. Bergera. Filozofska istraživanja, 24(2), 505-514.</p> <p>7. Marinović Bobinac, A. (2005) Dimenzija religioznog iskustva u Hrvatskoj „šapat anđela“ iz sociologijske perspektive. Sociologija sela, 43/168(2), 303-339.</p> <p>8. Marinović, D. J. (1995). Višedimenzionalni pristup u izražavanju religioznosti: smjernice za istraživanje u Hrvatskoj. Društvena istraživanja, 4, (6(20)), 837-851.</p>		

	<p>9. Mardešić, Ž. (1994). Obilježje antičeve karizme i njegovo shvaćanje kršćanstva. U V. A. Tadić (ur.). Zbornik radova drugoga znanstvenog zbora održanog u prigodi 100. obljetnice rođenja o. fra Ante Antića (1893. - 1993.) u Splitu od 3. do 6. lipnja 1993. (str. 163-183). Vicepostalutura sluga Božjega o. Ante Antića.</p> <p>10. Šimić, J. (1994). U potrazi za definicijom pučke pobožnosti. Etnološka tribina, 17, 43-52.</p> <p>11. Šimić, J. (2004). Pučka pobožnost prema konstituciji Sacrosanctum concilium. Obnovljeni život, 59(3), 285-297.</p> <p>12. Turner, E. & Turner, V. (1978). Image and Pilgrimage in Christian Culture. Columbia University Press.</p> <p>13. Turner, V. (1967). Betwixt and between: the liminal period in rites de passage. The Forest of Symbols. Aspects of Ndembu Ritual. Cornell University Press.</p> <p>14. Turner, V. (1989). Od rituala do teatra. Ozbilnost ljudske igre. August Cesarec. (str. 43-57, 82-125)</p> <p>15. Turner, V. (1995). The Ritual Process. Structure and Anti-Structure. Aldine de Gruyter.</p>
Quality assurance	Attendance of classes, class participation, and success in completing assignments; student survey on the quality of teaching and instructors at the university level; passing the exam and fulfilling other syllabus-required obligations; 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.			
Lectures	Basic concepts of the sociology of religion (religion, religiosity, church, dimensions of religion, traditional religiosity, popular religiosity)	2	P
Seminar	Introduction to the sociology of popular religiosity	1	P
Week: 2.			
Lectures	Basic theoretical concepts of popular religiosity, with an emphasis on the phenomenological approach	2	P
Seminar	Traditional religiosity in Croatia	1	P
Week: 3.			
Lectures	Sociological perspective of the phenomenological framework of popular religion and religiosity; popular religiosity and the dimension of religious experience	2	P
Seminar	Non-church religiosity in Croatia	1	P
Week: 4.			
Lectures	Elements and forms of popular religiosity, with examples from Croatia, Europe, and the world	2	P
Seminar	Invisible religion: religion and personal identity in contemporary society	1	P
Week: 5.			

Lectures	Popular religiosity in Croatia, traditional religiosity, folk religiosity, superstition – based on examples from Croatian socio-religious research	2	P
Lectures	From pilgrim to tourist – identity and religion in modernity	1	P
Week: 6.			
Lectures	Sociological interpretation of the nature of popular religion vs. the phenomenological approach to the natural origins of popular religiosity	2	P
Seminar	Sociological interpretation of the nature of popular religion vs. the phenomenological approach to the natural origins of popular religiosity	1	P
Week: 7.			
Lectures	Methodological approaches to the study of popular religiosity (quantitative, qualitative, and mixed methods) and understanding how to explain the advantages and disadvantages of each, using examples from Croatian socio-religious research	2	P
Seminar	Social forms of religion: popular religion	1	P
Week: 8.			
Lectures	Methodological approaches to the study of popular religiosity (quantitative, qualitative, and mixed-method approaches), including the ability to explain the advantages and disadvantages of each, using examples from Croatian socio-religious research	2	P
Seminar	Popular religiosity as a challenge to contemporary sociology of religion	1	P
Week: 9.			
Lectures	Methodological approaches to researching folk religiosity (quantitative, qualitative, and mixed-method approaches), including the ability to explain the advantages and disadvantages of each, using examples from Croatian socio-religious studies.	2	P
Seminar	Religious movements and new religious communities	1	
Week: 10.			
Lectures	Sociology of folk religion and religiosity by Željko Mardešić (Jakov Jukić)	2	
Seminar	Postmodern religiosity	1	
Week: 11.			
Lectures	Sociology of folk religion and religiosity by Željko Mardešić (Jakov Jukić)	2	P
Seminar	Collective religions and identity	1	P
Week: 12.			
Lectures	The phenomenon of Medjugorje and its main controversies	2	P
Seminar	Ritual, liminality, and communitas	1	P
Week: 13.			
Lectures	Religious and social determinants of holidays	2	P
Seminar	Symbolic construction of community	1	P
Week: 14.			
Lectures	Religious and social determinants of holidays	2	P
Seminar	Christianity and identities in a global context	1	P
Week: 15.			
Lectures	Concluding lecture	2	P

Seminar	Local popular devotions – examples and analyses from local communities and parishes	1	
---------	---	---	--

Course name	Sociology of Sport						
ID	SOSi04	Study year	2.				
Lecturer	doc. dr. sc. Tea Gutović	ECTS workload	4.0				
Associates		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 with an understanding of fundamental categories and with the implementation of social research in the field of the sociology of sport. Likewise, the aim is to understand sport and society. The aim is also to explain the micro relations within sport and the social relations of sport. The aim is to understand the functioning of macro structures within the sports system and to contextualize key phenomena and processes in sport and their impact on society and the individual.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Explain and analyze the concept of the sociology of sport and its relationship to other scientific disciplines. 2. Analyze and interpret sport in relation to social values, politics, religion, the media, and inequalities. 3. Determine the role of sport in the development of individual identity and the collective identity of the state. 4. Interpret the significance of sport in the context of contemporary Olympism and the principles of Europeanization. 5. Explain the role of sport in shaping lifestyles. 6. Describe and explain the role of sport in the context of the development of children and youth and in the development and prevention of deviant behavior. 7. Analyze the significance of sport in the context of the development of subcultures.						
Syllabus	1. Introductory lecture (introduction to literature, working methods, deadlines, forms, and methods of knowledge assessment). 2. Defining the field of the sociology of sport. Overview of key themes within the discipline. 3. Sport and children and youth. The role of sport in the socialization of the individual. 4. Sports system, competitive sport, and the role of athletes in society. 5. Sport and the educational system. 6. Sport and politics. 7. Sport and the media. 8. Sport and deviant behavior. Fan groups. Violence in sports groups. 9. Sport and social inequalities (religious, racial). 10. Sport and gender inequalities. 11. Sport as a determinant of lifestyle. Presentation of athletes and healthy lifestyles as a social concept. 12. Sport as an element of entertainment – social implications of major sporting events. 13. Sport management – social determinants of sports management. 14. Social determinants of e-sport as the sport of the future. 15. Contemporary research topics in the sociology of sport.						
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. Participation in the implementation of teaching activities (70% attendance at lectures and seminars is a prerequisite for obtaining the instructor's signature), during which students are required to prepare and present particular teaching contents within seminar assignments in accordance with established criteria (oral presentation accompanied by a presentation and discussion). Students are obliged to adhere to the defined deadlines for seminar preparation and to participate actively and constructively in class. Students who achieve a positive grade in the midterm examination obtain equivalence with the written examination.					
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 conducted throughout the semester through the evaluation of student activities in discussions, seminar assignments, and one midterm examination. In accordance with the learning outcomes and student obligations, the final course grade is formed on the basis of the following elements: - Written examination, that is, a successfully completed midterm examination (a positive grade in the midterm examination is equivalent to the written examination) – 60% - Prepared and presented seminar assignment in accordance with instructions – 30% - Active participation in class (discussion participation) – 10% 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	
	Biti, O. (2018). Domaći teren. Sociokulturno istraživanje hrvatskog sporta. Institut za etnologiju i folkloristiku, Nova etnografija, Denona.			0	https://www.ief.hr/wp-content/uploads/2023/10/Ozren-Biti_Domaci-teren.pdf	
	Coakley, J. (2017). Sports in Society: Issues and Controversies (13th edition). McGraw Hill. (odabrana poglavlja 1, 3, 5, 7, 11, 12, 16.)			1	online	
Supplementary literature	1. Anderson, E. & Travers, A. (eds.) (2017). Transgender Athletes in Competitive Sport. Routledge. 2. Bartoluci, S. i Baršić, M. (2020). "Još si i lijepa i igrač nogomet?": rodna (ne) ravnopravnost i nogomet/futsal. Studia ethnologica Croatica, 32(1), 97-126. 3. Bartoluci, S. i Draženović, L. (2017). Pet zastava, četiri države, jedno državljanstvo-čije su medalje? Sociologija i prostor, 55(2), 223-238.					

	<p>4. Biti, O. (2020). Od heroja do celebrityja: hrvatska nogometna reprezentacija nakon Svjetskog prvenstva u Rusiji 2018. <i>Studia ethnologica Croatica</i>, 32(1), 33-53.</p> <p>5. Gutović, T. (2016). Od tečaja do visokoškolskog obrazovanja - sport i obrazovanje odraslih. U: M. Brčić Kuljiš i M. Koludrović (ur.), <i>Zbornik znanstveno-stručnog kolokvija „Stanje i perspektive obrazovanja odraslih u Republici Hrvatskoj”</i> (str. 239-255). Filozofski fakultet u Splitu.</p> <p>6. Gutović, T., Relja, R. & Popović, T. (2020). The constitution of profession in a sociological sense: An example of sports management. <i>Economics & Sociology</i>, 13(4), 139-153.</p> <p>7. Hršić, I. & Mustapić, M. (2023). Sport as a Medium for Multidimensional Social Inclusion: The Role of Rugby in the (Re-) construction of the Identity of New Zealanders of Croatian Origin. <i>Studia ethnologica Croatica</i>, 35(1), 55-77.</p> <p>8. Kilvington, D., & Price, J. (eds.) (2017). <i>Sport and Discrimination</i>. Routledge.</p> <p>9. Lalić, D. (2020). Sukob između organiziranih navijača i vodstva hrvatskoga nogometnog saveza: horizontalni i (ili) vertikalni konflikt. <i>Studia ethnologica Croatica</i>, 32(1), 13-32.</p> <p>10. Marelić, M. & Vukušić, D. (2019). E-sports: Definition and social implications. <i>Exercise and quality of life</i>, 11(2), 47-54.</p> <p>11. Marelić, M. (2015). Stav prema profesionalnom sportu. <i>Hrvatski športskomedicinski vjesnik</i>, 30, 106-117.</p> <p>12. Milovanović, I., Gentile, A., Gutovic, T., Kezić, A., Matosic, D., Kreivyte, R., Valantine, I., Daidone, G., Bianco, A., Rađo, D., Obradovic, B. & Drid, P. (2020). Prosocial and Aggressive Behaviour Occurrence in Young Athletes: Field Research Results in Seven European Countries. <i>Sustainability</i>, 12(12), 5085.</p> <p>13. Nuredinović, A. I. i Vukušić, D. (2021). Navijačke poruke - segment vizualne ekspresije navijačke skupine. <i>Socijalna ekologija</i>, 30(3), 427-454.</p> <p>14. Perasović, B. i Bartoluci, S. (2007). Sociologija sporta u hrvatskom kontekstu. <i>Sociologija i prostor</i>, 45(1): 105-119.</p> <p>15. Perasović, B. i Mustapić, M. (2013). Football supporters in the context of Croatian sociology: Research perspectives 20 years after. <i>Kinesiology</i>, 45(2), 262-275.</p> <p>16. Perasović, B., Mustapić, M., Vukušić, D. & Nuredinović, A. I. (2021). Covid-19 and the mobilization of soccer fans: From hooligans to community heroes and back? In P. M. Pedersen, M. Paul, B. J. Ruihley & B. Li (eds.), <i>Sport and Pandemic: Perspectives on COVID-19's impact on the sport industry</i> (pp. 207-216). Routledge.</p> <p>17. Vukušić, D. i Hršić, I. (2022). Navijanje kao emocionalna praksa – Bad Blue Boysi i Futsal Dinamo. <i>Sociologija i prostor</i>, 60(3), 527-546.</p> <p>18. Weiss, O. & Norden, G. (2021). <i>Introduction to the Sociology of Sport</i>. Brill.</p>
Quality assurance	Individual consultations, class attendance, classroom activity, success in completing assignments, discussions concerning the improvement of teaching quality at the university level. Successfully completed examinations and fulfilled syllabus obligations prescribed for the course.
Other (in the opinion of the proponent)	/

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introductory lecture (introduction to literature, working methods, deadlines, forms, and methods of knowledge assessment)	2	
Seminar	Agreement regarding seminar classes and allocation of topics and presentation dates	1	

Week: 2.			
Lectures	Defining the field of the sociology of sport. Overview of key themes within the discipline	2	
Seminar	Within this seminar assignment, the definition of the sociology of sport will be examined as a specific sociological discipline that studies sport as a social phenomenon in its various institutional, cultural, and economic dimensions. Particular emphasis will be placed on the sociological perspective as a distinctive analytical framework that does not view sport exclusively as physical activity or recreation, but rather as a structured social space marked by relations of power, identities, and norms. The fundamental determinants of the discipline will be elaborated, including questions concerning what the sociology of sport studies – from the organization of sports systems and institutions, through the social role of athletes and audiences, to the symbolic significance of sport in everyday life. Different theoretical approaches (functionalism, conflict theories, interactionism) and their application in the analysis of sport will be examined. Particular attention will be devoted to the development of the discipline from classical sociological insights to contemporary critical approaches that emphasize the globalization, commercialization, and mediatization of sport. In the concluding section, critical consideration will be given to the extent to which contemporary transformations of sport require a redefinition of the boundaries and focus of the sociology of sport.	1	
Week: 3.			
Lectures	Sport and children and youth. The role of sport in the socialization of the individual	2	
Seminar	Within this seminar assignment, the role of sport in the socialization of children and youth will be examined as a key process in shaping identity, values, and social competencies. Sport will be analyzed as a socialization context in which individuals adopt norms such as teamwork, discipline, and competitiveness, as well as gender and social roles. The role of different agents of socialization will be elaborated, including family, peer groups, coaches, and educational institutions. Particular attention will be devoted to differences in access to sport with regard to social status, gender, and cultural context. Potential negative aspects of sport in youth, such as pressure to succeed, exclusion, and early specialization, will also be examined. In the conclusion, the contribution of sport to the development of children in contemporary society will be critically considered.	1	
Week: 4.			
Lectures	Sports system, competitive sport, and the role of athletes in society	2	
Seminar	Within this seminar assignment, sport will be examined as an institutionalized social system and the role of athletes within that system. The structure of sports organizations, the relationship between amateur and professional sport, and the processes of professionalization and commercialization will be analyzed. Particular attention will be devoted to athletes as social actors, including their social visibility, status, and role in the production of cultural meanings. The concept of sport as labor will also be examined, including questions of exploitation, insecurity, and the market value of athletes. In the conclusion, the social position of athletes in the contemporary capitalist context will be critically considered.	1	
Week: 5.			

Lectures	Sport and the educational system	2	
Seminar	Within this seminar assignment, the relationship between sport and the educational system will be examined as mutually interconnected social institutions. The role of sport in education will be analyzed, including the development of physical education, school sport, and systems of talent selection. Particular attention will be devoted to the concept of the dual career of athletes and the tensions between educational and sporting demands. Questions concerning the reproduction of social inequalities through the educational and sports systems will also be examined. In the conclusion, possibilities for the integration of sport and education for the purpose of the holistic development of the individual will be considered.	1	
Week: 6.			
Lectures	Sport and politics	2	
Seminar	Within this seminar assignment, the relationship between sport and politics will be examined as mutually intertwined social spheres. Sport will be analyzed as a means of political legitimization, national identification, and international relations. Particular attention will be devoted to examples of the politicization of sport, including the Olympic Games, boycotts, and the use of sport for the promotion of ideologies. The concept of "soft power" through sport will also be examined. In the conclusion, the limits of the autonomy of sport in relation to political structures will be critically considered.	1	
Week: 7.			
Lectures	Sport and the media	2	
Seminar	Within this seminar assignment, the relationship between sport and the media will be examined as crucial for understanding contemporary sport. The ways in which the media shape perceptions of sport, athletes, and sporting events will be analyzed, including processes of spectacularization and commercialization. Particular attention will be devoted to the role of digital media and social networks in transforming the sporting experience. Questions of representation, stereotypes, and the media construction of identity will also be examined. In the conclusion, the influence of the media on the development of sport as a global industry will be considered.	1	
Week: 8.			
Lectures	Sport and deviant behavior. Fan groups. Violence in sports groups.	2	
Seminar	Within this seminar assignment, deviant forms of behavior in sport will be examined, with particular emphasis on fan groups and violence. Theoretical approaches to deviance and their application to the sports context will be analyzed. Particular attention will be devoted to fan subcultures, identity, and collective behavior. The causes and forms of violence in sport and the role of social, economic, and political factors will also be examined. In the conclusion, possibilities for the prevention of deviant behavior in sport will be considered.	1	
Week: 9.			
Lectures	Sport and social inequalities (religious, racial)	2	

Seminar	Within this seminar assignment, sport will be examined as a space for the reproduction and potential overcoming of social inequalities, with emphasis on racial and religious dimensions. Access to sport, representation, and discrimination against different social groups will be analyzed. Particular attention will be devoted to global migrations of athletes and questions concerning the role of sport in combating discrimination. In the conclusion, the ambivalent role of sport in the context of social justice will be critically considered.	1	
Week: 10.			
Lectures	Sport and gender inequalities	2	
Seminar	Within this seminar assignment, gender inequalities in sport will be examined through the prism of sociological theories of gender. The position of women in sport will be analyzed, including access to resources, visibility, and professional opportunities. Particular attention will be devoted to media representation and stereotypes. Processes of emancipation through sport will also be examined. In the conclusion, the extent to which sport contributes to the reproduction or transformation of gender relations will be considered.	1	
Week: 11.			
Lectures	Sport as a determinant of lifestyle. Presentation of athletes and healthy lifestyles as a social concept	2	
Seminar	Within this seminar assignment, sport will be examined as an integral part of contemporary lifestyles and identity practices. The connection between sport, health, and body culture will be analyzed, including the phenomenon of the “wellness” and fitness industries. Particular attention will be devoted to social norms and pressures related to healthy lifestyles. The commercialization of health will also be examined. In the conclusion, the social implications of sport as a lifestyle will be considered.	1	
Week: 12.			
Lectures	Sport as an element of entertainment – social implications of major sporting events	2	
Seminar	Within this seminar assignment, sport will be examined as a form of entertainment and spectacle, with emphasis on major sporting events. The social, economic, and political effects of mega-events such as the Olympic Games and world championships will be analyzed. Particular attention will be devoted to urban transformations, tourism, and national identity. In the conclusion, the long-term consequences of such events will be critically considered.	1	
Week: 13.			
Lectures	Sport management – social determinants of sports management	2	
Seminar	Within this seminar assignment, the social determinants of sport management and sports management will be examined. The structure of sports organizations, relations of power, and the role of the market will be analyzed. Particular attention will be devoted to the globalization of sport and the role of major organizations. Ethical issues of sport governance will also be examined. In the conclusion, the challenges of contemporary sport management will be considered.	1	
Week: 14.			
Lectures	Social determinants of e-sport as the sport of the future	2	

Seminar	Within this seminar assignment, e-sport will be examined as a new social phenomenon and a potential form of the sport of the future. The process of digitalization of sport, the structure of the e-sport industry, and the specificities of the e-sport community will be analyzed. Particular attention will be devoted to questions concerning the definition of sport. The social implications of e-sport will also be examined. In the conclusion, its future development will be considered.	1	
Week: 15.			
Lectures	Contemporary research topics in the sociology of sport	2	
Seminar	Within this seminar assignment, contemporary trends in the sociology of sport will be examined. The impact of technology, globalization, and social changes on sport will be analyzed. Particular attention will be devoted to new research topics such as artificial intelligence, climate change, and digital platforms. In the conclusion, the future direction of the development of the discipline will be critically considered.	1	

Course name	Sociology of Entertainment						
ID	SOSI50	Study year	2.				
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 with an understanding of the fundamental categories within the field of the sociology of entertainment. Furthermore, to enable students to interpret the socio-psychological aspects of entertainment in contemporary society. To equip students to interpret the anthropological origins of contemporary forms of entertainment. To enable students to position the category of entertainment within the contemporary socio-cultural environment. Likewise, the aim is to encourage interest in the development of the idea of youth entrepreneurship in Croatia, with emphasis on the entertainment industry. To understand the economic and entrepreneurial determinants of entertainment in the context of the new economy. To raise awareness of the existence of gender-segregated forms of entertainment in contemporary society. To encourage interest and a critical approach to the study of the place and role of entertainment in the contemporary socio-cultural environment.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Explain the relationship between general sociology and the sociology of entertainment. 2. Explain the emergence and development of social forms of entertainment. 3. Understand the place and role of entertainment in the contemporary socio-cultural environment. 4. Acquire knowledge about the idea of entrepreneurship within the entertainment industry. 5. Explain and understand the implementation of entrepreneurship models in the field of entertainment within contemporary society. 6. Interpret the place and role of entertainment in contemporary consumer society. 7. Understand the connection between entertainment and consumerism. 8. Describe the relationship between contemporary technology and new forms of entertainment.						
Syllabus	1. Introductory lecture (introduction to literature, methods of work, deadlines, forms, and methods of knowledge assessment) 2. Historical-anthropological definition of entertainment 3. Aesthetic and integrative function of entertainment 4. Socializing and therapeutic role of entertainment 5. Qualitative-quantitative approaches and methods within the research of the phenomenon/occurrence of entertainment (elaboration of socio-empirical research of entertainment) 6. Socio-psychological determinants in the context of the sociology of entertainment 7. Leisure time and entertainment 8. Work and entertainment (patterns of the use of leisure time and entertainment in relation to work; entrepreneurial culture – concept, meaning, definition; myths and characteristics of a successful entrepreneur; socio-psychological determinants in the context of entrepreneurship) 9. Young entrepreneurs in transitional societies. Experiences from selected countries						

	10. Development of youth entrepreneurship in Croatia – current situation and perspectives 11. Family and entertainment (entertainment and the family cycle; effects of entertainment on the transformation of family life) 12. Humor and entertainment 13. Gender and entertainment (sex/gender segregated forms of entertainment) 14. Media and entertainment 15. Entertainment in contemporary consumer society					
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. Participation in the implementation of teaching (70% of class attendance - lectures and seminars as a prerequisite for obtaining a signature) within which it is necessary to develop and present individual teaching contents within the framework of a seminar paper in accordance with the established criteria (oral presentation with presentation) and discussions (physical). The student is obliged to adhere to the defined time frames for preparing the seminar as well as actively and constructively participate in teaching and workshops. A student with two positively evaluated preliminary exams achieves the equivalent of 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 conducted throughout the semester through the evaluation of student activities and discussions, seminar assignments, as well as two midterm examinations. In accordance with the learning outcomes and student obligations, the final course grade is formed on the basis of the following elements: - Written examination, that is, successfully completed two midterm examinations (a positive grade in both midterm examinations is equivalent to the written examination) – 60% - Prepared and presented seminar assignment in accordance with instructions – 30% - Active participation in class (discussion participation) – 10% 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	
	Alpeza, M. (2009). Korporacijsko poduzetništvo: poduzetnička organizacijska kultura i struktura. Ekonomski fakultet u Osijeku.			0	online	

	Huizinga, J. (1992). Homo ludens: o podrijetlu kulture u igri. Naprijed.	0	online
	Leburić, A., Relja, R. i Božić, T. (2007) Disko generacija: sociološka istraživanja noćne zabave mladih. Sveučilište u Splitu, Filozofski fakultet.	3	
	Pavić, Ž. (2008). Poduzetništvo mladih i nova ekonomija, Ekonomski vjesnik: časopis Ekonomskog fakulteta u Osijeku, 21(1-2), 85-93.	0	online
Supplementary literature	1. Bennett, A. (2005). Culture and Everyday Life. SAGE Publications. 2. Critcher, C., Bramham, P. & Tomlinson, A. (eds.) (1999). Sociology of Leisure. A Reader. Routledge. 3. Leburić, A. & Relja, R. (2001). U potrazi za dobrom zabavom: istraživanje noćnoga života mladih u diskotekovima na području primorskih županija. Društvena istraživanja. 10(6), 1083-1107. 4. Leburić, A. & Relja, R. (1999). Kultura i zabava mladih u slobodnom vremenu. Napredak, 140(2), 175-183. 5. Reić Ercegović, I., Gutović, T. & Relja, R. (2015). Life Quality of Professional Musicians in Split County, Croatia. The International Journal of Interdisciplinary Cultural Studies, 10(4), 13-25. 6. Relja, R. i Baturina, D. (2010). Uloga i značaj humora u svakodnevnom životu mladih. Školski vjesnik. Časopis za pedagoška i školska pitanja, 59(3), 347-359. 7. Relja, R. i Leburić, A. (1999). Putovanje mladih u tamu noći: prinosi sociologiji zabave. Sociologija sela, 37(2/3), 249-263.		
Quality assurance	Individual consultations, class attendance, classroom activity, success in completing assignments, discussions concerning the improvement of the level of acquired knowledge. Student survey on the quality of teaching and instructors at the university level. Successfully completed examinations and fulfilled obligations prescribed by the syllabus.		
Other (in the opinion of the proponent)	/		

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introductory lecture (introduction to literature, methods of work, deadlines, forms, and methods of knowledge assessment)	2	
Seminar	Elaboration and allocation of seminar topics	1	
Week: 2.			
Lectures	Historical-anthropological definition of entertainment	2	

Seminar	Within this seminar assignment, the historical and anthropological definition of entertainment will be examined, and the ways in which different societies and civilizations throughout history defined, organized, and valued entertainment practices will be analyzed. Entertainment will be elaborated as an anthropological constant present in all known human communities, with emphasis on the fact that its forms, meanings, and social functions are not universal, but always culturally and historically conditioned. Fundamental transformations of entertainment from premodern ritual forms of recreation and collective festivities, through feudal fairs and aristocratic court culture, to modern industrial society, which established leisure time as a separate social category, will be analyzed. Particular attention will be devoted to the relationship between ritual, play, and entertainment, and the ways in which these categories overlap and diverge in different historical contexts will be examined. In addition, entertainment as a space of social relations of power will be considered, and it will be analyzed who in particular historical periods had the right to entertainment, who organized it, and who was excluded from it. In the concluding section, critical consideration will be given to whether entertainment is a product of modernity or a fundamental human need whose forms only change throughout history.	1	
Week: 3.			
Lectures	Aesthetic and integrative function of entertainment	2	
Seminar	Within this seminar assignment, the two fundamental functions of entertainment will be analyzed: aesthetic and integrative, and the ways in which they operate within contemporary and historical social contexts will be considered. Particular attention will be devoted to the aesthetic dimension of entertainment, that is, to the ways in which entertainment content shapes the sensory experience, taste, and cultural standards of particular social groups. At the same time, the integrative role of entertainment as a mechanism contributing to social cohesion, the strengthening of shared values, and the feeling of collective identity will be examined. Through selected examples from popular culture, sport, or the media, it will be demonstrated how entertainment can simultaneously function as a space of aesthetic enjoyment and as a means of social connection. In the concluding section, possible tensions between these two functions will be considered critically, for example, the extent to which the aestheticization of entertainment can lead to its elitization and thereby disrupt its integrative potential.	1	
Week: 4.			
Lectures	Socializing and therapeutic role of entertainment	2	

Seminar	Within this seminar assignment, the socializing and therapeutic role of entertainment will be examined as two mutually connected, but analytically distinct functions within social life. The ways in which entertainment participates in processes of socialization will be discussed, that is, how through play, shared rituals of recreation, and participation in cultural practices individuals adopt social norms, values, and patterns of behavior. The role of entertainment in different life phases will be examined in particular, from children's play as a primary socialization mechanism to adult entertainment practices as spaces for maintaining and negotiating social roles. In the second part, the therapeutic dimension of entertainment will be analyzed, and the ways in which recreation, humor, play, and cultural participation contribute to the psychological well-being of individuals, the reduction of stress, and emotional regulation will be considered. Institutionalized forms of therapeutic entertainment, such as drama therapy, music therapy, and sports programs in clinical and rehabilitation contexts, will also be taken into account. In the concluding section, the boundary between entertainment as a spontaneous activity and entertainment as an instrumentalized therapeutic tool will be critically examined, and what this boundary says about the contemporary understanding of leisure time and well-being will be considered.	1	
Week: 5.			
Lectures	Qualitative-quantitative approaches and methods within the research of the phenomenon/occurrence of entertainment (elaboration of socio-empirical research of entertainment)	2	
Seminar	Within this seminar assignment, the fundamental methodological approaches in the sociological study of entertainment will be examined, with emphasis on the possibilities and limitations of qualitative and quantitative methods in understanding this complex social phenomenon. The specificities of quantitative methods such as survey research and statistical analyses of media consumption patterns, by which patterns and distributions of entertainment practices among different social groups are determined, will be discussed. Comparative analysis will also include qualitative approaches such as in-depth interviews, ethnographic observation, and focus groups, which enable insight into the meanings and experiences that individuals attribute to entertainment in everyday life. Through examples of concrete socio-empirical research, research questions, sample selection, and methods of interpreting results will be analyzed. In the concluding section, critical consideration will be given to the extent to which the selection of methods shapes the very understanding of what entertainment is and how it can be researched.	1	
Week: 6.			
Lectures	Socio-psychological determinants in the context of the sociology of entertainment	2	

Seminar	Within this seminar assignment, socio-psychological determinants of entertainment will be analyzed, and the ways in which individual psychological processes and social context jointly shape entertainment practices and experiences will be examined. Key concepts such as motivation, emotions, identity, and the need for belonging as internal drivers of choosing particular forms of entertainment will be discussed. It will be examined how social factors such as group dynamics, social pressure, reference groups, and cultural norms modulate individual tendencies and behavior in the context of leisure time. Particular attention will be devoted to the phenomena of escapism, experience seeking, and the role of entertainment in emotion management and the construction of personal and collective identities. In the concluding section, the relationship between individual needs and social expectations will be critically considered, and the extent to which entertainment represents a free choice of the individual or a socially conditioned practice will be examined.	1	
Week: 7.			
Lectures	Leisure time and entertainment	2	
Seminar	Within this seminar assignment, the relationship between leisure time and entertainment will be examined as two mutually connected, but analytically distinct social categories. The historical development of the concept of leisure time will be elaborated, especially in the context of industrialization and the establishment of a clear boundary between working and non-working time, and the ways in which this boundary shaped contemporary entertainment practices will be analyzed. Fundamental sociological theories of leisure time will be examined, from Veblen's theory of the leisure class to contemporary approaches that view leisure time as a space for the reproduction of labor power, but also as a space of resistance and autonomy. Particular attention will be devoted to the unequal distribution of leisure time with regard to class, gender, and age, and the ways in which social inequalities condition access to certain forms of entertainment will be considered. In the concluding section, critical consideration will be given to whether leisure time in contemporary society is truly free or increasingly subordinated to the logic of consumption and the commercialization of entertainment content.	1	
Week: 8.			
Lectures	Work and entertainment (patterns of the use of leisure time and entertainment in relation to work; entrepreneurial culture – concept, meaning, definition; myths and characteristics of a successful entrepreneur; socio-psychological determinants in the context of entrepreneurship)	2	

Seminar	Within this seminar assignment, the relationship between work and entertainment will be analyzed, and contemporary patterns of the use of leisure time will be examined as reflecting broader changes in the organization of work and everyday life. The ways in which different professional cultures and workplaces shape the entertainment practices of individuals, and the extent to which the boundary between work and leisure time is increasingly blurred under conditions of digitalization and labor market flexibility, will be examined. Particular attention will be devoted to the concept of entrepreneurial culture: its definition, fundamental characteristics, and social significance, and the ways in which the entrepreneurial ethos influences perceptions of leisure time and entertainment will be analyzed. In this context, dominant myths about the successful entrepreneur will be critically examined, for example the cult of productivity, the glorification of the rejection of rest and entertainment, and the romanticization of workaholism, and the ways in which these myths circulate in popular culture and the media will be considered. In the concluding section, socio-psychological determinants of entrepreneurial behavior – the need for achievement, tolerance for risk, and internal motivation – will be analyzed, and the extent to which entrepreneurial culture redefines the very role of entertainment by transforming it from a space of rest into yet another instrument of personal and professional development will be examined.	1	
Week: 9.			
Lectures	Young entrepreneurs in transitional societies. Experiences from selected countries	2	
Seminar	Within this seminar assignment, the position and experiences of young entrepreneurs in transitional societies will be examined, with particular emphasis on the specific social, economic, and institutional conditions shaping entrepreneurial practices in post-socialist contexts. The fundamental concepts of transitional societies will be elaborated, and the ways in which processes of economic liberalization, institutional transformation, and cultural change influence entrepreneurial opportunities and obstacles faced by young people will be analyzed. The ways in which structural factors such as the rate of youth unemployment, access to capital, the development of entrepreneurial ecosystems, and trust in institutions condition the decision of young people to enter entrepreneurship will be examined. Through comparative analysis of experiences from selected transitional countries, similarities and differences in the motivations, strategies, and outcomes of young entrepreneurs in different national contexts will be considered. Particular attention will be devoted to socio-psychological dimensions of youth entrepreneurship such as the roles of family capital, peer networks, gender differences, and attitudes toward risk, and the ways in which the cultural legacy of socialism continues to shape entrepreneurial values and attitudes will be examined. In the concluding section, critical consideration will be given to the extent to which young entrepreneurs in transitional societies represent agents of social change, and to the extent to which they themselves are products of specific structural limitations and opportunities.	1	
Week: 10.			
Lectures	Development of youth entrepreneurship in Croatia – current situation and perspectives	2	

Seminar	Within this seminar assignment, the current situation and perspectives of the development of youth entrepreneurship in Croatia will be examined, and key factors shaping entrepreneurial opportunities and obstacles in the domestic context will be analyzed. The institutional framework of support for young entrepreneurs will be elaborated, including relevant state policies, financing programs, and incubators, and the extent to which existing mechanisms correspond to the actual needs of young people will be critically examined. Structural challenges such as restricted access to capital, high administrative burdens, and demographic pressures caused by emigration will be analyzed, as well as opportunities brought by digitalization, European funds, and the development of startup ecosystems. Particular attention will be devoted to socio-psychological dimensions of entrepreneurship, attitudes toward risk, levels of entrepreneurial aspirations, and the influence of the educational system on the development of entrepreneurial competencies. In the concluding section, critical consideration will be given to the systemic preconditions necessary for creating an environment in which young people may recognize entrepreneurship as a sustainable and attractive life option.	1	
Week: 11.			
Lectures	Family and entertainment (entertainment and the family cycle; effects of entertainment on the transformation of family life)	2	
Seminar	Within this seminar assignment, the relationship between family and entertainment will be analyzed, and the ways in which entertainment practices shape and transform contemporary family life will be considered. The concept of the family cycle will be elaborated, and the ways in which forms and functions of shared entertainment change across different phases of family life will be examined: from partnerships without children, through families with minor children, to households in which children grow up and leave the parental home. Particular attention will be devoted to the ways in which shared entertainment contributes to family cohesion, the establishment of family rituals, and the intergenerational transmission of cultural values. Potential tensions that entertainment may create in family life will also be examined, for example conflicts over the selection of content, the individualization of entertainment practices resulting from digitalization, and the increasing withdrawal of family members into separate media spaces. In addition, the effects of transformations within the entertainment industry, especially streaming platforms, social networks, and video games, on the dynamics of family interaction and the quality of shared time will be considered. In the concluding section, critical consideration will be given to the extent to which contemporary entertainment strengthens family ties, and to the extent to which it contributes to the fragmentation of family life and the weakening of shared experiences.	1	
Week: 12.			
Lectures	Humor and entertainment	2	

Seminar	Within this seminar assignment, the relationship between humor and entertainment will be examined as two closely connected, but analytically distinct social phenomena. Fundamental theories of humor will be elaborated, from theories of superiority and incongruity to relief theory, and the ways in which each of them explains the social role and function of laughter in different cultural contexts will be examined. Humor will be analyzed as a specific form of entertainment that simultaneously functions as a mechanism of social cohesion, a means of criticism and subversion, and a way of coping with social tensions and existential difficulties. Particular attention will be devoted to the cultural conditioning of humor, and the ways in which the boundaries between acceptable and unacceptable laughter change depending on the social, historical, and political context will be considered. Contemporary forms of humorous entertainment, from stand- up comedy and satirical media formats to internet humor and memes as cultural artefacts reflecting dominant social values and relations of power, will also be examined. In the concluding section, critical consideration will be given to the boundary between humor that liberates and humor that stigmatizes, and the ethical implications of particular forms of laughter in the public sphere will be considered.	1	
Week: 13.			
Lectures	Gender and entertainment (sex/gender segregated forms of entertainment)	2	
Seminar	Within this seminar assignment, the relationship between gender and entertainment will be analyzed, and the ways in which gender identities and social norms shape access to, selection, and experiences of entertainment practices will be examined. The concept of sex/gender segregated forms of entertainment will be elaborated, and through historical and contemporary perspectives it will be considered how certain forms of recreation were traditionally reserved for one sex, while others were inaccessible or socially unacceptable for the other. Mechanisms through which gender segregation in entertainment is reproduced will be examined, from socialization processes and media representations to institutional practices and market strategies within the entertainment industry. Particular attention will be devoted to contemporary changes in gender patterns of entertainment, and the extent to which traditional divisions are being overcome or perpetuated in new forms will be considered. In addition, gender aspects of specific entertainment practices such as sport, video games, nightlife, and consumer culture will be analyzed. In the concluding section, critical consideration will be given to the extent to which gender-segregated entertainment reflects and reinforces broader social inequalities, and what patterns of gender divisions in leisure time indicate about current relations of power between the sexes.	1	
Week: 14.			
Lectures	Media and entertainment	2	

Seminar	Within this seminar assignment, the relationship between media and entertainment will be examined, and the ways in which media shape, mediate, and transform contemporary entertainment practices will be analyzed. The historical development of media as carriers of entertainment content will be elaborated: from print and radio, through television, to digital platforms and social networks. The ways in which each new media form brings qualitative changes in the manner of consuming entertainment will be examined. The process of commercialization of entertainment content will be analyzed, and the ways in which market logic and algorithmic recommendations condition the production and distribution of entertainment in the digital age will be considered. Particular attention will be devoted to the individualization of media consumption and the phenomenon of streaming platforms as new patterns of relations between audiences and entertainment content. In the concluding section, critical consideration will be given to the boundary between information and entertainment in contemporary media, and the social consequences of so-called infotainment as the dominant media format will be considered.	1	
Week: 15.			
Lectures	Entertainment in contemporary consumer society	2	
Seminar	Within this seminar assignment, the role and significance of entertainment in contemporary consumer society will be analyzed, and the ways in which the logic of consumption shapes, commercializes, and transforms entertainment practices of everyday life will be considered. The ways in which entertainment, from a free human activity, gradually became a market commodity subordinated to the laws of supply, demand, and profit will be examined, as well as the ways in which the entertainment industry creates consumer needs, shapes tastes, and integrates entertainment into broader patterns of status consumption and identity construction. Particular attention will be devoted to the paradoxes of contemporary entertainment: the extent to which it, despite the apparent freedom of choice, reproduces social inequalities and class differences. In the concluding section, critical consideration will be given to whether there are spaces of entertainment in contemporary consumer society that are outside market logic, and what the relationship toward entertainment says about the value foundations of contemporary society.	1	

Course name	Sociology of Women						
ID	SOSI20	Study year	2.				
Lecturer	prof. dr. sc. Gorana Bandalović	ECTS workload	4.0				
Associates	dr. sc. Blanka Čop	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 familiarize students with the status and position of women in						
Enrolment requirements	/						
Learning outcomes	Upon successful completion of the course, students will be able to: 1. Explain the basic concepts in the field of the Sociology of Women and Gender. 2. Identify key issues related to the social position of women and sexism. 3. Investigate problems related to women's social position and sexism. 4. Analyze and explain the social status of women and gender relations in society, as well as social changes in this regard.						
Syllabus	1. Identity, Socialization, and Gender Roles Sex and gender; biology and society; sex and gender differences; gender identity and roles; socialization and learning gender roles; social uses of gender roles; gender stratification; social status of women and men; cultural construction of gender identity. 2. Women in Philosophical Theories Ancient philosophy (Plato and Aristotle); Rousseau and the “disorder of women”; women's inferior status; the concept of social “contamination.” 3. Women in Sociological Theories Sociobiological determinism (Spencer, Comte, Tönnies, Durkheim); structuralism; functionalism; gender roles and social conflict theories; psychoanalysis (Freud); social constructionism. 4. Feminist Approaches and Critiques The suffrage movement; neo-feminisms (liberal, radical, socialist, ecofeminism); postmodern feminisms. 5. Intimate Relationships, Marriage, and Transformations Marriage and cohabitation; gender and age differences in marriage; crisis of the patriarchal family; divorce; changing family models; post- materialist values and marriage. 6. Social Stratification, Labour Market, and Sexism Workplace and labour-market discrimination; sexual harassment and coercion; gender pay gap; family and work roles; the glass ceiling; feminization of poverty; motherhood and domestic work; sexism in Croatian society. 7. Feminism and the Media Visual perceptions and attitudes; media representations of women; pornography; eating disorders and the media. 8. Women and Reproduction Reproductive rights; sexuality; new reproductive technologies (NRTs); issues of pregnancy, childbirth, and abortion. 9. Violence Against Women Violence within and outside the family; sexual victimization of women; trafficking in women; prostitution; the pornography industry. 10. Women, the Valuation of Femininity, and Globalization Women in developing countries; women in developed countries; women in a global perspective						
Teaching types	☒ Lectures ☒ Seminars		☐ Fieldwork ☒ Independent work				

	☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Multimedia ☐ Laboratory ☐ Supervision				
		☐				
		☐				
Student obligations	Attend classes regularly (minimum 70% attendance), Prepare and present a seminar paper, Complete alternative independent assignments (upon agreement with the course instructor) as a substitute for the seminar paper, Pass the oral examination.					
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	The grade awarded for the preparation and presentation of a seminar paper, or an alternative independent assignment approved by the course instructor; The grade awarded for participation and engagement in seminar discussions; The grade obtained in the final oral examination. 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	
	Adamović, M. (2011). Žene i društvena moć. Plejada i Institut za društvena istraživanja.		2		no	
	Brownmiller, S. (1995). Protiv naše volje. Zagorka. 2 30		2		no	
	Castells, M. (2002). Moć identiteta. Golden marketing.		3		no	
	Galić, B. (2012). Promjena seksističkog diskursa u Hrvatskoj? Usporedba rezultata istraživanja 2004. i 2010. godine. Socijalna ekologija, 21(2), 155-178.		1		no	
	Galić, B. i Klasnić, K. (2012). Seksizam i socioekološke orijentacije u Republici Hrvatskoj. U R. Drezgić, D. Duhaček i J. Vasiljević (ur.) Ekofeminizam. Nova politička odgovornost (str. 172-201). Univerzitet u Beogradu. Institut za filozofiju i društvenu teoriju.		0		yes	

	Galić, B. (2011). Društvena uvjetovanost rodne diskriminacije, U Ž. Kamenov i B. Galić (ur.) Rodna ravnopravnost i diskriminacija u Hrvatskoj. Istraživanje percepcije, iskustva i stavova o rodnoj diskriminaciji (str. 9-28). Vlada RH. Ured za ravnopravnost spolova.	1	no
	Galić, B. (2011). Žene i rad u suvremenom društvu - značaj "orodnjenog" rada. Sociologija i prostor, 49(1(189)), 25- 49.	0	yes
	Galić, B. (2011). Reprodukcijska i društvena kontrola: reproduktivni status žena u Hrvatskoj i stavovi o njihovim reproduktivnim pravima, U I. Radačić, Ivana i J. Vince Pallua (ur.), Ljudska prava žena. Razvoj na međunarodnoj i nacionalnoj razini 30 godina nakon usvajanja Konvencije UN-a o uklanjanju svih oblika diskriminacije žena (str. 297-317). Institut društvenih znanosti Ivo Pilar.	1	no
	Galić, B. (2011). Percepcija, iskustvo i stavovi o rodnoj (ne)ravnopravnosti na poslu/tržištu rada, U Ž. Kamenov i B. Galić (ur.), Rodna ravnopravnost i diskriminacija u Hrvatskoj. Istraživanje percepcije, iskustva i stavova o rodnoj diskriminaciji (str. 165-185). Vlada RH. Ured za ravnopravnost spolova.	0	yes
	Galić, B. (2008). Rodni identitet i seksizam u hrvatskom društvu. U I. Cifrić (ur.), Relacijski identiteti. Prilozi istraživanju identiteta hrvatskog društva (str. 153-185). Razvoj i okoliš.	0	yes
	Galić, B. i Nikodem, K. (2009). Percepcija rodni jednakosti i šansi pri zapošljavanju u hrvatskom društvu. Pogled nezaposlenih žena. Revija za socijalnu politiku, 16(3), 253-271.	0	yes
	Galić, B., Buzov, I. i Bandalović, G. (2009). Ženske uloge u obitelji u hrvatskom društvu – retradicionalizacija i/ili modernizacija, U A. Milić i S. Tomanović (ur.), Porodice u Srbiji danas u komparativnoj perspektivi (str. 187-200). Institut za društvena istraživanja Filozofskog fakulteta.	0	yes
	Galić, B. i Geiger, M. (2006). Valorizacija ženskog. Rodni aspekti odnosa spram okoliša. Socijalna ekologija, 15(4), 339-355.	0	yes
	Geiger, M. (2006). Kulturalni ekofeminizam: simboličke i spiritualne veze žene i prirode. Hrvatsko sociološko društvo, Institut za društvena istraživanja (IDIZ), Zavod za sociologiju Odsjeka za sociologiju.	0	yes
	Ritzer, G. (ur.) (1997). Suvremena feministička teorija, u: Suvremena sociološka teorija. NZ Globus. (str. 297-343)	2	no
Supplementary literature	1. Gamble, S. (ed.) (2001). Feminism and Postfeminism. Routledge. 2. Inglehart, Ronald (2003). Rising Tide. Gender Equality and Cultural Change around the World. Cambridge University Press. 3. Lipsitz Bem, S. (1993). The Lenses of Gender. Transforming the Debate on Sexual Inequality. Yale University Press. 4. MacKinnon, C. A. (2007). Women's Lives, Men's Laws. Belknap Press.		

	5. MacKinnon, C. A. (1989). Towards a feminist theory of the state. Harvard University Press.
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	Introduction to the course content, topics, literature, and academic writing guidelines	2	P12
Seminar	Allocation of seminar topics and presentation schedule	1	P12
Week: 2.			
Lectures	Identity, socialization, and gender roles – sex and gender; biology and society; sex and gender differences; gender identity and roles; socialization and learning gender roles; social uses of gender roles; gender stratification; social status of women and men; cultural construction of gender identity	2	P12
Seminar	Feminist theory in sociology; women in sociology past and present	1	P12
Week: 3.			
Lectures	Women in philosophical theories: ancient philosophy (Plato, Aristotle); Rousseau and the “disorder of women”; women’s inferior status; the concept of social “contamination”	2	P12
Seminar	Basic concepts in the sociology of women: social construction and definitions of sex and gender; gender differences; gender identity and roles; socialization and learning gender roles; cultural construction of gender identity	1	P12
Week: 4.			
Lectures	Women in sociological theories: sociobiological determinism (Spencer, Comte, Tönnies, Durkheim); structuralism; functionalism; gender roles and social conflict theories; psychoanalysis (Freud); social constructionism	2	P12
Seminar	Feminist movements throughout history; gender movements and anti-gender movements	1	P12
Week: 5.			
Lectures	Feminist approaches and critiques: the suffrage movement; neo-feminisms (liberal, radical, socialist, ecofeminism); postmodern feminisms	2	P12
Seminar	Gender stratification in the labour market – women and paid work; women’s position in the labour market	1	P12
Week: 6.			
Lectures	Intimate relationships, marriage, and transformations – marriage and cohabitation; gender and age differences in marriage; crisis of the patriarchal family; divorce; changing family models; post-materialist values and marriage	2	P12

Seminar	Gender relations and roles within the household – unpaid/reproductive labour	1	P12
Week: 7.			
Lectures	Social stratification, the labour market, and sexism – workplace discrimination; sexual harassment and coercion; gender pay gap; family and work roles; the glass ceiling; feminization of poverty; motherhood and domestic labour; sexism in Croatian society	2	P12
Seminar	Work–life balance and/or conflict; “Girl Boss” – a sociological and feminist critique of the concept	1	P12
Week: 8.			
Lectures	Feminism and the media – visual perceptions and attitudes; media representations of women; pornography; eating disorders and the media	2	P12
Seminar	Women’s political participation and activism	1	P12
Week: 9.			
Lectures	Women and reproduction – reproductive rights; sexuality; new reproductive technologies (NRTs); issues of pregnancy, childbirth, and abortion	2	P12
Seminar	Women in the education system and educational policies	1	P12
Week: 10.			
Lectures	Midterm Test 1	2	P12
Seminar	Gender mainstreaming in public policy	1	P12
Week: 11.			
Lectures	Violence against women – violence within and outside the family; sexual victimization of women; trafficking in women; prostitution; the pornography industry	2	P12
Seminar	Gender-responsive budgeting	1	P12
Week: 12.			
Lectures	Women, the valuation of femininity, and globalization	2	P12
Seminar	Violence against women (forms of violence against women)	1	P12
Week: 13.			
Lectures	Women in developing countries; women in developed countries	2	P12
Seminar	Digital violence and online abuse	1	P12
Week: 14.			
Lectures	Women in a global perspective	2	P12
Seminar	Media and digital representations of women	1	P12
Week: 15.			
Lectures	Midterm Test 2	2	P12
Seminar	Women and reproductive rights – family, parenthood, and motherhood	1	P12

Course name	Internet services						
ID	SOS305	Study year	2.				
Lecturer	doc. dr. sc. Lada Maleš	ECTS workload	3.0				
Associates		Number of hours	L	S	E	P	
			15	15	15	0	
Course status	Compulsory	Online percentage	20%				
Course description							
Course aims	The objective of the course is to introduce students to the fundamental concepts and functioning of computer networks, with an emphasis on the Internet. Furthermore, it aims to train students in using Internet services, as well as Internet applications (cloud computing) that can be utilized to support sociological research. Finally, the course will equip students with the skills to develop websites (basic) and upload them to a server.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. List the various classifications of computer networks and explain the differences between them. 2. Distinguish between Internet services and protocols based on their purpose. 3. List and explain the types of Internet addresses. 4. Explain the difference between the client-server model and peer-to-peer (P2P) networks. 5. Find and retrieve information on the Internet. 6. Utilize cloud computing applications. 7. Create HTML files. 8. Deploy (upload) websites to a server.						
Syllabus	Lectures: 1. Computer Networks: Data Transmission & Classification 2. The Internet: History and Evolution 3. Internet Services: Client-Server, P2P Networks, Protocols & Services 4. Internet Architecture: Intro to the TCP/IP Model 5. Internet Addressing Systems 6. Cloud Computing Fundamentals 7. HTML Basics: History, Tags, Elements, Attributes & Core Mechanics 8. Computer Graphics & Multimedia formats 9. Hyperlinks, Color Management & Grouping Elements Seminar/Project 1. Development of a seminar project using a cloud-based application (the application is selected in line with current technological trends) 2. Presentation of the seminar project Practical Exercises (Labs): 1. Utilizing the Moodle LMS (Learning Management System) 2. Advanced Web Searching & LLM Tools 3. Accessing and Searching Scientific Databases 4. Cloud Computing: Account Setup & Practical Application 5. HTML - Document Structure, Text Formatting & Lists 6. HTML – Media Tags (Image, Video, Audio) & Server Deployment 7. HTML – Hyperlinks & Color Schemes on Web						
Teaching types	☒ Lectures ☒ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision				
			☐				

			☐			
Student obligations	Participate in the teaching process: 60% attendance at lectures, 60% attendance at seminars and 80% attendance at practical exercises. Adhere to ethical and academic principles in higher education; participate in learning activities designed to achieve the course learning outcomes. Pass both the practical (computer-based) and theoretical (written) parts of the examination (the equivalents to the practical component are 2 passed midterms, and one midterm test is equivalent for the theoretical examination component) and achieve a minimum score of 50% accuracy on the exam/midterm tests. Prepare and present a seminar paper/project in accordance with predefined assessment criteria.					
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	Students who successfully pass all three midterms are exempted from the final exam (2 midterms from the practical component 50% and 1 midterm from the theoretical component 30%). Prepared and presented a seminar/project according to pre-established criteria 20% Evaluation and grading criteria for individual elements are described in the course repository.					
Required literature	Title			Number of copies available		Availability via other media
	Maleš, L. Course materials available on the course website (faculty intranet and the Moodle LMS https://merlin.srce.hr/)			0		yes
	Maleš, L. i Mladenović, S. (2007). Osnove programiranja za web. Filozofski fakultet Sveučilišta u Splitu.			5		no
	Robson, E. & Freeman, E. (2012). Head First HTML and CSS (2nd ed.). O'Reilly Media.			3		no
	http://www.w3schools.com/html/default.asp			0		yes
	On-line manuals for cloud applications.			0		yes
Supplementary literature	1. Ben Henicks, HTML & CSS: The Good Parts, O'Reilly, 2010 2. Mark Pilgrim, HTML5 spreman za upotrebu, autorizirani prijevod eng. izdanja knjige HTML5 Up and Running, O'Reilly, 2010					
Quality assurance	Class attendance, active participation in class, performance in completing tasks; student survey on the quality of teaching and teachers at the university level; passed exam and completion of other obligations prescribed by the syllabus; 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	Computer networks (data transmission, classification)	2	P9
Practicals	Utilizing the Moodle LMS (Learning Management System) Advanced web searching and LLM tools	1	P9
Week: 2.			
Lectures	Internet (history and evolution)	1	P9
Practicals	Advanced web searching and LLM tools	2	P9
Week: 3.			
Lectures	Internet services (client/server, peer-to-peer networks, services and protocols)	1	P9
Practicals	Advanced web searching and LLM tools Accessing and searching scientific databases	2	P9
Week: 4.			
Lectures	Internet services (client/server, peer-to-peer networks, services and protocols)	2	P9
Practicals	Midterm	1	P9
Week: 5.			
Lectures	Internet services (client/server, peer-to-peer networks, services and protocols) Cloud computing	2	P9
Practicals	Cloud Computing: account setup and practical application	1	P9
Week: 6.			
Lectures	Internet architecture (TCP/IP model fundamentals)	1	P9
Seminar	Development of a seminar/project using a cloud-based application	2	P9
Week: 7.			
Lectures	Internet addressing	1	P9
Seminar	Development of a seminar/project using a cloud-based application	2	P9
Week: 8.			
Lectures	HTML - document structure, text formatting and lists HTML – computer graphics, media tags (image, video, audio)	2	P9
Seminar	Development of a seminar/project using a cloud-based application	1	P9
Week: 9.			
Lectures	Hyperlinks, color schemes on web, grouping HTML elements	2	P9
Seminar	Creating a seminar/project using a cloud-based application	1	P9
Week: 10.			
Lectures	Midterm	1	P9
Seminar	Creating a seminar/project using a cloud-based application	1	P9
Practicals	HTML - document structure, text formatting and lists	1	P9
Week: 11.			

Seminar	Creating a seminar/project using a cloud-based application	2	P9
Practicals	HTML - deploy (upload) websites to a server, multimedia HTML tags (image, audio, video)	1	P9
Week: 12.			
Seminar	Seminar/project presentation	1	P9
Practicals	HTML – media tags (image, video, audio)	2	P9
Week: 13.			
Seminar	Seminar/project presentation	1	P9
Practicals	HTML – hyperlinks and color schemes on web	2	P9
Week: 14.			
Seminar	Seminar/project presentation	2	P9
Practicals	HTML – hyperlinks and color schemes on web	1	P9
Week: 15.			
Seminar	Seminar/project presentation	2	P9
Practicals	Midterm	1	P9

	that is continuously re-established. Since social order is continuously re-established through conversation, which points to the importance of conversation analysis, conversation analysis is explained in detail as the main ethnomethodological method.					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☒ Workshops	
		☐				
		☐				
		☐				
Student obligations	Students are expected to act in accordance with ethical and academic principles in higher education teaching. They are required to participate in the teaching process, with 70% attendance at lectures and seminars as a prerequisite for obtaining the instructor's signature. As part of the course requirements, students must prepare and present selected course content within a seminar paper, in accordance with the defined criteria, including an oral presentation supported by a visual presentation and participation in discussion. Students are required to observe the defined deadlines for preparing the seminar paper and to participate actively and constructively in class. Students who receive positive grades in two mid-term examinations are considered to have fulfilled the equivalent of the written examination.					
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 competences is carried out during the semester through the evaluation of students' class participation and discussions, the seminar paper, and two mid-term examinations. 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: - written examination, or two successfully completed mid-term examinations; a positive grade in both mid-term examinations is considered equivalent to the written examination – 60% - prepared and presented seminar paper in accordance with the guidelines – 30% - active participation in class, including in-class discussions – 10%. 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	
	Afrić, V. (1989). Struktura sociološke teorije. Naprijed.			1	on line	

	Alexander, J. C., Giesen, B., Munch, R. & Smelser, N. J. (eds). (1987). The Micro-Macro Link. Link. University of California Press.	0	on line
	Dillon, M. (2014). Introduction to Sociological Theory: Theorists, Concepts, And Their Applicability To The Twenty- First Century. Willey-Blackwell.	0	online
	Goffman, E. (2000). Kako se predstavljamo u svakodnevnom životu? Geopoetika.	0	on line
	Goffman, E. (2009). Stigma. Mediterran Publishing.	0	on line
	Ritzer, G. (2012). Savremena sociološka teorija i njeni klasični koreni. Službeni glasnik.	6	
Supplementary literature	<p>1. Bauman, Z. (2015). Čemu sociologija. TIM press.</p> <p>2. Berger, P. i Luckmann, T. (1992). Socijalna konstrukcija zbilje. Naprijed.</p> <p>3. Goffman: E. (2011). Azili. Mediterran Publishing. (pp. 17-50)</p> <p>4. Mead, G. H. (2003). Um, osoba i društvo. Naklada Jesenski i Turk: Hrvatsko sociološko društvo.</p> <p>5. Mouzelis, N. (2000). Sociološka teorija – što je pošlo krivo? Naklada Jesenski i Turk, Hrvatsko sociološko društvo.</p> <p>Elementary actions and relations. Coleman, J. S. (1990). Foundations of Social Theory. Harvard University Press. Poglavlje 2. Actors and Resources, Interest and Control. (27-44)</p> <p>Explaining social reality through causal mechanisms. Elster, J. (2000). Uvod u društvene znanosti. Jesenski i Turk, HSD. Predgovor, uvod. (7-31) Desires and opportunities, rationality, short-sightedness and far-sightedness. Elster, J. (2000). Uvod u društvene znanosti. Jesenski i Turk, HSD. (35-76)</p> <p>Altruism and egoism, emotions, natural and social selection, and the mechanism of reinforcement. Elster, J. (2000). Uvod u društvene znanosti. Jesenski i Turk, HSD. (77-113)</p> <p>Unintended consequences, equilibrium, social norms, and collective action. Elster, J. (2000). Uvod u društvene znanosti. Jesenski i Turk, HSD. (117-162)</p> <p>Negotiation, social institutions, and social change. Elster, J. (2000). Uvod u društvene znanosti. Jesenski i Turk, HSD. (163-199)</p> <p>Dialogue: Phenomenology and Social Theory. Ferguson, H. (2006). Phenomenological Sociology. SAGE Publications. (83-99)</p> <p>Differences between the natural and social sciences. Kuhn, T. (1999). Struktura znanstvenih revolucija. Jesenski i Turk, HSD. (7-54)</p> <p>The priority of paradigms. Kuhn, T. (1999). Struktura znanstvenih revolucija. Jesenski i Turk, HSD. (55-102)</p> <p>The scientist and the paradigm. Kuhn, T. (1999). Struktura znanstvenih revolucija. Jesenski i Turk, HSD. (103-152)</p> <p>Resolution and progress through revolutions. Kuhn, T. (1999). Struktura znanstvenih revolucija. Jesenski i Turk, HSD. (153-182)</p> <p>Ideas of a theoretical model of scientific progress. Kuhn, T. (1999) Struktura znanstvenih revolucija. Jesenski i Turk, HSD. (183-243)</p> <p>On Some Categories of Interpretive Sociology. Weber, M. (1989). Metodologija društvenih nauka. Globus. (157-202)</p> <p>History and Systematics of Sociological Theory. Merton R. (1979). O teorijskoj sociologiji. CDD.</p>		
Quality assurance	Individual consultations, class attendance, class participation, successful completion of assignments, and discussion aimed at improving the quality and level of acquired knowledge. Student survey on the quality of teaching and instructors at the university level. Passing the examination and fulfilling other requirements prescribed by the syllabus.		

Other (in the opinion of the proponent)	
---	--

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introductory lecture: introduction to the course, students, course literature, teaching methods, deadlines, and examination requirements	2	
Seminar	Organisation of seminar classes and allocation of presentation topics.	2	
Week: 2.			
Lectures	The concepts of theory and paradigm in sociology	2	
Seminar	This seminar assignment will examine the fundamental concepts of theory and paradigm as epistemological categories essential for understanding the structure and development of sociological knowledge. It will elaborate the conceptual definition of sociological theory, including the distinction between empirical generalisations, theoretical frameworks, and metatheoretical thinking as different levels of abstraction within sociological theoretical work. Kuhn's concept of paradigm will be examined as an analytical instrument applied to the development of sociology, with a critical consideration of whether sociology can be described as a discipline with a single dominant paradigm or rather as a multiparadigmatic science in which competing theoretical frameworks coexist. Particular attention will be given to the relationship between micro- and macro-level perspectives as a fundamental theoretical tension within sociology, with an emphasis on the implications of this distinction for the epistemological status and analytical scope of individual theoretical traditions. The concluding section will critically examine the extent to which the concepts of theory and paradigm, developed primarily in the context of the natural sciences, adequately describe the specific features of the development of sociological knowledge as knowledge about society that is itself socially conditioned.	2	
Week: 3.			
Lectures	The plurality of sociological theories: micro- and macro-level social phenomena	2	

Seminar	This seminar assignment will examine the plurality of sociological theories as a fundamental feature of the discipline, with an emphasis on the distinction between micro- and macro-level perspectives as one of the most significant theoretical tensions within sociology. It will elaborate the basic features of microsociological approaches, which take everyday interactions and the subjective meanings of social actors as their analytical starting point, in contrast to macrosociological approaches, which emphasise social structures and institutions as supra-individual determinants of social life. The assignment will examine key theoretical traditions within both analytical registers, with particular attention to attempts to bridge the gap between micro- and macro-levels of analysis through Giddens's theory of structuration and Bourdieu's theory of practice. The concluding section will critically consider whether the plurality of sociological theories represents an analytical advantage that reflects the complexity of social reality, or rather a form of disciplinary fragmentation that hinders the cumulative development of sociological knowledge.	2	
Week: 4.			
Lectures	The Microsociological Perspective of Georg Simmel	2	
Seminar	This seminar assignment will examine Georg Simmel's microsociological perspective as one of the founding traditions of sociology, anticipating many contemporary micro-analytical approaches to social reality. It will elaborate the fundamental features of Simmel's sociology, including his conception of sociology as the science of forms of social interaction, the distinction between the form and content of social life, and the analysis of the ways in which sociality is constituted through everyday interactional practices. The assignment will examine Simmel's key analytical contributions, including the sociology of the stranger, analyses of the triad and the dyad as fundamental interactional patterns, the sociology of money as a symbolic medium of modern society, and the analysis of metropolitan experience as a paradigmatic form of modern subjectivity. Particular attention will be given to Simmel's understanding of modernity as a condition of permanent tension between objective and subjective culture, and to the implications of this diagnosis for understanding individual experience in contemporary society. The concluding section will critically consider the extent to which Simmel's micro-analytical perspective remains relevant for understanding contemporary forms of social interaction in a digital and globalised context.	2	
Week: 5.			
Lectures	The Microsociological Perspective of Max Weber	2	

Seminar	This seminar assignment will examine Max Weber's microsociological perspective as an analytical approach grounded in the understanding of social action as the fundamental unit of sociological analysis. It will elaborate Weber's conception of sociology as a science of social action, including his typology distinguishing instrumentally rational, value-rational, affective, and traditional action, as well as the concept of interpretive sociology as the epistemological foundation of a micro-analytical approach. The assignment will examine Weber's methodological individualism and the method of ideal types as instruments through which he seeks to reconcile the demands of scientific precision with the necessity of interpretive understanding of social reality. The concluding section will critically consider the extent to which Weber's perspective succeeds in bridging the gap between the micro-level of subjective action and the macro-level of social structures, as well as its contribution to contemporary interpretive traditions in sociology.	2	
Week: 6.			
Lectures	Symbolic interactionism: historical roots and theoretical and methodological principles	2	
Seminar	This seminar assignment will examine symbolic interactionism as one of the fundamental microsociological traditions, with an emphasis on its historical roots and theoretical and methodological principles, which shaped a specific analytical approach to social reality. It will elaborate the intellectual origins of symbolic interactionism, including the contributions of the Chicago School of Sociology, Dewey's pragmatism, and Mead's social psychology as the key sources from which Blumer developed symbolic interactionism as a distinct theoretical tradition. The assignment will examine the three fundamental principles of symbolic interactionism formulated by Herbert Blumer, which concern action towards things on the basis of the meanings attributed to them, the social origin of these meanings, and their modification through interpretive processes within concrete interactional situations. Particular attention will be given to the methodological implications of the symbolic interactionist perspective, including its preference for qualitative methods, field research, and naturalistic observation as approaches that enable an understanding of social life from the perspective of the actors themselves. The concluding section will critically consider the extent to which symbolic interactionism succeeds in accounting for the structural and macro-social dimensions of social reality that extend beyond the level of immediate interaction.	2	
Week: 7.			
Lectures	Conceptions of Mind, Self, and Society in the Work of George Herbert Mead	2	

Seminar	This seminar assignment will examine the conceptions of mind, self, and society in the work of George Herbert Mead as one of the key representatives of the pragmatist and symbolic interactionist traditions. It will elaborate Mead's understanding of mind as an emergent phenomenon that arises through social interaction and symbolic communication, with an emphasis on the role of language as the fundamental medium of social action. The assignment will examine his theory of the self through the distinction between the "I" and the "Me", as well as the process of personality formation through role-taking and the adoption of the perspective of the generalised other. Particular attention will be given to Mead's conception of society as a dynamic process of interaction in which meanings are constructed and transformed. The concluding section will critically consider the extent to which Mead's theory succeeds in accounting for the relationship between individual autonomy and social determination, as well as its relevance for understanding contemporary forms of sociality.	2	
Week: 8.			
Lectures	Goffman's dramaturgical sociology	2	
Seminar	This seminar assignment will examine Goffman's dramaturgical sociology as one of the most influential contributions to the microsociological tradition, with an emphasis on the analysis of everyday social life through the metaphor of theatrical performance. It will elaborate the fundamental concepts of dramaturgy, including the distinction between front stage and back stage, the concept of performance as a mechanism of social presentation, and impression management as an everyday interactional strategy through which actors shape the image of themselves presented to others. The assignment will examine Goffman's contribution to the understanding of social identity through the analysis of stigma as a mechanism of social labelling, as well as his conception of the self as a situationally conditioned construct constituted through interactional practices. The concluding section will critically consider whether Goffman's insights can be productively applied to the analysis of contemporary forms of social presentation in the digital space of social networks.	2	
Week: 9.			
Lectures	Critiques of symbolic interactionism and contemporary perspectives	2	
Seminar	This seminar assignment will examine critiques of symbolic interactionism and the contemporary perspectives that emerged in response to its limitations, with an emphasis on the epistemological tensions that encouraged the development of new microsociological approaches. It will elaborate the main critiques directed at symbolic interactionism, including objections concerning its neglect of the macro-structural dimensions of social reality, its insufficient theoretical systematicity, and its limited capacity to explain social change and processes of conflict. The assignment will examine contemporary theoretical perspectives developed in dialogue with this tradition, including ethnomethodology, conversation analysis, and identity theory, as approaches that adopt certain interactionist insights while developing them in new analytical directions. The concluding section will critically consider the extent to which contemporary perspectives succeed in overcoming the limitations of classical symbolic interactionism while retaining its fundamental analytical strengths.	2	
Week: 10.			

Lectures	Hermeneutics, language, and social action	2	
Seminar	This seminar assignment will examine hermeneutics, language, and social action as interconnected dimensions of microsociological analysis, with an emphasis on the role of interpretation and linguistic mediation in the constitution of social reality. It will elaborate the fundamental hermeneutic concepts relevant to sociology, including Dilthey's distinction between explanation and understanding as two epistemological modes, and Gadamer's philosophical hermeneutics, which emphasises the horizon of understanding and the dialogical nature of the interpretive process as constitutive dimensions of social knowledge. The assignment will examine the role of language as the fundamental medium of social action, with particular reference to Wittgenstein's concept of language games, Austin and Searle's theory of speech acts, and Habermas's theory of communicative action as an attempt to ground a normative theory of society in the assumptions of rational linguistic understanding. The concluding section will critically consider the extent to which hermeneutic and linguistic approaches to social action succeed in accounting not only for the symbolic and interpretive dimensions, but also for the material and structural dimensions of social life.	2	
Week: 11.			
Lectures	Alfred Schütz's phenomenological sociology	2	
Seminar	This seminar assignment will examine Alfred Schütz's phenomenological sociology as a theoretical tradition that approaches sociological analysis through the prism of subjective experience and the everyday lifeworld as fundamental constitutive dimensions of social reality. It will elaborate Schütz's adoption and sociological adaptation of Husserl's transcendental phenomenology, with an emphasis on the concepts of the lifeworld, the natural attitude, and intersubjectivity as fundamental categories through which Schütz seeks to ground sociology in the analysis of the immediate experience of social actors. The assignment will examine Schütz's key analytical contributions, including typifications as cognitive schemes through which actors organise everyday experience, the distinction between immediate contemporaries and predecessors as different modalities of social relations, and the analysis of anonymity as a fundamental feature of modern social interactions. Particular attention will be given to Schütz's influence on the development of ethnomethodology and the sociology of everyday life as theoretical traditions that further developed phenomenological insights in the context of empirical sociological research. The concluding section will critically consider the extent to which phenomenological sociology succeeds in bridging the gap between the subjective experience of the individual and the objective social structures that simultaneously shape and transcend that experience.	2	
Week: 12.			
Lectures	The Social Construction of Reality: Berger and Luckmann's sociological approach	2	

Seminar	This seminar assignment will examine the sociological approach of Peter Berger and Thomas Luckmann, developed in <i>The Social Construction of Reality</i> , as one of the most influential contributions to the microsociological and phenomenological traditions of the twentieth century. It will elaborate the fundamental theoretical assumptions of their approach, including the thesis of social reality as a human construction that unfolds through the dialectical process of externalisation, objectivation, and internalisation as three fundamental moments through which society simultaneously produces human beings and is produced by them. The assignment will examine the key analytical concepts of their theory, including institutionalisation, legitimation, and socialisation as mechanisms through which subjective reality is constructed and objectivated within social structures. The concluding section will critically consider the extent to which the constructivist perspective succeeds in explaining the stability of social institutions without falling into a relativism that calls into question the very possibility of sociological knowledge.	2	
Week: 13.			
Lectures	Basic principles and concepts of ethnomethodology	2	
Seminar	This seminar assignment will examine the basic principles and concepts of ethnomethodology as a microsociological tradition founded by Harold Garfinkel, with an emphasis on its specific analytical approach, which places the everyday practices of sense-making activity by social actors at the centre of sociological inquiry. It will elaborate the fundamental features of the ethnomethodological approach, including Garfinkel's initial question of how members of society practically produce and maintain order and intelligibility in everyday interaction, with reference to the concepts of indexicality and reflexivity as constitutive features of everyday interactional practices. The assignment will examine the key analytical concepts of ethnomethodology, including accounts as verbal explanations through which actors justify and interpret their own actions, breaching experiments as a methodological instrument through which Garfinkel reveals the unspoken rules of everyday interaction, and conversation analysis as a subdiscipline that investigates the formal structures of speech exchanges. The concluding section will critically consider the extent to which ethnomethodology, focused on the micro-level of everyday interactional practices, succeeds in addressing questions of social power, inequality, and structural constraints that shape these practices from the outside.	2	
Week: 14.			
Lectures	Conversation analysis	2	

Seminar	This seminar assignment will examine conversation analysis as a microsociological and linguistic tradition that studies the formal structures of everyday speech exchanges as a fundamental mechanism of social interaction. It will elaborate the intellectual roots of conversation analysis in Harold Garfinkel's ethnomethodology, as well as the contributions of Harvey Sacks, Emanuel Schegloff, and Gail Jefferson as the founders of the discipline, who developed a systematic analytical apparatus for studying the organisation of conversation. The assignment will examine the fundamental concepts of conversation analysis, including turn-taking systems, the sequential organisation of conversation, adjacency pairs, repair, and interruptions as formal mechanisms through which participants in interaction jointly produce and maintain the intelligibility of speech exchanges. Particular attention will be given to the methodological specificities of conversation analysis, including the use of audio and video recordings of naturally occurring interactions and detailed transcription systems as the basis of empirical analysis. The concluding section will critically consider the extent to which conversation analysis, focused on the formal microstructures of speech, succeeds in taking into account the broader social and cultural contexts that shape interactional practices.	2	
Week: 15.			
Lectures	Examples of ethnomethodological research and critiques of traditional sociology	2	
Seminar	This seminar assignment will examine concrete examples of ethnomethodological research as empirical illustrations of the theoretical principles of ethnomethodology, as well as the critiques that this tradition directs at conventional sociology. It will elaborate paradigmatic ethnomethodological studies, including Garfinkel's breaching experiments as an instrument for revealing the unspoken rules of everyday interaction, and studies of everyday practices in institutional contexts such as medical diagnosis, court proceedings, and educational institutions. The assignment will examine the main critiques that ethnomethodology directs at traditional sociology, including the objection that conventional sociology neglects the ways in which actors themselves construct social order and uncritically uses common-sense categories as analytical concepts. The concluding section will critically consider the extent to which the ethnomethodological critique represents a productive epistemological challenge to the discipline, or instead leads towards an analytical relativism that prevents structural explanations of social phenomena.	2	

Course name	Sociology of Education						
ID	SOS303	Study year	2.				
Lecturer	doc. dr. sc. Toni Popović	ECTS workload	5.0				
Associates	Matea Čular, adjunct teaching assistant	Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	The aim of the course is to enable students to understand the relationship between the education system and the global social system, the social context of education and schooling, and the social character of education itself. In addition, the course aims to familiarise students with the subject matter, key research topics, and research methods of the sociology of education.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Explain the relationship between society and the education system, and analyse and interpret this relationship. 2. Understand the social character of education. 3. Identify socially relevant issues in education. 4. Interpret different social perspectives on the development of education. 5. Explain the social character of the curriculum.						
Syllabus	1. Introduction to the course 2. Overview of the development of the sociology of education: subject matter, methods, and areas of research 3. The relationship of the sociology of education to other specialised sociologies and other scientific disciplines, particularly the educational sciences 4. Sociologically relevant conceptions of education: theoretical approaches I 5. Sociologically relevant conceptions of education: theoretical approaches II 6. The social character of education: social inequalities in education; equality and inequality of opportunity; socialisation 7. The social character of education: social inequalities in education; equality and inequality of opportunity 8. Sociology of schooling 9. Education and employment 10. Sociology of the curriculum 11. Social change and reforms in education; first mid-term examination 12. Lifelong learning 13. Sociology of the teaching profession: the social status and social prestige of teachers 14. The school system in the Republic of Croatia 15. Course evaluation and second mid-term examination						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning		☐ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision		☒ Workshops ☒ Network ☒ Group assignments		

Student obligations	Students are required to participate in the teaching process: lectures 70%, seminars 80%. They are expected to act in accordance with ethical and academic principles in higher education teaching. Students are required to complete individual and group activities that support the achievement of the learning outcomes defined for the course. During seminars, students are expected to approach the topics analytically and participate in discussion. They are required to prepare and present a seminar paper in accordance with previously defined criteria. Students must pass the oral examination; two successfully completed mid-term examinations are considered equivalent to the oral examination. Students are responsible for obtaining information about classes they have missed during the instructor's consultation hours and from other students. They are expected to observe the deadlines and time frames required for the completion of course activities, and to participate actively and constructively in class.					
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 learning outcomes of the course and the students' obligations, the final grade for the course is determined on the basis of the following components: - oral examination; two successfully completed mid-term examinations are considered equivalent to the oral examination – 70% - prepared and presented seminar paper in accordance with the instructor's guidelines – 20% - class participation: successful completion of individual and group tasks – 10%. 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	
	Baranović, B. (ed.) (2015). Školski kurikulum: teorijski i praktični aspekti. Institut za društvena istraživanja u Zagrebu. (pp. 15-62)			0		
	Boronski, T. & Hassan, N. (2020). Sociology of Education. SAGE Publications.			0		
	Duffour, B. i Curtis, W. (2012). Studij odgojno-obrazovnih znanosti. Educa. (pp. 41-70; 123-152)			2		
	Gevirc, Š. i Krib, A. (2012). Razumevanje obrazovanja: sociološka perspektiva. Edicija Reč.			0		

	Haralambos, M. i Holborn, M. (2002). Sociologija: Teme i perspektive. Golden marketing – Tehnička knjiga. (pp. 773- 882)	10	
	Ledić, J., Miočić, I. i Turk, M. (2016). Europska dimenzija u obrazovanju: Pristupi i izazovi. Filozofski fakultet u Rijeci. (pp. 10-49)	1	
	Mehta, J. & Davies, S. (eds.) (2018). Education in a new society: renewing the sociology of education. The University of Chicago Press.	1	
	Pilić, Š. (ed.) (2008). Obrazovanje u kontekstu tranzicije. Hrvatski pedagoško-književni zbor. (pp. 45-57; 59-66; 129- 145; 149-162; 165-174; 239-244)	10	
Supplementary literature	<p>1. Alfirević, N., Relja, R. i Popović, T. (2016). Razvojne perspektive društva i školstvo. In B. Krce Miočić, J. Pavičić, N. Alfirević i Lj. Najev Čačija (eds.), Upravljanje odgojno-obrazovnom ustanovom: menadžment i marketing u školama (pp. 15-35). Sveučilište u Zadru.</p> <p>2. Ballantine, J. H. (1993). The Sociology of Education. Prentice Hall.</p> <p>3. Baranović, B. (2006). Nacionalni kurikulum u europskim zemljama i Hrvatskoj: komparativan prikaz. Sociologija i prostor, 44(2/3), 181-200.</p> <p>4. Bernstein, B. (1994). Jezik i društvene klase. BIGZ.</p> <p>5. Bourdieu, P. & Passeron, J. C. (2000). Reproduction in Education, Society and Culture. SAGE Publications.</p> <p>6. Buzov, I. (2009). Obrazovanje za okoliš: kratak pregled razvoja koncepta, Godišnjak Titius, 1(1), 303-315.</p> <p>7. Durkheim, E. (1996). Obrazovanje i sociologija. Societas.</p> <p>8. Farnell, T. (ed.) (2022). Obrazovne nejednakosti u Hrvatskoj: izazovi i potrebe iz perspektive dionika sustava obrazovanja. Institut za razvoj obrazovanja.</p> <p>9. Giddens, A. (2007). Sociologija. Nakladni zavod Globus. (16. poglavlje: Obrazovanje, pp. 494-536)</p> <p>10. Georgievski, P. (2009). Društveni kontekst krize škole i oblici školskog nasilja. Sociologija, 51(1), 1-22.</p> <p>11. Hagège, H. (2019). Education for Responsibility. ISTE Ltd & John Willey and Sons.</p> <p>12. Huđek, I. i Širec, K. (2019). Razvoj poduzetničkog potencijala kroz obrazovanje za poduzetništvo u EU. Ekonomska misao i praksa, 28(1), 53- 78.</p> <p>13. Hussain, B., Zafar Sheikh, A. & Fatima, T. (2022). Learning social entrepreneurship: Experiences of sociology students. Cogent Business & Management, 9(1), 1-20.</p> <p>14. Lesourne, J. (1993). Obrazovanje i društvo: izazovi 2000.godine. Educa. (pp. 79-104)</p> <p>15. Liessmann, K. P. (2006). Teorija neobrazovanosti: zablude društva znanja. Naklada Jesenski i Turk.</p> <p>16. Markočić Dekanić, A. (ed.) (2023). PISA 2022: rezultati, odrednice i implikacije. Međunarodno istraživanje znanja i vještina učenika. Nacionalni centar za vanjsko vrednovanje obrazovanja. (pp. 10-22, 190-202)</p> <p>17. Meighan, R. & Harber, C. (2014). A Sociology of Educating. Bloomsbury.</p> <p>18. Ninčević, M. (2009). Interkulturalizam u odgoju i obrazovanju: Drugi kao polazište. Nova prisutnost, 7(1), 59-84.</p> <p>19. Pastuović, N. (2013). Kvaliteta predtercijarnog obrazovanja u Hrvatskoj s posebnim osvrtom na strukturu obveznog obrazovanja kao čimbenika njegove kvalitete. Sociologija i prostor, 97(3), 449-470.</p> <p>20. Pastuović, N. (2012). Obrazovanje i razvoj. Institut za društvena istraživanja u Zagrebu, Učiteljski fakultet u Zagrebu.</p> <p>21. Pastuović, N. (1999). Edukologija. Integrativna znanost o sustavu cjeloživotnog obrazovanja i odgoja. Znamen. (5. poglavlje: Sociologija cjeloživotnog obrazovanja i odgoja, pp. 316-371)</p>		

	<p>22. Pilić, Š. (2008). Knjiga o nastavnicima. Filozofski fakultet.</p> <p>23. Popović, T. (2016). Sociological Contents and Learning Outcomes in Adult Education. In M. Koludrović & M. Brčić Kuljiš (eds.), Contribution to the Development of the Curricula Aimed at Adult Education Professionals (pp. 321-339). Croatian Andragogy Society.</p> <p>24. Popović, T., Relja, R. & Alfrević, N. (2019). Selection and Education of School Principals: A Comparative Overview of Policies. In A. H. Ingþórsson, N. Alfrević, J. Pavičić & D. Vican (eds.), Educational Leadership in Policy. Challenges and Implementation Within Europe (pp. 59-78). Palgrave Macmillan.</p> <p>25. Popović, T., Relja, R. & Gutović, T. (2017). The Role of Non-Formal Qualifications in the Flexibility of Education and Labor Market. In Z. Radic, A. Roncevic & L. Yongqiang (eds.), 22nd International Scientific Conference on Economic and Social Development – “The Legal Challenges of Modern World” (pp. 677-689). Varazdin Development and Entrepreneurship Agency, Faculty of Law in Split, Faculty of Law in Sarajevo, University North, Faculty of Management in Warsaw.</p> <p>26. Raditya-Ležaić, A., Boromisa, A. i Tišma, S. (2018). Komparativni pregled obrazovanja za održivi razvoj i istraživanje potreba za stručnjacima u Hrvatskoj. Socijalna ekologija, 27(2), 165-180.</p> <p>27. Relja, R., Popović, T. & Gutović, T. (2019). Analysis of elements and process of school principals' professionalization in Croatia. Management: Journal of Contemporary Management Issues, 24 (sp.iss.), 55-71.</p> <p>28. Rogošić, S., Baranović, B. i Šabić, J. (2021). Primjena IKT-a u procesu učenja, poučavanja i vrednovanja u srednjim strukovnim školama: Kvalitativna analiza. Metodčki ogledi, 28(1), 63-88.</p> <p>29. Selwyn, N. & Facer, K. (2014). The sociology of education and digital technology: past, present and future. Oxford Review of Education, 40(4), 482-496.</p> <p>30. Sjøberg, S. & Jenkins, E. (2020). PISA: a political project and a research agenda. Studies in Science Education, 58(1), 1–14.</p> <p>31. Stanić S., Hren D. & Buzov I. (2016). Schools, Local Communities and Communication: Above and Beyond the Stakeholders. In N. Alfrević, J. Burušić, J. Pavičić & R. Relja (eds.), School Effectiveness and Educational Management (pp. 49-65). Palgrave Macmillan.</p> <p>32. Štulhofer, A. (1992). Mitologija obrazovnih šansi. Theleme, 38(2), 61-72.</p> <p>33. Tomlinson, S. (2017). A Sociology of Special and Inclusive Education: Exploring the Manufacture of Disability. Routledge.</p> <p>34. Vujčić, V. (1990). Obrazovne šanse. Školske novine.</p> <p>35. Vujčić, V. (1989). Obrazovanje i društvo. CDD.</p>
Quality assurance	Class attendance, class participation, individual consultations, and successful completion of course assignments. Student survey on the quality of teaching and instructors at the university level. Passing the examination and fulfilling other requirements prescribed by the syllabus. Students' 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: introduction to the students, course literature, teaching methods, deadlines, and examination requirements	2	

Seminar	Organisation of seminar classes and allocation of presentation topics	2	
Week: 2.			
Lectures	Overview of the development of the sociology of education: subject matter, methods, and areas of research	2	
Seminar	This seminar assignment will examine the development of the sociology of education as a discipline, with an emphasis on its fundamental theoretical and research approaches. It will address the subject matter of the sociology of education, including the relationship between the education system and social structure. Particular attention will be given to research methods in the sociology of education and to key areas of analysis, such as educational inequalities, socialisation, and the role of education in social reproduction and mobility.	2	
Week: 3.			
Lectures	The relationship of the sociology of education to other specialised sociologies and other scientific disciplines, particularly the educational sciences	2	
Seminar	This seminar assignment will examine the relationship between the sociology of education, other specialised sociologies, and related scientific disciplines within the field of educational sciences. It will address the connections between the sociology of education and disciplines such as history, philosophy, pedagogy, psychology, political science, and economics, with an emphasis on their different theoretical and methodological approaches to the study of education. Particular attention will be given to the interdisciplinary character of educational research and to the contribution of individual disciplines to the understanding of educational processes and institutions.	2	
Week: 4.			
Lectures	Sociologically relevant conceptions of education: theoretical approaches I	2	
Seminar	This seminar assignment will examine the main theoretical conceptions of education within sociology, with an emphasis on functionalist and liberal approaches. Functionalist theories of education will be discussed through the works of Durkheim and Parsons, focusing on the role of education in socialisation, integration, and the maintenance of social order. Particular attention will be given to liberal approaches to education in the works of Dewey and Illich, including the critique of institutionalised schooling and the idea of alternative forms of learning. The assignment will also consider the differences between these theoretical approaches in understanding the function and purpose of education in contemporary society.	2	
Week: 5.			
Lectures	Sociological conceptions of education: theoretical approaches II	2	

Seminar	This seminar assignment will examine contemporary theoretical approaches to education, with an emphasis on interactionism, the New Right in education, and postmodern perspectives. Within the interactionist approach, attention will be given to processes of labelling, classroom interactions, and the construction of educational expectations that shape students' academic achievement and identities. Particular attention will be devoted to New Right approaches, which emphasise market logic, standardisation, the measurement of educational outcomes, and individual responsibility in education, as well as to postmodern perspectives, which problematise the status of knowledge, the curriculum, and the authority of educational institutions under conditions of increasing social pluralisation.	2	
Week: 6.			
Lectures	The social character of education: social inequalities in education; equality and inequality of opportunity; socialisation	2	
Seminar	This seminar assignment will examine the "new sociology of education", that is, theories that problematise the relationship between education and cultural and social reproduction. The emphasis will be placed on the analysis of the works of Bernstein, Willis, and Bourdieu, as well as on key concepts such as language codes, counter-school culture, and cultural capital. The assignment will critically address the ideal of equality of educational opportunity in contemporary society, namely the conception of education as enabling each individual to realise their academic and social potential.	2	
Week: 7.			
Lectures	The social character of education: social inequalities in education; equality and inequality of opportunity	2	
Seminar	This seminar assignment will examine the sociological approach to inclusive education as a form of formal equality, as reflected in educational documents, and as equality of opportunity, as reflected in school practice. The emphasis will be placed on the differences between the inclusive education paradigm and the integration model, while also pointing to the shortcomings of school practice that prevent an increasing number of students with disabilities from achieving genuine inclusion. The assignment will examine the positions of different sociological theories - functionalism, critical theory, institutional theories, and interactionism - in understanding the aims, processes, and effects of inclusive education.	2	
Week: 8.			
Lectures	Sociology of schooling	2	
Seminar	This seminar assignment will examine the school as a specific social institution within the education system. It will address the organisational structure of the school, patterns of governance, and relations of authority that shape its functioning. Particular attention will be given to school culture and climate, including the norms, values, and informal practices present in everyday school life. The assignment will also consider the school as an institutional setting that structures relations among different actors in the educational process.	2	
Week: 9.			
Lectures	Education and employment	2	

Seminar	This seminar assignment will examine the relationship between the education system and the labour market, with an emphasis on preparing individuals for employment. It will address the alignment between qualifications and labour market needs, as well as the problems of unemployment and overqualification. Particular attention will be given to the transition from education to the world of work and to the role of different educational pathways in shaping professional opportunities. The assignment will also consider changes in forms of work and employment in contemporary societies.	2	
Week: 10.			
Lectures	Sociology of the curriculum	2	
Seminar	This seminar assignment will examine the curriculum as an institutional response to contemporary social challenges and risks. It will address its content and effectiveness, with an emphasis on the need for sociological analysis of educational policies and their outcomes. Particular attention will be given to key curricular perspectives for the twenty-first century, including education for the information society, interculturalism, democracy and human rights, and the environment.	2	
Week: 11.			
Lectures	Social change and reforms in education; first mid-term examination	2	
Seminar	This seminar assignment will examine the relationship between social change and reforms in the education system. It will address the influence of economic, political, and cultural transformations on the shaping of educational policies and reform processes. Particular attention will be given to the scope and limitations of contemporary educational reforms, as well as to their effects on the organisation and functioning of educational institutions.	2	
Week: 12.			
Lectures	Lifelong learning	2	
Seminar	This seminar assignment will examine lifelong learning as an important dimension of contemporary education systems. It will address its social role in different national contexts, as well as its basic forms, including formal, non-formal, and informal learning. Particular attention will be given to participation trends at the level of the European Union and Croatia, as well as to social inequalities in access to educational opportunities.	2	
Week: 13.			
Lectures	Sociology of the teaching profession: the social status and social prestige of teachers	2	
Seminar	This seminar assignment will examine the teaching profession from the perspective of the sociology of professions, with an emphasis on the social status and prestige of this occupation. It will address the fundamental conceptions of profession and the key elements of professionalisation, including autonomy at work, control over professional knowledge, and professional standards. Particular attention will be given to contemporary trends, as well as to processes that contribute to the decline in the social prestige of teachers, such as the loss of autonomy in decision-making, the increase in administrative duties, and relatively low material compensation.	2	
Week: 14.			
Lectures	The school system in the Republic of Croatia	2	

Seminar	This seminar assignment will examine the structure of the school system in the Republic of Croatia. It will address the main levels of education, institutional frameworks, and governance models, with an emphasis on the role of the state in regulation and funding. Particular attention will be given to the Croatian Qualifications Framework as part of the European Qualifications Framework and to its role in connecting learning outcomes, qualification standards, and the labour market. The assignment will also consider contemporary challenges in the functioning of the system and in the implementation of educational policies.	2	
Week: 15.			
Lectures	Course evaluation and second mid-term examination	2	
Seminar	This seminar assignment, in the form of a group discussion, will examine key challenges facing education systems in the twenty-first century, as well as the significance and potential of the sociology of education as a form of public and engaged sociology.	2	

Course name	Sociology of Science						
ID	SOS304	Study year	2.				
Lecturer	izv. prof. dr. sc. Vlaho Kovačević	ECTS workload	5.0				
Associates		Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Compulsory	Online percentage	20%				
Course description							
Course aims	The goal of the course is to enable students to assess and understand the relationship between science and society. Furthermore, to train students to recognize the impact that science has on the development of society. To train students to recognize the influence that society has on the development of science. In this context, the aim is to understand the key functions of science and the role of scientists in society.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Explain the impact of the development of science on social structures 2. Explain the influence of society on the development of science 3. Understand the function of science in contemporary society 4. Recognize the value of the role of scientists in society 5. Understand the importance of investment in scientific activity						
Syllabus	1. Introductory lecture: Where is science heading? Introduction to the course / allocation of seminar topics 2. Concept and subject of the sociology of science 3. Emergence and development of the sociology of science (I) 4. Emergence and development of the sociology of science (II) 5. Basic social functions of science 6. Science and other social subsystems 7. Statistical research on science 8. Social structure of science (the position of scientists) 9. Social structure of science (scientific activity) 10. Social structure of science (relations and groups in science) I 11. Social structure of science (relations and groups in science) II 12. Scientific communities and scientific institutions 13. Scientific products 14. Influence of different elements of the structure of science on social development 15. Influence of scientists in society and the influence of social structure on the development of science						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☒ Individual and group assignments		

Student obligations	To participate in the teaching process: lectures 70%, seminars 80%. To behave in accordance with ethical and scientific principles in higher education. To carry out individual and group activities that enable the acquisition of the learning outcomes defined by the course. To prepare a seminar paper according to predefined criteria. To present the seminar paper according to predefined criteria. To pass the written exam (equivalent to the written exam are 2 passed midterms) and achieve a minimum of 50% accuracy on the exam/midterms. To inform themselves about missed classes during the instructor's consultation hours and with other students. To adhere to the time frames required for completing course activities. To complete individual and group tasks in a timely and high-quality manner. To actively and constructively participate in classes.					
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 learning outcomes of the course and the student's obligations, the final grade in the course is formed based on the following elements: written exam, i.e. successfully passed two midterm exams (a passing grade in both midterms is equivalent to the written exam) – 50% prepared and presented seminar paper in accordance with the instructor's guidelines – 30% success in completing individual and group assignments – 10% class activity, participation in discussions during lectures and seminars – 10%. Through seminars during the course, as well as after the exam, students will receive feedback on their progress. In the written exam, the final grade will be explained to the student, as well as all the elements that led to the final grade, along with advice on how to improve future work. The criteria for evaluation and grading of individual elements are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Ben, D. (1986). Uloga znanstvenika u društvu. Školska knjiga.			1	30	
	Bjelajac, Sl. (2003). Znanost i društvo, Split: Skripta za studente fizike-informatike, matematike-fizike, fizike- tehničke kulture i informatike-tehničke kulture.			1	30	
	Bourdieu, P. (2014). Znanost o znanosti i refleksivnost, Naklada Jesenski i Turk, Hrvatsko sociološko društvo.			1	30	
	Bucchi, M. (2004). Science in Society. An introduction to Social Studies of Science. Routledge (prvo i sedmo poglavlje).			1	30	
Supplementary literature	Studenti odabiru 1 do 2 izvora za seminarski rad:					

1. Baćak, V. (2011). Bauk internacionalizacije u hrvatskoj sociologiji, *Revija za sociologiju*, 2 (11), 239-245. (hrv/eng, samo hrv)
2. Batina, G. (2007). Počeci sociologije u Hrvatskoj. Društveni uvjeti, institucionaliziranje i kronologija do 1945. godina; Juraj pl. Tomičić: Počela sociologije iz 1910. Jesenski i Turk. (prvi dio, bez Tomičićevog udžbenika)
3. Ben-David, J. (1986). Uloga znanstvenika u društvu. *Školska knjiga*. (str. 5-40, 53-66, 67-100, 208-240)
4. Bjelajac, S. (2007). Hrvatski brain-drain. *Informatologija*, 40(4), 314-316.
5. Golub, B. (2009). Vrijednosne orijentacije menadžera i njihove percepcije znanosti. *Sociologija i prostor*, 47(2), 87-110.
6. Habermas, J. (1986). Tehnika i znanost kao ideologija. *Školska knjiga*.
7. Horgan, J. (2001). Kraj znanosti. *Jesenski i Turk*. (str. 49-68)
8. Kalanj, R. (2009). Sociologija i ideologija. *Socijalna ekologija*, 18(3-4), 237-266.
9. Koare, A. (1981). Naučna revolucija. *Nolit*. (43-55, 55-83)
10. Lalić, D.; Mustapić, M. (2007). Istraživanje društvenih problema: bijele mrlje na sociološkoj mapi Hrvatske. *Revija za sociologiju*, 38(3-4), 133- 149.
11. Matić, D. (2001). Ratovi znanosti: pogled unatrag. *Jesenski i Turk*.
12. Matić, R. (1996). Novovjekovna znanost i tehnička racionalnost kao instrumenti gospodstva nad prirodom. *Društvena istraživanja*, 6(1), 89- 101.
13. Mesić, M. (2007). Metodološki individualizam versus metodološki kozmopolitizam. *Revija za sociologiju*, 38(1-2), 69-81.
14. Needham, J. (1984). Kineska znanost i Zapad: velika titracija. *Školska knjiga*. (str. 20-56)
15. Peračković, K. (2016). Društvena uloga znanstvenika danas. *Znanstvenik kao homo economicus i homo sociologicus versus homo academicus universalis*. *Filozofska istraživanja*, 143(136), 581-593.
16. Petrić, M. (2011). Prema refleksivnoj internacionalizaciji. *Revija za sociologiju*, 41(3), 341-362. (hrv/eng, samo hrv)
17. Prijić-Samaržija, S., Avelini Holjevac, I. i Turk, M. (2009). Žene u znanosti: stakleni strop. *Društvena istraživanja*, 18(6), 1049-1073.
18. Prpić, K. (2003). Društvena podcijenjenost znanosti i razvoj hrvatskog istraživačkog potencijala. *Društvena istraživanja*, 1-2(63-64), 45-68.
19. Prpić, K. (2005). Elite znanja u društvu (ne)znanja. *Institut za društvena istraživanja*. (1str. 85-321)
20. Prpić, K. (2008). Onkraj mitova o prirodnim i društvenim znanostima. *Institut za društvena istraživanja*. (str. 9-80, 163-189)
21. Sanz, N. i Bergan, S. (2005). Kulturna baština europskih sveučilišta. *Republika*, 4, 80-89.
22. Sekulić, D. (2004). Ideologijska transformacija znanosti. *Revija za sociologiju*, 35(3-4), 159-186.
23. Simonić, A. (2000). Civilizacijske razmeđe znanja: misterije kulture tijekom povijesti. *Vitagraf*. (dio o egip. znanosti)
24. Skledar, N. (2002). Osnove znanosti o kulturi. *Visoka škola za poslovanje i upravljanje*. (str. 175-192)
25. Skledar, N. (2012). Sociologija kulture. *Visoka škola za poslovanje i upravljanje s pravom javnosti*. (str. 174-178; 179-190)
26. Supek, I. (2005). Refleksije o znanosti i politici. *Prometej*. (dio o znanosti i politici)
27. Škorić, M. (2010). Sociologija nauke: mertonovski i konstruktivistički programi. *Izdavačka knjižarnica Zorana Stojanovića*.
28. Štulhofer, A., Baćak, V. i Šuljok, A. (2010). Provincijalni karakter hrvatske sociologije? *Revija za sociologiju*, 40(1), 103-108.
29. Šuljok, A. (2006). Socijalno podrijetlo mladih znanstvenika i (samo)obnavljanje znanosti. *Sociologija sela*, 44(2-3), 289-308.
30. Tomić-Koludrović, I. (2009). Pogled u budućnost: sociologija kao multiparadigmatska, refleksivna i javna znanost. *Revija za sociologiju*, 40(3-4), 139-181. (hrv/eng jezik – samo hrv)

	<p>31. Vince P. J. (2010). Androcentričnost obrazovanja i znanosti. U I. Radačić i J. Vince Paulla (ur.), <i>Ljudska prava žena : Razvoj na međunarodnoj i nacionalnoj razini 30 godina nakon usvajanja UN- ove Konvencije o uklanjanju svih oblika diskriminacije žena: zbornik radova</i> (str. 151-165). Institut društvenih znanosti Ivo Pilar.</p> <p>32. Žepić, B. (2007). Sociologija. Hrvatska sveučilišna naklada. (str. 347-356)</p> <p>33. Žepić, B. (2007). Sociologija. Hrvatska sveučilišna naklada.(str. 365-372)</p>
Quality assurance	Class attendance, class participation, and success in completing assignments; student survey on the quality of teaching and instructors at the university level; passing the exam and fulfilling other syllabus-required obligations; individual consultations; students' 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: Where is science heading?	2	P
Seminar	Introduction to the course program / allocation of seminar topics Emergence of the social role of science	2	P
Week: 2.			
Lectures	Concept and subject of the sociology of science	2	P
Seminar	The role of scientists in society	2	P
Week: 3.			
Lectures	Emergence and development of the sociology of science (I)	2	P
Seminar	Social perception of science – managers	2	P
Week: 4.			
Lectures	Emergence and development of the sociology of science (II)	2	P
Seminar	Public image of science in society and the media	2	P
Week: 5.			
Lectures	Basic social functions of science	2	P
Seminar	Science and ideology	2	P
Week: 6.			
Lectures	Science and other social subsystems	2	P
Seminar	The relationship between science and large capital	2	P
Week: 7.			
Lectures	Statistical research on science	2	P
Seminar	Women and science – gender (in)equality within science	2	P
Week: 8.			
Lectures	Social structure of science (the position of scientists)	2	P
Seminar	Surveillance and control society – a digital dictatorship?	2	P
Week: 9.			
Lectures	Social structure of science (scientific activity)	2	P
Seminar	Pandemic or “plandemic” – crisis management or restriction of freedom?	2	P
Week: 10.			

Lectures	Social structure of science (relations and groups in science) I	2	P
Seminar	The Century of the Self – sociopsychological aspects	2	P
Week: 11.			
Lectures	Social structure of science (relations and groups in science) II	2	P
Seminar	Knowledge society	2	P
Week: 12.			
Lectures	Scientific communities and scientific institutions	2	P
Seminar	Network society	2	P
Week: 13.			
Lectures	Scientific products	2	P
Seminar	The World According to Monsanto – “development” of agriculture in the GMO era	2	P
Week: 14.			
Lectures	The impact of different elements of the structure of science on social development	2	P
Seminar	The provincial character of Croatian sociology?	2	P
Week: 15.			
Lectures	The influence of scientists in society and the influence of social structure on the development of science	2	P
Seminar	The future of Croatian sociology	2	P

Course name	Sociological Research Workshop 3						
ID	SOS306		Study year		2.		
Lecturer	izv. prof. dr. sc. Marija Lončar prof. dr. sc. Zorana Šuljug Vučica		ECTS workload		3.0		
Associates	doc. dr. sc. Tea Gutović	Number of hours	L	S	E	P	
			0	0	20	0	
Course status	Compulsory	Online percentage		0%			
Course description							
Course aims	The course aims to equip students in the practical application of theoretical knowledge in sociological methodology. Furthermore, to train students in the adequate observation, diagnosis and recognition of the conditions, circumstances and limits of social research. In this context, the aim is to develop skills in the independent preparation and implementation of sociological research with an emphasis on developing a measurement instrument and selecting a research sample.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Define variables and indicators for the relevant research subject 2. Construct a questionnaire (or other measuring instrument) 3. Distinguish between different types of scales and construct them (depending on the research subject and the population being researched) 4. Develop an appropriate protocol 5. Define the research population and its characteristics and determine the research sample 6. Identify and anticipate possible difficulties in the field						
Syllabus	1. Introductory lecture (course guidelines: working methods, terms, obligations, deadlines, etc.) 2. Questionnaire construction 3. Creation of scales, measurement scales 4. Creation of protocols 5. Sampling 6. Field preparation (instructions, permits, etc.)						
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision		☒ Individual and group tasks		
Student obligations	Participate in the teaching process: exercises (80%). Behave in accordance with ethical and scientific principles in higher education teaching. Perform individual and group activities that enable the acquisition of learning outcomes foreseen by the course. Take an analytical approach and discuss methodological problems during exercises. Prepare and present individual and group research work according to pre-determined criteria. Inform yourself about classes you have missed during consultations with teachers and other students. 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	☒
	Group research work	☒	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 on the course is formed concerning the achievement of the following elements: - class activity: success in solving individual and group tasks - 10% - individual work: work on the draft (goals, hypotheses, concepts, operationalization) – 40% - group work: research draft – 50%. The evaluation and assessment criteria of individual elements are described in the course repository.					
Required literature	Title				Number of copies available	Availability via other media
	Babbie, E. (2011). The Basics of Social Research. Fifth Edition. Wadsworth Cengage Learning. (odabrana poglavlja)				1	
	Gilbert, N. (ed.) (2008). Researching Social Life. SAGE Publications. (odabrana poglavlja)				1	
	Leburić, A., Afrić, V. i Šuljug Vučica, Z. (2009). Ljudski kapital kao razvojni faktor: sociološko istraživanje u Hrvatskoj. Redak.				1	
	Lune, H., Pumar, E. S. & Koppel, R. (eds.) (2010). Perspectives in Social Research Methods and Analysis. A Reader for Sociology. SAGE Publications. (odabrana poglavlja)				1	
	Ragin, C. C. & Amoroso, L. M. (2011). Constructing Social Research. The Unity and Diversity of Method. SAGE Publications. (odabrana poglavlja)				1	
Supplementary literature	1. Gideon, L. (ed.) (2012). Handbook of Survey Methodology for Social Science. Springer. 2. Gillham, B. (2004). Developing a Questionnaire. Continuum. 3. Graziano, A. M. & Raulin, M. L. (2004). Research Methods. A Process of Inquiry. Pearson Education. 4. Gray, D. E. (2009). Doing Research in the Real World. SAGE Publications. 5. Howard, L., Pumar, E. S. & Koppel, R. (eds.) (2010). Perspectives in Social Research Methods and Analysis: a Reader for Sociology. SAGE Publications. 6. Hunsinger, J., Klasturp, L. & Allen, M. (2010). International Handbook of Internet Research. Springer. 7. Leburić, A.; Šuljug, Z. (2008). Metodološki aspekti istraživanja jezika kao društvenog fenomena. Zbornik radova Filozofskog fakulteta u Splitu, 1(1), 131-146. 8. Lončar, Marija. 2010. „Korištenje dokumentiranih izvora u sociološkim istraživanjima“. GODIŠNJAK TITIUS, 3(3), 229-239. 9. May, T. (2006). Social Research. Issues, Methods and Process. Open University Press. 10. Punch, K. F. (2005). Introduction to Social Research. Quantitative and Qualitative Approaches. SAGE Publications. https://hrčak.srce.hr/ https://www.scopus.com/home.uri?zone=header&origin=sbrowse					

Quality assurance	Class attendance, class activity, success in completing assignments; student survey on the quality of teaching and teachers at the university level; fulfillment of all 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	Introductory lecture (method of work: deadlines, obligations, expectations, course outcomes, etc.)	1	
Week: 2.			
Practicals	Questionnaire construction	1	
Week: 3.			
Practicals	Questionnaire construction	2	
Week: 4.			
Practicals	Questionnaire construction	1	
Week: 5.			
Practicals	Questionnaire construction	1	
Week: 6.			
Practicals	Questionnaire construction	1	
Week: 7.			
Practicals	Questionnaire construction	1	
Week: 8.			
Practicals	Making scales and measuring scales	2	
Week: 9.			
Practicals	Making scales and measuring scales	2	
Week: 10.			
Practicals	Protocol development	1	
Week: 11.			
Practicals	Sampling	2	
Week: 12.			
Practicals	Field preparation	2	
Week: 13.			
Practicals	Field preparation	1	
Week: 14.			
Practicals	Field preparation	1	
Week: 15.			
Practicals	Final hour	1	

Course name	Contemporary Methodological Paradigms in Sociology 1						
ID	SOS302	Study year	2.				
Lecturer	izv. prof. dr. sc. Marija Lončar	ECTS workload	5.0				
Associates		Number of hours	L	S	E	P	
			20	45	0	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	The aim of the course is to enable students to recognize and understand the most contemporary trends in methodology within the social sciences, with an emphasis on the developmental perspectives of sociological methodology. At the same time, the aim is to engage students in substantive, dynamic, and tolerant methodological discussions.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Understand key methodological categories: paradigms, methodological orientations/schools/strategies. 2. Develop the ability to articulate and analyse the fundamental methodological paradigms in the field of social sciences. 3. Critically comment on more recent methodological approaches within the framework of the methodological restructuring of the sociological research community in the country and beyond. 4. Become aware of recent controversies between the so-called qualitative researchers and the so-called quantitative researchers. 5. Openly and tolerantly perceive research freedoms and the codified meanings of paradigm changes in contemporary sociological methodology. 6. Address, conceptualise, and evaluate interdisciplinary/integrative/interactive research approaches in sociological projects.						
Syllabus	1. Introductory lecture 2. Critical examination of the principles and practices of sociological research, and the relationship between context and method 3. Sociological research on social, cultural, political, and other changes (including inter/multi-disciplinary approaches) 4. Paradigms (key assumptions and questions) 5. Paradigmatic positions and researchers' methodological orientations 6. Debates on qualitative and quantitative research in the context of the development of sociological methodology 7. Ending paradigm wars and research freedom (the importance and predominance of research questions over paradigms) 8. Criteria for evaluating research (positivist and interpretivist traditions) 9. Illustrations (sociological empirical research) 10. Concluding lecture						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☒ Individual and Group Assignments		

Student obligations	Participate in the teaching process: lectures and seminars (80%). Prepare a seminar paper and summary according to predefined criteria. Present the seminar paper and summary according to predefined criteria. Complete individual and group activities that enable the achievement of the learning outcomes specified by the course. Pass the oral exam (equivalent to the oral exam are 2 successfully passed midterm exams) and achieve at least 60% accuracy on the exam/midterms. Adhere to the time frames required for completing course activities. Actively and constructively participate in classes.					
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 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: - completed and presented seminar paper and summary 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 - participation in discussions during lectures and seminars 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	
	Guba, E. G. & Lincoln, Y. S. (2005) Paradigmatic Controversis, Contradictions, and Emerging Confluences. In Denzin, N. & Lincoln, Y. S. (eds.) Handbook of Qualitative Research (pp. 191-217). 3th edition. SAGE Publications.			2	Ne	
	Creswell, J. W. (2009) Research Design. Qualitative, Quantitative and Mixed Methods Approches, 3th edition. SAGE Publications.			1	Ne	
	Layder, D. (1993). New Strategies in Social Research-An Introduction and Guide. Polity Press.			0	Ne	
	SAGE Publications.			1	Ne	
Supplementary literature	1. Burgess, R. G. & Murcott, A. (eds.) (2001). Developments in Sociology. Prentice Hall-Pearson Education. 2. Bryman, A. (1996) Quantity and Quality in Social Research. Routledge. 3. Chirban, J. T. (1996) Interviewing in Depth: The Interactive - Relational Approach. SAGE Publications. 4. Čaldarović, O. (1990) Etnometodologija. U Kuvačić, I. (ed.) Suvremene sociološke teorije (str.153-162). Sociološko društvo Hrvatske. 5. Goldthorpe, J. (2000). On Sociology: Numbers, Narratives and the Integration of Research and Theory. Oxford University Press.					

	<p>6. Hallowell, N., Lawton, J. & Gregory, S. (eds.) (2004). Reflecting on Research: The Realities of Doing Research in the Social Sciences. Open University Press.</p> <p>7. Leburić, A. i I. Tomić-Koludrović (1997). Kontekstualizacija istraživanja suvremene mladosti na primjeru mladih u Dalmaciji. Radovi - razdio filozofije, psihologije, sociologije i pedagogije, 36(13), 149-166.</p> <p>8. Leburić, A. (2001). Metodološka strategija istraživanja životnih stilova mladih krajem devedesetih. U I. Tomić-Koludrović, I. i A. Leburić, Skeptična generacija (str.77-105). AGM.</p> <p>9. Lončar, M., Šuljug Vučica, Z. i Bubić, T. (2019). Teorijsko-metodološki aspekti pristupa životne povijesti u sociologiji. Revija za sociologiju, 49(3), 377-398.</p> <p>10. Poleti Ćosić, D. (2022). Istraživanje migracije iz kvalitativne perspektive: od kategorija do procesualnosti. Revija za sociologiju, 52(3): 267-299.</p> <p>11. Seale, C. (ed.) (2017.) Researching Society and Culture. 4th Edition. SAGE Publications.</p> <p>12. Shipman, M. (1988). The Limitations of Social Research. 3rd Edition. Longman.</p> <p>13. Šarić, M. (2024). Primjena analitičke triangulacije u narativnom istraživanju međunarodnih kružnih radnih migracija. Revija za sociologiju, 54(3), 223-249.</p> <p>14. Šutić, L., Jelić, M. & Krnić, A. (2022). Is Dating Dead? Modern Dating Among Emerging Adults in Croatia. Revija za sociologiju, 52(3): 359-386.</p> <p>15. Vučković Juroš, T. (2022) Primjeri dobre prakse u kvalitativnom izvještavanju. Revija za sociologiju, 52(3): 255-266.</p>
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	1	
Seminar	Distribution of seminar topics Instructions on working methods Group work as an introduction to the topic of contemporary methodological paradigms in sociology	3	
Week: 2.			
Lectures	Critical examination of the principles and practices of sociological research, as well as the relationship between context and method	1	
Seminar	The nature of knowledge	3	
Week: 3.			
Lectures	Sociological research on social, cultural, political, and other changes (including inter-/multi-disciplinary approaches)	2	
Seminar	Power relations and research	3	
Week: 4.			
Lectures	Paradigms (key assumptions and questions)	2	
Seminar	Paradigms and perspectives	3	
Week: 5.			
Lectures	Paradigms (key assumptions and questions)	1	
Seminar	Micro and macro dimensions in research	3	
Week: 6.			

Lectures	Paradigmatic positions and researchers' methodological orientations	2	
Seminar	Multistrategic research	3	
Week: 7.			
Lectures	First midterm exam	1	
Seminar	Issues of generalization and replicability	3	
Week: 8.			
Lectures	Debates on qualitative and quantitative research in the context of the development of sociological methodology	2	
Seminar	Methodological conservatism	3	
Week: 9.			
Lectures	Ending paradigm wars and research freedoms (the significance and predominance of research questions over paradigms)	1	
Seminar	Critiques of the modernist vision of quality	3	
Week: 10.			
Lectures	Criteria for evaluating research (positivist and interpretivist traditions)	2	
Seminar	Neocolonial dominance in research	3	
Week: 11.			
Lectures	Criteria for evaluating research (positivist and interpretivist traditions)	1	
Seminar	Ethics and politics in research	3	
Week: 12.			
Lectures	Illustrations (sociological empirical research)	1	
Seminar	Group work through illustrations of sociological empirical research	3	
Week: 13.			
Lectures	Illustrations (sociological empirical research)	1	
Seminar	Reflections on research	3	
Week: 14.			
Lectures	Second midterm exam	1	
Seminar	Group work on the topic of positivism	3	
Week: 15.			
Lectures	Concluding lecture	1	
Seminar	Group work on the topic of constructivism	3	

Course name	Macro Perspectives in Sociological Theories							
ID	SOS401		Study year		2.			
Lecturer	prof. dr. sc. Sanja Stanić		ECTS workload		5.0			
Associates	doc. dr. sc. Toni Popović		Number of hours		L	S	E	P
					30	30	0	0
Course status	Compulsory		Online percentage		0%			
Course description								
Course aims	The aim of the course is to familiarise students with macrosociological theories.							
Enrolment requirements	/							
Learning outcomes	Upon completion of the course, students will be able to: 1. Identify the macro-level perspective in sociological theories. 2. Critically evaluate sociological theorising on social institutions, social order, social change, and social structure. 3. Identify and explain different understandings of community and society, and recognise the influence of these differences on sociological theory. 4. Identify the specific features of understandings of order and progress, consensus and conflict in the dynamics of social relations. 5. Explain the impact of social change on social structures. 6. Compare and engage in argument-based discussion of theoretical understandings of contemporary class society and the possibilities for its development and transformation.							
Syllabus	1. Introductory lecture 2. Sociality, the social contract, and society 3. Utopian socialists 4. Structure and culture 5. The establishment of sociology as a science 6. The emergence of social structure from exchange 7. Structural and functional analysis and the sociology of T. Parsons 8. Critical theories of society 9. Modernist and postmodernist perspectives 10. General systems theory and sociology 11. Final presentation and course evaluation							
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision			☒ Workshops		
			☐					
			☐					
			☐					
Student obligations	Students are required to participate in the teaching process (80% attendance), act in accordance with ethical and academic principles in higher education teaching, and take part in course activities that support the achievement of the learning outcomes defined for the course. They are required to prepare and present a seminar paper in accordance with previously defined criteria, pass the mid-term examinations or the written examination, and achieve at least 60% accuracy in the mid-term examinations or examination. Students are responsible for obtaining information about classes they have missed during the instructor's consultation hours and from other students, and for observing the time frames required for the completion of 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	☒
		☐		☐		☐
		☐				
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: - successfully completed mid-term examinations or written examination – 50% - prepared and presented seminar paper in accordance with the instructor's guidelines – 40% - class participation, including participation in discussions during lectures and seminars – 10%. The grade in the written examination is determined as follows: sufficient (2) for 60% achieved, good (3) for 70% achieved, very good (4) for 80% achieved, and excellent (5) for 90–100% achieved. 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	
	Giddens, A. (1987). Social Theory and Modern Sociology. Stanford University Press.			0	da	
	Ritzer, G. (1997). Suvremena sociologijska teorija. Zagreb			1		
	Ritzer, G. & Smart, B. (2001). Handbook of Social Theory. SAGE Publications			0	da	
	Ritzer, G. (2012). Savremena sociološka teorija i njeni klasični koreni. Službeni glasnik.			0	da	
Supplementary literature	1. Cvjetičanin, V. i Supek, R. (2003) Emile Durkheim i francuska sociološka škola. Sociološka hrestomatija. Naklada Ljevak.					
	2. Day, G. (2006). Community and Everyday Life. Routledge.					
	3. Derrida, J. (2002). Sablasti Marxa: stanje duga, rad tugovanja i nova Interacionala. Hrvatska sveučilišna naklada.					
	4. Durkheim, E. (2014). Elementarni oblici religijskog života. Naklada Jesenski i Turk i					
	5. Durkheim, E. (2014). Pravila sociološke metode. Naklada Jesenski i Turk i Hrvatsko sociološko društvo.					
	6. Durkheim, E. (2014). Sociologija i filozofija. Naklada Jesenski i Turk: Hrvatsko sociološko društvo.					
	7. Fiamengo, A. (1987). Saint-Simon i Auguste Comte. Sociološka hrestomatija. Naprijed.					
	8. Horkheimer, M., i Adorno, T. (1974). Dijalektika prosvjetiteljstva : filozofijski fragmenti. Veselin Masleša. Hrvatsko sociološko društvo.					
	9. Joka, M. Uur.) (1959). Utopijski socijalisti : izabrani tekstovi. Školska knjiga.					
	10. Levi-Strauss, C. (1977). Strukturalna antropologija. Stvarnost.					
	11. Lukić, R.D (1987). Formalizam u sociologiji. Naprijed.					
	12. Marx, K. (1977). Temelji slobode - Osnovi kritike političke ekonomije. Naprijed.					
	13. Marx, K. i Engels, F. (1967). Rani radovi. Naprijed.					
	14. Mills, C. W. (1964). Elita vlasti. Kultura.					
	15. Montesquieu, C. (2001). O duhu zakona. Umetničko društvo Gradac.					

	16. More, T. (1951). Utopija : o najboljem uređenju države i o novom ostrvu Utopiji. Kultura. 17. Parsons, T. (1991). Društva, August Cesarec, Zagreb 18. Parsons, T. (1992). Moderna društva, Gradina, Niš 19. Parsons, T.(1969).Teorije o društvu : osnovi savremene sociološke teorije, Vuk Karadžić, Beograd 20. Rousseau, J. J. (2012). Društveni ugovor; O podrijetlu i temeljima nejednakosti među ljudima, Feniks knjiga, Zagreb 21. Saint-Simon, H. & Fourier, C. (1952) Izbor iz djela Saint-Simona i Fouriera. Kultura. 22. Simmel., G. (2001). Kontrapunkti kulture. Jesenski i Turk i Hrvatsko sociološko društvo. 23. Wheen, F. (2009). Marxov Kapital. Srednja Europa.
Quality assurance	Monitoring of course quality is carried out through class attendance, class participation, successful completion of assignments, the university- level student survey evaluating teaching quality, passing the examination and fulfilling other requirements prescribed by the syllabus, individual consultations, students' 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: presentation of the course plan and programme to students	2	
Seminar	Organisation of seminar classes and allocation of presentation topics.	2	
Week: 2.			
Lectures	Introduction to macro-level perspectives: the origins, development, and conceptual definition of sociological theory	2	
Seminar	Reception of macrosociological theories: typical positions and their critical analysis	2	
Week: 3.			
Lectures	Social contextualisation of macro-level perspectives: social, economic, and political circumstances	2	
Seminar	Modernity and macro-level perspectives: the influence of the Enlightenment, conservatism, political revolutions, and industrialisation on the development of sociological theory	2	
Week: 4.			
Lectures	The founders of sociology: A. Comte and H. Saint-Simon	2	
Seminar	The subject matter of sociology and the positivist thought of Comte and Saint-Simon	2	
Week: 5.			
Lectures	Structural functionalism: É. Durkheim	2	
Seminar	Durkheim's sociological paradigm and its application to the study of religion and suicide	2	
Week: 6.			

Lectures	F. Tönnies's theory of community,	2	
Seminar	Gemeinschaft and Gesellschaft as ideal types: conceptualisations and reconceptualisations in the context of contemporary societies	2	
Week: 7.			
Lectures	Biologism: H. Spencer	2	
Seminar	Organicism and social Darwinism: classical ideas and contemporary interpretations, including political ideologies, genetic engineering, and transhumanism	2	
Week: 8.			
Lectures	M. Weber's theory of rationalisation	2	
Seminar	Weber's model of bureaucracy and the process of rationalisation: possibilities and limitations in the analysis of organisations	2	
Week: 9.			
Lectures	Marxist theory: K. Marx	2	
Seminar	The adaptation of Marx's Capital in (post-)industrial society; varieties of neo-Marxist sociological theory: economic determinism, Hegelian Marxism, and structural Marxism	2	
Week: 10.			
Lectures	Elite theory: V. Pareto, G. Mosca, and R. Michels	2	
Seminar	Elite theory and other macrosociological orientations: similarities and differences, with examples of political, economic, and cultural elites	2	
Week: 11.			
Lectures	Critical theory: the Frankfurt School	2	
Seminar	Critical theory perspectives: totalitarianism, consumer society, and communicative action	2	
Week: 12.			
Lectures	Structural functionalism: T. Parsons and R. Merton	2	
Seminar	Principles of functional analysis, strain theory, and neofunctionalism	2	
Week: 13.			
Lectures	Radical sociology: C. Wright Mills	2	
Seminar	Mills's sociological imagination as the relationship between social structure and individual biographies: the myth of democracy, the personality market, and the significance of intellectual activism	2	
Week: 14.			
Lectures	World-systems theory: I. Wallerstein	2	
Seminar	Globalisation, networks, and world-systems theory	2	
Week: 15.			
Lectures	Final lecture and course evaluation	2	
Seminar	Discussion: disciplinary continuity and the further development of macrosociological theories	2	

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	Students who successfully pass all three midterms are exempted from the final exam (2 midterms from the practical component 40% and 1 midterm from the theoretical component 30%). Prepared and presented a seminar/project according to pre-established criteria 30% Evaluation and grading criteria for individual elements are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Maleš, L. Course materials available on the course website (faculty intranet and the Moodle LMS https://merlin.srce.hr/)			0	yes	
	http://www.w3schools.com/html/default.asp			0	yes	
	http://www.w3schools.com/css/			0	yes	
	https://www.youtube.com/watch?v=BtoOHhA3aPQ			0	yes	
	https://limesurvey.srce.hr/upute/index.html			0	yes	
	On-line manuals for cloud applications.			0	yes	
Supplementary literature	1. Henick, B. (2010). HTML & CSS: The good parts. O'Reilly Media. 2. Robson, E. & Freeman, E. (2012). Head First HTML and CSS (2nd ed.). O'Reilly Media.					
Quality assurance	Class attendance, active participation in class, performance in completing tasks; student survey on the quality of teaching and teachers at the university level; passed exam and completion of other obligations prescribed by the syllabus; 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	Computer tools for creating surveys/questionnaires	1	P9

Practicals	Cloud computing (selecting an application for questionnaire creation, creating a user account and usage)	2	P9
Week: 2.			
Lectures	Computer tools for creating surveys/questionnaires	1	P9
Seminar	Creating a seminar/project using a cloud-based application (the application is selected in accordance with current technological trends)	2	P9
Week: 3.			
Lectures	Internet access (technologies used, data transmission speed)	2	P9
Seminar	Creating a seminar/project using a cloud-based application	1	P9
Week: 4.			
Lectures	Internet access (technologies used, data transmission speed)	2	P9
Seminar	Creating a seminar/project using a cloud-based application	1	P9
Week: 5.			
Lectures	Cybersecurity (types of threats and methods of protection)	2	P9
Seminar	Creating a seminar/project using a cloud-based application	1	P9
Week: 6.			
Lectures	Cybersecurity (types of threats and methods of protection)	2	P9
Seminar	Creating a seminar/project using a cloud-based application	1	P9
Week: 7.			
Lectures	Cybersecurity (types of threats and methods of protection)	1	P9
Seminar	Creating a seminar/project using a cloud-based application	1	P9
Practicals	Creating online surveys (processing and graphical presentation the obtained data)	1	P9
Week: 8.			
Seminar	Creating a seminar/project using a cloud-based application	1	P9
Practicals	Creating online surveys: processing and graphical presentation the obtained data	2	P9
Week: 9.			
Lectures	Web page styling with CSS	1	P9
Seminar	Creating a seminar/project using a cloud-based application	1	P9
Practicals	Creating online surveys (processing and graphical presentation the obtained data)	1	P9
Week: 10.			
Lectures	Web page styling with CSS	2	P9
Seminar	Creating a seminar/project using a cloud-based application	1	P9
Practicals	Midterm	1	P9
Week: 11.			
Lectures	Midterm	1	P9
Seminar	Seminar/project presentation	1	P9
Practicals	Web page styling with CSS	1	P9
Week: 12.			
Seminar	Seminar/project presentation	1	P9
Practicals	Web page styling with CSS	2	P9
Week: 13.			
Seminar	Seminar/project presentation	1	P9
Practicals	Web page styling with CSS	2	P9

Week: 14.			
Seminar	Seminar/project presentation	1	P9
Practicals	Web page styling with CSS	2	P9
Week: 15.			
Seminar	Seminar/project presentation	1	P9
Practicals	Midterm	2	P9

Course name	Sociology of Work						
ID	SOS404	Study year	2.				
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 fundamental theoretical approaches within the sociology of work and to equip students to understand the relationship between general sociology and the sociology of work. Furthermore, to enable students to recognize and interpret fundamental processes, occurrences, and phenomena in the contemporary labour market. In this context, the aim is to raise awareness of the existence of gender-segregated divisions of labour in contemporary society.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Explain the relationship between general sociology and the sociology of work. 2. Explain the emergence and development of the sociology of work. 3. Understand the role of productive, scientific-technological, and cultural-humanistic components of work. 4. Recognize the concept, content, and character of work. 5. Interpret the problem/cause/consequences of unemployment. 6. Identify the existence of segregated divisions of labour in society. 7. Describe the impact of contemporary technology (computerization) on the position of human beings in work. 8. Distinguish between intrinsic and extrinsic work values. 9. Identify socio-psychological aspects of unemployment. 10. Interpret the transformation of work in a networked society.						
Syllabus	1. Introductory lecture (introduction to students, literature, methods of work, deadlines, examinations) 2. Defining the subject matter of the sociology of work (work-sociological perspective) 3. Fundamental theoretical approaches within the sociology of work 4. Concept and meaning of work; contemporary viewpoints on work 5. Analysis of the work process 6. Socio-psychological determinants in the context of the sociology of work 7. Defining the concepts of group and network 8. Defining the concept of organization 9. Fundamental aspects of organizational climate and culture 10. Work and employment 11. Socio-psychological aspects of unemployment; youth and unemployment 12. Poverty and labour market policies 13. Work morale and business ethics 14. Work and gender; gender-segregated division of labour 15. New technologies and the work process. Evolution of information technology. Networked society and transformation of work.						
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. Participation in the implementation of teaching activities (70% attendance at lectures and seminars is a prerequisite for obtaining the instructor's signature), during which students are required to prepare and present particular teaching contents within seminar assignments in accordance with established criteria (oral presentation accompanied by a presentation and discussion). Students are obliged to adhere to the defined deadlines for seminar preparation and to participate actively and constructively in class. A student who receives positive grades in both midterm examinations obtains equivalence with the written examination.					
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 conducted throughout the semester through the evaluation of student activities and discussions, seminar assignments, and two midterm examinations. In accordance with the learning outcomes and student obligations, the final course grade is formed on the basis of the following elements: - Written examination, that is, successfully completed two midterm examinations (a positive grade in both midterm examinations is equivalent to the written examination) – 60% - Prepared and presented seminar assignment in accordance with instructions – 30% - Active participation in class (discussion participation) – 10% 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	
	Čaldarović Jaeger, Lj. (2002). Industrijska sociologija. Tehničko veleučilište Zagreb. (odabrana poglavlja)			7		
	Edgell, S. (2006). The Sociology of Work : Continuity and Change in Paid and Unpaid Work. Sage Publications. (odabrana poglavlja 1,2,3,4,5,6)			1		
	Grint, K. (2005). The Sociology of Work. Polity Press. (odabrana poglavlja 8,9,10)			1		
	Haralambos, M. i Holborn, M. (2002). Sociologija. Teme i perspektive. Golden marketing. (poglavlje Rad, nezaposlenost, dokolica)			1	online	
	Robbins, S. P. (1995). Bitni elementi organizacijskog ponašanja. Mate d.o.o. (poglavlja 3,4,7,8,10,11,15)			3	online	
Supplementary literature	1. Bebek, B. i Kolumbić, A. (2000). Poslovna etika. Sinergija.					

2. Bešker, M. & Relja, R. (2013). Labour market in the city of Split – participant's assessment of importance of education for employability. *Italian Sociological Review*, 3(1), 27-35.
3. Castells, M. (2003). Internet galaksija. Razmišljanja o Internetu, poslovanju i društvu. Naklada Jesenski i Turk.
4. Frenkel, S. J. (2003) The Embedded Character of Workplace Relations. *Work and Occupations*, 30(2), 135-153.
5. Fuchs Epstein, C. & Kalteberg, A. L. (2001). Time and Sociology of Work. *Work and Occupations*, 28(1), 5-16.
6. Fukuyama, F. (2000). Povjerenje. Društvene vrline i stvaranje blagostanja. Izvori.
7. Karpati, T. (2001). Etika u gospodarstvu. Ekonomski fakultet.
8. Kiecolt, K. J. (2003). Satisfaction with Work and Family Life: No Evidence of Cultural Reversal. *Journal of Marriage and Family*, 65, 23-35.
9. Pollmann-Schult, M. & Büchel, F. (2005). Unemployment Benefits, Unemployment Duration and Subsequent Job Quality. *Acta Sociologica*, 48(1), 21-39.
10. Popović, T., Relja, R. & Gutović, T. (2016). Social Entrepreneurship as (in)visible Work and Business. In A. Mašek Tonković (ed.), 5th International Scientific Symposium Economy of Eastern Croatia – Vision and Growth (pp. 799-815). University of J. J. Strossmayer in Osijek, Faculty of Economics in Osijek.
11. Popović, T., Relja, R. & Gutović, T. (2017). The Role of Non-Formal Qualifications in the Flexibility of Education and Labor Market. In Ž. Radić, A., Rončević & L. Yongqiang (eds.), Economic and Social Development 22nd International Scientific on Economic and Social Development- "The Legal Challenges of Modern World (pp. 667-689). VADEA, Faculty of Law in Split, Faculty of Law in Sarajevo, University North, Faculty of Management in Warsaw, Warsaw.
12. Relja, R., Popović, T. & Gutović, T. (2019). Analysis of elements and process of school principals' professionalization in Croatia. *Management : Journal of Contemporary Management Issues*, 24 (2019), Special Issues, 55-71.
13. Radošević-Vidaček, B. (2002). Stres na poslu. *Medix – specijalizirani medicinski dvomjesečnik*, 44, 96-98.
14. Relja, R. & Bandalović, G. (2008). The dimension of trust in a virtual working environment. *Managament*, 13(2), 65-80.
15. Relja, R. & Rendulić, D. (2010). Work in the Era of Knowledge-based Development-Conceptual Foundations and Analysis of Social Determinants in the Alps-Adriatic Context. In J. Langer, N. Alfirević & G. Vlašić (eds.), *Knowledge Region: Alps-Adriatic Challenges. Volume II- Actors and Cases* (pp. 25-40). Peter Lang GmbH.
16. Relja, R. & Stanić, S.(2011). Organizational culture and use of information communication technology. In J. Milat, J. (ed.) *Digital technologies and new forms of learning* (pp. 369-378). Faculty of Philosophy University of Split.
17. Relja, R. i Bešker, M. (2011). Stručno obrazovanje u funkciji zapošljavanja na tržištu rada grada Splita. U M. Matijević i T. Žiljak (ur.), *Andragoška profesija i kompetencije stručnjaka u obrazovanju odraslih* (str. 276-287). Agencija za strukovno obrazovanje odraslih.
18. Relja, R. i Matić, A.(2008). Socio-etnografska istraživanja rada i organizacije. *Zbornik radova Filozofskog fakulteta u Splitu*, 1(1),147-159.
19. Relja, R. i Popović, T. (2016). Učenje odraslih na radom mjestu. U M. Brčić Kuljiš i M. Koludrović (ur.), *Stanje i perspektive obrazovanja odraslih u Republici Hrvatskoj* (str. 219-232). Filozofski fakultet u Splitu.
20. Relja, R. i Šuljug, Z. (2010). Novi oblici rada u umreženom društvu. *Informatologia*, 43(2), 143-149.
21. Relja, R., Despotović, M. i Prižmić, M. (2011). Radne i obiteljske uloge: očekivanja studenata i iskustva zaposlenih žena. U M. Vantić-Tanjić (ur.), *Unapređenje kvalitete života djece i mladih* (str. 565-576). Udruženje za podršku i kreativni razvoj djece i mladih.

	<p>22. Relja, R., Galić, B., i Despotović, M. (2009). Položaj žena na tržištu rada grada Splita. <i>Sociologija i prostor</i>, 3(185), 217-239.</p> <p>23. Relja, R., Ljubetić, M. i Subotić, G. (2011). Suvremene ustanove ranog i predškolskog odgoja kao oblik organizacije koja uči. U M. Vantić-Tanjić (ur.), <i>Unapređenje kvalitete života djece i mladih</i> 2011. (str. 109-121). Udruženje za podršku i kreativni razvoj djece i mladih.</p> <p>24. Relja, R., Popović, T. & Marasović, A. (2019). Occupational Training without Commencing Employment: Advantages and Disadvantages. In D. Dukić, T. Studzieniecki & J. Gržinić (eds.), <i>49th International Scientific Conference on Economic and Social Development</i> (pp. 347-447). VADEA, University North, Faculty of Management in Warsaw, Faculty of Law, Economics and Social Sciences – Mohammed V Rabat.</p> <p>25. Relja, R., Popović, T. & Rakić, T. (2018). Persons with Disabilities in the Labour Market of the City of Split: Reality and Perspectives. In M. Cingula, D. Rhein & M. Machrafi (eds.), <i>Economic and Social Development: Book of Proceedings</i> (pp. 393-406). VADEA, Faculty of Law in Split, Department for Forensic Sciences – University of Split, Faculty of Law in Mostar, Faculty of Management in Warsaw, University North, Faculty of Law, Economics and Social Sciences – Mohammed V Rabat.</p> <p>26. Relja, R., Reić Ercegovac, I. i Blažević, B. (2015). Percepcija temeljnog (bazičnog) dohotka s obzirom na neke socio-demografske značajke na prostoru Splitsko-dalmatinske županije</p> <p>27. Relja, R., Tomić, T. i Popović, T. (2011). Nezaposlenost i obrazovanje u kontekstu europskih integracija. U A. Šundalić, K. Zmaić i T. Sudarić (ur.), <i>Gospodarske i kulturne odrednice regionalnog identiteta</i> (str. 167-189). Ekonomski fakultet u Osijeku.</p> <p>28. Relja, R., Tomić, V. i Popović, T. (2011). Odnos prema radu i očekivanja od zaposlenja studenata splitskog Sveučilišta. U A. Šundalić, K. Zmaić i T. Sudarić (ur.), <i>Gospodarske i kulturne odrednice regionalnog identiteta</i> (str. 191-205). Ekonomski fakultet u Osijeku.</p> <p>rezultati pilot istraživanja. <i>Sociologija, časopis za sociologiju, socijalnu psihologiju i socijalnu antropologiju</i>, 57(3), 459-475.</p> <p>29. Stephen, A. & Peter, F. (2013). <i>Changing Contours of Work: Jobs and Opportunities in the New Economy</i> (Sociology for a New Century Series). SAGE Publications.</p> <p>30. Volti, R. (2012). <i>An Introduction to the Sociology of Work and Occupations</i>. SAGE Publications.</p>
Quality assurance	Individual consultations, class attendance, classroom activity, success in completing assignments, discussions concerning the improvement and quality of the acquired level of knowledge. Student survey on the quality of teaching and instructors at the university level. Successfully completed examinations and fulfilled 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 (introduction to students, literature, methods of work, deadlines, examinations)	2	P20
Seminar	Agreement regarding seminar classes and allocation of presentation topics.	2	P20
Week: 2.			

Lectures	Defining the subject matter of the sociology of work (work-sociological perspective)	2	P20
Seminar	<p>Seminar:</p> <p>Within this seminar assignment, the definition of the subject matter of the sociology of work will be examined as a sociological discipline that studies work in all its social dimensions, with particular emphasis on the sociological perspective as a distinctive analytical framework differentiated from economic, psychological, or managerial approaches to work. The fundamental determinants of the discipline will be elaborated, including the question of what the sociology of work studies, from work processes, labour relations, and the impact of work on broader social structures. Different conceptual definitions of work will be examined, including the distinction between paid and unpaid work, formal and informal work, and productive and reproductive work, as well as their implications for sociological analysis. Particular attention will be devoted to the development of the discipline from classical sociological theories of work (Marx, Durkheim, Weber) to contemporary approaches that thematize transformations of work in post-industrial and digital society. In the concluding section, critical consideration will be given to the extent to which contemporary changes in the organization of work, such as platformization, precarization, and automation, require a redefinition of the very subject matter of the sociology of work as a discipline.</p>	2	P20
Week: 3.			
Lectures	Fundamental theoretical approaches within the sociology of work	2	P20
Seminar	<p>Within this seminar assignment, the fundamental theoretical approaches within the sociology of work will be examined through a systematic review and critical analysis of traditions that have shaped the sociological understanding of work as a social phenomenon. Classical theoretical foundations of the discipline will be elaborated: Marx's analysis of alienation and capitalist relations of production, Durkheim's theory of the division of labour, and Weber's analysis of rationalization and bureaucratization. The development of functionalist, conflict, and interactionist approaches during the twentieth century will be examined, as well as the contribution of feminist perspectives in problematizing the gender dimension and invisibility of reproductive labour. In the concluding section, critical consideration will be given to the extent to which existing theoretical approaches succeed in encompassing the complexity of contemporary transformations of work in the context of precarization, flexibilization, and digital capitalism.</p>	2	P20
Week: 4.			
Lectures	Concept and meaning of work; contemporary viewpoints on work	2	P20

Seminar	Within this seminar assignment, the concept and meaning of work will be examined as fundamental categories of sociological analysis, with emphasis on the multidimensionality of work as a social, economic, and anthropological phenomenon. Different conceptual definitions of work throughout the history of social thought will be elaborated, including the distinction between paid and unpaid work, formal and informal work, and productive and reproductive work. The ways in which different theoretical traditions attribute different meanings to work will be examined—from work as a source of identity and social integration to work as a sphere of exploitation and alienation. Particular attention will be devoted to contemporary viewpoints on work that thematize the erosion of the standard employment model, the platform economy, digital nomadism, and precarious forms of labour, as well as their implications for the social role and symbolic value of work. In the concluding section, critical consideration will be given to whether work under contemporary conditions remains the central category of social life or whether its gradual marginalization occurs in favour of other sources of identity and social meaning.	2	P20
Week: 5.			
Lectures	Analysis of the work process	2	P20
Seminar	Within this seminar assignment, the analysis of the work process will be examined as a central theme of the sociology of work, with emphasis on the sociological understanding of the ways in which work is organized, controlled, and experienced within different social and economic contexts. Classical approaches to the analysis of the work process will be elaborated, including Taylor's scientific management and Ford's model of mass production as paradigmatic forms of rationalization and control of work in industrial capitalism. Braverman's thesis on the degradation of work and later theoretical responses problematizing the relationship between control, resistance, and workers' consent within the work process will be examined. Particular attention will be devoted to contemporary transformations of work processes in the context of automation, digitalization, and algorithmic management of labour. In the concluding section, critical consideration will be given to the extent to which classical analytical frameworks remain applicable to new forms of work organization in the post-industrial and platform economy.	2	P20
Week: 6.			
Lectures	Socio-psychological determinants in the context of the sociology of work	2	P20

Seminar	Within this seminar assignment, socio-psychological determinants of work will be examined as an analytical field at the intersection of sociology and social psychology, with emphasis on the mutual conditioning of social structures and psychological experiences within the sphere of work. Fundamental socio-psychological concepts relevant to the sociology of work will be elaborated, including work motivation, work identity, job satisfaction, and alienation as categories connecting individual experience with the social context of work. The ways in which organizational culture, interpersonal relations in the workplace, and power dynamics shape the psychological dimension of work experience, and the ways in which stress, burnout, and emotional labour become sociologically relevant phenomena, will be examined. Particular attention will be devoted to the concept of emotional labour as a form of work involving the management of one's own emotions in a professional context, with reference to its gender and class implications. In the concluding section, critical consideration will be given to the extent to which the socio-psychological perspective enriches sociological analysis of work and whether it can bridge the gap between macrostructural explanations and the micro-level experience of work.	2	P20
Week: 7.			
Lectures	Defining the concepts of group and network	2	P20
Seminar	Within this seminar assignment, the fundamental sociological concepts of group and network will be examined as analytical categories relevant to understanding the social organization of work and labour relations. Conceptual definitions of social groups will be elaborated, including distinctions between primary and secondary groups, formal and informal group structures, and the dynamics of group cohesion, norms, and roles within work organizations. The ways in which groups function as mechanisms of social control, solidarity, and collective action in the context of work, with particular reference to trade unions, work teams, and professional communities, will be examined. Particular attention will be devoted to the concept of the social network as an alternative analytical framework emphasizing relational structures and flows of resources, information, and power beyond traditional group boundaries, including contemporary digital labour networks and platform forms of collaboration. In the concluding section, critical consideration will be given to the extent to which the concepts of group and network offer complementary or competing analytical perspectives in understanding social relations within contemporary work organizations.	2	P20
Week: 8.			
Lectures	Defining the concept of organization	2	P20

Seminar	Within this seminar assignment, the concept of organization will be examined as a fundamental category of the sociology of work, with emphasis on different theoretical definitions shaping the sociological understanding of organizations as social phenomena. Classical definitions will be elaborated, including Weber's theory of bureaucratic organization and structural-functionalist interpretations of organizations as systems of interdependent parts directed toward common goals. Alternative approaches conceptualizing organizations through the prism of power, conflict, and the symbolic dimension of organizational culture will also be examined. In the concluding section, critical consideration will be given to whether existing analytical frameworks can encompass the diversity of contemporary organizational forms, from networks and virtual structures to platform models challenging traditional organizational boundaries and hierarchies.	2	P20
Week: 9.			
Lectures	Fundamental aspects of organizational climate and culture	2	P20
Seminar	Within this seminar assignment, the fundamental aspects of organizational climate and culture will be examined as analytical categories enabling the understanding of informal, symbolic, and value dimensions within work organizations. The conceptual distinction between organizational climate as the perceived atmosphere of the work environment and organizational culture as a deeply rooted system of values, norms, and assumptions shaping the behaviour of organization members will be elaborated. Fundamental approaches to the study of organizational culture will be examined, with particular reference to Schein's model of cultural levels and the ways in which culture functions as a mechanism of social control and integration within organizations. In the concluding section, critical consideration will be given to the extent to which organizational culture may be consciously shaped by management and to the limits of instrumental management of culture in the context of increasingly diverse and fragmented contemporary work environments.	2	P20
Week: 10.			
Lectures	Work and employment	2	P20
Seminar	Within this seminar assignment, the relationship between work and employment will be examined as fundamental categories of the sociology of work, with emphasis on the sociological distinction between work as a broader social practice and employment as a specific institutionalized form of labour relation. The standard employment model that marked twentieth-century industrial society and the structural factors that led to its gradual erosion will be elaborated, including labour market flexibilization, the spread of atypical forms of employment, and the growth of the informal sector. Sociological dimensions of unemployment as a social phenomenon will be examined, with particular reference to its consequences for the social status, class position, and psychological well-being of individuals. In the concluding section, critical consideration will be given to the extent to which contemporary transformations of employment, such as the growth of self-employment, platform labour, and precarious contracts, require a redefinition of employment itself as an analytical and normative category within the sociology of work.	2	P20
Week: 11.			

Lectures	Socio-psychological aspects of unemployment; youth and unemployment	2	P20
Seminar	Within this seminar assignment, socio-psychological aspects of unemployment will be examined as phenomena transcending the economic dimension and extending into the sphere of social identity and the psychological well-being of individuals. Fundamental socio-psychological effects of unemployment will be elaborated, including the loss of work identity, disruption of everyday routines, and the emergence of depression, anxiety, and reduced self-confidence as documented consequences of long-term unemployment. Particular attention will be devoted to the specific position of young people in the labour market, with emphasis on structural barriers in the transition to first employment and on the concept of NEET generation as a sociologically relevant category of youth who are neither employed nor in education. In the concluding section, critical consideration will be given to the extent to which individualized approaches to unemployment conceal structural causes and shift responsibility from social institutions to unemployed individuals themselves.	2	P20
Week: 12.			
Lectures	Poverty and labour market policies	2	P20
Seminar	Within this seminar assignment, the relationship between poverty and labour market policies will be examined as mutually conditioned social phenomena, with emphasis on the sociological analysis of structural mechanisms reproducing poverty within contemporary market economies. Fundamental concepts of poverty will be elaborated, including the distinction between absolute and relative poverty, the phenomenon of in-work poverty as a situation in which employment does not ensure escape from poverty, and the concept of social exclusion as a broader category encompassing multidimensional deprivation. Different types of labour market policies will be examined, including active employment policies, social transfer programs, minimum wage measures, and flexibility measures, and their effectiveness in reducing poverty will be critically analyzed. In the concluding section, critical consideration will be given to the extent to which market- oriented employment policies succeed in addressing structural causes of poverty or instead produce new forms of precariousness and social vulnerability.	2	P20
Week: 13.			
Lectures	Work morale and business ethics	2	P20

Seminar	Within this seminar assignment, work morale and business ethics will be examined as sociologically relevant categories connecting individual values, organizational norms, and broader social structures within the sphere of work. Conceptual definitions of work morale through sociological tradition will be elaborated, with particular reference to Weber's analysis of the Protestant ethic as the historical foundation of the modern relation toward work and to contemporary transformations of value orientations toward work in post-industrial society. Fundamental questions of business ethics as a normative discipline will be examined, including responsibility toward employees, corporate social responsibility, and ethical dilemmas arising from conflicts between profit interests and social values. Particular attention will be devoted to phenomena such as corruption, mobbing, and discrimination in the workplace as forms of violation of ethical standards and to institutional mechanisms for their suppression. In the concluding section, critical consideration will be given to whether business ethics as a normative project can effectively correct structural injustices within capitalist labour relations or whether it remains predominantly at the level of symbolic legitimization of existing relations of power.	2	P20
Week: 14.			
Lectures	Work and gender; gender-segregated division of labour	2	P20
Seminar	Within this seminar assignment, the relationship between work and gender will be examined as one of the central themes of contemporary sociology of work, with emphasis on mechanisms through which the gender order structures access to work, the distribution of labour roles, and the valuation of different forms of work. Fundamental concepts of gender-segregated division of labour will be elaborated, including horizontal and vertical segregation, the gender pay gap, and the phenomenon of the glass ceiling. The concept of the double burden of women simultaneously participating in paid labour while carrying a disproportionate share of unpaid reproductive and caregiving labour will be examined, with reference to feminist theoretical contributions demanding the visibility and valuation of reproductive labour. In the concluding section, critical consideration will be given to the extent to which contemporary gender equality policies succeed in transforming the structural foundations of gender-segregated divisions of labour or whether they remain at the level of superficial interventions that do not challenge fundamental relations of power.	2	P20
Week: 15.			
Lectures	New technologies and the work process. Evolution of information technology. Networked society and transformation of work.	2	P20

Seminar	Within this seminar assignment, the impact of new technologies on the work process and the transformations brought by digitalization and networking to the organization and social relations within work will be examined. The evolution of information technology will be elaborated, from early forms of automation to contemporary digital platforms, artificial intelligence, and algorithmic management of labour. Castells's concept of the networked society as a theoretical framework for understanding the transformation of work in informational capitalism will be examined, with emphasis on flexibilization, deterritorialization, and fragmentation of labour relations. In the concluding section, critical consideration will be given to whether the digital transformation of work represents a qualitative break with previous forms of work organization or rather a continuation and intensification of existing relations of control and exploitation within a new technological framework.	2	P20
---------	---	---	-----

Course name	Sociological Research Workshop 4						
ID	SOS406		Study year		2.		
Lecturer	izv. prof. dr. sc. Marija Lončar prof. dr. sc. Zorana Šuljug Vučica		ECTS workload		3.0		
Associates	doc. dr. sc. Tea Gutović		Number of hours		L	S	E
					0	0	20
Course status	Compulsory		Online percentage		20%		
Course description							
Course aims	The aim of the course is to equip students for the practical application of theoretical knowledge from sociological methodology. Furthermore, to equip students for the adequate observation, diagnosis, and recognition of conditions in the boundaries of research into society and social problems and phenomena. In this context, the objective is to develop skills of independent preparation and implementation of sociological research, with emphasis on conducting research – the fieldwork phase.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Recognize the key characteristics of fieldwork. 2. Identify different aspects of research risk. 3. Conduct field research. 4. Apply procedures for entering and processing research data.						
Syllabus	1. Introductory lecture (guidelines throughout the course: working methods, deadlines, obligations, timelines, etc.) 2. Preparation of the fieldwork phase of research (characteristics of fieldwork, research risks...) 3. Field research (coordination of fieldwork...) 4. Data entry (creation of data matrix, coding of data...)						
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision		☒ Individual and group work		
Student obligations	To participate in the teaching process: exercises (80%). To behave in accordance with ethical and scientific principles in higher education. To carry out individual and group activities that enable the achievement of learning outcomes prescribed by the course. During exercises, to analytically approach and discuss methodological problems. To prepare and present individual and group research work according to previously established criteria. To keep informed about classes conducted during consultations with instructors and other students. 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	☒	

	Group work	☒	Research	☒	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: success in completing individual and group assignments – 10% - Individual work: preparation of the fieldwork phase of research and entry of research data – 40% - Group work: coordination and implementation of field research – 50% 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	
	Babbie, E. (2011). The Basics of Social Research. Fifth Edition. Wadsworth Cengage Learning. (odabrana poglavlja)			1	online	
	Gilbert, N. (ed.) (2008). Researching Social Life. SAGE Publications. (odabrana poglavlja)			1	online	
	Leburić, A., Maroević, M. i Šuljug, Z. (2005). Legalna i legala: sociološko istraživanje neplanske izgradnje u Splitu. Naklada Bošković.			1	online	
	Lune, H., Pumar, E. S. & Koppel, R. (eds.) (2010). Perspectives in Social Research Methods and Analysis. A Reader for Sociology. SAGE Publications. (odabrana poglavlja)			1	online	
	Ragin, C. C. & Amoroso, L. M. (2011). Constructing Social Research. The Unity and Diversity of Method. SAGE Publications. (odabrana poglavlja)			1	online	
Supplementary literature	<ol style="list-style-type: none">1. Gideon, L. (ed.) (2012). Handbook of Survey Methodology for Social Science. Springer.2. Gillham, B. (2004). Developing a Questionnaire. Continuum.3. Graziano, A. M. & Raulin, M. L. (2004) Research Methods. A Process of Inquiry. Pearson Education.4. Gray, D. E. (2009). Doing Research in the Real World. SAGE Publications.5. Howard, L., Pumar, E. S. & Koppel, R. (eds.) (2010). Perspectives in Social Research Methods and Analysis: a Reader for Sociology. SAGE Publications.6. Hunsinger, J., Klastur, L. & Allen, M. (2010). International Handbook of Internet Research. Springer.7. Lončar, M., Šuljug Vučica, Z. i Horvatić, M. (2013). Integracija djece s poteškoćama u razvoju: istraživanje na području grada Splita. U M. Nikolić (ur.) Unapređenje kvalitete života djece i mladih (str. 519-532). Univerzitet u Tuzli, Edukacijsko rehabilitacijski fakultet i Udruženje za podršku i kreativni razvoj djece i mladih.8. Lončar, M., Šuljug Vučica, Z. i Dadić, M. (2012) Etičnost u društvenim istraživanjima. GODIŠNJAK TITIUS, 5(5), 149-164.9. May, T. (2006). Social Research. Issues, Methods and Process. Open University Press.10. Punch, K. F. (2003). Introduction to Social Research. Quantitative and Qualitative Approaches. SAGE Publications. <p>https://hrčak.srce.hr/ https://www.scopus.com/home.uri?zone=header&origin=sbrowse</p>					

Quality assurance	Class attendance, classroom activity, success in completing assignments; student surveys on the quality of teaching and instructors at the university level; fulfillment of all 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	Introductory lecture (guidelines throughout the course: working methods, deadlines, obligations, timelines, etc.)	1	
Week: 2.			
Practicals	Preparation of the fieldwork phase of research (characteristics of fieldwork, research risks...)	1	
Week: 3.			
Practicals	Preparation of materials for field research (printing questionnaires, preparation of online forms...)	1	
Week: 4.			
Practicals	Field research (coordination of fieldwork...)	1	
Week: 5.			
Practicals	Field research (coordination of fieldwork...)	2	
Week: 6.			
Practicals	Field research (coordination of fieldwork...)	2	
Week: 7.			
Practicals	Data entry (creation of data matrix)	2	
Week: 8.			
Practicals	Data entry (coding of data)	1	
Week: 9.			
Practicals	Data entry (coding of data)	1	
Week: 10.			
Practicals	Data entry (coding of open-ended questions)	1	
Week: 11.			
Practicals	Data entry (coding of open-ended questions)	1	
Week: 12.			
Practicals	Data entry (verification of the data matrix)	2	
Week: 13.			
Practicals	Data matrix work (hypotheses and variables)	1	
Week: 14.			
Practicals	Data matrix work (hypotheses and variables)	1	
Week: 15.			
Practicals	Data analysis preparation	2	

Course name		Contemporary Methodological Paradigms in Sociology 2					
ID	SOS402	Study year			2.		
Lecturer	izv. prof. dr. sc. Marija Lončar	ECTS workload			5.0		
Associates		Number of hours	L	S	E	P	
			20	45	0	0	
Course status	Compulsory	Online percentage			0%		
Course description							
Course aims	The aim of the course is to enable students to understand and critically discuss methodological trends and the developmental perspectives of sociological methodology. Furthermore, it aims to prepare students to focus appropriately in discussions on relevant, contemporary, and existing paradigmatic situations/states/interactions within domestic research circles, as well as more broadly, particularly in the context of European experiences and codified sociological knowledge.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Develop the ability to understand, explain, and project key issues of the social development of contemporary societies, especially Croatian society, on the basis of the analysis and research of available empirical research material from the local environment or beyond. 2. Apply and interpret various sociological studies and analyses and adequately situate them within appropriate methodological paradigms. 3. Develop the ability to methodologically contextualise each, or at least the majority, of current social problems, phenomena, processes, or relationships. 4. Identify key methodological difficulties in the development of contemporary methodological paradigms, especially within national research circles. 5. Address and conceptualise interdisciplinary/integrative/interactive research approaches in sociological projects, particularly in those projects for which it is currently possible to apply within the framework of international (European) calls for proposals. 6. Perceive the significance and role of the mixed methodological model as a combination of two approaches in all phases of the research process (mixed methodology).						
Syllabus	1. Introductory lecture 2. Current trends in sociological methodology (use of so-called mixed methodology, methodological terminology) 3. Review of the state of Croatian sociology (identification of key methodological problems) 4. Combining quantitative and qualitative approaches, strategies, methods, methodologies, data analysis, etc. in sociology 5. Mixed methodological model as a combination of two approaches in all phases of the research process (conceptualization, data collection, analysis, and interpretation) 6. Mixed-method and multi-method approaches in research (the issue of integrating quantitative and qualitative approaches) 7. Mixed-method research designs (parallel, sequential) 8. Illustrations (sociological empirical research) 9. Critical analysis of methodological trends and current developmental aspects of (Croatian) sociology 10. Concluding lecture						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals		☐ Fieldwork ☐ Independent work ☐ Multimedia			☒ Individual and Group Assignments	

	☐ Remote learning ☐ Blended learning		☐ Laboratory ☐ Supervision			
Student obligations	Participate in the teaching process: lectures and seminars (80%). Prepare a seminar paper and summary according to predefined criteria. Present the seminar paper and summary according to predefined criteria. Complete individual and group activities that enable the achievement of the learning outcomes specified by the course. Pass the oral exam (equivalent to the oral exam are 2 successfully passed midterm exams) and achieve a minimum of 60% accuracy on the exam/midterms. Adhere to the time frames required for completing course activities. Actively and constructively participate in classes.					
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 the student's obligations, the final grade for the course is calculated as the arithmetic mean (AM) based on the achievement of the following elements: - completed and presented seminar paper and summary in accordance with the professor's instructions - oral exam, i.e., successfully passed two midterm exams (a passing grade on both midterms is equivalent to an oral exam) - success in completing individual and group assignments - participation in discussions during lectures and seminars 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	
	Creswell, J. W. & Creswell, J. D. (2018). Research Design. Qualitative, Quantitative and Mixed Methods Approaches, 5th Edition. SAGE Publications.			0	Ne	
	Tashakkori, A. & C. Teddlie (1998) Mixed Methodology: Combining Qualitative and Quantitative Approaches. Applied Social Research Methods Series. Volume 46. SAGE Publications.			1	Ne	
	Teddlie, C. & Tashakkori, A. (2009). Foundations of Mixed Methods Research. Integrating Quantitative and Qualitative Approaches in Social and Behavioral Sciences. SAGE Publications.			0	Ne	
Supplementary literature	1. Alvesson, M. & Sköldbörg, K. (2000). Reflexive Methodology: New Vistas for Qualitative Research. SAGE Publications. 2. Besednik, S. i Lončar, M. (2024). Perceptions of Clothing and Physical Appearance Among Young Men and Women from Split. ST-OPEN, 5, 1-18.					

	<p>3. Brewer, J. & Hunter, A. (1989). <i>Multimethod Research: A Synthesis of Styles</i>. SAGE Publications.</p> <p>4. Creswell, J. W. (2009). <i>Research Design. Qualitative, Quantitative and Mixed Methods Approches</i>, 3th edition. SAGE Publications.</p> <p>5. Gaskins, S. (1994). Integrating Interpretive and Quantitative Methods in Socialization Research. <i>Merrill-Palmer Quarterly</i>, 40(3): 313-333.</p> <p>6. Grbich, C. (2004). <i>New Approaches in Social Research</i>. SAGE Publications.</p> <p>7. Kunac, S., Klasnić, K. i Lalić, S. (2018). Uključivanje Roma u hrvatsko društvo: istraživanje baznih podataka. Kerschoffset Zagreb d.o.o.</p> <p>8. Klasnić, K., Kunac, S. i Rodik P. (2020). Uključivanje Roma u hrvatsko društvo: žene, mladi i djeca. Kerschoffset Zagreb d.o.o.</p> <p>9. Layder, D. (1998). <i>Sociological Practice: Linking Theory and Social Research</i>. SAGE Publications.</p> <p>10. Letherby, G. (2003). <i>Feminist Research in Theory and Practice</i>. Open University Press.</p> <p>11. Leburčić, A. (2001). Integracija kvalitativnih i kvantitativnih aspekata: perspektive empirijskih istraživanja otoka. <i>Sociologija sela</i>, 39(1/4), 189- 210.</p> <p>12. Petrić, M., Tomić-Koludrović, I., Zdravković, Ž., Cvetičanin, P. i Leguina, A. (2022). Class in Contemporary Croatian Society: A Post-Bourdiesian Analysis. <i>Sociologija i prostor</i>, 60(1(223)), 39-88.</p> <p>13. Rapley, M. (2003). <i>Quality of Life Research: A Critical Introduction</i>. SAGE Publication.</p> <p>14. Roth, P. A. (1987) <i>Meaning and Method in the Social Sciences? A Case for Methodological Pluralism</i>. Cornell University Press.</p> <p>15. Tashakkori, A. & Teddlie, C. (1998). <i>Mixed Methodology: Combining Qualitative and Quantitative Approaches</i>. SAGE Publications.</p>
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	1	
Seminar	Distribution of seminar topics Instructions on working methods Group work as an introduction to the topic of methodological approaches in sociological research	3	
Week: 2.			
Lectures	Current trends in sociological methodology (use of so-called mixed methodology, methodological terminology)	1	
Seminar	Quantitative and qualitative procedures	3	
Week: 3.			
Lectures	Review of the state of Croatian sociology (identification of key methodological problems)	1	
Seminar	Qualitative and quantitative approaches in research on quality of life	3	
Week: 4.			
Lectures	Combining quantitative and qualitative approaches, strategies, methods, methodologies, data analysis, etc. in sociology	2	

Seminar	Pragmatism	3	
Week: 5.			
Lectures	Mixed methodological models as a combination of two approaches in all phases of the research process (conceptualization, data collection, analysis, and interpretation)	1	
Seminar	Use of theory in different research designs	3	
Week: 6.			
Lectures	Mixed-method and multi-method approaches in research (the issue of integrating quantitative and qualitative approaches)	2	
Seminar	Questions and hypotheses in different research designs	3	
Week: 7.			
Lectures	First midterm exam	1	
Seminar	Sampling in mixed-methods research	3	
Week: 8.			
Lectures	Mixed-methods research design (parallel and sequential)	2	
Seminar	Collecting data in mixed-methods research	3	
Week: 9.			
Lectures	Mixed-methods research design (parallel and sequential)	2	
Seminar	Analysing data in mixed-methods research	3	
Week: 10.			
Lectures	Mixed-methods research design (parallel and sequential)	2	
Seminar	Drawing conclusions in mixed-methods research	3	
Week: 11.			
Lectures	Illustrations (sociological empirical research)	1	
Seminar	Group work through illustrations of sociological empirical research	3	
Week: 12.			
Lectures	Illustrations (sociological empirical research)	1	
Seminar	Transformative mixed-methods research	3	
Week: 13.			
Lectures	Critical analysis of methodological trends and current developmental aspects of (Croatian) sociology	1	
Seminar	Group work on the topic of the explanatory sequential research design	3	
Week: 14.			
Lectures	Second midterm exam	1	
Seminar	Group work on the topic of the exploratory sequential research design	3	
Week: 15.			
Lectures	Concluding lecture	1	
Seminar	Group work on the topic of the parallel research design	3	

Course name	Contemporary Perspectives in the Sociology of Education						
ID	SOS403	Study year	2.				
Lecturer	prof. dr. sc. Renata Relja	ECTS workload	5.0				
Associates	doc. dr. sc. Toni Popović	Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	The aim of the course is to familiarize students with educational policies in the countries of the EU, including Croatia, recent reforms of educational systems around the world, and educational perspectives in the 21st century.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Explain the connection between changes in the educational systems of EU countries, including Croatia, and the social changes that have occurred. 2. Explain the reasons for and the significance of the creation of new educational perspectives in the 21st century. 3. Understand the significance of the process of globalization for the formation of the identities of individuals and groups, as well as for the directions of educational policies and the content of education in contemporary societies. 4. Interpret the reasons for the development of pluralism in contemporary education and schooling.						
Syllabus	1. Identity and Education in the Process of Globalization and European Integration 2. European Developmental Educational Perspectives and Schooling 3. Global and Comparative Education 4. Changes in Educational Systems in Post-Communist Countries 5. Changes in Educational Systems in Contemporary Croatian Society 6. The Central European and Scandinavian Structure of Education 7. Digital Technologies and Education 8. Educational Perspectives for the 21st Century – An Overview 9. Multicultural Society and Interculturalism in Education 10. Education for the Environment and Sustainable Development 11. Education of Minorities and Marginalized Groups / Education and Migration 12. Education for Democracy and Human Rights 13. Education for Entrepreneurship 14. Pluralism in Education and Schooling / Alternative Education 15. Teaching Evaluation and Examination						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning		☐ Fieldwork ☐ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision		☒ Workshops ☒ Network		
		☐					
		☒					
		☐					
		☐					

Student obligations	Participate in the teaching process: lectures (70%), seminars (80%). Behave in accordance with ethical and scientific principles in higher education teaching. Participate in teaching activities that enable the achievement of the learning outcomes envisaged by the course. In seminars, approach and discuss the topic analytically. Prepare and present a seminar paper according to previously established criteria. Pass the written examination (the equivalent of the written examination is two passed midterm tests). Obtain information about classes missed during the instructor's consultation hours and from other students. Adhere to the timeframes required for carrying out course activities. Participate actively and constructively in classes.					
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 learning outcomes of the course and the obligations of the student, the final course grade is determined on the basis of the achievement of the following components: Written examination (the equivalent of the oral examination is two passed midterm tests) – 60% Prepared and presented seminar paper in accordance with the instructor's guidelines** – 30% Class participation, including participation in discussions during lectures and seminars** – 10% The assessment and grading criteria for the individual components are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Jal, M. & Scott, D. (2018). Education in a New Society: Renewing the Sociology of Education, 1st Edition,,University of Chicago Press.			1		
	Pilić, Š. (ur.) (2008). Obrazovanje u kontekstu tranzicije. Biblioteka Školskog vjesnika. Hrvatski pedagoško-književni zbor.			10		
	UNESCO (2018). Global Education Monitoring Report 2019: Migration, Displacement and Education – Building Bridges, not Walls. UNESCO.			0	on line	
Supplementary literature	1. Baranović, B. (1994). Promjene obrazovnog diskursa u postsocijalističkoj Hrvatskoj. Revija za sociologiju, 25(3-4), 201-211. 2. Barić, V.. (2002). Ekonomski aspekti obrazovanja u Hrvatskoj sa stajališta ekonomske globalizacije. Ekonomska istraživanja, 14(2), 83-95. 3. Brooks, R. & Waters, J. (2011). Student Mobilities, Migration and the Internationalization of Higher Education. Palgrave Macmillan. 4. Buzov, I. (2014). Zastupljenost tema o okolišu u srednjoškolskim nastavnim programima. Školski vjesnik : časopis za pedagoška i školska pitanja. 63(3), 353-365. 5. Buzov, I. (2014). Social Network Sites as Area for Pro-environemntal Activities. Procedia - Social and Behavioral Sciences, 152(7), 1233–1236.					

	<p>6. Buzov, I. (2008). Obrazovanje za okoliš: kratak pregled razvoja koncepta. GODIŠNJAK TITIUS, 1, 303-315.</p> <p>7. Buzov, I. i Kuić, I. (2011). Suradnja knjižničara i sveučilišnih nastavnika u pripremi novih oblika odgoja i obrazovanja. In J. Milat (ur.) Digital Technologies and New Forms of Learning (str. 85-102). Filozofski fakultet Split.</p> <p>8. Čačić-Kumpes, J. (2004). Interkulturalizam u obrazovanju: koncepti, teorijski modeli i razvojne mogućnosti. Povijest u nastavi, 2(4), 305-321.</p> <p>9. Čulum, B. i Ledić, J. (2010). Civilna misija sveučilišta: element u tragovima? Filozofski fakultet. (-128 str.)</p> <p>10. Domović, V. i Golder, Z. (1996). Demokratizacija društva te odgoj i obrazovanje za interkulturalne odnose. Društvena istraživanja, 5-6, 935- 959.</p> <p>11. Gregurinović, M. i Kutli, S. (2010). Učinak socioekonomskog statusa na obrazovno postignuće učenika: Primjer PISA istraživanja, Hrvatska 2006. Revija za socijalnu politiku, 17(2), 179-196.</p> <p>12. Hromatko, I. i Matić, R. (2009). Elita i diskriminirani između pozitivizma i dijalektike: potreba za promjenom obrazovanja. Sociologija sela, 47(4), 285-304.</p> <p>13. Kincheloe, J. L. & Steinberg, S. R. (1997). Changing Multiculturalism: New Times, New Curriculum. Open University Press.</p> <p>14. Lay, V. (1993). Obrazovanje za okoliš u Hrvatskoj. Socijalna ekologija, 2(2), 257-267.</p> <p>15. Liessmann, K. P. (2006). Teorija neobrazovanosti: zablude društva znanja. Naklada Jesenski i Turk.</p> <p>16. Obrazovanje za poduzetništvo, Education for Entrepreneurship (E4E), Scientific journal about education for entrepreneurship. https://hrcak.srce.hr/e4e</p> <p>17. Pastuović, N. (2006). Usporedba strukture i uspješnosti srednjoeuropskog i skandinavskog obrazovanja. Sociologija sela, 44(2-3), 155-179.</p> <p>18. Pužić, S., Doolan, K., i Dolenc, D. (2006). Socijalna dimenzija 'Bolonjskog procesa' i (ne)jednakosti šansi za visoko obrazovanje: neka hrvatska iskustva. Sociologija i prostor, 44(172/173 (2/3)), 243-260.</p> <p>19. Pužić, S. (2007). Interkulturalno obrazovanje u europskom kontekstu: analiza kurikuluma odabranih europskih zemalja, Metodika, 8(2), 373-389.</p> <p>20. Turković, V. (2002). Europski identitet i visoko obrazovanje. Napredak, 143(2), 157-166.</p> <p>21. Vrkaš- Spajić, V. (1999). Globalizacija i izobrazba: Apokalipsa raja ili rajska apokalipsa. Društvena istraživanja, 4(42), 576-600.</p> <p>22. White, R.C. (2000). The School of Tomorrow: Values and Vision. Open University Press.</p>
Quality assurance	Attendance of classes, participation in classes, individual consultations, and success in completing assignments. 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. Students' self-assessment of achieved learning outcomes and collaborative 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 (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	Identity and Education in the Process of Globalization and European Integration	2	
Seminar	Within the framework of this seminar paper, identity and education in the process of globalization and European integration will be considered as interconnected dimensions that point to issues of cultural reproduction and the role of educational systems in shaping national and supranational identities. Fundamental theoretical approaches to identity in the sociology of education will be elaborated, together with an analysis of the tension between cultural homogenization and the preservation of local specificities. It will be examined how processes of globalization change educational content and the objectives of schooling, and the role of the European Union in shaping educational policies through instruments such as the Bologna Process and the Erasmus Programme will be analysed. Particular attention will be devoted to the way in which young people in Croatia construct their own identities at the intersection of the national, European, and global. In the concluding section, a critical examination will be undertaken of whether education can simultaneously serve as a bearer of global and European identity and as a guardian of national and cultural distinctiveness, or whether these roles are in fundamental tension.	2	
Week: 3.			
Lectures	European Developmental Educational Perspectives and Schooling	2	
Seminar	Within the framework of this seminar paper, European developmental educational perspectives and their influence on national educational systems will be considered. Key documents and instruments of the European Union's educational policy, from the Lisbon Strategy to the European Education Area, which define common objectives such as increasing educational achievement, reducing early school leaving, and developing key competencies for lifelong learning, will be analysed. It will be examined to what extent European educational guidelines shape reforms of national school systems and what the advantages, as well as the limitations, of the process of the Europeanization of education are. Particular attention will be devoted to the position of Croatian schooling within the European context. In the concluding section, a critical examination will be undertaken of whether European educational perspectives represent a genuine developmental framework or predominantly a normative project that does not sufficiently take into account the diversity of national educational traditions.	2	
Week: 4.			
Lectures	Global and Comparative Education	2	

Seminar	Within the framework of this seminar paper, global and comparative education will be considered as an approach that enables the systematic analysis of the educational systems of different countries in a global context. The fundamental theoretical and methodological frameworks of comparative pedagogy and the sociology of education will be elaborated, and reference will be made to international indicators of educational achievement such as the PISA study. It will be examined how global processes—namely the spread of market logic, digitalization, and migration—shape educational systems and to what extent international organizations such as UNESCO, OECD, and World Bank influence national educational policies. In the concluding section, a critical examination will be undertaken of whether the comparative approach to education can be a tool for the genuine improvement of schooling or whether it serves primarily to legitimize global educational standards that neglect local contexts and values.	2	
Week: 5.			
Lectures	Changes in Educational Systems in Post-Communist Countries	2	
Seminar	Within the framework of this seminar paper, changes in educational systems in post-communist countries will be considered as a process of systemic transformation that encompasses the deconstruction of the ideological foundations of socialist education and the construction of new institutional, curricular, and value frameworks. Key processes of transition, such as decentralization, privatization, democratization, and the Europeanization of education, will be examined, together with an analysis of the extent to which reforms were driven by the internal needs of societies or by external pressures from international organizations. In the concluding section, a critical examination will be undertaken of whether post-communist educational systems have succeeded in building functional and equitable models of schooling or whether the processes of transition have produced new forms of inequality and fragmentation.	2	
Week: 6.			
Lectures	Changes in Educational Systems in Contemporary Croatian Society	2	
Seminar	Within the framework of this seminar paper, changes in educational systems in contemporary Croatian society will be considered as a process of transformation taking place at the intersection of post-communist transition, European integration, and global educational trends. Key structural and curricular reforms of Croatian schooling will be examined—with particular reference to the Comprehensive Curricular Reform—together with an analysis of the institutional, political, and social factors that have shaped their course and outcomes. In the concluding section, a critical examination will be undertaken of the extent to which the implemented reforms reflect the genuine educational needs of Croatian society or remain predominantly a formal response to external pressures and standards.	2	
Week: 7.			
Lectures	The Central European and Scandinavian Structure of Education	2	

Seminar	Within the framework of this seminar paper, the Central European and Scandinavian structures of education will be considered as two distinct models of the organization of educational systems. Their comparison reveals different value-based, institutional, and social assumptions of education. The key structural differences between these models will be examined with regard to the organization of schooling, the role of the state, approaches to assessment, and educational equality, with particular reference to the Scandinavian model as an example of a highly successful and equitable educational system. In the concluding section, a critical examination will be undertaken of the lessons that the Central European and Croatian educational systems can draw from the Scandinavian experience and whether the structural and cultural conditions necessary for the transfer of such models to different social contexts exist.	2	
Week: 8.			
Lectures	Digital Technologies and Education	2	
Seminar	Within the framework of this seminar paper, digital technologies and education will be considered as interconnected dimensions that point to issues of access, quality, and the transformation of the teaching process in contemporary society. It will be examined how digitalization changes educational practices, the roles of teachers and students, and the institutional frameworks of schooling, together with an analysis of the digital divide as a key factor of educational inequality. In the concluding section, a critical examination will be undertaken of whether digital technologies bring about a genuine democratization of education or deepen existing social inequalities, and of the extent to which educational systems, including the Croatian one, succeed in meaningfully integrating technology into pedagogical practice.	2	
Week: 9.			
Lectures	Educational Perspectives for the 21st Century – An Overview	2	
Seminar	Within the framework of this seminar paper, educational perspectives for the 21st century will be considered as a set of theoretical, policy, and practical responses to the challenges that contemporary society poses to educational systems, including digitalization, globalization, climate change, and growing social inequalities. Key concepts and frameworks such as the competency-based approach, lifelong learning, and education for sustainable development will be examined, together with an analysis of the extent to which international organizations such as UNESCO and OECD shape visions of the future of education. In the concluding section, a critical examination will be undertaken of whether the dominant educational perspectives for the 21st century are sufficient to address structural social challenges or whether they remain primarily at the level of normative projections that neglect the deeper inequalities of educational systems.	2	
Week: 10.			
Lectures	Multicultural Society and Interculturalism in Education	2	

Seminar	Within the framework of this seminar paper, multicultural society and interculturalism in education will be considered as conceptual and practical frameworks that respond to the challenges of cultural diversity in contemporary educational systems. The difference between the multicultural and intercultural approaches to education will be examined, together with an analysis of the ways in which educational policies and curricula respond to the presence of culturally, linguistically, and ethnically diverse students. In the concluding section, a critical examination will be undertaken of the extent to which intercultural education in practice goes beyond formal tolerance and promotes genuine intercultural dialogue, as well as the structural obstacles to its effective implementation within the Croatian school system.	2	
Week: 11.			
Lectures	Education for the Environment and Sustainable Development	2	
Seminar	Within the framework of this seminar paper, education for the environment and sustainable development will be considered as a pedagogical and social project that seeks to prepare young people to face the environmental challenges of the contemporary world. The theoretical foundations and institutional frameworks of education for sustainable development will be examined, including UNESCO's Agenda 2030, together with an analysis of the ways in which environmental topics are integrated into national curricula. In the concluding section, a critical examination will be undertaken of whether education for sustainable development remains primarily at the level of formal declarations or succeeds in encouraging genuine changes in the values, attitudes, and behaviour of students.	2	
Week: 12.			
Lectures	Education of Minorities and Marginalized Groups / Education and Migration	2	
Seminar	Within the framework of this seminar paper, the education of minorities and marginalized groups, as well as education and migration, will be considered as interconnected dimensions that point to issues of equality, inclusion, and social justice within educational systems. The structural barriers faced by ethnic, linguistic, and socially marginalized groups in accessing quality education will be examined, with particular reference to the experiences of migrant children and asylum seekers in European school systems. In the concluding section, a critical examination will be undertaken of the extent to which existing educational policies succeed in bridging the gap between the formal principles of inclusion and the actual experiences of marginalized students, as well as the structural and institutional prerequisites for an effective educational response to migration and minority issues.	2	
Week: 13.			
Lectures	Education for Democracy and Human Rights	2	

Seminar	Within the framework of this seminar paper, education for democracy and human rights will be considered as a normative and pedagogical project that seeks to develop democratic culture, critical thinking, and awareness of fundamental rights among young people. The theoretical frameworks of citizenship education will be examined, together with an analysis of the ways in which European and international institutions such as the Council of Europe and UNESCO define standards and guidelines for the implementation of this form of education within national systems. In the concluding section, a critical examination will be undertaken of the extent to which education for democracy and human rights goes beyond the formal level and succeeds in shaping the genuine democratic values and practices of students, particularly in societies with a short democratic tradition such as Croatia.	2	
Week: 14.			
Lectures	Education for Entrepreneurship	2	
Seminar	Within the framework of this seminar paper, education for entrepreneurship will be considered as an increasingly prominent area of educational policy that seeks to develop an entrepreneurial mindset, innovativeness, and practical competencies among young people. The theoretical approaches to entrepreneurship education will be examined, together with an analysis of the ways in which the European Union and national educational policies integrate entrepreneurial competencies into the curricula of formal education. In the concluding section, a critical examination will be undertaken of whether the emphasis on education for entrepreneurship reflects the genuine educational needs of young people or primarily legitimizes market logic within the educational system, and of the extent to which such an approach can coexist with the humanistic aims of education.	2	
Week: 15.			
Lectures	Pluralism in Education and Schooling / Alternative Education	2	
Seminar	Within the framework of this seminar paper, pluralism in education and alternative schooling will be considered as a response to the limitations and uniformity of dominant educational models, together with an analysis of different theoretical and practical approaches that question what education should be and whom it serves. Key alternative pedagogical approaches, such as Montessori pedagogy, Waldorf pedagogy, and Freinet pedagogy, will be examined, together with an analysis of the institutional frameworks that, in different national contexts, enable or constrain the development of plural educational models. In the concluding section, a critical examination will be undertaken of whether educational pluralism represents a genuine expansion of educational opportunities and the democratization of schooling, or whether it is available predominantly to privileged social groups, thereby paradoxically reproducing the inequalities it seeks to overcome.	2	

	<ul style="list-style-type: none">- comply with ethical and scientific principles in higher education and the principles of organisation/partner institution in accordance with the instructions of the supervisor.- participate in the work of the partner institution and perform the internship-defined obligations in accordance with the professional supervisor's schedule, which enables the acquisition of learning outcomes outlined by the course.- adhere to the time frames required to perform the internship.- actively and constructively act at the partner institution and report to the supervisor during the performance of this course.- develop and defend an Internship Report.					
Monitoring student work	Class attendance	☒	Research	☒	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☐	Oral exam	☐
	Written exam	☐	Project	☐	Participation in class	☐
	Preparation and defence of the Internship Reporti	☒	Practical work	☒		☐
		☐				
Assessment and evaluation of student work	<p>The internship is assessed descriptively by supervisors from the partner institution and the Faculty of Humanities and Social Sciences in Split. The partner institution mentor continuously monitors the student's attendance, diligence and performance in completing assigned tasks.</p> <p>At the end of the internship, the mentor assigns one of two descriptive grades:</p> <ul style="list-style-type: none">- The student has successfully completed the internship.- The student has not successfully completed the internship. <p>If the internship is not successfully completed, the partner institution mentor must provide a written explanation, and the Faculty supervisor records a failing grade for the course.</p> <p>If the mentor's grade confirms successful completion, the Faculty supervisor reviews the internship report, discusses the student's assignments and assigns one of the following grades:</p> <ul style="list-style-type: none">- The student has successfully written and defended the internship report.- The student has not successfully written and defended the internship report. <p>A negative grade must be justified in writing.</p> <p>The internship is considered passed if both supervisors confirm successful completion of the internship and the internship report. When both grades are positive, the Faculty supervisor records the descriptive grade "Passed" in the Higher Education Institutions Information System (ISVU). In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following elements:</p> <ol style="list-style-type: none">1. Practical work - 60%2. Preparation and presentation of the report in accordance with the supervisors' instructions - 20%3. consultations with supervisors and independent research - 20%					
Required literature	Title			Number of copies available	Availability via other media	
	The specialist literature is defined by the mentor at the partner institution.					
Supplementary literature	The specialist literature is defined by the mentor at the partner institution.					

Quality assurance	<p>Prior to the internship at the partner institution, the Faculty supervisor/teacher provides instructions on conducting the internship, documenting activities, and preparing the internship report.</p> <p>During the internship, the Faculty supervisor/teacher, the partner institution mentor, and the student regularly review the process, while records of the student's attendance and performance are kept. Continuous monitoring is ensured through discussion, (self-) analysis, and (self-) evaluation. Upon completion of the internship, the student completes the survey on the quality of the internship in accordance with the applicable Rulebook.</p>
Other (in the opinion of the proponent)	

Course name	Research Work 1						
ID	SOS504		Study year		3.		
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 the skills of independent preparation of sociological research, with an emphasis on theoretical aspects, the operationalization of theoretical concepts, and methodological aspects.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Select relevant theoretical approaches and concepts 2. Synthesize existing theoretical and empirical knowledge into a coherent and well-argued theoretical background of the research 3. Operationalize key theoretical concepts 4. Define the subject, objectives, and hypotheses of the research 5. Construct a research sample						
Syllabus	1. Analysis and selection of theoretical approaches and concepts 2. Structuring the theoretical background of the research 3. Operationalization of theoretical concepts 4. Defining the subject, objectives, and hypotheses of the research 5. 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. During seminars, to approach and discuss theoretical/methodological/research problems analytically. To prepare and present an individual assignment according to predetermined 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 obligations of the student, the final course grade is formed with regard to the achievement of the following elements: - activity in class - completion of individual tasks - individual paper 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
	Babbie, E. (2011). The Basics of Social Research. Fifth Edition. Wadsworth Cengage Learning. (odabrana poglavlja)				1	
	Blaxter, L., Hughes, C. & Tight, M. (2001). How to Research. 2nd Edition. Open University Press. (odabrana poglavlja)				1	
	Denscombe, M. (2002). Ground Rules for Good Research: A 10 Point Guide for Social Researchers. Open University Press. (odabrana poglavlja)				1	
	Creswell, J. W. (2009) Research Design. Qualitative, Quantitative and Mixed Methods Approches, 3th edition. SAGE Publications. (odabrana poglavlja)				1	
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; collaborative 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.			
Practicals	<p>Topic 1 Analysis and selection of theoretical approaches and concepts (total 4 hours)</p> <p>1.1. Review of relevant theoretical approaches (reflection on the topic; identification of key theories; literature review; understanding of different perspectives)</p>	1	PROFESSOR'S OFFICE
Week: 2.			

Practicals	Topic 1 Analysis and selection of theoretical approaches and concepts (total 4 hours) 1.2. Analysis and comparison of theoretical approaches (comparison of theoretical approaches; advantages and limitations; selection criterion/criteria)	2	PROFESSOR'S OFFICE
Week: 3.			
Practicals	Topic 1 Analysis and selection of theoretical approaches and concepts (total 4 hours) 1.3. Theoretical framework of the research (selection of an appropriate approach; justification of the choice; linking to the research topic)	1	PROFESSOR'S OFFICE
Week: 4.			
Practicals	Topic 2 Structuring the theoretical background of the research (total 4 hours) 2.1. Organization of theoretical material (systematization of theory; thematic grouping; logical linking of sources)	1	PROFESSOR'S OFFICE
Week: 5.			
Practicals	Topic 2 Structuring the theoretical background of the research (total 4 hours) 2.2. Writing the theoretical framework (forming the theoretical foundation; integrating sources; academic writing style)	2	PROFESSOR'S OFFICE
Week: 6.			
Practicals	Topic 2 Structuring the theoretical background of the research (total 4 hours) 2.3. Linking the theoretical framework and the research problem (aligning the theoretical framework with the research aim(s); identifying research gaps)	1	PROFESSOR'S OFFICE
Week: 7.			
Practicals	Topic 3 Operationalization of theoretical concepts (total 4 hours) 3.1. Elaboration of key concepts (definition of terms; elaboration of variables and indicators)	2	PROFESSOR'S OFFICE
Week: 8.			
Practicals	Topic 3 Operationalization of theoretical concepts (total 4 hours) 3.2. Linking theoretical concepts with empirical indicators (translating theory into measurable elements; reliability, validity)	1	PROFESSOR'S OFFICE
Week: 9.			
Practicals	Topic 3 Operationalization of theoretical concepts (total 4 hours) 3.3. Checking and refinement of operationalization (analysis of consistency and uniformity; work on corrections)	1	PROFESSOR'S OFFICE
Week: 10.			
Practicals	Topic 4 Defining the subject, objectives and hypotheses of the research (total 4 hours) 4.1. Defining the subject of the research and setting objectives (clear determination of the research focus; general and specific objectives; alignment with the theoretical framework)	2	PROFESSOR'S OFFICE
Week: 11.			

Practicals	Topic 4 Defining the subject, objectives and hypotheses of the research (total 4 hours) 4.2. Formulation of hypothesis/hypotheses and research questions (types of hypotheses; connection with concepts and variables)	1	PROFESSOR'S OFFICE
Week: 12.			
Practicals	Topic 4 Defining the subject, objectives and hypotheses of the research (total 4 hours) 4.3. Checking and refinement of the methodological framework (consistency and systematicity in methodological aspects; work on corrections)	1	PROFESSOR'S OFFICE
Week: 13.			
Practicals	Topic 5 Sampling (total 4 hours) 5.1. Reflection and discussion on the sample (types of sampling; probability/non-probability sampling)	1	PROFESSOR'S OFFICE
Week: 14.			
Practicals	Topic 5 Sampling (total 4 hours) 5.2. Selection of the research sample (selection criteria; sample size; representativeness)	2	PROFESSOR'S OFFICE
Week: 15.			
Practicals	Topic 5 Sampling (total 4 hours) 5.3. Planning of sampling (assessment of sample quality; method of sampling implementation; possible limitations and errors in sampling; defining sampling)	1	PROFESSOR'S OFFICE

Course name	Qualitative Methodology						
ID	SOS502	Study year	3.				
Lecturer	prof. dr. sc. Zorana Šuljug Vučica	ECTS workload	5.0				
Associates	doc. dr. sc. Toni Popović	Number of hours	L	S	E	P	
			15	45	0	0	
Course status	Compulsory	Online percentage	20%				
Course description							
Course aims	The goal of the course is to train students to recognize and understand problematized debates, conflicts and unresolved difficulties in the context of the relationship between qualitative and quantitative, generally in research areas within the social sciences, with an emphasis on empirical scientific disciplines, especially empirical sociology.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Recognize the advantages of working with qualitative methodology, which is treated in integration with quantitative methods/approaches/research in sociological methodology 2. Recognize manifest processes that warn of the revival of qualitative and qualitative paradigms, more intensively in this century, in contemporary methodology, throughout Europe 3. Acquire basic knowledge and general awareness of the possibilities of achieving communication within various qualitative approaches/strategies/orientations 4. Confidently "handle" qualitative methodological categories: the construction of research designs, interpretative dimensions in qualitative research, etc. 5. Understand the processes of operationalizing qualitative material (social phenomena/occurrences/processes) 6. Recognize the possibilities of applying qualitative data or multiple sources of this type and content, within the framework of qualitative analyses.						
Syllabus	1. Conceptual (historical) development of qualitative approach / orientation / paradigm / methodology / strategy / research / research design / method / model / technique / procedure / variable / indicator... 2. Controversies, misunderstandings, conflicts, distinctions in definitions / typologies / classifications... 3. The importance of interpretative elements (positivism, postmodernism...) 4. Typologies, classifications of qualitative research / methods / techniques / data... 5. Qualitative methodology as a scientific discipline (continuum of methods, methodological quality, methodological discourse)... 6. Sources of qualitative data, qualitative procedures, qualitative analyses... 7. Methodological development of sociological research in Croatia (review, achievements, analyses)						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision					
		☐					
		☐					

Student obligations	Regular attendance of classes (lectures and seminars): 80%; active participation in seminar discussions and lectures, as well as in individual and group assignments; completion of two seminar papers (oral presentation in a PP presentation, preparation and leading a group discussion on an agreed seminar topic, written definition of conclusions from the seminar discussion in the form of a summary); pass a written exam (equivalent to a written exam are 2 passed mid-term tests).					
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 learning outcomes of the course and the student's obligations, the final grade for the course is formed based on the achievement of the following elements: - written exam, or two successfully passed midterms (a positive grade from both midterms is equivalent to the written exam) – 70% - written and presented seminar paper and summary in accordance with the teacher's instructions – 20% - class activity: success in solving individual and group tasks – 10%. The evaluation and grading criteria for individual elements are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Braun, V. & Clarke, V. (2013). Successful Qualitative Research. SAGE Publications.			1	NO	
	Creswell, J. W. (2007). Qualitative Inquiry and Research Design - Choosing Among Five Traditions. SAGE Publications. (odabrana poglavlja)			1	YES	
	Denzin, N. K. (2009). The Research Act. 3rd ed. Prentice Hall. (odabrana poglavlja)			1	YES	
	Leburić, A. i dr. (2008). Volonterstvo mladih kao bijeg u stvarnost: akcijsko istraživanje. Biblioteka: Istraživačke studije, knjiga br.4. Redak.			1	NO	
	Leburić, A. i dr. (2010). Kulturni turizam na splitski način. Biblioteka: Istraživačke studije, knjiga br.10. Redak.			1	NO	
	Seale, C., Gobo, G., Gubrium, J. & Silverman, D. (eds.) (2007). Qualitative Research Practice. SAGE Publications. (odabrana poglavlja)			1	YES	

	Silverman, D. (ed.) (2004). Qualitative Research: Theory, Method and Practice. 2nd Edition. SAGE Publications. (odabrana poglavlja)	1	NO
Supplementary literature	1. Berg, B. L. (2001). Qualitative Research Methods for the Social Sciences. Fourth Edition. Allyn and Bacon. 2. Čaldarović, O. (1984). Kvalitativna metodologija čikaške sociološke škole. Revija za sociologiju, 14(3-4), 215-224. 3. Gilgun, J. F., Daly, K. & Handel, G. (eds.) (1992). Qualitative Methods in Family Research. SAGE Publications. 4. Glesne, C. & A. Peshkin (1992). Becoming Qualitative Researchers. Longman. 5. Gray, D. E. (2009). Doing Research in the Real World. SAGE Publications. 6. Hine, C. (2000). Virtual Ethnography. SAGE publications. 7. Kirk, J. & Miller, M. L. (1986). Reliability and Validity of Qualitative Research. Qualitative Research Methods Series. Volume 1. SAGE Publications. 8. Lieblich, A. i dr. (1998). Narrative Research: Reading, Analysis and Interpretation. Applied Social Research Methods Series. Vol.47. SAGE Publications. 9. Maxwell, J. (1996). Qualitative Research Design: An Interactive Approach. Thousand Oaks, CA: SAGE publications. 10. Morgan, D. L. (1988). Focus Groups as Qualitative Research. Qualitative Research Methods Series. Volume 16. SAGE Publications. 11. Pfaffenberger, B. (1988). Microcomputer Applications in Qualitative Research. Qualitative Research Methods Series. Volume 14. SAGE Publications. 12. Schwandt, T. A. (1997). Qualitative Inquiry - A Dictionary of Terms. SAGE Publications. 13. Schwartz, H. & Jacobs, J. (1987). Sociologia qualitativa. Il Mulino. 14. Seale, C., Gobo, G., Gubrium, J. & Silverman, D. (eds.) (2004). Qualitative Research Practice. SAGE Publications 15. Silverman, D. (ed.) (2004). Qualitative Research: Theory, Method and Practice. 2nd Edition, SAGE Publications. 16. Stake, R. E. (1995). The Art of Case Study Research. SAGE Publications. 17. Wengraf, T. (2001). Qualitative Research Interviewing. SAGE Publications. http://qualitative-research.net/fqs/fqs-eng.htm http://www.mnav.com/qualitative_research.htm		
Quality assurance	Class attendance, class activity, 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	1	P2
Seminar	Distribution of seminar topics and instructions for creating a presentation	3	P2
Week: 2.			

Lectures	Qualitative paradigm – history and tradition; characteristics; qualitative approaches (interpretive, constructivist, critical, feminist...)	1	P2
Seminar	Presentation of seminar papers on the topic: Qualitative research	3	P2
Week: 3.			
Lectures	Designing qualitative research	1	P2
Seminar	Presentations of seminar papers on the topic: Data collection	3	P2
Week: 4.			
Lectures	Designing qualitative research: ethics of qualitative research; qualitative data (text, video, image, photo...); data collection	1	P2
Seminar	Presentations of seminar papers on the topic: Research design Qualitative methods	3	P2
Week: 5.			
Lectures	Fieldwork; data collection methods: interview and observation	1	P2
Seminar	Seminar paper presentations on the topic: Fieldwork Data collection methods Interview and observation	3	P2
Week: 6.			
Lectures	Data collection methods: ethnography	1	P2
Seminar	Seminar paper presentations on the topic: Data collection through interviews Oral histories	3	P2
Week: 7.			
Lectures	1st mid-term test	1	P2
Seminar	Presentations of seminar papers on the topic: Collecting data through observation Observation	3	P2
Week: 8.			
Lectures	Case study Action research	1	P2
Seminar	Presentations of seminar papers on the topic: Biographical research Focus groups Grounded theory	3	P2
Week: 9.			
Lectures	Qualitative analyses: thematic, narrative	1	P2
Seminar	Presentations of seminar papers on the topic: Ethnography Autoethnography	3	P2
Week: 10.			
Lectures	Qualitative analyses: conversational analysis and discourse analysis	1	P2
Seminar	Presentations of seminar papers on the topic: The role of context in qualitative research Case study	3	P2
Week: 11.			
Lectures	Interpretation, evaluation, representation	1	P2

Seminar	Presentations of seminar papers on the topic: Ethnomethodology and conversation analysis Presentation of qualitative data	3	P2
Week: 12.			
Lectures	Writing a qualitative study	1	P2
Seminar	Presentations of seminar papers on the topic: Content analysis Discursive analytical practices	3	P2
Week: 13.			
Lectures	The future of qualitative research	1	P2
Seminar	Presentations of seminar papers on the topic: Credibility of qualitative research Secondary analyzes of qualitative data	3	P2
Week: 14.			
Lectures	2nd mid-term test	1	P2
Seminar	Presentations of seminar papers on the topic: Oral traditions Conversational and discuourse analysis	3	P2
Week: 15.			
Lectures	Final lecture - concluding remarks	1	P2
Seminar	Presentations of seminar papers on the topic: Approaches to social problems through qualitative research (EXAMPLES)	3	P2

Course name	Sociology of Space						
ID	SOS501		Study year		3.		
Lecturer	prof. dr. sc. Sanja Stanić		ECTS workload		5.0		
Associates	Ivana Čoko, teaching assistant		Number of hours		L	S	E
					30	30	0
Course status	Compulsory		Online percentage		0%		
Course description							
Course aims	The aim of the course is to introduce students to the concept of space within social thought, as well as to the understanding of space as a social construct shaped by, and influenced by, social actors, factors, practices, and institutions. The emphasis is placed on social life in space, as well as on the various influences, interconnections, and interactions between society and space. Space, in many ways, shapes social life and communities, while society, in turn, produces space in multiple and diverse ways and determines its social use.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Define key concepts and interpret theoretical frameworks. 2. Describe and interpret social life in specific spatial contexts. 3. Identify, understand, and interpret the relationship between society and space. 4. Critically reflect on and interpret spaces in contemporary society. 5. Apply acquired knowledge in the preparation of theoretical and empirical research papers.						
Syllabus	1. Introduction to the course syllabus and work plan / allocation of seminar topics 2. The neglect of space in sociology 3. Social thought on space 4. The Chicago School 5. Public spaces: streets, squares, and marketplaces 6. "Green" urban spaces and urban sustainability 7. Space for vehicles – urban transport in the context of sustainability 8. Postmodern spaces 9. Spatial planning in prehistory 10. Spaces of early cities 11. The crisis of urban space 12. Suburbanization						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☒ e-learning 20%		
			☐				
			☐				
Student obligations	Participate in the teaching process (80% attendance); act in accordance with ethical and scientific principles in higher education; engage in teaching activities that enable the achievement of the course learning outcomes; prepare and present a seminar paper according to predefined criteria; pass midterm exams and/or a written exam and achieve a minimum of 60% accuracy on the exams; obtain information about missed classes during instructor consultation hours and from fellow students; and adhere to the established timeframes required for completing course-related 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	☒
		☐		☐		☐
		☐				
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 exams and/or written exam (50%) - Prepared and presented seminar paper in accordance with the instructor's guidelines (40%) - Class participation and contribution to 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%.					
Required literature	Title				Number of copies available	Availability via other media
	Čaldarović, O. (2011). Urbano društvo na početku 21. stoljeća. Jesenski i Turk.				2	
	Stanić, S. i Ninčević, A. (2019). Privrženost gradu: socioprostorne veze u urbanom kontekstu. Filozofski fakultet Sveučilišta u Splitu.				5	
	Stanić, S. i Pandžić, J. (2012). Prostor u djelu Michela Foucaulta. Socijalna ekologija : časopis za ekološku misao i sociologijska istraživanja okoline, 21(2), 225-256.					da
	Stanić, S. i Buzov, I. (2014). Značenje zelenih prostora u životu grada. Godišnjak TITIUS: godišnjak za interdisciplinarna istraživanja porječja Krke, 6-7(6-7), 137-153.				2	
	Stanić, S. (2011). (Post)socijalnost u suvremenom potrošačkom prostoru. Sociologija i prostor, Časopis za istraživanje prostornoga i sociokulturnog razvoja, 49(1), 3-23.					da
Supplementary literature	1. Auge, M. (2001). Non-Places: Introduction to an Anthropology of Supermodernity. Publishing House of the Society of Architects, Civil Engineers and Surveyors. 2. Coleman, R. (2005). Surveillance in the city: Primary definition and urban spatial order. Crime Media Culture, 1, 131-148. 3. Čaldarović, O. (2012). The Chicago School of Urban Sociology. Jesenski i Turk. 4. Čaldarović, O. and Šarinić, J. (2016). The Contemporary City. Jesenski i Turk. 5. Davis, M. (1992). Fortress Los Angeles: The Militarization of Urban Space. U M. Sorkin (ed.) Variations on a Theme Park (pp. 154-189). Noonday Press. 6. Foucault, M. (1986) Of other Spaces, Diacritics, 16(1), 22-29. 7. Foucault, M. (1994). Discipline and Punish: The Birth of the Prison. Informator. 8. Gierin, T. F. (2000). A Space for Place In Sociology. Ann.Rev.Sociol, 26, 463–96. 9. Goodsell, C.T. (2003). The Concept of Public Space and Its Democratic Manifestations. The American Review of Public Administration, 33, 361- 383.					

	<p>10. Harvey, D. (1990). Between Space and Time: Reflections on the Geographical Imagination. <i>Annals of the Association of American Geographers</i>, 80(3), 418-434.</p> <p>11. Horvat, S. (2007). Signs of the Postmodern City. <i>Jesenski i Turk</i>.</p> <p>12. Kohn, M. (2008). Homo spectator. Public space in the age of the spectacle. <i>Philosophy & Social Criticism</i> 34(5), 467-486.</p> <p>13. Koskela, H. (2003). „Cam Era” – the contemporary urban Panopticon. <i>Surveillance and Society</i>, 1(3), 292–313.</p> <p>14. Lapintie, K. (2007). Modalities of urban space. <i>Planning Theory</i>, 6, 36-51.</p> <p>15. Lefebvre, H. (1974). <i>Urbana revolucija</i>. Nolit.</p> <p>16. Lefebvre, H. (2000). <i>The Production of Space</i>. Blackwell Publishing.</p> <p>17. Miller, M. (2002). Garden Cities and Suburbs: At Home and Abroad. <i>Journal of Planning History</i>, 1, 6-24.</p> <p>18. Mitchell, D. (1995). The End of Public Space? People's Park, Definitions of the Public, and Democracy. <i>Annals of the Association of American Geographers</i>, 85(1), 108-133.</p> <p>19. Redfern, P. A. (2003). What Makes Gentrification 'Gentrification'? <i>Urban Studies</i>, 40(12), 2351–2366.</p> <p>20. Vesselinov, E. (2008). Members Only: Gated Communities and Residential Segregation in the Metropolitan United States. <i>Sociological Forum</i>, 23(3), 536-555.</p>
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 and work plan)	2	
Seminar	Introduction to working methods, agreement on seminar topics and presentations	2	
Week: 2.			
Lectures	The neglect of space in sociology (space in classical sociological theories and the renewed relevance of the concept in contemporary sociology)	2	
Seminar	The lecture will present the role of space in sociological research and the reasons for its long-standing neglect in sociological theory.	2	
Week: 3.			
Lectures	Social thought on space (G. Simmel, M. Foucault, H. Lefebvre)	2	
Seminar	The fundamental sociological ideas on space and its role in shaping society will be discussed.	2	
Week: 4.			
Lectures	The Chicago School of urban sociology (Robert Park, Ernest Burgess, Louis Wirth, and William I. Thomas; issues of social disorganization, marginality, crime, ghettoization, and assimilation in urban environments)	2	

Seminar	The contribution of the Chicago School to the development of urban sociology and the study of urban life will be examined.	2	
Week: 5.			
Lectures	Public spaces: streets, squares, and marketplaces (definition of public space, semi-public space, commercialization, and privatization)	2	
Seminar	The concept of public space and the processes of commercialization and privatization that transform its social function will be discussed.	2	
Week: 6.			
Lectures	Street, square, and marketplace as public urban spaces (theoretical approaches, research findings)	2	
Seminar	The role of streets, squares, and marketplaces as spaces of social interaction and everyday urban life will be analyzed.	2	
Week: 7.			
Lectures	Green urban spaces and urban sustainability (definition of green urban spaces, historical development, benefits in contemporary urban environments)	2	
Seminar	Emphasis will be placed on the role of green areas in improving quality of life and developing sustainable cities.	2	
Week: 8.			
Lectures	Space for vehicles – urban transport in the context of sustainability (urban transport infrastructure, strategies for traffic reduction)	2	
Seminar	The impact of transport systems on the organization of urban space and sustainable urban development will be explored.	2	
Week: 9.			
Lectures	Postmodern spaces (shopping malls: social context of emergence, development, globalization)	2	
Seminar	Shopping malls will be analyzed as postmodern consumer spaces and their influence on social relations and globalization processes.	2	
Week: 10.			
Lectures	Postmodern spaces (airports and amusement parks: development, contemporary transformations, implosions)	2	
Seminar	The characteristics of postmodern spaces such as airports and amusement parks will be presented, along with their spatial and social transformations.	2	
Week: 11.			
Lectures	Spaces of early cities (Egypt, Greece, Rome; formation and functions: square, street, marketplace; early infrastructure)	2	
Seminar	The basic features of early cities and the historical development of urban spaces will be examined.	2	
Week: 12.			
Lectures	Satellite settlements and suburbanization (historical overview, mass suburbanization, types, contemporary trends)	2	
Seminar	The development of suburbanization and satellite settlements and their transformation across different historical periods will be discussed.	2	
Week: 13.			
Lectures	Problems of contemporary cities and urban transformations (urban growth, technological innovations, and daily commuting of workers)	2	

Seminar	Contemporary urban issues related to city expansion, technological change, and daily population mobility will be analyzed.	2	
Week: 14.			
Lectures	Gated communities	2	
Seminar	The development of gated communities and their impact on social cohesion, security, and spatial urban segregation will be examined.	2	
Week: 15.			
Lectures	Final lecture and course evaluation	2	
Seminar	Evaluation of seminar teaching	2	

Course name	Sociological Research Workshop 5							
ID	SOS505		Study year		3.			
Lecturer	izv. prof. dr. sc. Marija Lončar prof. dr. sc. Zorana Šuljug Vučica		ECTS workload		4.0			
Associates	doc. dr. sc. Tea Gutović		Number of hours		L	S	E	P
					0	0	20	0
Course status	Compulsory		Online percentage		20%			
Course description								
Course aims	The aim of the course is to equip students for the practical application of theoretical knowledge from sociological methodology. Furthermore, to equip students for the adequate observation, diagnosis, and recognition of conditions in the boundaries of research into society and social problems and phenomena. In this context, the objective is to develop skills of independent preparation and implementation of sociological research with emphasis on the processing and analysis of research data.							
Enrolment requirements	/							
Learning outcomes	Upon completion of the course, students will be able to: 1. Independently process research data. 2. Structure processed research data into meaningful content units with regard to the theoretical and methodological assumptions of the research. 3. Analyze research results. 4. Identify the relationship between theoretical and methodological assumptions and empirical material.							
Syllabus	1. Introductory lecture (guidelines throughout the course: working methods, deadlines, obligations, timelines, etc.) 2. Processing of research data 3. Analysis of research results 4. Relationship between theoretical and methodological assumptions and empirical material							
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision			☒ Individual and group work		
Student obligations	To participate in the teaching process: exercises (80%). To behave in accordance with ethical and scientific principles in higher education. To carry out individual and group activities that enable the achievement of learning outcomes prescribed by the course. During exercises, to analytically approach and discuss methodological problems. To prepare and present individual and group research work according to previously established criteria. To keep informed about classes conducted during consultations with instructors and other students. 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			☒

	Group research work	☒	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: success in completing individual and group assignments – 10% - Individual work: processing of research data (tabular and graphical presentations) – 40% - Group work: analysis of research results (identification of the relationship between theoretical and methodological assumptions and empirical material) – 50% 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	
	Babbie, E. (2011). The Basics of Social Research. Fifth Edition. Wadsworth Cengage Learning. (odabrana poglavlja)			1	online	
	Gilbert, N. (ed.) (2008). Researching Social Life. SAGE Publications. (odabrana poglavlja)			1	online	
	Lune, H., Pumar, E. S. & Koppel, R. (eds.) (2010). Perspectives in Social Research Methods and Analysis. A Reader for Sociology. SAGE Publications. (odabrana poglavlja)			1	online	
	Ragin, C. C. & Amoroso, L. M. (2011). Constructing Social Research. The Unity and Diversity of Method. SAGE Publications. (odabrana poglavlja)			1	online	
	Rozga, A. i Pivac, S. (2006). Statistika za sociološka istraživanja. Filozofski fakultet Sveučilišta u Splitu. (odabrana poglavlja)			1	online	
Supplementary literature	1. Da Vaus, D. (2002). Analyzing Social Science Data: 50 Key Problems in Data Analysis. London, Thousand Oaks, New Delhi: SAGE Publications. 2. Gideon, L. (2012). Handbook of Survey Methodology for Social Science. New York: Springer. 3. Gillham, B. (2004). Developing a Questionnaire. London, New York: Continuum. 4. Gray, D. E. (2009). Doing Research in the Real World. Los Angeles, Singapore, London, New Delhi: SAGE Publications. 5. Graziano, A.M., Raulin, M. L. (2004). Research Methods. A Process of Inquiry. Boston, New York, San Francisco: Pearson Education. 6. Hunsinger, J., Klastur, L. & Allen, M. (2010). International Handbook of Internet Research. Springer. 7. Kožuh, B. (2007). Statistička analiza podataka s računalom. Filozofski fakultet u Splitu. 8. May, T. (2006). Social Research. Issues, Methods and Process. Open University Press. 9. Punch, K. F. (2005). Introduction to Social Research. Quantitative and Qualitative Approaches. SAGE Publications. 10. Seale, C., Gobo, G., Gubrium, J. F. & Silverman, D. (eds.) (2004). Qualitative Research Practice. SAGE Publications. https://hrčak.srce.hr/ https://www.scopus.com/home.uri?zone=header&origin=sbrowse					

Quality assurance	Class attendance, classroom activity, success in completing assignments; student surveys on the quality of teaching and instructors at the university level; fulfillment of all 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	Introductory lecture (guidelines throughout the course: working methods, deadlines, obligations, timelines, etc.)	1	
Week: 2.			
Practicals	Processing of research data (descriptive statistics)	1	
Week: 3.			
Practicals	Processing of research data (descriptive statistics)	1	
Week: 4.			
Practicals	Processing of research data (preparation of table and graphical presentations of descriptive statistics)	1	
Week: 5.			
Practicals	Processing of research data (preparation of tables and graphical presentations of descriptive statistics)	1	
Week: 6.			
Practicals	Processing of research data (inferential statistics)	1	
Week: 7.			
Practicals	Processing of research data (preparation of tables and graphical presentations of inferential statistics)	1	
Week: 8.			
Practicals	Analysis of research results (interpretation of descriptive statistics)	2	
Week: 9.			
Practicals	Analysis of research results (interpretation of inferential statistics)	2	
Week: 10.			
Practicals	Analysis of research results (interpretation of inferential statistics)	2	
Week: 11.			
Practicals	Relationship between theoretical and methodological assumptions and empirical material (definition of key theoretical concepts from the research)	2	
Week: 12.			
Practicals	Relationship between theoretical and methodological assumptions and empirical material (preparation of key previous research on the selected topic)	2	
Week: 13.			
Practicals	Relationship between theoretical and methodological assumptions and empirical material (preparation of key previous research on the selected topic)	1	

Week: 14.			
Practicals	Relationship between theoretical and methodological assumptions and empirical material (comparison of results)	1	
Week: 15.			
Practicals	Relationship between theoretical and methodological assumptions and empirical material (comparison of results)	1	

Course name	Contemporary Sociological Theories						
ID	SOS503	Study year	3.				
Lecturer	izv. prof. dr. sc. Vlaho Kovačević	ECTS workload	3.0				
Associates		Number of hours	L	S	E	P	
			30	15	0	0	
Course status	Compulsory	Online percentage	20%				
Course description							
Course aims	The aim of the course is to introduce students to the fundamental concepts of selected contemporary sociological theories and to enable them to understand them. Furthermore, it aims to help students acquire and use the basic concepts of individual contemporary theoretical approaches and develop the ability to research scientific and professional terminology in the field.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Explain different contemporary sociological theories 2. Evaluate the theoretical contributions of individual contemporary theorists 3. Develop the ability to argue through the acquisition of knowledge needed to understand and recognize contemporary sociological theories 4. Produce independent learning material (reading journal) 5. Develop the ability to work independently and in a team						
Syllabus	1. Introduction to the course and description of student responsibilities (distribution of obligations, seminar assignments): what sociological theory is, explanation of basic concepts (theories, concepts, classifications, taxonomies, hypotheses, metatheory, and paradigms) 2. Sociological theory in the micro–macro context (micro–macro linkage: the fundamental theoretical problem of sociology) 3. Critical theory of the Frankfurt School (Max Horkheimer, Theodor Wieselgrund Adorno, Herbert Marcuse) 4. Structuralism and structural Marxism (L. Althusser, N. Poulantzas) 5. Theory of communicative action: Jürgen Habermas 6. Theory of practice: Pierre Bourdieu 7. Theory of structuration: Anthony Giddens 8. Theory of civilization: Norbert Elias 9. Theory of social systems: Niklas Luhmann 10. Theories of post-industrial society: Daniel Bell and Alain Touraine 11. Postmodernism (Baudrillard, Lyotard) 12. Network society theory: Manuel Castells 13. Theory of society in the second modernity: Ulrich Beck 14. Liquid modernity: Zygmunt Bauman 15. Interpretive program: symbolic interactionism and phenomenology						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision		☒ Individual and Group Tasks		

Student obligations	Participate in the teaching process: lectures 70%, seminars 80%. Act in accordance with ethical and scientific principles in higher education. Carry out individual and group activities that enable the achievement of the learning outcomes of the course. Prepare a seminar paper according to predefined criteria. Present the seminar paper according to predefined criteria. Pass a written exam (equivalent to the written exam are two successfully passed midterm exams) and achieve at least 50% accuracy on the exam/midterms. Pass an oral exam. Prepare a reading journal. Inform themselves about the classes they missed during instructors' office hours and from other students. Adhere to the timeframes required for completing course activities. Complete individual and group tasks in a timely and high-quality manner. Actively and constructively participate in classes.					
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 learning outcomes of the course and student obligations, the final grade is formed based on the achievement of the following components: Written exam, i.e. successfully passed two midterm exams (a passing grade in both midterms is equivalent to the written exam) – 25% Oral exam – 50% Prepared and presented seminar paper in accordance with the instructor's guidelines – 15% Performance in individual and group assignments – 5% Activity in class, participation in discussions during lectures and seminars – 5% Through seminars during the course, as well as after the exam, students will receive feedback on their progress. At the oral exam, the student will be informed of the final grade as well as all the elements that led to it, along with advice on how to improve future 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	
	Čaldarović, O. (1990). O pristupima klasifikaciji suvremenih socioloških teorija. Kulturni radnik, XLIII(2), str. 69-95.			1	30	
	Haralambos, M. i Holborn, M. (2002). Sociologija: teme i perspektive. Golden marketing. (odabrana poglavlja)			1	30	
	Kuvačić, I. (ur.) (1990). Suvremene sociološke teorije. Hrvatsko sociološko društvo.			1	30	
	Peračković, K. (2010). Što raditi u postindustrijskom društvu? Promjene u društvenoj podjeli rada na početku 21. stoljeća. Alinea. (odabrana poglavlja)			1	30	

	Ritzer, G. (1997). Suvremena sociologijska teorija. Globus.	1	30
	Zeman, Z. (2004). Autonomija i odgođena apokalipsa: Sociologijske teorije modernosti i modernizacije. Hrvatska sveučilišna naklada. (odabrana poglavlja)	1	30
Supplementary literature	1. Baudrillard, J. (2006). Inteligencija zla ili pakt lucidnosti. Naknada Ljevak. (odabrana poglavlja) 2. Bauman, Z. (2009). Identitet : Razgovori s Benedettom Vecchijem. Naklada Pelago. 3. Bauman, Z. (2011). Tekuća modernost. Pelago. (odabrana poglavlja) 4. Bourdieu, P. (2011). Distinkcija : Društvena kritika suđenja. Izdanja Antibarbarus. (odabrana poglavlja) 5. Castells, M. (2002). Moć identiteta (Informacijsko doba, svezak 2). Golden marketing. (odabrana poglavlja) 6. Elias, N. (1996). Proces civilizacije: O procesu civilizacije. Antibarbarus. (str. 7-51) 7. Giddens, A. (1987). Social Theory and Modern Sociology. Stanford University Press. (What do sociologists do? 1-21; Nine theses on the future of sociology, 22-51; Structuralism, post-structuralism and the production of culture, 73-108; Reason without revolution? Habermas consciousness and history, 225-252) 8. Giddens, A. (1990). The Consequences of Modernity. Stanford University Press. 9. Giddens, A. (1991). Modernity and Self-Identity. Polity Press. 10. Lipovecki, Ž. (1987). Doba praznine. Ogladi o savremenom individualizmu. Književna zajednica Novoga Sada. 11. Puzić, S. (1998). Problem strukture i djelovanja u djelu Anthonyja Giddensa. Revija za sociologiju, 29(3-4), 225-234. 12. Ritzer, G. & Smart, B. (eds.) (2001). Handbook of Social Theory. SAGE Publication. (Jürgen Habermas' Theory of Communicative Action: An Incomplete Project, 201-216; Social Theory and the Postmodern, 308-323; Michel Foucault: 'A Man in danger', 324-338; Norbert Elias and Process Sociology, 353-367; Theories of Consumption, 410-427; Sexualities: Social theory and the Crisis of identity, 428-438) 13. Ritzer, G. (2013). Contemporary Sociological Theory and Its Classical Roots: The Basics. Mcgraw-Hill College. 14. Ulrich B. (2003). World Risk Society. Polity Press. 15. Ulrich B., Giddens, A. & Lash, S. (1994). Reflexive Modernization: Politics, Tradition and Aesthetics in the Modern Social Order. Stanford University Press.		
Quality assurance	Attendance, activity in class, and success in completing assignments; student survey on the quality of teaching and instructors at the university level; passed exam and fulfillment of other syllabus requirements; 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.			

Lectures	Introduction to the course: what sociological theory is, explanation of basic concepts (theories, concepts, classifications, taxonomies, hypotheses, metatheory, and paradigms)	2	P
Seminar	Description of student responsibilities (distribution of obligations, allocation of seminars) What is sociology for?	1	P
Week: 2.			
Lectures	Sociological theory in the micro–macro context (micro–macro linkage: the fundamental theoretical problem of sociology)	2	P
Seminar	Liquid modernity and identity	1	P
Week: 3.			
Lectures	Critical theory of the Frankfurt School (Max Horkheimer, Theodor Wieselgrund Adorno, Herbert Marcuse)	2	P
Seminar	Individualized Society and “Wasted Lives”	1	P
Week: 4.			
Lectures	Structuralism and Structural Marxism (L. Althusser, N. Poulantzas)	2	P
Seminar	“Iron cage” of McDonaldization	1	P
Week: 5.			
Lectures	Theory of Communicative Action: Jürgen Habermas	2	P
Seminar	Globalization of Nothing	1	P
Week: 6.			
Lectures	Theory of Practice: Pierre Bourdieu	2	P
Seminar	Theory of Taste	1	P
Week: 7.			
Lectures	Structuration Theory: Anthony Giddens	2	P
Seminar	Structuration Theory	1	P
Week: 8.			
Lectures	Civilization Theory: Norbert Elias	2	P
Seminar	The Civilizing Process	1	P
Week: 9.			
Lectures	Theory of Social Systems: Niklas Luhmann	2	P
Seminar	The Fundamental Conflict of Modernity	1	P
Week: 10.			
Lectures	Theories of Post-Industrial Society: Daniel Bell and Alain Touraine	2	P
Seminar	Post-industrial society	1	P
Week: 11.			
Lectures	Postmodernism (Baudrillard, Lyotard)	2	P
Seminar	The Culture of Real Virtuality	1	P
Week: 12.			
Lectures	Theory of the Network Society: Manuel Castells	2	P
Seminar	Work and the Post-Industrial Era	1	P
Week: 13.			
Lectures	Theory of Society in the Second Modernity: Ulrich Beck	2	P
Seminar	Reflexive Modernization and the Risk Society	1	P
Week: 14.			
Lectures	Liquid Modernity: Zygmunt Bauman	2	P
Seminar	Paradoxical Happiness	1	P

Week: 15.			
Lectures	Interpretive Program: Symbolic Interactionism and Phenomenology	2	P
Seminar	The Era of Emptiness	1	P

Course name	Research Work 2							
ID	SOS603		Study year		3.			
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 skills for the practical application of theoretical and methodological knowledge. In this context, the goal is to develop competencies in independently designing sociological research, with an emphasis on conducting the fieldwork phase of research, as well as preparing, entering, processing, and interpreting research data.							
Enrolment requirements	/							
Learning outcomes	Upon completion of the course, students will be able to: 1. Develop a conceptual and operational framework. 2. Design a research instrument. 3. Prepare and conduct field research. 4. Select appropriate software for data entry and processing. 5. Process, analyze, and interpret research data.							
Syllabus	1. Development of a conceptual and operational framework 2. Development of a research instrument 3. Field research 4. Preparation of research data 5. Data entry, processing, and interpretation							
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision					
			☐					
			☒					
Student obligations	Act in accordance with ethical and scientific principles in higher education. Fulfil individual obligations that enable the achievement of the course learning outcomes. Actively engage in exercises by analytically approaching and discussing theoretical, methodological, and research problems. Prepare and present an individual assignment according to predefined criteria. Adhere to the timeframes required for completing course-related 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 course learning outcomes and student obligations, the final grade is determined based on the following components: - class participation - completion of individual assignments - individual project work The assessment and evaluation criteria for each component are described in the course repository.					
Required literature	Title				Number of copies available	Availability via other media
	Babbie, E. (2011). The Basics of Social Research. Fifth Edition. Wadsworth Cengage Learning. (odabrana poglavlja)				1	
	Blaxter, L., Hughes, C. & Tight, M. (2001). How to Research. 2nd Edition. Open University Press. (odabrana poglavlja)				1	
	Denscombe, M. (2002). Ground Rules for Good Research: A 10 Point Guide for Social Researchers. Open University Press. (odabrana poglavlja)				1	
	Creswell, J. W. (2009) Research Design. Qualitative, Quantitative and Mixed Methods Approches, 3th edition. SAGE Publications. (odabrana poglavlja)				1	
Supplementary literature	In accordance with the research topic and the scientific-research field.					
Quality assurance	Activity and success in completing assigned tasks; fulfillment of syllabus-defined obligations; 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.			
Practicals	<p>Topic 1 Development of a conceptual and operational framework (total 4 hours)</p> <p>1.1. Conceptualization of the research problem (definition of key concepts; theoretical framework; development of a conceptual research scheme)</p>	2	PROFESSOR'S OFFICE
Week: 2.			

Practicals	Topic 1 Development of a conceptual and operational framework (total 4 hours) 1.2. Operationalization of concepts (elaboration of dimensions and indicators; linking theory and empirical research)	1	PROFESSOR'S OFFICE
Week: 3.			
Practicals	Topic 1 Development of a conceptual and operational framework (total 4 hours) 1.3. Development of an operational scheme (design of the operational framework; verification and corrections)	1	PROFESSOR'S OFFICE
Week: 4.			
Practicals	Topic 2 Development of a research instrument (total 4 hours) 2.1. Types of research instruments (questionnaire survey, interview, observation protocol: comparison and selection criteria)	1	PROFESSOR'S OFFICE
Week: 5.			
Practicals	Topic 2 Development of a research instrument (total 4 hours) 2.2. Construction of a questionnaire (formulation and ordering of questions; measurement scales; questionnaire design)	2	PROFESSOR'S OFFICE
Week: 6.			
Practicals	Topic 2 Development of a research instrument (total 4 hours) 2.3. Pilot study and instrument revision (conducting pilot testing; analysis of unclear questions; finalization of the instrument)	1	PROFESSOR'S OFFICE
Week: 7.			
Practicals	Topic 3 Field research (total 4 hours) 3.1. Organization of fieldwork (sampling; ethical aspects of research involving human participants; survey implementation protocol)	1	PROFESSOR'S OFFICE
Week: 8.			
Practicals	Topic 3 Field research (total 4 hours) 3.2. Conducting field research I (application of the instrument in the field; supervision of implementation; recording of observations)	2	PROFESSOR'S OFFICE
Week: 9.			
Practicals	Topic 3 Field research (total 4 hours) 3.3. Conducting field research II (continuation of data collection; discussion of fieldwork challenges)	1	PROFESSOR'S OFFICE
Week: 10.			
Practicals	Topic 4 Preparation of research data (total 3 hours) 4.1. Data verification and preparation (review of completed questionnaires; identification of missing and invalid responses; coding scheme)	2	PROFESSOR'S OFFICE
Week: 11.			
Practicals	Topic 4 Preparation of research data (total 3 hours) 4.2. Data set structuring (database structuring; variable and value labelling; preparation for data entry)	1	PROFESSOR'S OFFICE
Week: 12.			
Practicals	Topic 5 Data entry, processing, and interpretation (total 5 hours) 5.1. Data entry (work in statistical software; data entry and verification)	2	PROFESSOR'S OFFICE
Week: 13.			

Practicals	Topic 5 Data entry, processing, and interpretation (total 5 hours) 5.2. Descriptive data analysis (frequencies, measures of central tendency and dispersion; tables and graphs)	1	PROFESSOR'S OFFICE
Week: 14.			
Practicals	Topic 5 Data entry, processing, and interpretation (total 5 hours) 5.3. Interpretation of results and writing up findings (linking results to research questions; formulating conclusions)	1	PROFESSOR'S OFFICE
Week: 15.			
Practicals	Topic 5 Data entry, processing, and interpretation (total 5 hours) 5.4. Presentation of research findings	1	PROFESSOR'S OFFICE

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 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: - completed and presented seminar paper in accordance with the professor's instructions - written exam, i.e. successfully passed two midterm exams (a passing grade in both midterms is equivalent to a written exam) - participation in discussions during lectures and seminars 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	
	Alvesson, M. (2002). Postmodernism and Social Research. Open University Press.			1	Ne	
	Bauman, Z. (1988). Is There a Postmodern Sociology? Theory, Culture, and Society, 5(1-2), 217-238.			0	Ne	
	Featherstone, M. (1988). Pursuit of the Postmodern: An Introduction. Theory, Culture, and Society, 5(1-2), 195-215.			0	Ne	
	Grbich, C. (2004). New Approaches in Social Research. SAGE Publications			2	Ne	
	Kalanj, R. (2004). Globalizacija i postmodernost: ogledi o misliocima globalne kompleksnosti. Politička kultura.			3	Ne	
	Lončar, M. (2010). Novi metodološki žanr u sociologiji: postmoderno istraživanje. Metodološka biblioteka: teorijsko-metodološke teme, knjiga br. 1. Redak.			4	Ne	
Supplementary literature	1. Baudrillard, J. (2013). Simulacija i zbilja. 2 izdanje. Naklada Jesenski i Turk. 2. Čaldarović, O. (1990). O pristupima klasifikaciji suvremenih socioloških teorija. Kulturni radnik, 43(2), 69-95. 3. Davison, K. D. (2006). Dialectical imagery and postmodern research. International Journal of Qualitative Studies in Education, 19(2), 133-146. 4. Foucault, M. (1994). Znanje i moć. Globus. 5. Giddens, A. (1990). The Consequences of Modernity. Oxford University Press. 6. Harvey, D. (1989). The Condition of Postmodernity. Basic Blackwell. 7. Jameson, F. (1991). Postmodernism or The Cultural Logic of Late Capitalism. Duke University Press.					

	8. Kellner, D. (1988). Postmodernism as Social Theory: Some Challenges and Problems. <i>Theory, Culture, and Society</i> , 5(1-2), 239-270. 9. Kuvačić, I. i Flego, G. (ur.) (1988). <i>Postmoderna. Nova epoha ili zabluda?</i> Naprijed. 10. Lash, S. (1990). <i>The Sociology of Postmodernism</i> . Routledge. 11. Lyon, D. (1999). <i>Postmodernity</i> . 2nd Edition. Open University Press. 12. Lyotard, J. F. (2005). <i>Postmoderno stanje: Izvještaj o znanju</i> . Ibis-grafika. 13. Malpas, S. (ed.) (2001). <i>Postmodern Debates</i> . Palgrave Macmillan. 14. Owen, D. (ed.) (1997). <i>Sociology after Postmodernism</i> . SAGE Publications. 15. Ritzer, G. (1997). <i>Suvremena sociologijska teorija</i> . Globus. 16. Taylor, V.E. & Winquist, C. E. (eds.) (2003). <i>Encyclopedia of Postmodernism</i> . Routledge. 17. Turner, B. S. (ed.) (1990). <i>Theories of Modernity and Postmodernity</i> . SAGE Publications.
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 Fundamental postmodernist concepts (postmodern critique, deconstruction, small and grand narratives...)	2	
Seminar	Instructions on working methods Introduction to postmodernist concepts	1	
Week: 2.			
Lectures	The most important conceptual dichotomies (modernism–postmodernism, modernity–postmodernity, modernization–postmodernization...)	2	
Seminar	Distribution of seminar topics/concepts	1	
Week: 3.			
Lectures	Key concepts of major authors in the field of postmodernism (Baudrillard)	2	
Seminar	Concepts: postmodernism	1	
Week: 4.			
Lectures	Key concepts of major authors in the field of postmodernism (Lyotard)	2	
Seminar	Concepts: postmodernity	1	
Week: 5.			
Lectures	Key concepts of major authors in the field of postmodernism (Jameson)	2	
Seminar	Concepts: postmodernization	1	
Week: 6.			
Lectures	First midterm exam	2	
Seminar	Concepts: simulation	1	
Week: 7.			

Lectures	Bauman's concept of postmodernity	2	
Seminar	Concept: simulacrum	1	
Week: 8.			
Lectures	Implications of postmodernism for the social sciences (theoretical and methodological challenges for contemporary sociology)	2	
Seminar	Concept: hyperreality	1	
Week: 9.			
Lectures	Study of contemporary social phenomena ("postmodern phenomena," postmodern experience – cultural, virtual...)	2	
Seminar	Concept: grand narratives	1	
Week: 10.			
Lectures	Postmodernism as a new methodological paradigm (postmodern themes)	2	
Seminar	Concept: small narratives	1	
Week: 11.			
Lectures	Postmodernism as a new methodological paradigm (social categories)	2	
Seminar	Concept: the relationship between power and knowledge	1	
Week: 12.			
Lectures	Postmodernism as a new methodological paradigm (the influence of postmodernist concepts on research)	2	
Seminar	Concept: postmodern sociology	1	
Week: 13.			
Lectures	Postmodernism as a new methodological paradigm (research genre)	2	
Seminar	Concept: sociology of postmodernity	1	
Week: 14.			
Lectures	Second midterm exam	2	
Seminar	Concept: postmodern type of research	1	
Week: 15.			
Lectures	Concluding lecture	2	
Seminar	Concluding discussion	1	

Course name	Sociology of Consumption							
ID	SOS607		Study year		3.			
Lecturer	prof. dr. sc. Sanja Stanić		ECTS workload		5.0			
Associates	Ivana Čoko, teaching assistant		Number of hours		L	S	E	P
					30	30	0	0
Course status	Compulsory		Online percentage		0%			
Course description								
Course aims	The aim of the course is to introduce students to social thought on consumption, including key theories, concepts, patterns, and empirical research on consumption. Furthermore, the course seeks to provide knowledge of the main issues and phenomena associated with consumption.							
Enrolment requirements	/							
Learning outcomes	Upon completion of the course, students will be able to: 1. Define key concepts and interpret theoretical frameworks. 2. Describe forms, patterns, and consequences of contemporary consumption. 3. Identify, understand, and interpret the relationship between society and consumption. 4. Critically reflect on and interpret the issue of consumption in contemporary society. 5. Apply acquired knowledge in the preparation of theoretical and empirical research papers.							
Syllabus	1. Introduction to the course program and work plan / allocation of seminar topics 2. Sociology of consumption as a sociological discipline 3. Classical social thought on consumption 4. Contemporary social thought on consumption 5. The production of consumption 6. The emergence, development, and role of brands 7. The emergence, development, and functions of advertising 8. Debt and indebtedness 9. Shopping 10. Consumerism as a way of life 11. Retail spaces – department stores and shopping malls 12. Home and consumption 13. Clothing and fashion 14. Contemporary humans as consumers 15. Final presentation and course evaluation							
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☒ e-learning 20%			
Student obligations	Participate in the teaching process (80% attendance); act in accordance with ethical and scientific principles in higher education; take part in learning activities that enable the achievement of the course learning outcomes; prepare and present a seminar paper according to predefined criteria; pass midterm exams and/or a 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.							
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 exams and/or written exam (50%) - Prepared and presented a seminar paper in accordance with the instructor's guidelines (40%) - Class participation and contribution to 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 and evaluation criteria for individual components are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Corrigan, P. (1998). The Sociology of Consumption: An Introduction. SAGE Publications.				da	
	Stanić, S. (2009). The Social Context of the Shopping Mall. Proceedings of the Faculty of Humanities and Social Sciences in Split, 2/3(2/3), 135–151. (preliminary communication)			3		
	Stanić, S. (2010). Consumption in Socialism and Transition. Školski vjesnik: Journal of Pedagogical and School Issues, 59(2), 277–294.				da	
	Stanić, S. (2011). (Post)sociality in Contemporary Consumer Space. Sociology and Space: Journal for Spatial and Socio-Cultural Development Research, 49(1), 3–23.				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.			1		
	Stanić, S. and Burilo, F. (2011). Students as Consumers of Brands. Proceedings of the Faculty of Humanities and Social Sciences in Split, 4, 197–220.			3		
	Stanić, S. and Bakić, A. (2011). Children in the Environment 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	
	Supplementary literature	1. Appadurai, A. (1988). The Social Life of Things: Commodities in Cultural Perspective. Cambridge University Press. 2. Bauman, Z. (2001). Consuming life. Journal of Consumer Culture, 1(1), 9-29.				

	<p>3. Bourdieu, P. (1984). <i>Distinction: A Social Critique of the Judgment of Taste</i>. Routledge.</p> <p>4. Campbell, C. (1987). <i>The Romantic Ethic and the Spirit of Modern Consumerism</i>. Writersprintshop.</p> <p>5. Klein, N. (2002). <i>No Logo: No Space, No Choice, No Jobs, No Logo</i>. V.B.Z.</p> <p>6. Kowinski, W. S. (2002). <i>The Malling of America. Travels in the United States of Shopping</i>. Xlibris Corporation.</p> <p>7. Lipovetsky, G. (2008). <i>The Paradox of Happiness: An Essay on Hyperconsumer Society</i>. Antibarbarus.</p> <p>8. Miller, D. (2005). <i>A Theory of Shopping</i>. Polity Press.</p> <p>9. Miller, D., Jackson, P., Thrift, N., Holbrook, B. & Rowlands, N. (1998). <i>Shopping, Place and Identity</i>. Routledge.</p> <p>10. Paterson, M. (2006). <i>Consumption and Everyday Life</i>. Routledge.</p> <p>11. Ritzer, G. (1995). <i>Expressing America: A Critique of the Global Credit Card Society</i>. Pine Forge Press.</p> <p>12. Ritzer, G. (1999). <i>The McDonaldization of Society: An Investigation into the Changing Character of Contemporary Social Life</i>. Jesenski i Turk.</p> <p>13. Ritzer, G. (2001). <i>Explorations in the Sociology of Consumption: Fast Food, Credit Cards and Casinos</i>. SAGE Publications.</p> <p>14. Ritzer, G. (2005). <i>Enchanting a Disenchanted World: Revolutionizing the Means of Consumption</i>. SAGE Publications.</p> <p>15. Rushkoff, D. (2002). <i>Coercion: Why We Listen to What "They" Say</i>. Bulaja Publishing.</p> <p>16. Schor, Juliet. (1992). <i>The Overworked American: The Unexpected Decline of Leisure</i>. Basic.</p> <p>17. Slater, D. (1997/2006). <i>Consumer Culture and Modernity</i>. Polity Press.</p> <p>18. Veblen, T. (1994). <i>The Theory of the Leisure Class</i>. Dover Publications.</p> <p>19. Zukin, S. (2004). <i>Point of Purchase. How Shopping Changed American Culture</i>. Routledge.</p>
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, syllabus, and work plan)	2	
Seminar	Introduction to working methods, agreement on seminar topics and presentations	2	
Week: 2.			
Lectures	Sociology of consumption (origin and development of the sociological discipline, importance for understanding contemporary life, approaches and perspectives)	2	
Seminar	The development of the sociology of consumption and its significance for the study of contemporary society and consumer practices will be discussed.	2	
Week: 3.			

Lectures	Classical social thought on consumption (Marx, Weber, Durkheim, Veblen)	2	
Seminar	An overview of how classical sociologists explained consumption and its connection to society and the economy will be presented.	2	
Week: 4.			
Lectures	Contemporary social thought on consumption (Marcuse, Fromm, Toffler, Bourdieu)	2	
Seminar	Contemporary sociological approaches to consumption and changes in consumer habits in modern society will be examined.	2	
Week: 5.			
Lectures	Consumer behaviour (influencing factors, types of consumer behaviour, traditional and contemporary consumer)	2	
Seminar	The ways in which contemporary society shapes and stimulates consumer needs and behavioural patterns will be analyzed.	2	
Week: 6.			
Lectures	Stimulating consumption (persuasion and manipulation, Z. Bauman's theory)	2	
Seminar	Methods of stimulating consumption through persuasion and manipulation will be examined, with emphasis on Zygmunt Bauman's theoretical reflections on consumer society.	2	
Week: 7.			
Lectures	Advertising (origin, development, and social functions)	2	
Seminar	The impact of advertising on consumer habits, values, and everyday life will be explored.	2	
Week: 8.			
Lectures	The role of brands and packaging (origin, development, personal and social functions)	2	
Seminar	The role of brands in shaping identity, lifestyle, and consumer choices will be discussed.	2	
Week: 9.			
Lectures	Financial irresponsibility – debt and indebtedness (debt as a historical category, G. Ritzer's theory)	2	
Seminar	The phenomenon of indebtedness and its connection to contemporary consumer culture will be examined.	2	
Week: 10.			
Lectures	Shopping (concepts of shopping and purchasing, different interpretations of shopping, D. Miller's theory of shopping)	2	
Seminar	Different meanings and interpretations of shopping, as well as its social and cultural role in everyday life, will be analyzed.	2	
Week: 11.			
Lectures	Consumption in non-consumer societies (social context, consumption as need satisfaction, ways of supplementing consumption)	2	
Seminar	Forms of consumption in societies that are not primarily consumer-oriented will be analyzed, with emphasis on need satisfaction and everyday consumption practices.	2	
Week: 12.			
Lectures	Retail spaces: department stores and shopping malls (emergence, social functions, new transformations)	2	

Seminar	The development of retail spaces and their role in contemporary consumer culture will be presented.	2	
Week: 13.			
Lectures	Home and consumption (social context of the home as a unit of consumption, role of women)	2	
Seminar	The role of the home as a space of consumption and lifestyle formation will be examined.	2	
Week: 14.			
Lectures	Clothing and fashion (forms of personal and social expression, social significance of fashion, G. Simmel's theory)	2	
Seminar	The relationship between fashion, identity, and social trends in contemporary society will be discussed	2	
Week: 15.			
Lectures	Final lecture and course evaluation	2	
Seminar	Evaluation of seminar teaching	2	

Course name	Sociological Research Workshop 6						
ID	SOS604		Study year		3.		
Lecturer	izv. prof. dr. sc. Marija Lončar prof. dr. sc. Zorana Šuljug Vučica		ECTS workload		5.0		
Associates	doc. dr. sc. Tea Gutović		Number of hours	L	S	E	P
				0	0	20	0
Course status	Compulsory		Online percentage		20%		
Course description							
Course aims	The aim of the course is to equip students for the practical application of theoretical knowledge from sociological methodology. Furthermore, to equip students for the adequate observation, diagnosis, and recognition of conditions in the boundaries of research into society and social problems and phenomena. In this context, the objective is to develop skills of independent preparation and implementation of sociological research with emphasis on the interpretation and presentation of research results.						
Enrolment requirements	/						
Learning outcomes	Upon completion of the course, students will be able to: 1. Interpret research results. 2. Connect and compare obtained results with other research results from the selected field and research topic. 3. Structure a research report using all previously acquired theoretical and methodological knowledge and skills. 4. Present conducted sociological research and obtained research results in the form of a research report.						
Syllabus	1. Introductory lecture (guidelines throughout the course: working methods, deadlines, obligations, timelines, etc.) 2. Interpretation of research data 3. Preparation of a research study 4. Presentation of the study and research results						
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision		☒ Individual and group work		
Student obligations	To participate in the teaching process: exercises (80%). To behave in accordance with ethical and scientific principles in higher education. To carry out individual and group activities that enable the achievement of learning outcomes prescribed by the course. During exercises, to analytically approach and discuss methodological problems. To prepare and present individual and group research work according to previously established criteria. To keep informed about classes conducted during consultations with instructors and other students. 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	☒	Group research work	☒	Research report	☒
		☐				
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: success in completing individual and group assignments – 10% - Individual work: interpretation of research results and structuring of the research report (application of theoretical and methodological knowledge and skills) – 40% - Group work: preparation of the research report and presentation of the conducted research – 50% 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	
	Babbie, E. (2011). The Basics of Social Research. Fifth Edition. Wadsworth Cengage Learning. (odabrana poglavlja)			1	online	
	Gilbert, N. (ed.) (2008). Researching Social Life. SAGE Publications. (odabrana poglavlja)			1	online	
	Leburić, A., Čokolić, S. i Žaja, M. (2013). Invalidnost tolerancije. Redak.			1	online	
	Lune, H., Pumar, E. S. & Koppel, R. (eds.) (2010). Perspectives in Social Research Methods and Analysis. A Reader for Sociology. SAGE Publications. (odabrana poglavlja)			1	online	
	Ragin, C. C. & Amoroso, L. M. (2011). Constructing Social Research. The Unity and Diversity of Method. SAGE Publications. (odabrana poglavlja)			1	online	
Supplementary literature	1. Gideon, L. (2012). Handbook of Survey Methodology for Social Science. Springer. 2. Gillham, B. (2004). Developing a Questionnaire. London, New York: Continuum 3. Gray, D. E. (2009). Doing Research in the Real World. Los Angeles, Singapore, London, New Delhi: SAGE Publications. 4. Graziano, A. M. & Raulin, M. L. (2004). Research Methods. A Process of Inquiry. Boston, New York, San Francisco: Pearson Education. 5. Hallowell, N., Lawton, J. & Gregory, S. (2005). Reflections on Research: the Realities of Doing Research in the Social Sciences. Maidenhead: Open University Press. 6. Hunsinger, J., Klastруп, L. & Allen, M. (2010). International Handbook of Internet Research. Springer. 7. Leburić, A. i Lončar, M. (2006) Anketno istraživanje zadarske periferije. U studiji Nevidljivi Zadar: Kako od Periferije napraviti Grad (Urbanističko arhitektonska analiza i prijedlozi za novi Generalni urbanistički plan Zadra). Centar za kulturu "Trešnjevka". Biblioteka Grad za rušenje 1-4. Urbanističke studije. 8. May, T. (2006). Social Research. Issues, Methods and Process. Open University Press. 9. Punch, K. F. (2005). Introduction to Social Research. Quantitative and Qualitative Approaches. SAGE Publications.					

	10. Seale, C., Gobo, G., Gubrium, J. F. & Silverman, D. (eds.) (2004). Qualitative Research Practice. SAGE Publications. https://hrčak.srce.hr/ https://www.scopus.com/home.uri?zone=header&origin=sbrowse
Quality assurance	Class attendance, classroom activity, success in completing assignments; student surveys on the quality of teaching and instructors at the university level; fulfillment of all 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	Introductory lecture (guidelines throughout the course: working methods, deadlines, obligations, timelines, etc.)	1	
Week: 2.			
Practicals	Interpretation of research data (verification of descriptive statistics data)	1	
Week: 3.			
Practicals	Interpretation of research data (verification of descriptive statistics data)	1	
Week: 4.			
Practicals	Interpretation of research data (verification of inferential statistics data)	1	
Week: 5.			
Practicals	Interpretation of research data (verification of inferential statistics data)	1	
Week: 6.			
Practicals	Interpretation of research data (preparation of analysis and discussion concerning research results)	2	
Week: 7.			
Practicals	Interpretation of research data (preparation of analysis and discussion concerning research results)	2	
Week: 8.			
Practicals	Preparation of the research study (structuring of the theoretical part of the report from collected notes)	1	
Week: 9.			
Practicals	Preparation of the research study (structuring of the theoretical part of the report from collected notes)	1	
Week: 10.			
Practicals	Preparation of the research study (preparation of the methodological framework for the research report)	2	
Week: 11.			
Practicals	Preparation of the research study (final preparation of the analysis and interpretation of research results and empirical archive)	1	
Week: 12.			

Practicals	Preparation of the research study (final preparation of the analysis and interpretation of research results and empirical archive)	1	
Week: 13.			
Practicals	Preparation of the research study (final preparation of the analysis and interpretation of research results and empirical archive)	1	
Week: 14.			
Practicals	Presentation of the study and research results (preparation of the presentation on the research study)	2	
Week: 15.			
Practicals	Presentation of the study and research results (group presentation of the research study)	2	

Course name	Final Exam						
ID	SOS606		Study year	3.			
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	1.0			
Associates			Number of hours	L	S	E	P
				0	0	0	0
Course status	Compulsory		Online percentage	0%			
Course description							
Course aims							
Enrolment requirements							
Learning outcomes							
Teaching types	☐ Lectures ☐ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision				
Student obligations							
Assessment and evaluation of student work							
Required literature	Title	Number of copies available	Availability via other media				
	-						
Supplementary literature							
Quality assurance							
Other (in the opinion of the proponent)							

Course name	Bachelor's Thesis						
ID	SOS605		Study year	3.			
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	3.0			
Associates			Number of hours	L	S	E	P
				0	0	0	0
Course status	Compulsory		Online percentage	0%			
Course description							
Course aims							
Enrolment requirements							
Learning outcomes							
Teaching types	☐ Lectures ☐ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision				
Student obligations							
Assessment and evaluation of student work							
Required literature	Title	Number of copies available	Availability via other media				
	-						
Supplementary literature							
Quality assurance							
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	the ability to identify and define social problems, concepts, phenomena, processes, changes, and groups
LO 2	the ability to recognise social processes, phenomena, and problems, describe them appropriately, and predict their future development and trajectories
LO 3	the ability to cite theories and the views of various theorists and authors concerning sociological issues
LO 4	the ability to integrate different sociological theoretical perspectives into a coherent whole while critically confronting and evaluating them
LO 5	the ability to reproduce, present, and communicate acquired knowledge
LO 6	the ability to discuss and substantiate their own views and claims concerning particular social developments, phenomena, problems, or sociological theories
LO 7	the ability to generalise and formulate individual items of knowledge about society acquired within individual courses
LO 8	the ability to draw valid conclusions based on the presented theoretical framework
LO 9	the ability to use acquired knowledge to develop theoretical approaches to specific social issues
LO 10	the ability to apply acquired knowledge in developing methodological approaches and concepts
LO 11	the ability to conduct empirical and problem-oriented sociological research using various methods and approaches
LO 12	the ability to conduct precise analyses of collected data and scientific facts
LO 13	the ability to explain and interpret scientific data and facts and critically examine them
LO 14	the ability to consider obtained data within the broader social context in which they emerged
LO 15	the ability to apply acquired data for specific social purposes, including the formulation of proposals, improvements, or solutions.

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	26	29	24	20	34	36	19	25	16	26	17	9	11	7	9
Computer Laboratory					+					+	+				
Statistics in Sociology II												+	+		
Sociological Research Workshop III					+	+	+	+	+	+					
Qualitative Methodology	+	+	+	+	+	+				+	+				
Postmodernism as Social Theory	+	+	+	+	+	+		+	+	+					

Sociology of Sport		+				+	+	+							
Rural Sociology	+	+	+	+	+	+		+		+					
Multiculturalism in Contemporary Society	+	+			+	+	+	+	+						+
Sociology of Women	+	+				+		+			+	+			
Sociology of Youth	+	+				+		+							
Work-based Learning at a Partner Institution										+	+			+	+

3.2. Instructors in the study programme

	Sanja Stanić	Zorana Šuljug Vučica	Gorana Bandalović	Renata Relja	Tonči Kokić	Marija Lončar
<i>CROSBİ link</i>	https://www.croris.hr/oso be/profil	https://www.croris.hr/oso be/profil/162	https://www.croris.hr/oso be/profil/283 97	https://www.croris.hr/oso be/profil/761 4	https://www.croris.hr/cro sbi/searchB yContext/2/ 1087	https://www.croris.hr/oso be/profil/282
<i>Title / rank</i>	Full Professor, PhD	Full Professor, PhD	Full Professor, PhD	Full Professor with tenure	Full Professor, PhD	Associate Professor, PhD
<i>Area</i>	Social Sciences	Social Sciences	Social Sciences	Social Sciences	Humanities	Social Sciences
<i>Field</i>	Sociology	Sociology	Sociology	Sociology	Philosophy	Sociology
<i>Home institution</i>	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	Faculty of Humanities and Social Sciences, University of Split
<i>Type of employment</i>	Employment contract	Employment contract	Employment contract	Employment contract	Employment contract	Employment contract
<i>Percentage of employment at the higher education institution</i>	100%	100%	100%	100%	100%	100%
<i>Teaching load at the home institution</i>	1286.2	996	1180.8	1476	1202.6	1370.4
<i>Teaching load at external institutions</i>	162	/	/	140.4	/	/

<i>Planned teaching load in the new study programme</i>	/	/	/	/	/	/
<i>Planned teaching load at the home institution</i>	1286.2	1356	1180.8	1296	1202.6	1370.4
<i>Planned teaching load at external institutions</i>	162	/	/	140.4	/	/
<i>Scientific and review papers in the last 5 years (total)</i>	6	16	23	22	11	8
<i>Professional papers in the last 5 years (total)</i>	/	1	/	/	/	1
<i>Total number of citations¹</i>	16	4	2	49	4	3
<i>Total h-index²</i>	3	1	1	4	1	1
<i>Principal investigator and/or collaborator on competitive projects (total)</i>	/	/	/	3	4	1
<i>Principal investigator and/or collaborator on other projects (total)</i>	1	1	1	1	/	1

¹ Citations and h-index: total number (excluding self-citations), Scopus citation database.

² See previous note.

<i>Courses taught in the programme</i>	Social Structure	Introduction to Scientific Research Work	Social Dynamics	Micro Perspective s in Sociological Theories	Introduction to Logic of Social Sciences	Methodological Approaches and Orientations
	Social Processes	Sociological Methods	Social Changes			
	Sociology of Space	Qualitative Methodology	Sociology of Youth	Contemporary Perspective s in Sociology of Education		Contemporary Methodological Paradigm in Sociology 1
	Sociology of Consumption	Sociological Research Workshop 1–6	Sociology of Women	Sociology of Work		Contemporary Methodological Paradigm in Sociology 2
	Macro Perspective s in Sociological Theories	Research Work 1–2	Civil Society	Sociology of Entertainment		Postmodernism as Social Theory
	Research Work 1–2	Bachelor's Thesis	Research Work 1–2	Research Work 1–2		Sociological Research Workshops 1–6
	Bachelor's Thesis	Final Exam	Bachelor's Thesis	Bachelor's Thesis		Research Work 1–2
	Final Exam		Final Exam	Final Exam		Bachelor's Thesis
						Final Exam

<i>Training for the acquisition of teaching competences</i>	Regular university studies including teaching competences	Regular university studies including teaching competences “Through Teaching Competences towards Student Competences” (2023) “Artificial Intelligence in Teaching – An Introduction to Its Potential (an overview of generative artificial intelligence and its capabilities; practical use of text-based AI tools in teaching and research)” (2024)	Regular university studies including teaching competences “Ethical Aspects of Higher Education” (2025)	Regular university studies including teaching competences	Regular university studies including teaching competences Reading and Writing for Critical Thinking	Regular university studies including teaching competences “Ethical Aspects of Higher Education” (2025)
---	---	---	---	---	--	---

	Goran Kardum	Vlaho Kovačević	Lada Maleš	Marita Brčić Kuljiš	Tea Gutović	Toni Popović
<i>CROSBİ link</i>	https://www.croris.hr/osobe/profil/7040	www.croris.hr/osobe/profil/31351	https://www.croris.hr/osobe/profil/4511	https://www.bib.irb.hr:8443/pregled/profil/31060	www.croris.hr/osobe/profil/40161	https://www.croris.hr/osobe/profil/33375

<i>Title / rank</i>	Full Professor with tenure	Associate Professor, PhD	Assistant Professor, PhD	Full Professor, PhD	Assistant Professor, PhD	Assistant Professor, PhD
<i>Area</i>	Social Sciences	Social Sciences	Technical Sciences	Humanities	Social Sciences	Social Sciences
<i>Field</i>	Psychology	Sociology	Computing	Philosophy	Sociology	Sociology
<i>Home institution</i>	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	Faculty of Humanities and Social Sciences, University of Split
<i>Type of employment</i>	Employment contract	Employment contract	Employment contract	Employment contract	Employment contract	Employment contract
<i>Percentage of employment at the higher education institution</i>	100%	100%	100%	100%	100%	100%
<i>Teaching load at the home institution</i>	1490.4	972	1212	1442	435	1206
<i>Teaching load at external institutions</i>	/	300	303	141	70.2	/
<i>Planned teaching load in the new study programme</i>	/	/	/	/	/	/
<i>Planned teaching load at the home institution</i>	1490.4	972	1212	1442	1054.2	1026
<i>Planned teaching load at external institutions</i>	/	300	303	141	70.2	/
<i>Scientific and review papers in the last 5 years (total)</i>	10	18	9	10	11	17
<i>Professional papers in the last 5 years (total)</i>	1	1	/	1	1	/
<i>Total number of citations³</i>	799	20	39	7	23	40

³ Citations and h-index: total number (excluding self-citations), Scopus citation database.

<i>Total h-index⁴</i>	16	3	3	2	3	4
<i>Principal investigator and/or collaborator on competitive projects (total)</i>	1	/	1	4	1	1
<i>Principal investigator and/or collaborator on other projects (total)</i>	2	2	2	5	1	1
<i>Courses taught in the programme</i>	Statistics in Sociology 1 Statistics in Sociology 2	Sociology of Science Contemporary Sociological Theories Sociology of Popular Religion Research Work 1–2 Bachelor's Thesis Final Exam	Internet Services Computer Laboratory	Multiculturalism in Contemporary Society	Basic Sociological Concepts Sociology of Work Qualitative Methodology Sociological Research Workshop 1–6 Sociology of Entertainment Sociology of Sport Research Work 1–2 Bachelor's Thesis Final Exam	Micro Perspectives in Sociological Theories Sociology of Education Macro Perspectives in Sociological Theories Contemporary Perspectives in Sociology of Education Postmodernism as Social Theory Rural Sociology Research Work 1–2 Bachelor's Thesis Final Exam

⁴ See previous note.

<i>Training for the acquisition of teaching competences</i>	Regular university studies including teaching competences	Regular university studies including teaching competences	Regular university studies including teaching competences "Active Learning in STEM Education" Creating digital educational content in the DOS tool for interactive video lessons (2024) – "CARNet Planning and Delivering Hybrid Teaching" (2025), within the e-University project Creating Digital Teaching Content (2025), within the e-University project	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)
---	---	---	--	---	---	--

	Larisa Hržić	Ivan Buljan	Danica Radoš	Ivana Jadrić	Darko Hren
<i>CROSBİ link</i>	https://www.croris.hr/osobe/profil/49629	https://www.croris.hr/crosbi/searchByContext/2/37245	https://croris.hr/osobe/profil/37717e	https://www.croris.hr/osobe/profil/39128	https://www.croris.hr/osobe/profil/1933
<i>Title / rank</i>	Teaching Assistant	Assistant Professor, PhD	Teaching Assistant	Assistant Professor, PhD	Full Professor
<i>Area</i>	Social Sciences	Social Sciences	Humanities	Social Sciences	Interdisciplinary

<i>Field</i>	Sociology	Psychology	Philosophy	Economics	Educational Sciences
<i>Home institution</i>	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
<i>Type of employment</i>	Employment contract	Employment contract	Employment contract	Employment contract	Employment contract
<i>Percentage of employment at the higher education institution</i>	100%	100%	100%	100%	100%
<i>Teaching load at the home institution</i>	609.6	1585.6	360	1268.7	1243.3
<i>Teaching load at external institutions</i>	/	10	/	/	/
<i>Planned teaching load in the new study programme</i>	/	/	/	/	/
<i>Planned teaching load at the home institution</i>	710.1	1585.6	360	1268.7	1243.3
<i>Planned teaching load at external institutions</i>	/	10	/	/	/
<i>Scientific and review papers in the last 5 years (total)</i>	3	59	5	13	23
<i>Professional papers in the last 5 years (total)</i>	/	/	/	/	/
<i>Total number of citations⁵</i>	1	630	/	0	1206
<i>Total h-index⁶</i>	1	16	/	0	20

⁵ Citations and h-index: total number (excluding self-citations), Scopus citation database.

⁶ See previous note.

<i>Principal investigator and/or collaborator on competitive projects (total)</i>	1	10	5	1	1
<i>Principal investigator and/or collaborator on other projects (total)</i>	/	/	2	/	3
<i>Courses taught in the programme</i>	Methodological Approaches and Orientations Sociological Research Workshop 1 Sociological Research Workshop 2 Sociological Research Workshop 3 Sociological Research Workshop 4 Sociological Research Workshop 5 Sociological Research Workshop 6	Statistics in Sociology 1 Statistics in Sociology 2	Introduction to Logic of Social Sciences	Development of Service-Learning in the Community	Social Psychology

<i>Training for the acquisition of teaching competences</i>	<p>Training for the development of teaching competences in higher education</p> <p>“Statistics for University Teachers” (2025)</p> <p>“Artificial Intelligence in Teaching” (2025)</p>	Regular university studies including teaching competences	<p>Regular university studies including teaching competences</p> <p>Educational conference “Through Teaching Competences towards Student Competences”</p>	<p>Training for the development of teaching competences in higher education</p> <p>“Pedagogical, Psychological, Didactic and Methodological Education” (2011)</p> <p>“Assessment of Student Achievement” (2025)</p>	Regular university studies including teaching competences
---	--	---	---	---	---