



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION OF THE STUDY PROGRAMME			
1.1. Name of the study programme	Integrated Undergraduate and Graduate University Study in Geography and History; course: Education		
1.2. Provider(s) of the study programme	Faculty of Science		
1.3. Type of study programme	Vocational study programme <input type="checkbox"/>	University study programme <input checked="" type="checkbox"/>	
1.4. Level of study programme	Undergraduate <input type="checkbox"/>	Graduate <input type="checkbox"/>	Integrated <input checked="" type="checkbox"/> Postgraduate specialist <input type="checkbox"/>
1.5. Manner of implementation of the study programme	Classical <input checked="" type="checkbox"/>	Mixed (Classical + online) <input type="checkbox"/>	Online in entirety <input type="checkbox"/>
1.6. Academic/vocational title earned at completion of study	The bearer of this qualification is authorised to use the legally protected academic title of Master of Education in Geography and History (mag. educ. geogr. et hist.).		

2. INTRODUCTION	
2.1. Reasons for starting the study programme	<p>On the basis of official approval granted in 2005, the Dept. of Geography of the Faculty of Science of the University of Zagreb (in cooperation with Department of History of the Faculty of Philosophy of the Universita of Zagreb) has been conducting a study programme Integrated Undergraduate and Graduate University Study in Geography and History since the 2005/2006 academic year.</p> <p>Starting an integrated teaching university study programme stems from the needs of the Croatian education system. Geography and History as compulsory subjects from the 5th to 8th grades in primary school, a compulsory subject in the secondary school programme from the 1st to the 4th grade, and a mandatory subject in vocational schools. Geography and History occupies an important place in the education of pupils. Moreover, Geography and History belong to the group of <i>national</i> subjects because their upbringing and educational objectives promote the basic values referred to in the National Curriculum Framework: the dignity of human beings, freedom, justice, patriotism, social equality, solidarity, the dialogue of tolerance, labour, honesty, peace and health, conservation of Nature and the human environment and other democratic values. Geography and History opens up new possibilities for the development of the Croatian national, cultural and spiritual identity within the complex processes of globalization. In this period of the more emphasised integration of Europe, Geography points simultaneously to the importance of multi-culturalism, tolerance and to the European dimensions of Croatian society. The special importance of Geography and History have in promoting the values to which the National Curriculum Framework pays particular attention, and those are knowledge, solidarity, accountability and identity. By the structure of the teaching programme, the objectives and outcomes of teaching and learning Geography and History contribute to the development of all eight basic competences (communication in the mother tongue, communication in foreign languages, mathematical competence in natural history and technology, digital competence, learning how to learn, social and civil competence, initiative and enterprise and, particularly, the development of cultural awareness and expression) and all inter-subject themes. With regard to the contemporary needs of the Croatian education system and social reality, as the foundation of teacher education are based two-subject teaching university study. This is the concept of the two-subject study programme adjusted trend of decreasing pupils population and increasingly more difficult the fulfilment of the teaching</p>



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	<p>standards. This will avoid past practice that in many smaller and regional schools in particular courses teach non-experts.</p> <p>The tradition of the representation of Geography in the school system reaches back to the very beginning of modern Croatian education. With the establishment of the Chair of Geography at the Faculty of Philosophy in Zagreb in 1883, the systematic training of Geography teachers began. The Dept. of Geography of the Faculty of Science, University of Zagreb, has been continuing that tradition right up until the present day.</p>
<p>2.2. Assessment of the study programme's usefulness relative to the demand in the labour market in the public and private sectors</p>	<p>According to the results of scientific research of human potential in the teaching of Geography in elementary and secondary schools in the Republic of Croatia, along with research into demographic development at the level of individual enrolment fields, the labour market in the public and the private sector have an annual need for some twenty to thirty Master of Education in Geography and History.</p>
<p>2.3. Compatibility of the study programme with the University mission and the strategy of the proposer, as well as with the strategy statement of the network of higher education institutions.</p>	<p>The proposed programme has been coordinated with the Development Strategy of the University of Zagreb (the ISKORAK 2001 initiative), the Research Strategy of the University of Zagreb 2008-2013, the Act on Higher Education of the University of Zagreb 2008-2013, the Bologna Declaration, the Strategic Development Plan of the Faculty of Science of 2008 and other documents connected with science and higher education. The proposed study programme has been coordinated with the Network of Higher Education Institutions and the study programme in the Republic of Croatia (the NVVO).</p>
<p>2.4. Comparability of the study programme with other accredited programmes in higher education institutions in the Republic of Croatia and EU countries (name two programmes at most, of which one is from an EU country, and compare it with the proposed programme (provide internet addresses of the programmes)</p>	<p>In structure and competences on completion of the proposed Study Programme, it is partly comparable with the following programmes:</p> <ul style="list-style-type: none"> - the Undergraduate University Study in Geography (course education) – two subjects, University of Zadar, Dept of Geography and the Graduate University Study in Geography (course education) – two subjects, University of Zadar, Dept of Geography, http://www.unizd.hr/Portals/6/DokumentiOdjela/Preddipl_dpd_14-15.pdf; http://www.unizd.hr/Portals/6/DokumentiOdjela/Diplomski_dpd_14-15.pdf -the First Level of the Two-subject Study Programme in Geography, University of Ljubljana, Faculty of Philosophy, Dept. of Geography and the Second Level of the Master of Pedagogy Two-subject Study Programme in Geography, University of Ljubljana, Faculty of Philosophy, Dept. of Geography, http://geo.ff.uni-lj.si/sites/default/files/ge1-dvo_2015-2016.pdf; http://geo.ff.uni-lj.si/sites/default/files/ge2_dvo-ped_2015-2016.pdf
<p>2.5. Openness of the study programme to student mobility (horizontal, vertical in the Republic of Croatia, and international)</p>	<p>The proposed programme enables the mobility of students during study with the recommendation and supervision of coordinators and application of the ECTS grading scale.</p> <p>It should be emphasised that even up until now the Faculty of Science has stimulated and facilitated the mobility of students. In 1992, the Faculty of Science achieved <i>de facto</i> equalisation of the graduate level in the former undergraduate study with the Master's level (MSc) in study programmes at various European and non-European countries. On the basis of its own experience (1988), the Faculty of Science accepted the role in 1999 of a pilot-project institution for the university project introducing ECTS grades, and introduced the ECTS grading scale in all its</p>



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	<p>departments. The Faculty of Science was among the first faculties to introduce the Supplemental Diploma (1998) and Appendix according to ERASMUS.</p> <p>In accordance with that, it has achieved mobility in its Geography programmes to date, primarily of non-Croatian students and lecturers. In the entire Faculty of Science, the Dept. of Geography leads the way in the mobility of its students going abroad and students coming from abroad. As part of the ERASMUS and CEEPUS projects, an average of some ten students come to the Department, while some fifteen students from the Department of Geography leave for other universities at the same time.</p> <p>We encourage the mobility of students and lecturers from higher education institutions, with which institutional co-operation already exists:</p> <ul style="list-style-type: none"> • the Dept. of Geography, University of Zadar • the Dept. of Geography of the Faculty of Philosophy, University of Ljubljana • the Faculty of Philosophy, University of Maribor • the Faculty of Science and Educational Sciences, University of Mostar (Bosnia-Herzegovina) • Eotvos Lorand University, Budapest (Hungary) • the Institute of Karst Research, Postojna (Slovenia) • the Leibniz Institute of Geography, Leipzig (Germany) • the Institute of Geography of the Faculty of Science in Potsdam (Germany) • the University of Natural Resources, Vienna (Austria) • the Institute of Geography and Spatial Planning, St Gallen University (Switzerland) • the Environmental Centre, Lancaster University (UK) • the Countryside and Community Research Unit, University of Gloucestershire (UK) • the Physical Geography Laboratory and the Environmental Centre, Blaise Pascal University and Limoges University (France) • the Institute of Geography, Bulgarian Academy of Science, Sofia (Bulgaria) <p>The Dept. of Geography has also successfully implemented the mobility of its lecturers and associates with the aim of research and continuous advanced learning, and the exchange of experience in the preparation of new projects. At least two university lecturers from abroad take part in teaching at the Dept. of Geography every year.</p>
<p>2.6. Relationship with the local community (economy, entrepreneurship, civil society, etc.)</p>	<p>Geography Teaching Practice is implemented at the Mladost Elementary School, the Fran Galović Elementary School, the Ljubljanica Elementary School, the Jabukovac Zagreb Elementary School, the Tin Ujević Elementary School, the 1st Grammar School, the 4th Grammar School and the 11th Grammar School – all exercise schools. In that</p>



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	way, the Integrated Undergraduate and Graduate University Study of Geography and History, course: Education ,is linked with the economy and the local community.
2.7. Compatibility with requirements of professional organizations	The proposed Integrated Study Programme is coordinated with the Statute of the Croatian Geographical Society – the umbrella professional organisation of geographers in Croatia.
2.8. Name possible partners outside the higher education system that expressed interest in the study programme	Elementary school and secondary school institutions outside the system of higher education for the Integrated Undergraduate and Graduate University Study of Geography and History have distinguished themselves. They are the Agency of Education, the National Centre for External Evaluation of Education, and the Agency for Vocational Education and Adult Education.
2.9. Other (as the proposer wishes to add)	

3. GENERAL INFORMATION	
3.1. Scientific/artistic area of the study programme	Interdisciplinary areas of science, the field of Geography
3.2. Duration of the study programme (is there an option of distance learning, part-time studying, etc.)	The study period lasts five years (10 semesters), there are no possibilities for distance learning and part-time study, although a demand exists on the labour market for part-time study.
3.3. The minimum number of ECTS required for completion of study	300 ECTS scale grades
3.4. Enrolment requirements and admission procedure	Completed four-year secondary school having passed the mandatory State Matriculation exams (Croatian Language, a foreign language, Mathematics) and the electoral State Matriculation subjects (mandatory passing of Geography). Candidates are ranked in the differentiation process by NISpVU according to a) secondary school results..., b) the State Matriculation exams passed (Croatian Language, Mathematics, a foreign of classical language, Geography, History, Biology or Chemistry or Physics), and c) the candidate's additional achievements (results achieved in State competitions during secondary school education, results achieved in County competitions during secondary school education).
3.5. Learning outcomes of the study programme (name 15-30 learning outcomes)	<p>Professional knowledge, skills and abilities:</p> <p><u>Knowledge and understanding of:</u></p> <p>Terminology, basic definitions and principal theories in geography and in history.</p> <p>Fundamental methodology in geography and history.</p> <p>Appropriate statistics and graphic techniques.</p> <p>Fundamentals in cartography and map elements.</p> <p>Elements and factors in physical geography and their interrelationship, geosystems of various spatial levels.</p> <p>The causes and consequences of spatial distribution of the population, settlements and economic activities in the</p>



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world today.
Urban and rural spatial systems, their structural and functional characteristics.
Systems and models in economic geography, development factors, structure and dynamics of local, regional, national and global economies.
Globalization processes.
Causality relations between the elements and factors of society and the natural environment.
Historic and modern geography of Croatia and Europe.
The appearance and development of early civilizations.
Antic Greek and Roman societies and their influences and traces in Croatia.
The medieval, early modern age and 19 Century history of the World, Europe and Croatia.
World, Europe and Croatia in the first half of the 20th century.
Modern history of the World, Europe and Croatia.
History of historiography and theories and methods of modern historiography.
Theory of pedagogy and didactics.
Sociology and psychology in education.
Geography and history teaching methodology.
Elements needed for class preparation, conduction, evaluation and administration in school education.
Legislation in the field of education.

Cognitive abilities and skills:
Applying knowledge in determining, defining and solving spatial problems of medium complexity.
Ability to demonstrate the knowledge and understanding of essential facts, principles and theories in geography and history
The ability to interpret and discuss actual problems and processes relevant in geography and history.
The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials.
The ability to evaluate pupil's accomplishments and grade them.
The skills needed for evaluation, interpretation and synthesis of relevant information.
Teaching skills in various teaching forms and methods.

Practical abilities and skills:
Orientation in space and other skills needed in fieldwork.
Recognition and evaluation of historical traces in the contemporary landscape.



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	<p>Evaluation and utilization of written historical sources. Recognition and utilization of geographic information. Mapping of geographic data. Applying appropriate statistic and graphic methods and techniques in analysis and in the presentation of the results. Applying appropriate maps and cartographic methods and techniques in analysis and in the presentation of the results. Skills related to the usage of education materials and apparatus.</p> <p>Generic abilities and skills: Conducting literature research and use databases and other sources of information. Information-technology skills: word-processing and spreadsheet usage, data logging and storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement. Skills related to the communication process in education.</p>
<p>3.6. Employment possibilities (list of potential employers) and opinion of three organizations associated with the labour market on the adequacy of anticipated learning outcomes (attach)</p>	<p>The Provider of the qualifications is trained for work in education in Geography and History in primary and secondary schools, and in the general assignments in education in public service. Opinions three organizations are attached to the study.</p>
<p>3.7. Possibilities of continuing studies at a higher level</p>	<p>After completion of the Integrated Undergraduate and Graduate University Study of Geography and History, students may enrol in the Postgraduate Doctoral Study of Geography that represents a continuity of the Graduate Study established as far back as in 1960/1961, which has been expanded, augmented with new subjects and innovated since then. The Postgraduate Doctoral Study of Geography lasts for three years, and the academic level attained on its completion is Doctor of Science (DSc). Students may also enrol in doctoral study at some other universities and in some other doctoral study programmes in Croatia and abroad.</p>
<p>3.8. If submitting proposals for graduate studies, name undergraduate studies of the proposer or other institutions that qualify for admission to the proposed graduate study</p>	<p>-</p>

4. DESCRIPTION OF THE STUDY PROGRAMME

- 4.1. List of mandatory and elective courses and/or modules with class hours and ECTS credits (appendix: Table 1)
- 4.2. Description of each course (appendix: Table 2)



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4.3. Structure of the study (number of semesters, trimesters, class size for lectures, seminars, exercises)	Number of semesters: 10 Size of lecture groups: 20 students Size of groups for exercises/seminars: 20 students
4.4. Requirements for enrolment in successive semesters or trimesters	<p>In keeping with the Regulations on Study at the Faculty of Science and the Faculty of Philosophy of the University of Zagreb.</p> <p>For enrolment in all subjects in the following year it is necessary to have passed all the examinations in the previous year. If the student has failed to pass all the prescribed subjects from a particular study year, he/she may enrol once again in the failed subjects in the following year and his/her ECTS scale grades shall be calculated as being encumbered [with an outstanding obligation], which means that he/she can enrol in subjects from subsequent years of study (under the condition that he/she has passed the foregoing prescribed subjects), up until fulfilment of the total encumbrance of 35 ECTS scale grades at the most.</p> <p>The preconditions (the preceding subjects) for enrolment in individual subjects (the subsequent subjects) shall be noted ahead of the appertaining tables that contain the Lecture Schedule. In order to enrol in the subsequent subject according to the programme in the semester that immediately precedes it, it shall be necessary merely to attend lectures on the preceding subject, and to pass that subject prior to the subsequent one.</p>
4.5. List of courses and/or modules that the student can take in other study programmes	<p>Students of the Integrated Undergraduate and Graduate University Study of Geography and History may choose electoral subjects from the list of Geographical Electoral Subjects in Undergraduate University Study of Geography course: research, subjects from Regional Geography and the geography of similar sciences from the list of Geographical Electoral Subjects in the Undergraduate University Study of Geography as well as subjects from the list of pedagogical-psychological-methodological subjects in Graduate University Study of Geography, course: Education. Extra-curricular students may also enrol in other subjects at sectors of the University of Zagreb in agreement with the subject lecturer.</p>
4.6. List of courses and/or modules offered in a foreign language as well (name which language)	No courses are offered in a foreign language.
4.7. Completion of study:	
a. Final requirement for completion of study	Final thesis <input type="checkbox"/> Diploma thesis X <input checked="" type="checkbox"/> Final exam <input type="checkbox"/> Diploma exam X <input checked="" type="checkbox"/>
b. Requirements for final/diploma thesis or final/diploma/exam	All exams passed and all other obligations foreseen by the programme and a Diploma Thesis certified by the mentor/supervisor.
c. Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis	<p>The procedure commences with submission of the Graduate/Diploma Thesis theme of the student's own choice (on the appropriate form from the Student Office of the Dept. of Geography) as agreed with the lecturer – supervisor. The student shall be obliged to submit the Diploma Thesis theme to the Asst. Head Lecturer prior to the last sitting of the Dept. of Geography Council (the VGO) at the latest, in the semester prior to the one in which he/she shall be</p>



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defending his/her Diploma Thesis. In agreement with the supervisor and in keeping with the general guidelines of the Dept. of Geography, the candidate shall commence work on the Diploma Thesis in an optimal scope of 50 pages. The main objective of the Diploma Thesis in the Integrated Undergraduate and Graduate University Study of Geography and History, course: education, shall be the transfer of technical projects in the teaching content, which shows the level of acquired professional, methodical, didactic and pedagogical competencies. On condition that the student has passed all the prescribed examinations and fulfilled all other mandated study obligations, at the approval of the supervisor and subsequent to two revisional perusals at the most of the student's Diploma Thesis, a spiralled bound copy of the student's Diploma Thesis shall be deposited at the Student Office of the Dept. of Geography/Dept. of History by 5 working days at the latest prior to the meeting of the VGO/VOP at which a three-member committee shall be elected to assess the defence of the Diploma Thesis. The Diploma Thesis Committee may request additional changes and approve the compilation of a final version of the thesis and set a date for its defence. The defence date shall be made public over at least one week. Prior to such defence, the student shall be obliged to deposit at least one final copy with the Student Office of the Dept. of Geography/Dept. of History, and such version shall be in a hard copy and accompanied by a digital version, for the library archive. Defence of the thesis shall consist of a brief presentation of the paper, lasting no longer than 20 minutes, and oral responses to the question of the Committee's members, which shall relate to the paper, but could also encompass mandatory material from the overall study programme. The defence procedure shall last for 60 minutes at the most. The Committee shall separately assess the Diploma Thesis and the oral part of the examination and shall on that basis (but not necessarily by taking an arithmetic mean of those two grades) issue its final assessment of the Diploma Thesis. The supervisor shall enter the final grade in the student's Index/Graduation Book and in the ISVU [Information System of Higher Education].



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Table 1. List of required and elective courses and/or modules with class hours and ECTS credits

LIST OF REQUIRED COURSES								
Year of study: 1 st								
Semester: 1 st								
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/ elective
	Statistical and Graphical Methods in Geography	K. Bašić	3	0	1	0	7	Required
	Climatology	A. Filipčić	2	0	1	0	4	Required
	Hydrogeography	D. Orešić	2	1	0	0	4	Required
	Historiographic Practicum	Z. Nikolić Jakus	2	2	0	0	6	Required
	History of Early Civilizations	B. Olujčić	2	2/0	0	0	4/2	Required
	History of Greece and Rome	B. Kuntić-Makvić	3	0/2	0	0	5/7	Required
	Physical Training 1	K. Fučkar Reichel, J. Vulić	0	0	2	0	0	Required

LIST OF REQUIRED COURSES								
Year of study: 1 st								
Semester: 2 nd								
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/ elective
	Cartography	D. Spevec	2	0	2	0	5	Required
	Population Geography	K. Bašić	2	1	0	0	4	Required
	Geographical elective course 1	<i>See Geography Elect. Subs. Table</i>					3	Required
	Fieldwork in geography I (60 hours/year)	According to decision of Geography Department Council					3	Required
	European Regions and Croatian Medieval History	I. Prlender	2	0	0	0	3	Required
	European and world history of the Middle Ages	B. Grgin, H. Gračanin	4	2/0	0	0	7/5	Required
	Croatian Medieval History	N. Budak, Z. Nikolić-Jakus	4	0/2	0	0	5/7	Required
	Physical Training 2	K. Fučkar Reichel, J. Vulić	0	0	2	0	0	Required



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LIST OF GEOGRAPHICAL ELECTIVE COURSES

LIST OF GEOGRAPHICAL ELECTIVE COURSES									
Year of study: 1 st									
Semester: 2 nd									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/elective	
	Mineralogy and Petrology	D. Kurtanjek	2	1	0	0	3	Elective	
	Marine Geography	D. Orešić	3	0	0	0	3	Elective	
	Industrial Geography	Z. Stiperski	2	1	0	0	3	Elective	
	Cultural Geography	L. Šakaja	2	1	0	0	3	Elective	
	Political Geography	Z. Stiperski	2	1	0	0	3	Elective	

LIST OF REQUIRED COURSES

LIST OF REQUIRED COURSES									
Year of study: 2 nd									
Semester: 3 rd									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/elective	
	Economic Geography	M. Jakovčić	3	1	0	0	5	Required	
	Urban Geography	D. Njegač, V. Prelogović	2	1	0	0	5	Required	
	Geology	A. Moro, Đ. Pezelj, D. Kurtanjek	2	0	1	0	5	Required	
	Croatian Early Modern History	N. Moačanin, N. Štefanec	2	2	0	0	6	Required	
	Early Modern European and World History	Z. Blažević	2	2/0	0	0	6/3	Required	
	European regions and Croatian History of Early Modern Period	H. Petrić	2	0/2	0	0	3/6	Required	
	Physical Training 3	K. Fučkar Reichel, J. Vulić	0	0	2	0	0	Required	



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LIST OF REQUIRED COURSES

LIST OF REQUIRED COURSES								
Year of study: 2 nd								
Semester: 4 th								
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/elective
	Geomorphology	S. Faivre	2	0	2	0	6	Required
	Geographical elective 2	<i>See Geography Elect. Subs. Table</i>					3	Required
	Geographical elective 3	<i>See Geography Elect. Subs. Table</i>					3	Required
	Fieldwork in geography II (60 hours/year)	According to decision of Geography Department Council					3	Required
	Croatian history of the 19th century	I. Iveljić, M. Strecha	2	2	0	0	6	Required
	European and world history of the 19th century	D. Agičić	2	2/0	0	0	6/3	Required
	European Regions and Croatian history of the 19th century	D. Roksandić	2	0/2	0	0	3/6	Required
	Physical Training 4	K. Fučkar Reichel, J. Vulić	0	0	2	0	0	Required

LIST OF GEOGRAPHICAL ELECTIVE COURSES

LIST OF GEOGRAPHICAL ELECTIVE COURSES									
Year of study: 2 nd									
Semester: 4 th									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/elective	
	Mineralogy and Petrology	D. Kurtanjek	2	1	0	0	3	Elective	
	Regional Climatology	A. Filipčić	2	1	0	0	3	Elective	
	Marine Geography	D. Orešić	3	0	0	0	3	Elective	
	Urban systems of the world	D. Njegač	2	1	0	0	3	Elective	
	Transportation Geography	M. Jakovčić	2	1	0	0	3	Elective	
	Industrial Geography	Z. Stiperski	2	1	0	0	3	Elective	
	Cultural Geography	L. Šakaja	2	1	0	0	3	Elective	
	Political Geography	Z. Stiperski	2	1	0	0	3	Elective	



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LIST OF REQUIRED COURSES

LIST OF REQUIRED COURSES									
Year of study: 3rd									
Semester: 5 th									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/elective	
	Rural geography	D. Pejnović	2	1	0	0	5	Required	
	Historical Geography of Croatia	S. Šterc	1	2	0	0	5	Required	
	Geographical elective 4	<i>See Geography Elect. Subs. Table</i>					3	Required	
	European and world history 1918th-1945th	B. Vranješ-Šoljan	2	2	0	0	6	Required	
	Croatian history 1918th-1945th	I. Šute	2	2	0	0	6	Required	
	History of historiography	D. Agičić	2	0	0	0	3	Required	
	History elective course 1						2	Required	

LIST OF GEOGRAPHICAL ELECTIVE COURSES

LIST OF GEOGRAPHICAL ELECTIVE COURSES									
Year of study: 3 rd									
Semester: 5 th									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/elective	
	Geography of Southeast Europe	D. Pejnović	3	0	0		3	Elective	
	Geography of East Asia	D. Njegač	2	1	0		3	Elective	
	Geography of Anglo-America	L. Šakaja	2	1	0		3	Elective	
	Geography of Latin America	S. Faivre	2	1	0		3	Elective	
	Geography of Australia and Oceania	A. Filipčić	2	1	0		3	Elective	
	Introduction to Astronomy	K. Pavlovski	2	1	0		3	Elective	



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LIST OF REQUIRED COURSES

LIST OF REQUIRED COURSES									
Year of study: 3rd									
Semester: 6 th									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/elective	
	Geography of Croatia	D. Njegač	3	2	0	0	6	Required	
	Geographical elective 5	<i>See Geography Elect. Subs. Table</i>					3	Required	
	Fieldwork in geography III (60 hours/year)	According to decision of Geography Department Council					3	Required	
	European and world history after the 1945th	T. Jakovina	2	2	0	0	6	Required	
	Croatian history after 1945th	I. Banac	2	2	0	0	6	Required	
	Contemporary historiography - theory and methods	Z. Blažević	2	0	0	0	3	Required	
	History elective course 2						3	Required	

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Year of study: 3 rd									
Semester: 6 th									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/elective	
	Mediterranean	B. Fuerst-Bjeliš	2	1	0		3	Elective	
	Geography of Russia	L. Šakaja	2	1	0		3	Elective	
	Geography of Asia	Z. Stiperski	2	1	0		3	Elective	
	Introduction to Japanese Studies	Z. Stiperski	2	1	0		3	Elective	
	Geography of Africa	R. Vuk	2	1	0		3	Elective	
	Geography of Less Developed Countries	V. Prelogović	2	1	0		3	Elective	



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LIST OF REQUIRED COURSES									
Year of study: 4 th									
Semester: 7 th									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/ elective	
	Geocology and Environment protection	N. Buzjak	2	1	0	0	4	Required	
	Tourism Geography	Z. Curić	2	1	0	0	5	Required	
	Auxiliary Historical Sciences I	M. Matijević-Sokol	2	0	0	0	3	Required	
	Didactics of history I	D. Modrić-Blivajs, S. Koren	2	2	1	0	8	Required	
	History elective course 3						3	Required	
	Pedagogy	V. Bilić	2	1	0	0	4	Required	
	Sociology	N. Karajić, A. Vukelić	2	0	0	0	3	Required	

LIST OF REQUIRED COURSES									
Year of study: 4 th									
Semester: 8 th									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/ elective	
	Geography of Europe	V. Prelogović	2	1	0	0	3	Required	
	Fieldwork in geography IV (60 hours/year)	According to decision of Geography Department Council					3	Required	
	Auxiliary Historical Sciences II	M. Matijević-Sokol	2	0	0	0	3	Required	
	Didactics of history II	D. Modrić-Blivajs, S. Koren	2	2	1	0	7	Required	
	History elective course 4						6	Required	
	Didactics	D. Tot	3	0	0	0	4	Required	
	Elective Pedagogical-Psychological-Methodological Subject 1						4	Required	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

LIST OF PEDAGOGICAL, PSYCHOLOGICAL AND METHODICAL COURSES									
Year of study: 4 th									
Semester: 8 th									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/elective	
	Class-room Management	D. Miljković	2	2	0		4	Elective	
	Prevention of Bullying and Hazardous Behaviour	T. Ljubin Golub	1	1	0		4	Elective	

LIST OF REQUIRED COURSES									
Year of study: 5 th									
Semester: 9 th									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/elective	
	Geographic Aspect of Globalization	Z. Stiperski	2	1	0	0	3	Required	
	Teaching Methodology of Geography I	Z. Curić	4	0	0	0	5	Required	
	Geographical elective 6						3	Required	
	Fundamentals of Psychology of Education	T. Ljubin Golub	2	2	0	0	8	Required	
	History Teaching Practice	D. Modrić-Blivajs, S. Koren	0	2	0	0	5	Required	
	Diploma Seminar I	*	0	2	0	0	6	Required	

* Lecturer at the students' choice. The Graduate/Diploma Seminar encompasses choice of mentor/supervisor, consultations with the supervisor on the theme of the Diploma Seminar, compilation of the Diploma Seminar concept and mandatory submission of the Diploma paper theme, after which the chosen supervisor shall confirm with his/her signature in the student's Index/Graduation Book that obligations have been fulfilled.



DETAILED PROPOSAL OF THE STUDY PROGRAMME

LIST OF GEOGRAPHICAL ELECTIVE COURSES									
Year of study: 5 th									
Semester: 9 th									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/elective	
	Geography of Southeast Europe	D. Pejnović	3	0	0		3	Elective	
	Geography of East Asia	D. Njegač	2	1	0		3	Elective	
	Geography of Anglo-America	L. Šakaja	2	1	0		3	Elective	
	Geography of Latin America	S. Faivre	2	1	0		3	Elective	
	Geography of Australia and Oceania	A. Filipčić	2	1	0		3	Elective	
	Computer Use in Teaching Geography	D. Spevec, R. Vuk	1	0	2		3	Elective	
	E school of Geography	S. Faivre	0	0	3		3	Elective	
	Introduction to Astronomy	K. Pavlovski	2	1	0		3	Elective	

LIST OF REQUIRED COURSES									
Year of study: 5 th									
Semester: 10 th									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/elective	
	Teaching Methodology of Geography II	R. Vuk	1	3	0		5	Required	
	Geography Teaching Practice (90 hrs/p.a.)	R. Vuk					6	Required	
	Communication in Education	D. Miljković	2	2	0		5	Required	
	History elective course 5						3	Required	
	Diploma seminar II, master thesis with defence						11	Required	

For basic guidelines on the Diploma Exam see the Lecture Schedule and the Dept. of Geography Internet pages.



DETAILED PROPOSAL OF THE STUDY PROGRAMME

**Table 2. Course description
REQUIRED COURSES**

1. GENERAL INFORMATION			
1.1. Course teacher	Ksenija Bašić	1.6. Year of the study programme	1 st
1.2. Name of the course	Statistical and Graphical Methods in Geography	1.7. Credits (ECTS)	7
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	45+0+15+0 (2+0+15+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Knowledge of the basic statistical and graphical methods, that should enable the students to use scientific literature, to learn specific methods of particular geographic disciplines, to work statistical data for their description and analysis, to make conclusions on the features of the analyzed phenomena, to plan scientific research.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, abilities and skills Knowledge and understanding of appropriate statistics and graphic techniques.</p> <p>Cognitive abilities and skills: The skills needed for evaluation, interpretation and synthesis of relevant information.</p> <p>Practical abilities and skills: Applying appropriate statistic and graphic methods and techniques in analysis and in the presentation of the research results.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Generic abilities and skills: Conducting literature research and use databases and other sources of information. Functioning effectively as an individual and as a team member.</p>					
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Understanding the role of statistical and graphical methods in geographic research. Knowledge of the systematization of graphical methods and the basic rules of their presentation. Ability to gather information to form data sets. Tables and graphical presentation of data sets. Knowledge and application of the indicators of distribution of frequencies. Knowledge and application of the model of linear regression. Knowledge of the types of thematic maps and their application in geography.</p>					
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>1 Objectives, contents and learning outcomes of the course; concept an the plan of work; evaluation of the students achievements. 2 The notion of statistics. Basic definitions. 3 Systematization of graphical methods and the basic rules of their presentation. 4-5 Formation of data sets. Tables and graphical presentation of data sets. 6-7 Relative numbers. 8-9 Measures of central tendency. 10-11 Measures of variability. 12 The Lorenz curve. 13 Simple linear regression. Correlation. 14 Linear trend. 15 Thematic maps.</p>					
<p>2.6. Format of instruction:</p>	<p>X lectures <input type="checkbox"/> seminars and workshops X exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work</p>	<p><input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>			
<p>2.8. Student responsibilities</p>	<p>Regular class attendance, 10 exercises, 4 colloquiums.</p>					
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS</p>	<p>Class attendance</p>		<p>Research</p>		<p>Practical training</p>	
	<p>Experimental work</p>		<p>Report</p>		<p>Exercises</p>	<p>1</p>
	<p>Essay</p>		<p>Seminar essay</p>		<p>(other)</p>	
	<p>Tests</p>	<p>3</p>	<p>Oral exam</p>	<p>1</p>	<p>(other)</p>	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

credits is equal to the ECTS value of the course)	Written exam	2	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Evaluation of exercises and colloquiums, written and oral examination.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Šošić, I., Serdar, V., 2002: <i>Uvod u statistiku</i> , Školska knjiga, Zagreb.			10		yes
	Šošić, I., 2006: <i>Primijenjena statistika</i> . Školska knjiga, Zagreb.			10		yes
	Papić, M., 2014: <i>Primijenjena statistika u MS Excelu</i> . Zoro, Zagreb.			10		yes
	Šterc, S., 1990: <i>Grafičke metode u nastavi</i> . Školska knjiga, Zagreb.			10		yes
2.12. Optional literature (at the time of submission of study programme proposal)	Petz, B., 2007: <i>Osnovne statističke metode za nematematičare</i> . Slap, Jastrebarsko. Šošić, I., 1998: <i>Zbirka zadataka iz statistike</i> . Mikrorad, Ekonomski fakultet, Zagreb.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.					
2.14. Other (as the proposer wishes to add)						



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Anita Filipčić	1.6. Year of the study programme	1 st
1.2. Name of the course	Climatology	1.7. Credits (ECTS)	4
1.3. Associate teachers	Mladen Maradin	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+0+15+0 (2+0+1+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The main learning objective is capability for geographical interpretation of climatological research results. Making use of climatic factors and their influence on the climatic elements students are supposed to be able to explain the causes of differences between the different climates as well as their intensity and consequences. Beside students are informed about basic graphical and statistical methods in climatology as well as the searching the literature.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	Developing of cognitive, practical and generic abilities and skills: knowing and understanding interactions between climate, relief and waters, knowing and understanding interactions between natural and social landscape components, getting professional competencies from core science, developing competencies for research work.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Knowing and understanding geosystem interactions.</p> <p>Knowing and understanding interactions between climate and human activities.</p> <p>Knowing and understanding the basic climatic elements and their distribution on the Earth.</p> <p>Understanding and interpretation of causes of climatic differences on the Earth.</p> <p>Understanding and coordinating climate features and human activities.</p> <p>Understanding and applying the climate elements effect on the spatial planning.</p> <p>Knowing and understanding regional climatic differences in Croatia.</p>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>1. The content of climatology. Weather and climate. Climatology and geography. The climatic elements and factors.</p> <p>2. Atmosphere. Chemical composition of the atmosphere. The vertical structure of the atmosphere.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>3. The energy balance. Radiation.</p> <p>4. The air temperature. The thermal features of land mass and the sea. Geographical distribution of air temperature.</p> <p>5. Motion in the atmosphere. The air pressure. The air masses and climatic fronts. The geographical distribution of the winds.</p> <p>6. Moisture in the atmosphere. The water vapour. Fog, clouds and cloudiness.</p> <p>7. The geographical distribution of precipitation. Drought and desertification problems.</p> <p>8. The circulation of the atmosphere. The types of circulation. Local and regional air circulation.</p> <p>9. Mid-latitude circulation. The air disturbances and thunderstorms.</p> <p>10. The general air circulation. The geographical importance of the monsoon circulation.</p> <p>11. The global climate system. The climate classification. Climatic indices. Climate classification after Koeppen.</p> <p>12. The climate change. Climate fluctuation and climate variation. The climate change in the instrumental period. Historical and holocen climate change. The wuerm climate.</p> <p>13. The climate of kenozoic glaciation. The climate in the geological time. The causes of climate change.</p> <p>14. The anthropogenic influences related to climate.</p> <p>15. The climate of Croatia.</p>				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Class attendance, short term exams, exercises done.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.50	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests		Oral exam	2.00	(other)
	Written exam	1.50	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Attendance to class, exercises, short term written exams, oral exam. The final grading depends on oral exam and written short exams.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Šegota, T., Filipčić, A., 1996: <i>Klimatologija za geografe</i> . Udžbenici Sveučilišta u Zagrebu. Školska knjiga, Zagreb.			10	yes



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.12. Optional literature (at the time of submission of study programme proposal)	Oliver, J. E. (ed.), 2008: <i>Encyclopedia of world climatology</i> . Springer, Dordrecht.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Danijel Orešić	1.6. Year of the study programme	1 st
1.2. Name of the course	Hydrogeography	1.7. Credits (ECTS)	4
1.3. Associate teachers	Ivan Čanjevac	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Acquiring fundamental knowledge of water and its geocologic role, of hydrosphere and its waters, especially of rivers, catchments and discharge regimes. Knowledge of Croatian hydrogeography, Understanding water resources and their role in modern societies.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, abilities and skills: <u>Knowledge and understanding of:</u> Geographic terminology, definitions and theories. Applying of methodology in geography and current investigations in its field. Geographical distribution and usage of water resources. Elements and factors in physical geography and their interrelationship in geosystems on various spatial levels. Causality relations between the elements and factors of natural environment and society. Concept of regional and sustainable development.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. The ability to interpret and discuss relevant and actual geographic problems and processes. The skills needed for evaluation, interpretation and synthesis of relevant information. The skills needed for presenting scientific contents and stances in written and oral form.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Practical abilities and skills: Applying appropriate statistic and graphic methods and techniques in analysis and in the presentation of the research results. Applying appropriate maps and cartographic methods and techniques in analysis and in the presentation of the research results.</p> <p>Generic abilities and skills: Problem solving, relating to qualitative and quantitative geographic information. Conducting literature research and use databases and other sources of information. Information-technology skills: word-processing and spreadsheet usage, data logging and storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member. Continuous professional development.</p>
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Knowing and understanding hydrogeographic terminology, definitions and theories. Understanding water as an element in physical geography. Knowing the characteristics and genesis of different land waters appearance forms. Knowing and understanding fundamental causal relations between waters and societies. Knowing and determining elements of rivers and basins; basics of calculating river basin water balance. Knowing Croatian hydrogeography. Knowledge and ability to interpret and discuss the need for water resources conservation and awareness about water as a strategic good in 21st century. Ability of independent acquiring, compiling and interpreting of basic hydrologic data. Applying river regime classification according to Parde. Skills and abilities to produce water stage and discharge graphs. Skills and abilities of fieldwork discharge measuring.</p>
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1 The position and role of hydrogeography. 2 Properties of water and its geoecologic role. 3 and 4 Genesis of Earth's atmosphere, hydrologic cycle and hydrosphere. 5 and 6 Distribution of waters on Earth, water balance on Earth, availability of drinking water. 7 Ground water. 8 Ice and snow. 9 Lakes and wetlands. 10 Rivers



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>11 Cathment (basin) and its elements. 12 River regimes, classification according to Parde. 13 and 14 Croatian hydrogeography 15 Water as a strategic good in 21st century, conflicts and agreements about the usage of water resources.</p> <p>exercises: 1 Data sources in hydrology and hydrogeography. 2 Water stage data measuring and interpretation, producing water-level graphs. 3 and 4 River discharge data, simple and professional measuring, data interpretation, stage - discharge relationship. 5 Producing and interpreting hydrographs. 6 and 7 River measuring and calculating river elements. 8 River network, working on orohydrographic maps. 9 and 10 Stream ordering, classifications (Gravelius, Horton, Strahler, Pfaffstetter). 11 Water balance in a river basin; calculating precipitation amounts. 12 Waters in Croatia, working with maps. 13 Water consumption in Croatia, spatial and temporal variations. 14 and 15 Fieldwork.</p>						
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:				
2.8. Student responsibilities	Attendance to class, completed exercises.						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,4	Research		Practical training	0,4	
	Experimental work		Report		(other)		
	Essay		Seminar essay		(other)		
	Tests		Oral exam	1,2	(other)		
	Written exam	2,0	Project		(other)		
2.10. Grading and evaluating student work in class and at the final exam	Written evaluation, oral examination. Attendance to class 10 % + exercises 10 % + written examination 50 % + oral examination 30 %						
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the	Availability via other media		



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		library	
	Ričanović, J., 1993: <i>Hidrogeografija</i> . II. izdanje. Školska knjiga, Zagreb, 215 pp.	20	yes
	Mayer, D., 2004: <i>Voda: od nastanka do upotrebe</i> . Prosvjeta, Zagreb.	5	yes
2.12. Optional literature (at the time of submission of study programme proposal)	Shiklomanov, I. A., Rodda, J. C. (urednici), 2003: <i>World Water resources at the Beginning of the 21st Century</i> . International Hydrology Series, Cambridge Univ.Press, Cambridge, 435 pp. Plut, D., 2000: <i>Geografija vodnih virov</i> . Filozofska fakulteta, Oddelek za geografijo, Ljubljana, 281 pp. Articles in relevant scientific journals and on Internet.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.		
2.14. Other (as the proposer wishes to add)			



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1. GENERAL INFORMATION			
1.1. Course teacher	Zrinka Nikolić Jakus	1.6. Year of the study programme	1 st
1.2. Name of the course	Historiographic Practicum	1.7. Credits (ECTS)	6
1.3. Associate teachers	Hrvoje Gračanin, Ida Ograjšek Gorenjak	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+30+0+0 (2+2+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Developing abilities and skills of collecting sources and literature, and the seminar and later a master's thesis.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	Finding sources and literature, structuring and drafting work featured scientific notes and bibliography.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Introduce the basic terminology that is encountered in historical science; 2. Inform the basic collection of historical sources; 3. Inform the main institutions (libraries, archives, museums) important for the profession; 4. Learn to find sources and literature required for study and possible subsequent scientific work; 5. Learn several systems of writing scientific notes and bibliographic resources; 6. Learn to structure and suitably equipped seminar or master thesis; 7. Learn to recognize and avoid plagiarism.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1st week. Introduction. History, history and historiography. The branches of historical science. 2nd week. Auxiliary historical sciences. Sources and references. Types of historical sources. The most important collections of historical sources. 3rd week. Search for sources and literature. Encyclopaedias and lexicons. Libraries. Internet. - Student commitments: application threads bibliography 4th week. The choice of research topics. The structure of research and work. 5th week. Writing bibliographic units. - Student commitments: application threads display		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>6th week. Writing scientific notes. 7th week. Exercises. 8th week. Scientific publications. Classification of articles and other research units. - Student commitments: application of the topic of the seminar (up to 6 cards with the scholarly apparatus - the notes and bibliography) 9th week. Plagiarism. 10th week. Databases. 11th week. Exercises. - Student obligations: surrender bibliography 12th week. Archives. - Student obligations: surrender display 13th week. Museums. 14th week. Written exam. - Student obligations: surrender seminar paper</p>																																		
2.6. Format of instruction:	<p>X lectures X seminars and workshops X exercises <input type="checkbox"/> on line in entirety X partial e-learning X field work</p>	<p><input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>	2.7. Comments:																																
2.8. Student responsibilities	Attendance. Participation in the fieldwork. Creating bibliographies, book reviews, and equipment research paper. Written exam.																																		
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	<table border="1"> <tr><td>Class attendance</td><td>1</td></tr> <tr><td>Experimental work</td><td></td></tr> <tr><td>Essay</td><td></td></tr> <tr><td>Tests</td><td></td></tr> <tr><td>Written exam</td><td>2</td></tr> </table>	Class attendance	1	Experimental work		Essay		Tests		Written exam	2	<table border="1"> <tr><td>Research</td><td></td></tr> <tr><td>Report</td><td></td></tr> <tr><td>Seminar essay</td><td>3</td></tr> <tr><td>Oral exam</td><td></td></tr> <tr><td>Project</td><td></td></tr> </table>	Research		Report		Seminar essay	3	Oral exam		Project		<table border="1"> <tr><td>Practical training</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> </table>	Practical training		(other)		(other)		(other)		(other)			
Class attendance	1																																		
Experimental work																																			
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Research																																			
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Seminar essay	3																																		
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Practical training																																			
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(other)																																			
2.10. Grading and evaluating student work in class and at the final exam	Evaluation of the active presence of several of practical work: creating a bibliography, making display books or journals or collections of papers or release resources, evaluation of the structure and development of scientific apparatus of one seminar paper in another subject of your choice (up to 6 cards). Written exam at the end.																																		
2.11. Required literature (available in the library and via other media)	<table border="1"> <thead> <tr> <th>Title</th> <th>Number of copies in the library</th> <th>Availability via other media</th> </tr> </thead> <tbody> <tr> <td><i>Uvod u studij povijesti</i>. Zagreb: Leykam international, 2012.</td> <td>40</td> <td>No</td> </tr> </tbody> </table>			Title	Number of copies in the library	Availability via other media	<i>Uvod u studij povijesti</i> . Zagreb: Leykam international, 2012.	40	No																										
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<i>Uvod u studij povijesti</i> . Zagreb: Leykam international, 2012.	40	No																																	



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2.12. Optional literature (at the time of submission of study programme proposal)	<p>Tomorad, Mladen. "Web stranice s povijesnim sadržajima i njihova primjena u nastavi povijesti." <i>Povijest u nastavi</i> 5 (2005.), 51-60.</p> <p>Tomorad, Mladen i Hrvoje Gračanin. "An Institutional Internet-Labor. The Croatian Database on Antiquity". <i>Geschichte und Neue Medien in Forschung, Archiven, Bibliotheken und Museen Tagungsband .hist 2003</i>, Herausgegeben für Clio-online - Historisches Forum 7, II 2005, Berlin 2005, 251-256 (ed. Daniel Burckhardt, Rüdiger Hohls & Vera Ziegeldorf).</p> <p>Tomorad, Mladen. „Primjena informacijskih tehnologija u nastavi povijesti.“ <i>Zavičajna povijest u interkulturalnom kontekstu - Opatija 27-29 studenog 2003.</i>, Zagreb 2006., 109-120.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.		
2.14. Other (as the proposer wishes to add)	-		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Boris Olujić	1.6. Year of the study programme	1 st
1.2. Name of the course	History of Early Civilizations	1.7. Credits (ECTS)	2/4
1.3. Associate teachers	Inga Vilogorac Brčić, Jasmina Osterman	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+0/30+0+0 (2+0/2+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required (lecturer), Seminars (elective)	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The aim of the course is to enable students to understand the most important processes in the historic longevity space, which formed the first organized society. Subject them to get to know the basic terminology and chronology, modern paradigms and possible theoretical and practical approaches in the research of the oldest history of humanity. One of the most important objectives of the subject that the student points to the independent work (work in literature, work on the sources).		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	The course prepares students for independent research and reflection on history. An interactive approach, referral of students to practical work and preparation of written papers and essays, practical work on the sources. Course content also refers to an interdisciplinary approach. The scope of material specific theme, dependence on the results of archaeology, anthropology, ethnology, various natural sciences, placed in front of the student high demands. First it is a necessary theoretical training in understanding the development of civilization, from the beginning of its. The proposed mode and asks the student and teacher constant activity and cooperation.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Developing a critical, analytical and interpretative skills of students the art of problem conceptualization. Developed skills of oral and written expression. Lectures will get an overview of interrelated phenomena, such as technological development, urbanization, traffic connections, and the emergence of global empires, the problem of ethnicity and ethnic identity, conceptualization of religious and mythological world and others. The seminar theme follows the lecture and discusses them. Seminar prepare students for practical work on the understanding and interpretation of various literary and archaeological sources, and to reflect the possible methodological approaches and theoretical models.		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.5. Course content broken down in detail by weekly class schedule (syllabus)

The subject of the comparative, diachronic and synchronic, traces the historical development of several ancient civilizations foci, such as Egypt, Mesopotamia, Syria, Iran, Anatolia and the Eastern Mediterranean. The emphasis is not on factual overview, but the understanding of historical processes, change, continuity and discontinuity of human life in space.

Work schedule:

Week 1:

Lecture: Introduction to the problems of the old history. Talk with the students, to introduce students to the work mode, the basic literature, exams, etc. View the history of the oldest history of humanity, the state of historiography today: theoretical approaches and scientific disciplines that study the various aspects of the history of early civilizations. Introduction to basic chronological guidelines, scientific methods and approaches to research ancient history.

Seminar: The organization of the working groups and presentation of the work plan. In the first seminar, the emphasis is on getting to know the method of work, literature and the structure and appearance of seminar papers (writing term papers, literature, notes, papers and other structures.), A list of topics.

Week 2:

Lecture: Defining spatial and chronological boundaries within which will be held teaching of the history of early civilizations. The conditions in which they were created first civilization: this will lesson for special attention to be paid to geomorphological, climatic and vegetation characteristics of the area of Mesopotamia, Anatolia, Syria, Iran, Eastern Mediterranean, and North Africa. Palaeolithic in this area.

Seminar: The second seminar, students choose topics of the seminar, during which work practical works: 1. innovation and the role of technology in the development of humanity; 2nd religious history of the ancient near east (work on sources); 3rd urbanization of the old world; Fourth interpretation of archaeological resources in researching the history of early civilizations. Problematization space as a factor of historical development. Interaction between the environment and the development of technology, religious conception, the formation of cities, more complex forms of social organization.

Week 3:

Lecture: Neolithisation old East: the beginnings of agriculture and animal breeding, organizing the first major settlements, a network of mutual contacts between remote spatial units (exchange, contacts, influences). View the focal zone Neolithization this area, basic chronological guidelines.

Seminar: This seminar problematize the characteristics of technological development Neolithic communities: cultivation practices, production of baked earth, different types of stone, wood, and in general organizations and societies, the spiritual world (procedure with the dead-traces of funeral rituals, different religious conceptions etc.).

Week 4:



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Lecture: This lecture most attention is given to the period from the 5th to the 3rd millennium BC, the key to understanding the origins of the first great civilizations "Fertile Crescent" (from Egypt to Mesopotamia). The formation of the first large urban agglomeration, the creation of social elites that manage resources (construction of canals, organizing commercial networks). Mastering the technology of metals (copper, bronze), construction of canals, the emergence of letters, pottery wheel, wheels and other technological innovation (Copper Age). Period Nagada in Egypt and periods Obeid and Uruk in Mesopotamia
Seminar: For this thematic unit by the seminar papers that examine the interplay between social and economic development and technological innovations that facilitate the management and organization of the company (letters phenomenon caused by the need for easier maintenance and construction of canals and generally for easier system management; invention of the potter's wheel, innovation in Construction etc.). The new urban areas occupy a special place temple complex. Temples and cults in general and the development of religion, in this period, there will be also devoted several term papers.

Week 5:

Lecture: Creating great Egyptian state during the third millennium BC (The old state and the first interim).

Seminar: Work on written and archaeological sources: Pyramid texts, the concept of the afterlife, the construction of the temple and burial complex, construction of channels, texts crisis.

Week 6:

Lecture: 3rd millennium in the area of Mesopotamia: first dynasty, Akkad, III. Dynasty of Ur. The unification of space between the rivers in large government entity. The early history of the southwestern Iran, eastern Mediterranean and Anatolia, in the light of contacts with the area of Mesopotamia and Egypt.

Seminar: The urbanization of Mesopotamia in the third millennium. Analysis rich written heritage of this period (texts of religious content, historical texts, inscriptions, etc.). Confrontation archaeological and written sources.

Week 7:

Lecture: Syria and Mesopotamia in the first half of the 2nd millennium BC Mari, Ebla, Early Babilon kingdom, Early Asiria state.

Seminar: Legal texts and codes in the area of the old East. Cosmogonic and teogonic conception of religion in Mesopotamia: epic Enuma Eliš and others.

Week 8:

Lecture: Central State and the first interim (first half of the 2nd millennium BC in Egypt).

Seminar: Urbanization Egypt: Thebes, Memphis. Egyptian literary heritage of this period.

Week 9:



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Lecture: New Egyptian State: expansion and the period of crisis. Seminar: Archives in Tel El Amarna and international relations</p> <p><u>Week 10:</u> Lecture: Late Bronze Age in the ancient near east, 15th-12th century BC. Global ideological concepts (title great king, the king as God's vicar on earth, and the high priest), the creation of large countries, internationalization and the creation of intense diplomatic contacts Hittite kingdom, the Egyptian state, Assyria, Babylonia, the Elamite kingdom. The advance of the "People of the Sea", the collapse of Hittite state. Seminar: Trade Mediterranean: actors, production centers, the most important trade routes.</p> <p><u>Week 11:</u> Lecture: Egyptian history from the beginning of the first millennium to Saiske dynasty (664 BC). Seminar: Assyrian conquest of Egypt 671 BC.</p> <p><u>Week 12:</u> Lecture: A lot of Assyria (934th to 612th BC). Creating a global empire. Seminar: Political Marketing and ideological concepts of Assyrian kings royal inscriptions and stelae. Big cities: Nineveh, Ashur, kalh (Nimrud), Dur Sharrukin (Korsabad), Babylon.</p> <p><u>Week 13:</u> Lecture: The New Babylon State (626-539) and the beginning of the expansion of the Persians Seminar: Battle of Carchemish (605th BC); Phoenicians - cities, trade, religion and cults; Phrygia and Lydia.</p> <p><u>Week 14:</u> Lecture: History of the Persian Empire (6th-4th century BC). Start the Hellenistic period in the area of the old East. Seminar: Concluding topics, evaluation of student participation in the seminar.</p>		
<p>2.6. Format of instruction:</p>	<p>X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work</p>	<p><input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory X work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>
<p>2.8. Student responsibilities</p>	<p>Attending lectures, writing a seminar paper (for students who have chosen this course), active participation in discussions in</p>		



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	class, written exam.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research	0,5	Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests		Oral exam		(other)	
	Written exam	2	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	The maximum amount of 100 points (internal unit student performance), a minimum of 60 points. Written exam brings maximum of 50 points; evaluation of the seminar (activity and quality of written work), a maximum of 40 points; Student activity (monitoring classes, participating in field work, attending consultations, etc.), a maximum of 10 points.					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	<i>The Oxford History of Ancient Egypt</i> , (ed. I. Shaw), Oxford University Press, Oxford, 2004.				2	No
	M. Van de Mierop, <i>A History of the Ancient Near East ca. 3000-323 BC</i> , Blackwell, 2007.				2	No
	<i>Povijest svijeta</i> (The Times), Zagreb 2002, Hena Com, 16-67; F. Bourbon, <i>Drevne civilizacije. Velike kulture svijeta</i> , Zagreb 2002, Mozaik knjiga, 92-268				2	No
	A. Siliotti, <i>Egipat. Hramovi, bogovi, ljudi</i> , Zagreb 1999, Mozaik knjiga				5	No
	S. Kochav, <i>Izrael. Zemlja i njezin sjaj</i> , Zagreb 2000, Mozaik knjiga				5	No
	B. Kuntić-Makvić, B. Olujić, <i>Mali pojmovnik stare povijesti: Ispitno pomagalo</i> , Zagreb 2004, FF Press				17	No
	Predavanja objavljena na web stranici http://omega.ffzg.hr/				-	No
2.12. Optional literature (at the time of submission of study programme proposal)	<p><i>The Cambridge Ancient History</i> 1-3, Cambridge 2002, Cambridge University Press (selected chapters), University Press.</p> <p><i>Herodot, Povijest</i> (prev. D. Škiljan), Zagreb 2000, Matica Hrvatska (selected chapters).</p> <p>H. Crawford, <i>Sumer and Sumerians</i>, Cambridge, 1994.</p> <p>Given the many and varied topics of seminar papers, other additional literature in consultation with the teacher.</p>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.					
2.14. Other (as the proposer wishes to add)	-					



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Bruna Kuntić-Makvić	1.6. Year of the study programme	1 st
1.2. Name of the course	History of Greece and Rome with Ancient History of Croatian lands	1.7. Credits (ECTS)	5/7
1.3. Associate teachers	Jelena Marohnić	1.8. Type of instruction (number of hours L + S + E + e-learning)	45+0/30+0+0 (3+2+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Comparative presentation of the essential lines of Greek and Roman history and prehistory, proto and antiquity in the Croatian historical area refer students to the main features of the historical flow in these periods and regions. General processes in a suitable ratio to demonstrate examples from Croatian historical area.		
2.2. Course enrolment requirements and entry competences required for the course	Secondary knowledge of the Latin language or entered Latin as an extra subject, organized by the Department of Classical Philology Faculty of Philosophy in Zagreb.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The acquisition of competencies and skills specific to the history of Greece and Rome, and ancient history of Croatian lands. Securing learning and understanding the history of the later periods.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - Distinguish the sources of literature; - Distinguish the specifics sources of Ancient History of the sources for later periods; - Compare different interpretations of events and processes ancient history; - Analyze historical data; - Describe historical events; - Define and argue own opinion 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>1. Introduction to the subject: Checking prior knowledge. Results checks prior knowledge. Forming groups for seminars and distribution of topics.</p> <p>L: Access to ancient history and ancient history of Croatian lands.</p> <p>S: Echoes of ancient history in the present. The circumstances of studying ancient history. Croatian tradition and science of the</p>		



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	<p>earliest history of Croatian historical area.</p> <p>2. Field work: an archaeological site as the original unit, presentation and protection Andautonia. Presentation of student work. L: Prehistory. The ratio of prehistory and history. View prehistory Croatian historical area. S: Ancient viewing the earliest history.</p> <p>3. L: dawn of European history. Contacts between the Aegean, the Apennine peninsula and the Croatian historical area. S: Sources. Presentation of student work.</p> <p>4. L: archaic society between the Alps and the Aegean S: Sources. Presentation of student work. Within the field of teaching the subject sources in the Archaeological Museum in Zagreb and the Croatian Natural History Museum, site of the Krapina. Presentation of student work.</p> <p>5. L: The ideal polis of Sparta and Athens. Greeks and Celts in the Croatian historical area. S: Sources. Presentation of student work.</p> <p>6. L: Relations between ancient civilizations foci 8th to 4th century BC. History Adriatic Greeks. S: Sources. Presentation of student work.</p> <p>7. L: Hellenism. South Illirida and Greek world. S: Sources. Presentation of student work</p> <p>8. Verification of progress during the quarter. Results. The differentiation of groups and tasks to progress.</p> <p>9. L: Roman expansion. Roman wars for Illyria. S: Sources. Presentation of student work.</p> <p>10. L: Late Republic and the establishment of the Empire. Rome and the Croatian historical territory 2nd century BC - Beg. First century S: Sources. Presentation of student work.</p> <p>11. L: Principat. S: Sources. Presentation of student work.</p>
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	<p>12. L: West and East Roman world: life in the provinces. Illyria at the crossroads. S: Sources. Presentation of student work.</p> <p>13. Field work: discovering the Roman metropolis: Salon; imperial residence in the late period of the Empire: Diocletian's Palace. Presentation of student work.</p> <p>14. L: Late Empire. Izmak antiquity to the Croatian historical area. S: Sources. Presentation of student work. The experiment in the written exam. Written exam. Results.</p> <p>15. The written exam. Results.</p>																																		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input checked="" type="checkbox"/> (other) (discussion)	2.7. Comments:																																
2.8. Student responsibilities	Three written knowledge test (at the beginning of evaluation test, to form the seminar working groups; trimester to check progress in obrađene material; at the end of the semester final written examination. Regular polaženje classes, especially off-road. Active participation in field work and seminar forms of work. Making and presentation of the seminar.																																		
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	<table border="1"> <tr><td>Class attendance</td><td>1</td></tr> <tr><td>Experimental work</td><td></td></tr> <tr><td>Essay</td><td></td></tr> <tr><td>Tests</td><td>1</td></tr> <tr><td>Written exam</td><td>1</td></tr> </table>	Class attendance	1	Experimental work		Essay		Tests	1	Written exam	1		<table border="1"> <tr><td>Research</td><td>1</td></tr> <tr><td>Report</td><td></td></tr> <tr><td>Seminar essay</td><td>2</td></tr> <tr><td>Oral exam</td><td></td></tr> <tr><td>Project</td><td></td></tr> </table>	Research	1	Report		Seminar essay	2	Oral exam		Project			<table border="1"> <tr><td>Practical training</td><td></td></tr> <tr><td>Field work</td><td>1</td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> </table>	Practical training		Field work	1	(other)		(other)		(other)	
Class attendance	1																																		
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Field work	1																																		
(other)																																			
(other)																																			
(other)																																			
2.10. Grading and evaluating student work in class and at the final exam	Three written test (at the beginning of the evaluation test, to form the Chairs of the working groups; the quarter of checking the progress in prorađene material (10 % weighting); the final written exam (20 % of the grade); participation in the preparation and presentation of the seminar (30 % weighting); active participation in field work (15 % of grade), active participation in seminar forms of work (15 % of the grade); regular attendance (10 % of the grade). For passing the subject, it is necessary to collect at least 75 out of a possible 100 %. Marks: sufficient 75 - 80%, a good 81-86%, a very good 87-93%, excellent 94-100%.																																		
2.11. Required literature (available in the library and via other media)	<table border="1"> <thead> <tr> <th>Title</th> <th>Number of copies in the</th> <th>Availability via other media</th> </tr> </thead> </table>			Title	Number of copies in the	Availability via other media																													
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		library	
	<i>Ilustrirana povijest svijeta</i> I-VII, Rijeka: O. Keršovani 1974. – 1976. (column, not pages: volume I: 29-78, 89-94, 151-310, 361-366, 405-416; volume II: 497-503, 659-726; volume III: 977-994, 1016-1038, 1211-1334; volume IV: 1476-1481, 1483-1498, 1507-1513, 1521-1551, 1576-1713; volume V: 1937-1980, 1985-2050, 2088-2104, 2151-2250; volume VI: 2419-2434, 2444-2462, 2465-2614, 2660-2682; volume VII: 2897-2926, 2961-3028, 3099-3143.)	3	No
	F. ŠIŠIĆ, <i>Povijest Hrvata u vrijeme narodnih vladara</i> , Hrvatska povijest od početaka do god. 1918. I, Zagreb 1925., reprint Zagreb: MH3 1980., str. 41 – 174 i 203 – 235.	14	No
	B. KUNTIĆ-MAKVIĆ, B. OLUJIĆ, <i>Mali pojmovnik stare povijesti: Ispitno pomagalo</i> , Zagreb: FF Press ⁵ 2006.	16	No
	V. GORTAN, <i>Pregled rimskih državnih starina</i> , ur. B. Kuntić-Makvić [Biblioteka L&G Priručnici Knjiga V], Zagreb: Institut za klasične jezike i antičku civilizaciju Latina et Graeca 2011.	1	No
2.12. Optional literature (at the time of submission of study programme proposal)	P. CABANES, <i>Iliri od Bardileja do Gencija</i> , Zagreb: Svitava 2002. M. SUIĆ, <i>Antički grad na istočnom Jadranu</i> , Zagreb: Golden marketing 2003., str. 17 – 170, 315 – 378 i izvori na str. 399, 413, 419 – 423, 437 – 441 i 453 – 457 R. MATIJAŠIĆ, <i>Povijest hrvatskih zemalja u antici do cara Dioklecijana</i> , Zagreb: Leykam International 2009. R. MATIJAŠIĆ, <i>Povijest hrvatskih zemalja u kasnoj antici od Dioklecijana do Justinijana</i> , Zagreb: Leykam International 2012.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Philosophy.		
2.14. Other (as the proposer wishes to add)	-		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Dubravka Spevec	1.6. Year of the study programme	1 st
1.2. Name of the course	Kartography	1.7. Credits (ECTS)	5
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30+0+30+0 (2+0+2+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> - Familiarize students with cartographic methodology - To enable them to self-interpretation of the elements and contents of geographical maps in everyday life, further education and teaching of geography - Develop the capacity and skills of orientation and application of modern technical tools in research, in everyday life, further education and teaching of geography - To train students for independent transfer content items Cartography in the teaching process 		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, skills and abilities: <u>Knowledge and understanding of:</u> Terminology, basic definitions and principal theories in geography and in history. Fundamental methodology in geography and history. Appropriate statistics and graphic techniques. Fundamentals in cartography and map elements. Elements needed for class preparation, conduction, evaluation and administration in school education.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium complexity.</p>		



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	<p>The ability to interpret and discuss actual problems and processes relevant in geography and history. The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials. The skills needed for evaluation, interpretation and synthesis of relevant information. Teaching skills in various teaching forms and methods.</p> <p>Practical abilities and skills: Orientation in space and other skills needed in fieldwork. Mapping of geographic data. Applying appropriate statistic and graphic methods and techniques in analysis and in the presentation of the results. Applying appropriate maps and cartographic methods and techniques in analysis and in the presentation of the results. Skills related to the usage of education materials and apparatus.</p> <p>Generic abilities and skills: Conducting literature research and use databases and other sources of information. Information-technology skills: word-processing and spreadsheet usage, data logging and storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement. Skills related to the communication process in education.</p>
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ol style="list-style-type: none"> 1. Define basic cartographic concepts and apply them in teaching geography 2nd Explain the relationship of cartography and geography and their relation to the geographical map 3rd Interpret elements and content of geographic maps 4. To prepare an independent exercise to work with topographical map and orientation in teaching geography 5. Be familiar with the operation of the GPS device and the skills transfer in the teaching of geography 6. Knowing map projections and correctly select them for cartographic representation of a given area 7. Knowing procedures of cartographic generalization and rules of their use in the preparation of maps 8. Apply methods thematic presentation in thematic mapping 9. Apply cartographic methods in the analysis and presentation of research results and teaching of geography
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>LECTURES:</p> <ol style="list-style-type: none"> 1 Geography, cartography, map 2 The geographical map - a division of maps and map elements 3 Form and dimensions of the Earth



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	<p>4 Movements of the earth - rotation and revolution 5 Orientation. The positioning of the Earth. GNSS (Global Navigation Satellite Systems) 6 Local and sixth subband time 7 Altitude 8 Scale 9 Map Projections 10 Cartographic Generalization 11 Displaying relief on topographic maps 12 Cartographic signs. Toponyms. 13 Topographic maps 14 Thematic and digital cartography 15 History cartographic presentation EXERCISE: 1 Introduction to the elements of the topographic map 2 Orientation using topographic maps and compass 3 Designate azimuth and unknown positions on a topographic map 4 Orientation using GPS 5 Designation of geographical coordinates on TK. Systems initial Meridian. 6 Scale: a numerical scale (transform length on the map in length in nature and vice versa) 7 Scale: construction of simple graphical (line, in length) scales 8 Determination of benchmarks on maps that do not have expressed 9 cartometric procedures (measuring distance) 10 cartometric procedures (measuring surface on TK) 11 Setting the rectangular coordinates to TK 12 Determine the slope by tilting the scale to TK 13 Preparation profile 14 Reading and interpretation of the content of TK (topographic signs, place names) 15 Creating thematic maps</p>		
<p>2.6. Format of instruction:</p>	<p>X lectures <input type="checkbox"/> seminars and workshops X exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning</p>	<p><input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>



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	<input type="checkbox"/> field work			
2.8. Student responsibilities	Regular school attendance - lectures and exercises. Independent execution of the set of exercises.			
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research	Practical training
	Experimental work		Report	(other)
	Essay		Seminar essay	(other)
	Tests	1,5	Oral exam	1 (other)
	Written exam	2	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Monitoring the regularity of attendance. For the final assessment are taken into account the results of preliminary exams, written and oral exams.			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	1. Robinson, A. H., Morrison, J. L., Muehrcke, P. C., Kimerling, A. J., Guptill, S. C., 1995: <i>Elements of Cartography</i> , John Wiley&Sons, New York.		5	Yes
	2. Wiegand, P., 2006: <i>Learning and Teaching with Maps</i> , Routledge, New York.		-	Yes
	3. Kraak, M. J., Ormeling F. J., 2010: <i>Cartography: Visualization of Geospatial Data</i> , Pearsons Education Limited, Edinburgh.		5	Yes
			-	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	1. Slocum, T. A., McMaster, R. B., Kessler, F. C., Howard, H. H., 2010: <i>Thematic Cartography and Geovisualization</i> , Pearson Prentice Hall, Upper Saddle River, New Jersey. 2. Roglić, J., 2005.: <i>Uvod u geografsko poznavanje karata s priložima iz uvoda u geografiju</i> , Sabrana djela, Knjiga III., ŠK i GD Split, Zagreb. 3. Frančula, N., 2000: <i>Kartografske projekcije</i> , Geodetski fakultet, Zagreb. 4. Frančula, N., 2002: <i>Digitalna kartografija</i> , 3. prošireno izdanje, Geodetski fakultet, Zagreb. 5. Geografski horizont, časopis Hrvatskog geografskog društva (selected articles). 6. Kartografija i geoinformacije, časopis Hrvatskog kartografskog društva (selected articles).			
2.13. Quality assurance methods that ensure the acquisition of exit competences	Procedures set forth in the Regulations book and the Reference manual on quality management at the University of Zagreb, and at the Faculty of Science: - student questionnaire at the University and Faculty level - self-evaluation of courses: modernisation and revision of aims and content of the course, the strategy of teaching and			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	learning; evaluation of learning outcome by the analysis of student success based on the Student office and our own records - questionnaire after exit of the University: evaluation of integrated education programme - interview with tutors in schools-training facility where students perform methodical practice
2.14. Other (as the proposer wishes to add)	-



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Kseija Bašić	1.6. Year of the study programme	1 st
1.2. Name of the course	Population Geography	1.7. Credits (ECTS)	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	To introduce the subject of research demographic, the basic theory and approaches. Explain the importance of population to overall development and organization of space. Develop skills for the implementation of methods and techniques of demographic research. To develop the ability to interpret the development of the Croatian population and the world, natural, physical and overall population trends, population structure and impact on the population and environment. Develop competencies for the transfer of scientific knowledge demogeography in teaching geography in primary and secondary schools.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, skills and abilities:</p> <p><u>Knowledge and understanding of:</u> Terminology, basic definitions and principal theories in geography and in history. Fundamental methodology in geography. Appropriate statistics and graphic techniques. Fundamentals in cartography and map elements. Causal connection between elements and factors natural base and social superstructure.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium complexity. The ability to interpret and discuss actual problems and processes relevant in geography and history.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>The skills needed for evaluation, interpretation and synthesis of relevant information. Skills in presenting scientific materials and arguments in writing and orally. Ability to represent knowledge and understanding of essential facts, concepts, principles and theories in geography and history The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials..</p> <p>Practical abilities and skills: Mapping of geographic data. Applying appropriate statistic and graphic methods and techniques in analysis and in the presentation of the results. Applying appropriate maps and cartographic methods and techniques in analysis and in the presentation of the results. Recognising and using geographic information.</p> <p>Generic abilities and skills: Solving tasks related to the qualitative and quantitative geographical and historical information. Conducting literature research and use databases and other sources of information. Information-technology skills: word-processing and spreadsheet usage, data logging and storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement.</p>
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> - Explain the subject of demographic, distinguish and apply the basic theories and approaches - Explain the regional, national and global levels for the general population of the importance of the development and organization of space - Apply appropriate methods and techniques of demographic research essay - Interpret the development of the Croatian population and the world, natural, physical and overall population trends, population structure and impact on the population and environment - Formulate scientific knowledge demographics for use in teaching geography in primary and secondary schools - Prepare the tasks of teaching content demography to check the development of cognitive and practical geographic skills in primary and secondary schools
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1 Objectives and course content, learning outcomes; concept and work plan; evaluation of the achievements of students. 2 The subject and method demogeography. Contemporary approaches. 3 Basic units in the study population and data sources. 4 Population Distribution on Earth. Population density. 5 Overview of the development of the world's population. Theoretical perspectives on the development of the population.



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	6 The total population. 7 Natural movement. 8 Spatial population mobility (migration and circulation). 9 Population policy. 10 Biological composition of the population (gender and age). 11 Socio-economic composition. 12 Cultural anthropological composition. 13 Population and natural basis. 14 Socio-economic development and population. 15 Population and the Environment																																		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:																																
2.8. Student responsibilities	Regular attendance of lectures, individual work and presentation of the seminar.																																		
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	<table border="1"> <tr><td>Class attendance</td><td></td></tr> <tr><td>Experimental work</td><td></td></tr> <tr><td>Essay</td><td></td></tr> <tr><td>Tests</td><td>1</td></tr> <tr><td>Written exam</td><td>1</td></tr> </table>	Class attendance		Experimental work		Essay		Tests	1	Written exam	1	<table border="1"> <tr><td>Research</td><td></td></tr> <tr><td>Report</td><td></td></tr> <tr><td>Seminar essay</td><td>1</td></tr> <tr><td>Oral exam</td><td>1</td></tr> <tr><td>Project</td><td></td></tr> </table>	Research		Report		Seminar essay	1	Oral exam	1	Project		<table border="1"> <tr><td>Practical training</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> </table>	Practical training		(other)		(other)		(other)		(other)			
Class attendance																																			
Experimental work																																			
Essay																																			
Tests	1																																		
Written exam	1																																		
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Project																																			
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(other)																																			
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2.10. Grading and evaluating student work in class and at the final exam	The final grade is determined based on the results of preliminary exams, written and oral exams and the quality of seminar work.																																		
2.11. Required literature (available in the library and via other media)	<table border="1"> <thead> <tr> <th>Title</th> <th>Number of copies in the library</th> <th>Availability via other media</th> </tr> </thead> <tbody> <tr> <td>Nejašmić, I., 2005: <i>Demogeografija: Stanovništvo u prostornim odnosima i procesima</i>, Školska knjiga, Zagreb.</td> <td>10</td> <td>Yes</td> </tr> <tr> <td>Wertheimer-Baletić, A., 1999: <i>Stanovništvo i razvoj</i>, MATE d.o.o., Zagreb.</td> <td>10</td> <td>Yes</td> </tr> <tr> <td>Nejašmić, I., 2008: <i>Stanovništvo Hrvatske: demogeografske studije i analize</i>, Hrvatsko geografsko društvo, Zagreb.</td> <td>10</td> <td>Yes</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Title	Number of copies in the library	Availability via other media	Nejašmić, I., 2005: <i>Demogeografija: Stanovništvo u prostornim odnosima i procesima</i> , Školska knjiga, Zagreb.	10	Yes	Wertheimer-Baletić, A., 1999: <i>Stanovništvo i razvoj</i> , MATE d.o.o., Zagreb.	10	Yes	Nejašmić, I., 2008: <i>Stanovništvo Hrvatske: demogeografske studije i analize</i> , Hrvatsko geografsko društvo, Zagreb.	10	Yes																					
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DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.12. Optional literature (at the time of submission of study programme proposal)	Friganović, M. A., 1990: <i>Demogeografija: stanovništvo svijeta</i> , Školska knjiga (4. izd.), Zagreb. Nejašmić, I., 1991: <i>Depopulacija u Hrvatskoj: korijeni, stanje, izgledi</i> , Globus, Zagreb. Gary, P., Larkin, R., 2008: <i>Population Geography: Problems, Concepts, and Prospects</i> , Ninth Edition, Kendall/ Hunt Publishing Company, Dubuque. Weinstein, J., Pillai, V. K., 2001: <i>Demography. The Science of Population</i> , Allyn and Bacon, Boston.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Procedures set forth in the Regulations book and the Reference manual on quality management at the University of Zagreb, and at the Faculty of Science: - student questionnaire at the University and Faculty level - self-evaluation of courses: modernisation and revision of aims and content of the course, the strategy of teaching and learning; evaluation of learning outcome by the analysis of student success based on the Student office and our own records - questionnaire after exit of the University: evaluation of integrated education programme - interview with tutors in schools-training facility where students perform methodical practice
2.14. Other (as the proposer wishes to add)	-



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	According to decision of Geography Department Council	1.6. Year of the study programme	1 st
1.2. Name of the course	Fieldwork in geography I	1.7. Credits (ECTS)	3
1.3. Associate teachers	According to decision of Geography Department Council	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 hours/year
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The application of acquired knowledge and skills; recognition and demonstration of geographic phenomena and processes.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, skills and abilities: <u>Knowledge and understanding of:</u> Fundamental methodology in geography and history. Fundamentals in cartography and map elements. Elements and factors in physical geography and their interrelationship, geosystems of various spatial levels. Causality relations between the elements and factors of society and the natural environment. Contemporary geographical features of Croatian and Europe.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium complexity. The ability to interpret and discuss actual problems and processes relevant in geography and history. The skills needed for evaluation, interpretation and synthesis of relevant information. Skills in presenting scientific materials and arguments in writing and orally.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Practical abilities and skills: Orientation in space with the help of modern technologies and skills needed for field work. Identifying and mapping of geographical and historical content. Applying appropriate maps and cartographic methods and techniques in analysis and in the presentation of the results. Creating models of field instruction for elementary and secondary schools.</p> <p>Generic abilities and skills: Conducting literature research and use databases and other sources of information. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement.</p>					
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> - Apply the acquired knowledge in the subject of the first year of study and knowledge from high school - Apply the methods and techniques of field research: locating, identifying, measuring, sketching and mapping, sampling and analysis of field samples, survey - Evaluate the results of fieldwork and research - Conceived plan and program of field work for students of primary and secondary schools and tasks to check the practical geographical skills 					
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Content is partially variable depending on the area of scientific fieldwork. General derived from both study programs, with possible minor emphasis on programs subject of the year. It is performed once in field work week. Classes are held through demonstration lessons, possible exposure of students to advance a particular theme and through practical work of students that develop abilities and skills of application of field methods and techniques. Plan and program of field work in agreement with the students propose leaders of field work at the beginning of the summer semester, and is adopted by the Council of the Geographical Department.</p>					
<p>2.6. Format of instruction:</p>	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7. Comments:</p>			
<p>2.8. Student responsibilities</p>	<p>Compulsory attendance and active monitoring of field work; making assignments, conduct a field journal, a portfolio of personal development.</p>					
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS</p>	<p>Class attendance</p>		<p>Research</p>		<p>Practical training</p>	<p>3</p>
	<p>Experimental work</p>		<p>Report</p>		<p>(other)</p>	
	<p>Essay</p>		<p>Seminar essay</p>		<p>(other)</p>	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

credits is equal to the ECTS value of the course)	Tests		Oral exam		(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	No grade. Heads of field study concluded that the student met or did not meet the obligations of field work and the work carried out field work confirmed their signatures.					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	List of required literature compiled leaders of field work.					
2.12. Optional literature (at the time of submission of study programme proposal)	Lis of optional literature compiled leaders of field work.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>Procedures set forth in the Regulations book and the Reference manual on quality management at the University of Zagreb, and at the Faculty of Science:</p> <ul style="list-style-type: none"> - student questionnaire at the University and Faculty level - self-evaluation of courses: modernisation and revision of aims and content of the course, the strategy of teaching and learning; evaluation of learning outcome by the analysis of student success based on the Student office and our own records - questionnaire after exit of the University: evaluation of integrated education programme 					
2.14. Other (as the proposer wishes to add)	-					



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Ivica Prlender	1.6. Year of the study programme	1 st
1.2. Name of the course	European Regions and Croatian Medieval History	1.7. Credits (ECTS)	3
1.3. Associate teachers	Trpimir Vedriš, Miroslav Barun	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+0+0+0 (2+0+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Introduction of a period of great migration by the end of the 15th century. Comparative approach to study the social, political and economic processes in these regions and throughout the area. The focus is on the history of society and culture.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, skills and abilities:</p> <p><u>Knowledge and understanding:</u> Terminology, basic definitions and principal theories in geography and in history. Fundamental methodology in geography and history. The medieval history of the World, Europe and Croatia.</p> <p>Cognitive abilities and skills: The ability to interpret and discuss actual problems and processes relevant in geography and history. The skills needed for evaluation, interpretation and synthesis of relevant information. Skills in presenting scientific materials and arguments in writing and orally. Ability to represent knowledge and understanding of essential facts, concepts, principles and theories in geography and history.</p> <p>Practical skills and abilities:</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Applying appropriate statistic and graphic methods and techniques in analysis and in the presentation of the results. Applying appropriate maps and cartographic methods and techniques in analysis and in the presentation of the results. Identification and Evaluation of material traces of the past in a contemporary landscape. Evaluation and utilization of written historical sources.</p> <p>Generic abilities and skills: Conducting literature research and use databases and other sources of information. Information-technology skills: word-processing and spreadsheet usage, data logging and storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member.</p>	
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>The goal is to develop students' critical sense of understanding of the basic processes, structures and phenomena of medieval history, and European regions and environments of the Croatian people. During the study of this subject area, students acquire and expand general knowledge of medieval history at all, especially on the connections and relationships of the Croatian nation with other nations, cultures, societies, countries and civilizations in the wider region.</p>	
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Basic concepts. Methodological characteristics. The material affects the central, southeast and the Adriatic and Mediterranean European space after the great migration. The issue of discontinuity with the ancient world. Between the renewed Empire (Byzantium) and the newly established Holy Roman Empire. Construction of a new power in the Adriatic - Venice. Early-medieval state: the structure and organization. The establishment and development of the Hungarian state. The re-Christianization. The starting point of the process of Christianization. The mission of Constantine and Methodius and its significance. Space and problems of interference between East and West. Design and development of medieval societies. The development of towns (Byzantium, the eastern Adriatic, Central Europe). The level of communication between peoples and societies and the shaping of cultural unity. The economic role and political importance of trade republics - Dubrovnik and Venice. Religion and religious communities. The question of church organization. Catholicism and Orthodoxy. Social development in the High and Late Middle Ages. Disintegration processes in the Balkan and Turkish empires penetration in the region. Facing the Ottoman and Central European Middle Ages. The fall of Constantinople. The development of medieval culture to the culture of a new century and a new life in this whole area and surroundings of the Croatian people. Multiple connections and relations of the Croatian nation with other nations in the wider region: permanent displacements of people, goods, culture, technology, civilization, religion, ideology, etc.</p>	
<p>2.6. Format of instruction:</p>	<p>X lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning</p>	<p>X independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>
		<p>2.7. Comments:</p>



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<input type="checkbox"/> field work				
2.8. Student responsibilities	Regular school attendance (lectures, seminars, practicum), reading and interpretation of sources and literature, seminar papers, presentations, and individual work.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	Practical training	
	Experimental work		Report	(other)	
	Essay		Seminar essay	(other)	
	Tests		Oral exam	1 (other)	
	Written exam	1	Project	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Exam, in the form of test of knowledge, will be conducted at the end of classes and evaluated, and the final score can be performed based on the assessment of individual contributions in teaching (total 50%) and in the evaluation of the test of knowledge (50%).				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	M. Brandt, <i>Opća povijest srednjeg vijeka</i> , Zagreb 1980. (odabrana poglavlja)			10	Yes
	<i>Historija naroda Jugoslavije</i> , sv. I, Zagreb 1953. (odabrana poglavlja)			10	Yes
	I. Prlender, "Sporazum u Tati 1426. i Žigmundovi obrambeni sustavi", <i>Historijski zbornik XLIV</i> , Zagreb 1991, str. 23-41			10	Yes
	T. Raukar, <i>Hrvatsko srednjovjekovlje</i> , Zagreb 1997. (odabrani dijelovi)			10	Yes
	P. Wandycz, <i>Cijena slobode. Povijest Srednjoistočne Europe</i> , Zagreb 2004., str. 1-51			10	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	<p>F. Longvort, <i>Stvaranje Istočne Evrope</i>, Beograd 2002., str. 319-422</p> <p>D. Obolensky, <i>The Byzantine Commonwealth</i>, Phoenix Press, London 1971</p> <p>F. C. Lane, <i>A Maritime Republic</i>, Baltimore-London 1977</p> <p>J. Matuz, <i>Osmansko carstvo</i>, Zagreb 1992.</p> <p>P. Hanak, <i>Povijest Mađarske</i>, Zagreb 1995.</p> <p>I. Prlender, "Totius gentis metropolim", <i>Historijski zbornik LI</i>, Zagreb 1998., str. 1-16</p> <p>G. Procacci, <i>Povijest Talijana</i>, Zagreb 1996., str. 3-99</p> <p>J. F. Noël, <i>Sveto Rimsko Carstvo</i>, Zagreb 1998.</p>				



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>P. Štih i V. Simoniti, <i>Slovenska povijest do prosvjetiteljstva</i>, Zagreb 2004.</p> <p>G. Novak, <i>Jadransko more u sukobima i borbama kroz stoljeća</i>, I, Zagreb 2004., 89-214</p>
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>Students who are actively involved in teaching (in class and / or in the seminar) will be monitored by their individual contributions continue (participation in the debate, writing essays, reports, etc.) And will be taken into account when making the final assessment.</p> <p>When it comes to the teacher about suggestions for developing optimum working on this case, it could be the end of the semester the students carry out surveys on topics and course content, and the method of work in the seminar and lectures</p>
2.14. Other (as the proposer wishes to add)	-



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Borislav Grgin, Hrvoje Gračanin	1.6. Year of the study programme	1 st
1.2. Name of the course	European and World History of the Middle Ages	1.7. Credits (ECTS)	5/7
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	60+0/30+0+0 (4+0/2+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Introduce students to the medieval European history access modern historical science. The emphasis on understanding basic concepts, structures and processes. For students to encourage the construction of contemporary culture historical thinking. Training for self-reflection of European medieval history, providing a reference frame for movement through areas of specialist research or other historical periods and contents. Training for self-service to the relevant original documents and literature, which allows the students themselves to deepen and complement their knowledge.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	Basic general knowledge of historical facts, understanding of the historical process, the development of critical consciousness, basic skills for independent research, the ability of verbal and written communication of acquired knowledge.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Basic general knowledge of historical facts about the European Middle Ages, the understanding of historical processes in the European Middle Ages, the development of critical awareness of the historical sources and historiographical literature of the Middle Ages, is the ability for independent research topics from medieval history, the ability of verbal and written communication of acquired knowledge about medieval history. Ggeneral knowledge of historical facts, understanding of the historical process, the development of critical consciousness, basic skills for independent research, the ability of verbal and written communication of acquired knowledge.		
2.5. Course content broken down in	Week 1:		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>detail by weekly class schedule (syllabus)</p>	<p>Lectures: Roman world in the 4th century. Political conditions, economic and social situation, literature, education and art, religion. Seminar: Analysis of selected sources in the field that this week's lectures, comments and discussion.</p> <p>Week 2: Lectures: The Decline of the Roman world in the West. Germanic tribes, the Germanic migrations, barbarian kingdoms in the West, Church of the Germanic kingdoms, forming the beginnings of Europe. Seminar: Analysis of selected sources in the field that this week's lectures, comments and discussion.</p> <p>Week 3: Lectures: The transformation of Rome in the East - the birth of the Byzantine Empire. From Theodosius to Anastasia - the Byzantines out of the crisis. The failure of Justinian restoration project of a single Roman Empire, Islam and the Arab conquest. Seminar: Analysis of selected sources in the field that this week's lectures, comments and discussion.</p> <p>Week 4: Lectures: An attempt to reconstruction at the time of Pepin the Short and Charlemagne. From the Merovingian to Pepin the Short, Pepin the Short and Charlemagne, the Carolingian Renaissance. Naval power in the Mediterranean: Venice. Seminar: Analysis of selected sources in the field that this week's lectures, comments and discussion.</p> <p>Week 5: Lectures: The collapse of the Carolingian Empire. The heirs of Charlemagne, the new barbarian intrusion, the new nations in Central and Eastern Europe: Russians, Czechs, Poles. What is feudalism? Village in the early Middle Ages, the church in feudal times. Seminar: Analysis of selected sources in the field that this week's lectures, comments and discussion.</p> <p>Week 6: Lectures: Bridges over the dark times. Civilization of the East - Byzantium and the Arabs. Reconstruction of the Western Empire. Seminar: Analysis of selected sources in the field that this week's lectures, comments and discussion.</p> <p>Week 7: Lecture: Recovering the West. Religious reconstruction, political reconstruction - France, Sicily and England, the economic recovery. Seminar: Analysis of selected sources in the field that this week's lectures, comments and discussion.</p> <p>Week 8: Lectures: The dominance of the Church in the West. Final Schism, the relationship of the Church and the Empire, the first</p>
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DETAILED PROPOSAL OF THE STUDY PROGRAMME

Crusades, the strengthening of the Byzantine Empire for Komnenos, a reform movement within the Church in the 12th century, the rise of Europe - Renaissance of the 12th century. Seminar: Analysis of selected sources in the field that this week's lectures, comments and discussion.

Week 9:

Lectures: The Rise of Western monarchy. England and France in the 12th century. Seminar: Analysis of selected sources in the field that this week's lectures, comments and discussion.

Week 10:

Lectures: The Age of the fight to preserve the supremacy of the Church in society. Pope Innocent III, heresy (heresy) and mendicant orders, the papacy and Hohenstaufovaca dynasty, the later Crusades. The collapse of the Byzantine Empire and the fall of Constantinople in 1204, the restoration of the Byzantine Empire under Michael VIII Palaeologus. Seminar: Analysis of selected sources in the field that this week's lectures, comments and discussion.

Week 11:

Lectures: The spread of Christian Europe. Scandinavia and Central Europe in the High Middle Ages, Russia in the High Middle Ages. Baltic region in the 12th century, the emergence of Grand Duchy of Lithuania, first and second Mongol invasions, the Mongol rule over Russia. Seminar: Analysis of selected sources in the field that this week's lectures, comments and discussion.

Week 12:

Lectures: The rise of secular institutions and interests. Strengthening State - examples of France and England, lay in the 13th century; nobility, bourgeoisie and peasantry, intellectual and artistic creativity in the High Middle Ages. Seminar: Analysis of selected sources in the field that this week's lectures, comments and discussion.

Week 13:

Lectures: The loss of priority of the Church. Pope Boniface VIII, continued centralization in France and England, the Babylonian captivity Pope and the great schism in the Church, church councils and papal restoration. Seminar: Analysis of selected sources in the field that this week's lectures, comments and discussion.

Week 14:

Lectures: The failure of secular leadership. The dissolution of medieval society. England and France in the 14th and 15th centuries. German Empire and the Habsburgs, the creation of Spain, Scandinavia in the late Middle Ages. Poland and the Polish-Lithuanian union in the 14th and 15th centuries, Russia in the late Middle Ages, Great Principality of Lithuania and



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Russia. The decline and fall of Byzantium and the fall of Constantinople in 1453. Seminar: Analysis of selected sources in the field that this week's lectures, comments and discussion.</p> <p>Week 15: Lectures: Finding the solution. Italian city-states, the Italian Renaissance, a northern solution. Concluding remarks. Seminar: Analysis of selected sources in the field that this week's lectures, comments and discussion.</p>																																		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:																																
2.8. Student responsibilities	Regular attendance, written examination on topics of transmission, active individual participation in class, executing seminar duties (making bibliographies and papers).																																		
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	<table border="1"> <tr><td>Class attendance</td><td>1</td></tr> <tr><td>Experimental work</td><td></td></tr> <tr><td>Essay</td><td></td></tr> <tr><td>Tests</td><td></td></tr> <tr><td>Written exam</td><td>3,5</td></tr> </table>	Class attendance	1	Experimental work		Essay		Tests		Written exam	3,5	<table border="1"> <tr><td>Research</td><td></td></tr> <tr><td>Report</td><td>0,5</td></tr> <tr><td>Seminar essay</td><td>2</td></tr> <tr><td>Oral exam</td><td></td></tr> <tr><td>Project</td><td></td></tr> </table>	Research		Report	0,5	Seminar essay	2	Oral exam		Project		<table border="1"> <tr><td>Practical training</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> </table>	Practical training		(other)		(other)		(other)		(other)			
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(other)																																			
2.10. Grading and evaluating student work in class and at the final exam	Rating of attendance, seminar tasks and a written test.																																		
2.11. Required literature (available in the library and via other media)	<table border="1"> <thead> <tr> <th>Title</th> <th>Number of copies in the library</th> <th>Availability via other media</th> </tr> </thead> <tbody> <tr> <td>Ivo Goldstein – Borislav Grgin, <i>Europa i Sredozemlje u srednjem vijeku</i>, Novi liber, Zagreb 2006, str. 11-482.</td> <td>5</td> <td>Yes</td> </tr> <tr> <td></td> <td>-</td> <td>-</td> </tr> </tbody> </table>		Title	Number of copies in the library	Availability via other media	Ivo Goldstein – Borislav Grgin, <i>Europa i Sredozemlje u srednjem vijeku</i> , Novi liber, Zagreb 2006, str. 11-482.	5	Yes		-	-																								
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	-	-																																	
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Jacques Le Goff, <i>Civilizacija srednjovjekovnog Zapada</i>, Golden marketing, Zagreb 1998, str. 29-491. Miroslav Brandt, <i>Srednjovjekovno doba povijesnog razvitka</i>, Školska knjiga, Zagreb 1995. Roberto Lopez, <i>Rođenje Evrope: st. V-XIV</i>, Školska knjiga, Zagreb 1978. Johan Huizinga, <i>Jesen srednjega vijeka</i>, Naprijed, Zagreb 1991. <i>Internet Medieval Sourcebook</i> na web-stranici www.fordham.edu/halsall/sbook.html</p>																																		
2.13. Quality assurance methods that	The procedures set forth in the Rules and the Manual on quality management at the University of Zagreb and the Faculty of																																		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

ensure the acquisition of exit competences	Philosophy.
2.14. Other (as the proposer wishes to add)	-



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Neven Budak	1.6. Year of the study programme	1 st
1.2. Name of the course	Croatian Medieval History	1.7. Credits (ECTS)	5/7
1.3. Associate teachers	Zrinka Nikolić Jakus Trpimir Vedriš	1.8. Type of instruction (number of hours L + S + E + e-learning)	60+0/30+0+0 (2+0/2+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION			
2.1. Course objectives	In the introductory part of the course, students will become familiar with the notion of Croatian middle ages, basic printed collections of the relevant sources, most important archival collections and historiography. Further, they will get to know most important issues in Croatian medieval history, as well as different methodological approaches to sources and literature. While the topics might slightly change from semester to semester – the basic issues to be discussed are: ethnogenesis, Christianization and ecclesiastical organization, development of principality and royal government, formation of nobility, ecclesiastical orders and their social roles, development of the towns and communal organization etc.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, skills and abilities: <u>Knowledge and understanding:</u> Terminology, basic definitions and principal theories in geography and in history. Fundamental methodology in geography and history. Appropriate statistics and graphic techniques. Causality relations between the elements and factors of society and the natural environment. The medieval history of the World, Europe and Croatia.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium complexity. Ability to demonstrate the knowledge and understanding of essential facts, principles and theories in geography and history The ability to interpret and discuss actual problems and processes relevant in geography and history.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials. The skills needed for evaluation, interpretation and synthesis of relevant information.</p> <p>Practical abilities and skills: Recognition and evaluation of historical traces in the contemporary landscape. Evaluation and utilization of written historical sources.</p> <p>Generic abilities and skills: Conducting literature research and use databases and other sources of information. Information-technology skills: word-processing and spreadsheet usage, data logging and storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement.</p>
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Students will acquire basic knowledge about the Croatian middle ages, its research. They will acquire basic competences in the ways historians approach source and how they interpret them. They will be introduced to the notions of construction of history and will acquire the basic terminology of the Croatian middle ages.</p>
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Introductory remarks (duties, periodization) 2. Sources and historiography 3. What are the early middle ages? 4. The question of origins 5. Creation of the state 6. Christianization 7. Tomislav & 10th c 8. Ecclesiastical organization 9. Anarchy after Držislav and the history of early 11th c 10. Ecclesiastical reform and the benedictines 11. Society 12. Zvonimir & the time of dissolution 13. Slavonia – arrival of the Hungarians 14. First colloquium 15. What are high middle ages?(12th - 13th c.) 16. Continuation 17. Charles Robert & Louis Anjou 18. Anti-court movement – to 1409. 19. The age of decline 20. Nobility



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	21. Peasantry 22. Dalmatian communes 23. Towns in Slavonia 24. Dubrovnik 25. Istria 26. Church in the late middle ages 27. Economy and demography 28. Second colloquium				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Practical assignments during class. Written commitments – bibliography, book report, structure and apparatus of a seminar paper. Written exam.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research	0,5	Practical training
	Experimental work		Report	1	Activity in the seminar
	Essay		Seminar essay	2	(other)
	Tests	2	Oral exam		(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Grading of active attendance and several practical works: making of a bibliography, a book report (of a book or a magazine or a collection of papers or source edition), grading of structure and scientific apparatus of a seminar paper from some other course by choice (up to 6 pages). Two colloquia during the semester and/or written exam at the end.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Budak, Neven – Tomislav Raukar. <i>Hrvatska povijest srednjeg vijeka</i> . Zagreb: Školska knjiga, 2006.			6	No
	Klaić, Nada. <i>Izvori za hrvatsku povijest do 1526</i> . Zagreb: Školska knjiga, 1972.			9	No
	Toma Arhiđakon, <i>Historia salonitana</i> . Split: Književni krug, 2003.			5	No
2.12. Optional literature (at the time of	Klaić, Nada. <i>Povijest Hrvata u ranom srednjem vijeku</i> , 2. izd. Zagreb: Školska knjiga, 1975.				



DETAILED PROPOSAL OF THE STUDY PROGRAMME

submission of study programme proposal)	Klaić, Nada. <i>Povijest Hrvata u razvijenom srednjem vijeku</i> . Zagreb: Školska knjiga, 1976. Šišić, Ferdo. <i>Pregled povijesti Hrvatskog naroda 600.-1526.</i> , sv. 1. (najdostupnije u pretisku: Split, Slobodna Dalmacija i Marjan tisak, 2004.)
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Philosophy.
2.14. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Martina Jakovčić	1.6. Year of the study programme	2 nd
1.2. Name of the course	Economic geography	1.7. Credits (ECTS)	5
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	45+15+0+0 (3+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	General aim of the course is to gain knowledge about position and role of economic geography in the context of geographic science. Course studies concepts, theoretic approach, and main models in economic geography and their application in geographic research. Emphasis is put on the importance of energy sources, trends in consumption, geographic consequences of their spatial distribution and problems of sustainability of consumption. Through explanation f factors which influence development of economic activities students will be able to understand and explain processes and problems in contemporary world. Students will gain basic knowledge that should use them as a basis for understanding specialist courses.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	Systems and models in economic geography, their structure, dynamics and development factors on various spatial levels. Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. Ability to explain and discuss relevant and actual geographic problems and processes. Mapping of geographic contents. Continuous professional development. Conducting literature research and use databases and other sources of information.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Knowledge of geographical terms, basic definitions, concepts, basic theoretic approaches and models in economic and geographic research. Apply methodology of economic geography in geographic research. Explain problems of energy usage in contemporary world (types, spatial distribution, trends in consumption, sustainability of energy sources.		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Extract elements and types of spatial systems at various spatial levels. Differ and explain spatial systems of certain economic activities. Explain dynamics and diversity of processes of transition at global and regional level. Apply relevant methods and actions in collection, processing and interpretation of spatial data. Apply knowledge in determination, and resolving spatial problems of medium complexity.</p>					
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Definition of economic geography, traditional and contemporary concepts, aim of the research and methods 2. Theoretic approaches and models 3. Energy – energy sources, spatial distribution, trends in consumption, sustainability part I. 4. Energy – energy sources, spatial distribution, trends in consumption, sustainability part I 5. Economic systems 6. General indicators of economic development 7. Spatial systems of primary economic sector, factors of development of agriculture, types of agricultural production 8. Spatial systems of secondary activities 9. Spatial systems of tertiary activities 10. Factors of development, dynamics and structure of world retail 11. Structure of retail in .S and Western Europe 12. Structure of retail in developing countries 13. Term and the model of transition o retail 14. Retail in cities 15. Baking, monetary and fiscal systems 					
<p>2.6. Format of instruction:</p>	<p>X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning X field work</p>	<p>X independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>			
<p>2.8. Student responsibilities</p>	<p>Regular attending of lecture and seminars. Active participation in lectures. Preparation of seminar essay. Application of cartographic methods in field research (o organization and conduction of mapping). Oral and written report on the results of field work.</p>					
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the</p>	<p>Class attendance</p>	<p>0,5</p>	<p>Research</p>		<p>Practical training</p>	
	<p>Experimental work</p>		<p>Report</p>		<p>(other)</p>	
	<p>Essay</p>		<p>Seminar essay</p>	<p>1,5</p>	<p>(other)</p>	
	<p>Tests</p>		<p>Oral exam</p>		<p>(other)</p>	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

course)	Written exam	3,0	Project	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Notes on attendance of lectures, seminars and mapping and noting student activities. Final mark will be a result of a written exam and seminar essay.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Aoyama, Y. et al., 2011: <i>Key concepts in Economic Geography</i> , Sage Publications, Los Angeles.			5	yes
	Coe, N. M. i dr., 2007: <i>Economic geography, contemporary introduction</i> , Blackwell, Malden – chapters 1 and 3.			5	yes
	Hudson, R., 2005: <i>Economic geographies</i> , Sage publications, London – chapters 8, 9 and 10.			5	yes
	Krugman, P. R., Obstfeld, M., 2009: <i>Međunarodna ekonomija. Teorija i ekonomska politika</i> , Mate, Zagreb – chapters 14, 20, 21 and 22.			10	yes
2.12. Optional literature (at the time of submission of study programme proposal)	Optional literature will be determined according to students preferences.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Procedures outlined in <i>Regulations and Handbook on the Quality Assurance</i> at the University of Zagreb and the Faculty of Science: - university and faculty student survey - teaching self-evaluation: modernizing and reassessment of course's goals and content, and strategy of teaching and learning; evaluation of learning outcomes by analysis of students level of success according to Student Office data and self-records - outgoing survey: integrated university study evaluation - interview with tutors in schools-training facility where students perform methodical practice				
2.14. Other (as the proposer wishes to add)					



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Dražen Njegač, Vedran Prelogović	1.6. Year of the study programme	2 nd
1.2. Name of the course	Urban geography	1.7. Credits (ECTS)	5
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Knowledge of the cities, their meaning in societies, processes in cities and urban regions, city impact on global development. Students have to be able to apply theoretical models and appropriate statistic and cartographic methods in the identification of intensity and meaning of phenomena and processes in the cities and urban regions.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, abilities and skills: <u>Knowledge and understanding of:</u> Urban geographic terminology, definitions and theories. Urban spatial systems, their structural and functional characteristics. Causality relations between the elements and factors of natural environment and society. Applying of methodology in geography and current investigations in its field.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. The ability to interpret and discuss relevant and actual urban geographic problems and processes. The skills needed for evaluation, interpretation and synthesis of relevant information. The skills needed for presenting scientific contents and stances in written and oral form. The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Practical abilities and skills: Skills needed in fieldwork. Mapping of urban geographic data. Applying appropriate statistic and graphic methods and techniques in analysis and in the presentation of the research results.</p> <p>Generic abilities and skills: Problem solving, relating to qualitative and quantitative urban geographic information. Conducting literature research and use databases and other sources of information. Functioning effectively as an individual and as a team member. Continuous professional development.</p>
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> -to explain the notions of city, urbanization, nodal region -to identify and compare stages of urbanization in Croatia and in the world -to analyze city functions on selected examples -to analyze spatial and functional structure as well as the social topography of the cities -to apply the methodology of urban geography in the analysis of local, national and global urban systems and the city influence on its surroundings -to evaluate the city influence on the transformation of its surroundings -to explain the central place organization
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Geographic notion of the city, development of urban geography. 2. Forms of urbanization. 3. Urbanizations of the world and Croatia. 4. City functions. 5. Functional classification of the cities. 6. Spatial-functional structure of the city. 7. Urban social structure. 8. Social topography of the city. 9. City morphology. 10. City as a system. 11. City and surroundings - suburbanization. 12. City and surroundings - metropolitanization. 13. Nodal and urban systems. 14. Central place theory.



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	15. City and globalization.				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	Regular class attendance, oral presentation of written essay, field work.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0,5	(other)
	Tests	0,5	Oral exam	2	(other)
	Written exam	1,5	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	The final grade is based on the written exam, oral exam and written essay. Each component has to be evaluated positively.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Vresk, M., 2002: <i>Grad i urbanizacija – Osnove urbane geografije</i> , peto dopunjeno izdanje, Školska knjiga, Zagreb.			10	yes
	Pacione, M., 2009: <i>Urban Geography – a global perspective</i> , 3rd ed., Routledge.			3	yes
2.12. Optional literature (at the time of submission of study programme proposal)	Hill, M., 2005: <i>Urban Settlement and Land Use</i> , Hodder Education. Kaplan, D., Wheeler, J., Holloway, S., 2009: <i>Urban Geography</i> , second edition, Wiley. Articles from the geographic journals (Hrvatski geografski glasnik/Croatian Geographical Bulletin, Acta Geographica Croatica...)				
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.				
2.14. Other (as the proposer wishes to add)					



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Alan Moro, Đurđica Pezelj, Dražen Kurtanjek	1.6. Year of the study programme	2 nd
1.2. Name of the course	Geology	1.7. Credits (ECTS)	5
1.3. Associate teachers	Duje Kukoč	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+0+15+0 (2+0+1+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	<p>Learn the basic concepts and principles of mineralogy and petrology. Obtaining information about origin, properties and use of minerals and rocks. Developing skills (on the field and in the laboratory) of determination of minerals and rocks. Obtaining knowledge, skills and abilities to observe, analyse and interpret the facts related to geology, and use of these informations in the undrestanding different geological processes and phenomena.</p> <p>Introduce students with morphological characteristics, paleoecological requirements and evolutionary trends of various fossil groups, fossils as indicators of geological time and past environments, position of continents and climate change throughout geologic time.</p>		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Knowledge and understanding of: Geological terminology, definitions and theories. Applying of methodology in geology and current investigations in its field.</p> <p>Cognitive, practical and generic abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. The ability to interpret and discuss relevant and actual geological problems and processes. Orientation in space with modern technologies and other skills needed in fieldwork. Conducting literature research and use databases and other sources of information.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Information-technology skills: word-processing and spreadsheet usage, data logging and storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member. Continuous professional development.</p>		
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Students should be capable to: explain and describe internal order in crystals as well as crystal morphology; define and determine chemical and physical properties of minerals (identify and systematize); distinguish the main rock types and varieties inside of each group and explain their origin, describe the Earth's layers, explain the structure elements of the lithosphere, understand ground waters, recognize and explain the principal geological processes related to continents, seas and oceans, understand plate tectonics. Students will be able to incorporate fossil data in order to interpret and reconstruct depositional environment, including climate change throughout geologic time.</p>		
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ul style="list-style-type: none"> - Definiton of mineral and mineralogy; internal order in crystals, crystallization, crystal habit; crystal systems; symmetry elements - Chemical properties of minerals (composition, isomorphism, polimorphism); mineraloids; physical properties of minerals (hardness, tenacity, specific gravity, cleavage, fracture, color luster, thermal, electrical and magnetic properties), systematization of minerals - Igneous rocks (Earth's interior; origin and composition of magma; texture and structure,compositon and classification) - Sedimentary rocks (sedimentary cycle - weathering; erodin, transportation, deposition, lithifaction; texture and structure; composition and classification) - Metamorphic rocks (factors controlling the metamorphic processes - pressure, temperature, chemically active fluids; types of metamorphism; composition and classification) -Tectonic elements of the lithosphere (folds, faults) - Ground waters, porosity, springs, rivers, water in karst terrains - Lakes and swamps, deltas, estuaries, ocean basins, transgression and regression, glaciers - Wind, geological role of organisms, sedimentation, earthquakes - Tectonic plates, mountain belts - Fossils, how does an organism become a fossil, their importance in biostratigraphic zonations and paleoecology. geological time scale - Precambrian and lower palaeozoic era – the most important fossils and geological events. - Middle and upper palaeozoic era - the most important fossils and geological events. - Mesozoic era - the most important fossils and geological events. - Cnozoic era - the most important fossils and geological events. 		
<p>2.6. Format of instruction:</p>	<p>X lectures</p>	<p>X independent assignments</p>	<p>2.7. Comments:</p>



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
2.8. Student responsibilities	Regular attendance; mid-exams, independent assignments					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	2	Oral exam		(other)	
	Written exam	3	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	The grade at the final exam is defined on regularity of attendance to courses and practical, on evaluation of the colloquium and written exam.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Vrkljan, M., 2012: <i>Uvod u mineralogiju i petrologiju</i> . RGNF, Zagreb.			5		yes
	D. Bucković: <i>Historijska geologija 1 i 2</i> (http://gfz.hr/~buckovic/) - e book					yes
2.12. Optional literature (at the time of submission of study programme proposal)	Thompson, G. R. & Turk, J., 2007: <i>Earth Science and the Environment</i> . Harcourt Brace College Publishers, Orlando. Press, F., Sieer, R., Grotzinger, J., Jordan, T. H., 2003: <i>Understanding Earth</i> . W.H. Freeman and Company, New York. Prothero, D. R., 2003: <i>Bringing fossils to life. An introduction to paleobiology</i> . WCB/ McGraw - Hill, New York.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - university polls of students - self-evaluation of teaching: updating and revising the objectives and contents of the course and updating and revising of teaching and learning strategy - exit polls: evaluation of integrated study - interview with tutors in schools-training facility where students perform methodical practice 					
2.14. Other (as the proposer wishes to add)						



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Nataša Štefanec, Nenad Močanin	1.6. Year of the study programme	2 nd
1.2. Name of the course	Croatian Early Modern History	1.7. Credits (ECTS)	6
1.3. Associate teachers	Kornelija Jurin-Starčević	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+30+0+0 (2+2+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Goal of the course is to make students familiar with the basic occurrences and processes in early modern history of Croatian lands, i.e. to qualify them for profound understanding and more integral evaluation of given period of time in wider regional context. Special emphasis is on providing of insight into structural peculiarities of individual segments of Croatian society as to develop critical way of thinking. Goal of seminar classes is to qualify students for independent work on original documents and referent literature, and also to develop the techniques of conceptualization and adequate written and oral presentations.		
2.2. Course enrolment requirements and entry competences required for the course	Medieval history of Croatia course examination passed and third semester enrolled.		
2.3. Learning outcomes at the level of the programme to which the course contributes	One of three obligatory courses in the third semester of the undergraduate level chronologically focused to the early modern period. Lectures are synthetic presentations of selected themes that include basic structures, processes and phenomena of early modern Croatian history and are open to communication with students. Seminar focuses to reading and critical analysis of selected (early modern) sources and working with reference literature. They result with a seminar essay on a selected topic. Within the course, a filed work is organized too. Generally, the course contributes to the program by introducing students to basic historical processes and events in early modern Croatian history and by interpreting them in wider regional context. It also trains students for a critical work with sources and literature.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - introduction to elements (events, processes) of Croatian early modern history that were not presented or were superficially and simplistically presented at earlier phases of their education - basic knowledge on relevant early modern Croatian and foreign historiography - introduction to various basic disciplinary approaches to the research of Croatian early modern history and their interpretative possibilities and limitations - through constant comparison, presentation of regional distinctions in Croatian early modern space, their causes and 		



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	<p>consequences, especially regarding the unification processes becoming ever more vivid towards the end of the 18th century</p> <ul style="list-style-type: none"> - development of methodology and critical approach to sources (seminar work) - development of the ability to conceptualize, interpret and develop hypotheses with regard to selected important phenomena, processes and source material - introductory knowledge on early modern material heritage and on the usage of this heritage in historical research 					
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Introduction: explanation of work obligations within the course and reasoning behind the selection of themes and conceptual framework of the lecture series 2. Introduction: overview of relevant local and foreign historiography 3. Space. Territories and jurisdictions from the 16th to the 18th centuries. Clash of three empires on Croatian early modern space. Establishment of the Habsburgs in the region, Ottoman expansion and limits of Venetian rule. 4. Institutional organization of Croatian-Slavonian Kingdom (king, royal institutions in Hungarian and Croatian-Slavonian Kingdom and in Austrian Hereditary Lands, Habsburg imperial authorities, local institutions in the Kingdom). 5. Ottoman institutional organization in early modern Croatia 6. Venetian institutional organization in Istria and Dalmatia and the institutional functioning of the Republic of Dubrovnik. 7. Military Border in the Croatian-Slavonian Kingdom by the 1630s. Development of military apparatus and its interrelation with civil political and territorial authorities. Ottoman <i>serhat</i> and Venetian military border. 8. Military Border from the 1630s until the end of the 18th century. Territorialization and militarization, reforms of the 18th century. 9. Social structures and social order I. Privileged groups of society (nobility, patricians, freemen, etc.). System of fiscal, political, seigniorial and symbolic rights and privileges 10. Social structures and social order I. Military and civil hierarchies. Taxation. Social revolts in early modern Croatia. 11. Demography of early modern Croatia between coast and continent. Migrations, ethnic concoction, acculturation, assimilation. 12. Material culture between the Dalmatian town and military fortress. 13. Written culture. Print-shops in Croatian historical lands and wider region. Cities, church institutions and noble courts and sources of literary activity. 14. Church hierarchies, and religious affiliations (Catholics, Orthodox, Muslims, Protestants, etc.) 15. Final explanation 					
<p>2.6. Format of instruction:</p>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7. Comments:</p> <p>PowerPoint presentations are available at OMEGA system, which is also used for communication with students (i.e. important announcements, schedules etc.)</p>			
<p>2.8. Student responsibilities</p>	<p>Regular attendance of lectures and seminars, writing of two essays, writing of seminar essay, written examination (students choose between the A and B literature). Filed work is obligatory for one-major students.</p>					
<p>2.9. Screening student work (name the proportion of ECTS credits for each</p>	<p>Class attendance</p>	<p>1</p>	<p>Research</p>		<p>Practical training</p>	
	<p>Experimental work</p>		<p>Report</p>		<p>Field work (only one-major</p>	<p>1</p>



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activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay	1	Seminar essay	2	students)	
	Tests		Oral exam		(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Teacher will monitor and evaluate continuously the work of each student, both in lecture classes and in seminar classes. In order to ensure final signature and grade students should collect all required ECTS credits. The students are expected to attend lectures and seminars regularly and to participate actively in the work of a seminar class. Final evaluation is made on the basis of two evaluations conducted within the lecture part of the course and on the basis of the seminar work in the following ratio: two essays (20% for each essay), written exam (30%) and seminar (30%). Essays (up to three pages long) are due twice during the semester. Students select one of three chosen topics and have one week to submit an essay which tests their ability to identify, understand and present basic processes. Written exam test knowledge of basic facts and is conducted at the end of semester in several given exam terms. Questions are formed on the basis of lectures and required literature. Grade from a seminar work is based on following parameters: technical apparatus and citations 20%; participation in discussions, tables, graphs, visual material 20%; adequate coverage of topic and sufficient literature 30%; satisfactory conceptualization, argumentation and conclusion 30%.					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	A-1. Gross, Mirjana (ur.). Društveni razvoj u Hrvatskoj od 16. do početka 20. stoljeća. Zagreb, 1981., 15-173.				8	No
	A-2. Historija naroda Jugoslavije II. Zagreb, 1959., 205-214, 215-290, 401-476, 622-657, 684-762, 998-1117, 1211-1251.				15	No
	OR					
	B-1. Budak, Neven. Hrvatska i Slavonija u ranome novom vijeku. Zagreb, 2007.				12	No
	B-2. Holjevac, Željko – Moačanin, Nenad. Hrvatsko-slavonska Vojna krajina i Hrvati pod vlašću Osmanskoga Carstva u ranome novom vijeku. Zagreb, 2007.				12	No
B-3. Vrandečić, Josip – Bertoša, Miroslav. Dalmacija, Dubrovnik i Istra u ranome novom vijeku. Zagreb, 2007.				12	No	
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Adamček, Josip. Agrarni odnosi u Hrvatskoj od sredine XV. do kraja XVII. stoljeća. Zagreb, 1980.</p> <p>Adamček, Josip. Bune i otpori. Zagreb, 1987.</p> <p>Bertoša, Miroslav. Jedna zemlja, jedan rat. Istra 1615/1618. Pula, 1986.</p> <p>Bertoša, Miroslav. Zlikovci i prognanici. Socijalno razbojništvo u Istri u XVII. i XVIII. Stoljeću. Pula, 1989.</p> <p>Beuc, Ivan. Povijest institucija državne vlasti Kraljevine Hrvatske, Slavonije i Dalmacije. Zagreb, 1985.</p>					



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	<p>Budak, Neven. Gradovi Varaždinske županije u srednjem vijeku. Zagreb-Koprivnica, 1994.</p> <p>Bracewell, Wendy. Senjski uskoci. Piratstvo, razbojništvo i sveti rat na Jadranu u 16. stoljeću. Zagreb, 1997.</p> <p>Karaman, Igor. «Prilog velikoj buni križevačkih seljaka godine 1755.». Starine JAZU, knjiga 52, Zagreb, 1962, 273-298.</p> <p>Kaser, Karl. Slobodan seljak i vojnik. I - Rana krajiška društva, 1545-1754, II- Povojačeno društvo, 1754-1881. Sv. I-II. Zagreb, 1997.</p> <p>Klaić, Nada. "Ostaci ostataka" Hrvatske i Slavonije u XVI. st. - od mohačke bitke do seljačke bune 1573. " u Arhivski vijesnik. Vol. 16. Zagreb, 1973, 253-325.</p> <p>Klaić, Nada. Društvena previranja i bune u Hrvatskoj u XVI i XVII stoljeću. Beograd, 1976.</p> <p>Klaić, Vjekoslav. Povijest Hrvatske. Sv. 5. Zagreb, 1982.</p> <p>Kruhek, Milan. Krajiške utvrde i obrana Hrvatskog Kraljevstva tijekom 16. stoljeća. Zagreb, 1995.</p> <p>Moačanin, Nenad. Slavonija i Srijem u razdoblju osmanske vladavine. Slavonski Brod, 2001.</p> <p>Pavličević, Dragutin (ur.). Vojna krajina. Povijesni pregled – historiografija – rasprave. Zagreb, 1984.</p> <p>Roksandić, Drago – Štefanec, Nataša (eds.). Constructing Border Societies on the Triplex Confinium. Budapest, 2000.</p> <p>Roksandić, Drago – Mimica, Ivan – Štefanec, Nataša – Bužančić, Vinka (ur.). Triplex Confinium, 1500-1800: ekohistorija. Split-Zagreb, 2003.</p> <p>Stulli, Bernard. Studije iz povijesti Dubrovnika. Zagreb, 2001.</p> <p>Štefanec, Nataša. Država ili ne. Ustroj Vojne krajine 1578. godine i hrvatsko-slavonski staleži u regionalnoj obrani i politici. Zagreb, 2011.</p> <p>Šišić, Ferdo. Pregled povijesti hrvatskog naroda. Zagreb, 1962.</p> <p>Additional literature is given at the beginning of the academic year depending on focuses in seminar.</p>
<p>2.13. Quality assurance methods that ensure the acquisition of exit competences</p>	<p>Teacher will monitor and evaluate continuously the work of each student, both in lecture classes and in seminar classes. Successfulness of teacher's performance will be evaluate in an anonymous poll for the students at the end of semester.</p>
<p>2.14. Other (as the proposer wishes to add)</p>	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Zrinka Blažević	1.6. Year of the study programme	2 nd
1.2. Name of the course	Early Modern European and World History	1.7. Credits (ECTS)	6/3
1.3. Associate teachers	Marko Šarić	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+30/0+0+0 (2+2/0+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COURSE DESCRIPTION			
2.1. Course objectives	<p>This course will deal with key phenomena, structures and processes, which shaped early modern period of human history in the political, social and economic fields. Besides classical historiographical topics such as Humanism and Renaissance, Reformation, Great Discoveries and Enlightenment, in the focus of the course will be early modern material and symbolic practices, gender issues, phenomena of everyday life, transfer processes, processes of social discipline and confesionalization, alternative practices etc. Moreover, the main phenomena and processes, which marked early modern history of North and South American and African as well as Oriental civilizations of India, China and Japan will be systematically highlighted, with special attention to the phenomena of transnational exchanges, entanglings and transfers. The main objective of the course is representing basic phenomena, processes and concepts of early modern history according to the theoretical presumptions of <i>histoire croisée</i>, as well as adopting critical, analytical and interpretative skills indispensable for deepened understanding and conceptualization of basic phenomena of early modern history. The emphasis will be put on development of broad and multilayered perspectivization which enables recognition and interpretative analysis of complex and dynamic political, economic and cultural continuities and changes, interferences, exchanges and conflicts which mark early modern European and World history. The main objective of the seminar classes are developing abilities and skills of collecting, selecting, analysing and synthetizing facts and concepts, their understanding and evaluation, conceptualizations of research questions and their appropriate oral and written presentation. The special attention will be put on the analysis and interpretation of historical sources from the perspective of various theoretical approaches and paradigms of contemporary historical discipline.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.2. Course enrolment requirements and entry competences required for the course	Completion of the course “Medieval European and World history” and functional knowledge of one foreign language are necessary requirements for the course enrolment.				
2.2. Learning outcomes at the level of the programme to which the course contributes	Acquisition of basic knowledge of the subject and of the early modern historiographical research as well as development of critical and innovative thinking and multiperspective interpretation of early modern phenomena, processes and structures are learning outcomes of this course at the level of the programme.				
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Development of critical, analytical and interpretative skills from the comparative and transhistorical perspectives, development of the problem-solving skills as well as written and spoken language competencies are expected outcomes of this course.				
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. "Early modern period" as historiographical concept and theories of protomodernity (Luhmann, Oestreich, Foucault, Bourdieu) 2. Towards the Global World – the Great Discoveries 3. Humanism and Renaissance 4. Early Modern Societies 5. Early Modern Economies 6. Early Modern State-building 7. History from "below"- everyday life, women, alternative practices 8. Challenges of Confessionalization – Reformation and Catholic Renewal 9. Russia between Autocracy and Europeization 10. Africa scraped between Europe and America 11. Early Modern Oriental Empires I – India 12. Early Modern Oriental Empires II – China 13. Early Modern Oriental Empires III - Japan 14. The Birth of America 15. The New Episteme – Enlightenment 				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments: Lectures will be conjoined with <i>power – point</i> presentations available on the <i>Omega</i> system (system for distant learning of Faculty of Philosophy).		
	2.8. Student responsibilities Course „Early Modern European and World History“ consists of lectures and seminars. Students are expected to attend lectures continuously and actively participate in teaching process.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number	Class attendance	1	Research		Practical training
	Experimental work		Report		(other)
	Essay	1,5	Seminar essay	1,5	(other)



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of ECTS credits is equal to the ECTS value of the course)	Tests		Oral exam		(other)	
	Written exam	2	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Students who have enrolled two subjects are obliged to write one essay (max. length of 5 pages) on pre-given topics concerning class schedules on the basis of recommended secondary literature or other relevant historiographical works. The essay grade influences the final mark in proportion of 40 %. Students are obliged to deliver the essay in the end of semester as prerequisite for the final written exam. In the end of the semester the final written exam is envisaged which influences the final mark in proportion of 60 %. Besides the examination of knowledge concerning class schedule, the written exam will test the knowledge of required literature. In the seminar classes it is planned combined type of learning in the form of introductory lectures, group discussions and individual presentations. Teacher will inspect and evaluate all types of individual student activities during the semester (presentations, primary sources analyses, bibliographies, database construction). That will provide elements of the final mark together with the seminar essay of 15 pages which influence the final mark of the course "Early Modern European and World History" in proportion of 50 %.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	The Times, Atlas svjetske povijesti. Zagreb, 1986, pp. 144 - 205.			1	Yes	
	Povijest svijeta od početaka do danas. Zagreb, 1990, str. 422 - 553.			1	Yes	
	Braudel, Fernand. Civilizacije kroz povijest, Zagreb, 1990, str. 37 - 107, 127 - 144, 171 - 191, 206 - 220, 249 – 259, 271 – 321, 361 - 406.			1	Yes	
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Cameron, Euan (ur.). Early Modern Europe. An Oxford History. Oxford, 1991.</p> <p>Chaunu, Pierre. Civilizacija klasične Evrope. Beograd, 1977.</p> <p>Cook, Chris – Philip Broadhead (ur.). The Routledge Companion to early modern Europe 1453-1763. London – New York, 2006.</p> <p>Dragičević, Ivo. Kina: od nebeskog carstva do današnjeg dana. Zagreb, 2002.</p> <p>Franzen, August. Pregled povijesti crkve. Zagreb, 1996.</p> <p>Hitti, Philipp. Istorija Arapa od najstarijih vremena do danas. Sarajevo, 1988.</p> <p>Oliver, Roland – Fage, J. D. Kratka povijest Afrike. Zagreb, 1985.</p> <p>Riasanovsky, Nicholas V. A History of Russia. New York – Oxford, 2000.</p> <p>Rietbergen, Pieter. Europe. A Cultural History. London – New York, 1998.</p> <p>Robb, Peter. A History of India. Basingstoke, 2002.</p>					



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Roberts, J. M. Povijest Europe. Zagreb, 2003, str. 239 - 343.</p> <p>Sellers, Ch. – May, H. – McMillen, N. R. Povijest Sjedinjenih Američkih Država. Zagreb, 1996.</p> <p>Totman, Conrad. Povijest Japana. Zagreb, 2003.</p> <p>Wiesner-Hanks, Merry. Early modern Europe, 1450-1789. Cambridge, 2006.</p> <p>N.B. The more comprehensive bibliography is listed in the end of all power-point presentations available on the <i>Omega</i> system (system for distant learning of Faculty of Philosophy).</p>
<p>2.13. Quality assurance methods that ensure the acquisition of exit competences</p>	<p>Teacher will inspect and evaluate all types of individual student activities during the semester (presentations, primary sources analyses, bibliographies, database construction) which will provide elements of the final mark. At the beginning of the semester input student competences will be examined and students will be instructed how to improve their fore-knowledge. During the semester students will be continually informed about their progress. Efficiency of teacher's performance will be examined by anonymous student poll at the end of semester which will provide a basis for self-evaluation and modification of teaching methods and examination.</p>
<p>2.14. Other (as the proposer wishes to add)</p>	<p>/</p>



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Hrvoje Petrić	1.6. Year of the study programme	2 nd
1.2. Name of the course	European regions and Croatian History of Early Modern Period	1.7. Credits (ECTS)	3/6
1.3. Associate teachers	Marko Šarić	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+0/30+0+0
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Students will acquire general knowledge about the early modern history based on modern historical research. The emphasis will be on understanding the fundamental historical terminology, structures and processes. Students will be induced to develop the sense for modern scientific approach in perception of the early modern past. They will be qualified for autonomous critical insight in the early modern history and provided a referent frame to move across the areas of specialist study as well as other historical periods and subjects. Students will be qualified for autonomous use of relevant original sources and historiographic literature, which will enable them to deepen and supplement acquired knowledge on their own.		
2.2. Course enrolment requirements and entry competences required for the course	Enrolled in the third semester of the undergraduate study programme.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Basic general knowledge of historical facts, understanding of historical processes, development of critical thinking, basic capability of autonomous reasearch, capability of written and oral communication of acquired knowledge.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Basic general knowledge of historical facts about early modern period, understanding of historical processes in the early modern perid, development of critical thinking about historical sources and historiographic literature on early modernl history, basic capability of autonomous research of themes from early modern history, capability of written and oral communication of acquired knowledge about early modern history.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1 Introduction 2 The Holy Roman Empire 3 Habsburg Monarchy - 1 4 Habsburg Monarchy - 2		



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	5 Hungary - 1 6 Hungary - 2 7 Serbs - 1 8 Serbs - 2 9 Italians 10 Republic of Venice - 1 11 Republic of Venice - 2 12 Republic of Venice - 3 13 The Ottoman Empire - 1 14 The Ottoman Empire - 2 15 The Ottoman Empire - 3				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	3	(other)
	Tests		Oral exam		(other)
	Written exam	2	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Grades from the seminar assignments, and the written exam.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Charles Diehl, Mletačka Republika, Zagreb 2006.			1	No
	Sima M. Ćirković, Srbi među europskim narodima, Zagreb 2008.			1	No
	Jean François Noël, Sveto Rimsko Carstvo, Zagreb, 1998.			1	No
	Drago Roksandić, Triplex Confinium ili o granicama i regijama hrvatske povijesti, Zagreb 2003.			1	No
	Zöllner, Erich; Schüssel. Povijest Austrije. Zagreb, 1997.			1	No



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	Josef Matuz, Osmansko Carstvo, Zagreb 1992.	1	No
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Bracewell, Wendy. Senjski uskoci. Piratstvo, razbojništvo i sveti rat na Jadranu u šesnaestom stoljeću. Zagreb, 1997;</p> <p>Braudel, Fernand. Sredozemlje i sredozemni svijet u doba Filipa II. 1. svezak. Zagreb, 1997., str. 23-182, 202-232;</p> <p>Braudel, Fernand. Strukture svakidašnjice. Materijalna civilizacija, ekonomija i kapitalizam od XV. do XVIII. stoljeća, sv. 1. Zagreb, 1992., 415-472, 523-574;</p> <p>Braudel, Fernand. Vrijeme svijeta. Materijalna civilizacija, ekonomija i kapitalizam od XV. do XVIII. stoljeća, sv. 3. Zagreb, 1992., 129-155, 545-564;</p> <p>Crnogorci, u: Historija naroda Jugoslavije II. Zagreb, 1959., 159-174, 544-554, 763-774, 1252-1284;</p> <p>Ćirković, Sima. The Serbs. Blackwell, 2004, 111-175;</p> <p>Dukić, Davor. Sultanova djeca. Predodžbe Turaka u hrvatskoj književnosti ranog novovjekovlja. Zagreb, 2004;</p> <p>Džaja, Srećko. Konfesionalnost i nacionalnost Bosne i Hercegovine. Predemancipacijski period 1463-1804. Sarajevo, 1992;</p> <p>Hanák, Péter. Povijest Mađarske. Zagreb, 1995., str. 63-109;</p> <p>Inalcik, Halil. Osmansko Carstvo. Klasično doba 1300-1600. Zagreb, 2002;</p> <p>Karaman, Ljubo. «O djelovanju domaće sredine u umjetnosti hrvatskih krajeva», u: Odabrana djela. Split, 1986., str. 185-242;</p> <p>Moačanin, Nenad. Turska Hrvatska. Hrvati pod vlašću Osmanskoga Carstva do 1791. Preispitivanja. Zagreb, 1999;</p> <p>Roksandić, Drago, Etnos, konfesija, tolerancija, Zagreb 2004;</p> <p>Roksandić, Drago, Štefanec, Nataša (ur.). Constructing Border Societies on the Triplex Confinium. Budapest, 2000;</p> <p>Roksandić, Drago. Uvod u komparativnu historiju. Zagreb, 2004;</p> <p>Štih, Peter; Simoniti, Vasko. Slovenska povijest do prosvjetiteljstva. Zagreb, 2004;</p> <p>Szűcs, Jenő. «Oris triju povijesnih regija Europe», u: Bibó, István; Huszár; Szűcs, Jenő. Regije evropske povijesti. Zagreb, 1995, 141-228.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Philosophy.		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Sanja Faivre	1.6. Year of the study programme	2 nd
1.2. Name of the course	Geomorphology	1.7. Credits (ECTS)	6
1.3. Associate teachers	Neven Bočić	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+0+30+0 (2+0+2+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The course objectives are: acquiring knowledge from the field of general geomorphology, get acquired with properties, creation, evolution and recent dynamics of the Earth relief. Students will learn how to recognise main relief forms and understand their formation under main endogenous and exogenous processes.		
2.2. Course enrolment requirements and entry competences required for the course	Passed the examination - Geology		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Bachelors of geography operate with:</p> <p><u>Knowledge and understanding of:</u> Geographic terminology, definitions and theories. Applying of methodology in geography and current investigations in its field. Appropriate statistics and graphic techniques. Methods in cartography, interpretation of elements and contents of geographical maps. Fundamentals of structural and exogenous geomorphology. Geographical distribution and usage of water resources. Climate elements, factors and types. Elements and factors in physical geography and their interrelationship in geosystems on various spatial levels.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. The ability to interpret and discuss relevant and actual geographic problems and processes.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>The skills needed for evaluation, interpretation and synthesis of relevant information. The skills needed for presenting scientific contents and stances in written and oral form.</p> <p>Practical abilities and skills: Orientation in space with modern technologies and other skills needed in fieldwork. Mapping of geographic data, georeferencing. Applying appropriate statistic and graphic methods and techniques in analysis and in the presentation of the research results. Applying appropriate maps and cartographic methods and techniques in analysis and in the presentation of the research results.</p> <p>Generic abilities and skills: Problem solving, relating to qualitative and quantitative geographic information. Conducting literature research and use databases and other sources of information. Information-technology skills: word-processing and spreadsheet usage, data logging and storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member. Continuous professional development.</p>
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> -Explaining the relief features of the Earth -Explaining the developments of ideas of the scientific discipline -Apply methodology of the structural and exogenous geomorphology in the explanation of relief formation -Define and compare planetary relief forms -Explaining the relief formation plate margins and plate interiors -On chosen examples explaining the influence of the exogenous processes on particular relief form -On chosen examples apply appropriate statistic and graphic methods and techniques, and interpret them -Applying knowledge in determining, defining and solving spatial problems of medium-level complexity.
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>COURSE CONTENT:</p> <ol style="list-style-type: none"> 1. Introduction 2. General properties of the Earth relief and factors of its development -Endogenic and exogenic factors. 3. The developments of ideas. 4. Endogenic processes and landforms – <ul style="list-style-type: none"> • Surface expressions of subsurface structures • Global morphology and tectonics (Landforms and tectonics of plate margins & Landforms and tectonics of plate interiors)



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<ul style="list-style-type: none"> • Landforms associated with igneous activity • Earthquakes and landforms. 5. Exogenic processes and landforms 6. Weathering processes and landforms 7. Slope processes and forms 8. Fluvial processes and landforms 9. Coastal processes and landforms 10. Glacial and periglacial processes and Landforms 11. Karst and fluviokrst processes and landforms 12. Aeolian processes and landforms 13. Biogenic processes and landforms 14. Anthropogenic landforms.					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular attendance to courses (80% practical) finished practical (6) and colloquium.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam		(other)	
	Written exam	5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	The grade at the final exam is defined on regularity of attendance to courses and practical, on evaluation of the colloquium and written exam.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Summerfield, M., 1991: <i>Global Geomorphology</i> , Longman, London, 537 pp.			5	Yes	
	Ford, D., Williams, P., 2007: <i>Karst Hydrogeology and Geomorphology</i> , Chapman & Hall, 601 pp.			5	Yes	
	Holden, J. (Ed.), 2012: <i>An Introduction to Physical Geography and the Environment</i> ,			5	Yes	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Pearson, 876 pp.		
2.12. Optional literature (at the time of submission of study programme proposal)	Huggett, R., 2005: <i>Fundamentals of Geomorphology</i> , Routledge, 386 pp.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>Procedures set forth in the Regulations book and the Reference manual on quality management at the University of Zagreb, and at the Faculty of Science:</p> <ul style="list-style-type: none"> - student questionnaire at the University and Faculty level - self-evaluation of courses: modernisation and revision of aims and content of the course, the strategy of teaching and learning; evaluation of learning outcome by the analysis of student success based on the Student office and our own records - questionnaire after exit of the University: evaluation of integrated education programme - interview with tutors in schools-training facility where students perform methodical practice 		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	According to decision of Geography Department Council	1.6. Year of the study programme	2 nd
1.2. Name of the course	Fieldwork in geography II	1.7. Credits (ECTS)	3
1.3. Associate teachers	According to decision of Geography Department Council	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 hours/year
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The application of acquired knowledge and skills; recognition and demonstration of geographic phenomena and processes.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, skills and abilities: <u>Knowledge and understanding of:</u> Fundamental methodology in geography and history. Fundamentals in cartography and map elements. Elements and factors in physical geography and their interrelationship, geosystems of various spatial levels. Causality relations between the elements and factors of society and the natural environment. Contemporary geographical features of Croatian and Europe.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium complexity. The ability to interpret and discuss actual problems and processes relevant in geography and history. The skills needed for evaluation, interpretation and synthesis of relevant information. Skills in presenting scientific materials and arguments in writing and orally.</p> <p>Practical abilities and skills:</p>		



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	<p>Orientation in space with the help of modern technologies and skills needed for field work. Identifying and mapping of geographical and historical content. Applying appropriate maps and cartographic methods and techniques in analysis and in the presentation of the results. Creating models of field instruction for elementary and secondary schools.</p> <p>Generic abilities and skills: Conducting literature research and use databases and other sources of information. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement.</p>					
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> - Apply the acquired knowledge in the subject of the first and second year of study - Apply the methods and techniques of field research: locating, identifying, measuring, sketching and mapping, sampling and analysis of field samples, survey - Evaluate the results of fieldwork and research - Conceived plan and program of field work for students of primary and secondary schools and tasks to check the practical geographical skills 					
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Content is partially variable depending on the area of scientific fieldwork. General derived from both study programs, with possible minor emphasis on programs subject of the year. It is performed once in field work week. Classes are held through demonstration lessons, possible exposure of students to advance a particular theme and through practical work of students that develop abilities and skills of application of field methods and techniques. Plan and program of field work in agreement with the students propose leaders of field work at the beginning of the summer semester, and is adopted by the Council of the Geographical Department.</p>					
<p>2.6. Format of instruction:</p>	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7. Comments:</p>			
<p>2.8. Student responsibilities</p>	<p>Compulsory attendance and active monitoring of field work; making assignments, conduct a field journal, a portfolio of personal development.</p>					
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the</p>	<p>Class attendance</p>		<p>Research</p>		<p>Practical training</p>	<p>3</p>
	<p>Experimental work</p>		<p>Report</p>		<p>(other)</p>	
	<p>Essay</p>		<p>Seminar essay</p>		<p>(other)</p>	
	<p>Tests</p>		<p>Oral exam</p>		<p>(other)</p>	



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course)	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	No grade. Heads of field study concluded that the student met or did not meet the obligations of field work and the work carried out field work confirmed their signatures.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	List of required literature compiled leaders of field work.					
2.12. Optional literature (at the time of submission of study programme proposal)	Lis of optional literature compiled leaders of field work.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>Procedures set forth in the Regulations book and the Reference manual on quality management at the University of Zagreb, and at the Faculty of Science:</p> <ul style="list-style-type: none"> - student questionnaire at the University and Faculty level - self-evaluation of courses: modernisation and revision of aims and content of the course, the strategy of teaching and learning; evaluation of learning outcome by the analysis of student success based on the Student office and our own records - questionnaire after exit of the University: evaluation of integrated education programme 					
2.14. Other (as the proposer wishes to add)	-					



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Iskra Iveljić, Mario Strecha	1.6. Year of the study programme	2 nd
1.2. Name of the course	Croatian history of the 19th century	1.7. Credits (ECTS)	6
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30+30+0+0 (2+2+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The objectives of the course is to acquaint students of the fundamental processes of Croatian history of the 19th century - modernization and national integration in a comparative perspective, both regionally (the context of Central and Southeastern Europe) and global (European and world history). Being listed complex processes make radical changes in all areas of social life, this course will provide insight into all relevant social events in the Croatian lands in the 19th century, and will include not only political, but also economic, social, cultural, educational the history. Participants will be encouraged to independent research and evaluation of sources and references (each participant will have its own process and present at least one source of Croatian History) to develop critical thinking and be able to design its own stance on important issues covered by the subject		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, skills and abilities: <u>Knowledge and understanding of:</u> Terminology, basic definitions and principal theories in geography and in history. Fundamental methodology in geography and history. The 19 Century history of the World, Europe and Croatia.</p> <p>Cognitive abilities and skills: The ability to interpret and discuss problems and processes relevant in geography and history. Ability to demonstrate the knowledge and understanding of essential facts, principles and theories in geography and history The skills needed for evaluation, interpretation and synthesis of relevant information.</p>		



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	<p>The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials.</p> <p>Practical abilities and skills: Evaluation and utilization of written historical sources.</p> <p>Generic abilities and skills: Conducting literature research and use databases and other sources of information. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement.</p>		
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> - Interpretation of the basic processes of Croatian history of the 19th century, in a comparative perspective - Explain the changes in all areas of social life in the Croatian lands in the 19th century (political, economic, social, cultural and educational history) - Independently investigate the selected source and literature from the Croatian history of the 19th century - Present the results of research and evaluate odabrni source and literature from the Croatian history of the 19th century 		
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Society in Civil Croatia – early modernization processes between 1790 and 1835. National Movement in Civil Croatia 1835th to 1848th / 49th Military Frontier of the late 18th century to 1848. The social development of Istria and Dalmatia in the first half of the 19th century. Movement in 1848 in the Croatian lands. Fragmentary modernization for neoabsolutism. The development of a modern civil society in Civil Croatia in the sixties and seventies of the 19th century. Croatian and Serbian national movement in Dalmatia. Autonomius. Social Development in Istria until the beginning of the revival. Croatian and Slovenian national movement in Istria. Military Frontier 1848th to 1881st Basic problems of the history of the Croatian people in Bosnia and Herzegovina 1878th-1918th Civil Croatia in time Khuen regime. Civil Croatia, Dalmatia and Istria in the period of crisis of dualism (1895th-1906th) Croatian country on the eve of the First World War. Croatian lands during the First World War.</p>		
<p>2.6. Format of instruction:</p>	<p>X lectures</p>	<p>X independent assignments</p>	<p>2.7. Comments:</p>



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	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
2.8. Student responsibilities	Students of single-have an additional obligation of writing two essays on assigned topics of Croatian history of the 19th century.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research	0,5	Practical training	
	Experimental work		Report	0,5	(other)	
	Essay	0,5	Seminar essay	2	(other)	
	Tests		Oral exam		(other)	
	Written exam	2	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Independent analysis and research of a historical sources and literature, presentation of research results, discussion, written exam.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	J. Šidak-D. Šepić-I. Karaman-M. Gross, Povijest hrvatskog naroda 1860-1914, Zagreb, 1968.			5	Yes	
	Jaroslav Šidak et al., Hrvatski narodni preporod. Ilirski pokret, Zagreb, 1988.			5	Yes	
	Iskra Iveljić, Banska Hrvatska i Vojna krajina od prosvijećenog apsolutizma do 1848. godine, Zagreb, 2010.			5	Yes	
	Nikša Stančić: Hrvatska nacija i nacionalizam u 19. i 20. stoljeću, Zagreb, 2002., str. 71-211.			5	Yes	
	Povijest Hrvata, sv. 2, od kraja 15. stoljeća do Prvog svjetskog rada, Zagreb, 2005., 602-616.			5	Yes	
2.12. Optional literature (at the time of submission of study programme proposal)	Mirjana Gross, ur., Društveni razvoj u Hrvatskoj od 16. do početka 20. stoljeća, Zagreb, 1981., str. 231-416. Mirjana Gross-Agneza Szabo, Prema hrvatskom građanskom društvu, Zagreb, 1992. Igor Karaman, Hrvatska na pragu modernizacije, Zagreb, 2000. Josip Vrandečić, Dalmatinski autonomistički pokret u 19. stoljeću, Zagreb, 2002.					
2.13. Quality assurance methods that	Procedures set forth in the Regulations book and the Reference manual on quality management at the University of Zagreb, and at the Faculty of Philosophy.					



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ensure the acquisition of exit competences	
2.14. Other (as the proposer wishes to add)	



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1. GENERAL INFORMATION			
1.1. Course teacher	Damir Agičić	1.6. Year of the study programme	2 nd
1.2. Name of the course	European and world history of the 19th century	1.7. Credits (ECTS)	6/3
1.3. Associate teachers	Nikola Anušić, Branimir Janković	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+30/0+0+0 (2+2/0+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The objectives is to explain to students the foundations of the modern world, ie. During the foundation of modern industrial society, the development of national ideas and political, economic, social and cultural changes in Europe and the world in the 19th century. In lectures and especially in the seminar will work to develop a critical way of thinking of students and the development of their historical consciousness. Attention will be focused on developing the skills and discussing, speaking and writing smaller student works; the seminar will develop the ability to write research papers.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, skills and abilities: <u>Knowledge and understanding of:</u> Terminology, basic definitions and principal theories in geography and in history. Fundamental methodology in geography and history. The 19th Century history of the World, Europe and Croatia.</p> <p>Cognitive abilities and skills: The ability to interpret and discuss problems and processes relevant in geography and history. Ability to demonstrate the knowledge and understanding of essential facts, principles and theories in geography and history The skills needed for evaluation, interpretation and synthesis of relevant information.</p>		



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	<p>The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials.</p> <p>Practical abilities and skills: Evaluation and utilization of written historical sources.</p> <p>Generic abilities and skills: Conducting literature research and use databases and other sources of information. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement.</p>		
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> - Thorough knowledge of the historical development in Europe and the world of the French Revolution to the First World War - Introduction to the biographies of the most important figures of European / world history of the 19th century - Basic understanding of doctrine and political systems of the modern age - Developing critical thinking and adopting foundation historiographical criticisms sources 		
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Week 1: Introductory lecture. The long nineteenth century. Review of Literature / seminar: Conventions seminar duties.</p> <p>Week 2: French Revolution.</p> <p>Week 3: Napoleon and his time.</p> <p>Week 4: The Congress of Vienna and the new European order.</p> <p>Week 5: The ideological directions in the first half of the 19th century: conservatism, liberalism, social-utopianism and socialism. Early nationalism.</p> <p>Week 6: Revolution 1848-1849. - Spring nations.</p> <p>Week 7: Eastern Question and the Crimean War.</p> <p>Week 8: Genesis of new European superpower: the unification of Italy and the unification of Germany.</p> <p>Week 9: Second French Empire; Victorian England.</p> <p>Week 10: the Ottoman Empire - of attempts to reform the system crisis. Great Eastern crisis.</p> <p>Week 11: United States - Civil War.</p> <p>Week 12: The fundamental problems of political development and social relations in Asia: China, India, Japan.</p> <p>Week 13: Russia and Eastern Europe in the late 19th and early 20th century. The first Russian revolution.</p> <p>Week 14: Europe in the age of imperialism: alliances, the crisis, the Balkan wars.</p> <p>Week 15: the First World War.</p>		
<p>2.6. Format of instruction:</p>	<p>X lectures</p>	<p><input type="checkbox"/> independent assignments</p>	<p>2.7. Comments:</p>



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	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
2.8. Student responsibilities	Regular attendance, participation in discussions.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training	
	Experimental work		Report	1	(other)	
	Essay		Seminar essay	1	(other)	
	Tests		Oral exam	1	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	The final assessment shall be made on the basis of class attendance (20%), individual activities in class (20%) and written (30%) and oral examination (30%).					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Povijest svijeta od početka do danas, Naprijed, Zagreb [1976], str. 533-615 / (2. izdanje, Zagreb 1990)			5		No
	Roberts, J. M., <i>Povijest Europe</i> , AGM, Zagreb 2002., str. 345-525			5		No
	Hobsbawm, E., <i>Doba revolucije</i> , Školska knjiga – Stvarnost, Zagreb 1987.			5		No
	Hobsbawm, E., <i>Doba kapitala</i> , Školska knjiga – Stvarnost, Zagreb 1989.			5		No
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Carpentier, J. – Lebrun, F., <i>Povijest Francuske</i>, Barbat, Zagreb 1999.</p> <p>Matuz, J., <i>Osmansko Carstvo</i>, Školska knjiga, Zagreb 1992.</p> <p>Popov, Č., <i>Građanska Evropa</i>, I-II, Novi Sad 1989.</p> <p>Procacci, G., <i>Povijest Talijana</i>, Barbat, Zagreb 1996.</p> <p>Sellers, Ch. – May, H. – McMillen, N. R., <i>Povijest Sjedinjenih Američkih Država</i>, Barbat, Zagreb 1996.</p> <p>Agičić, D., <i>Podijeljena Poljska 1772.-1918.</i>, Srednja Europa, Zagreb 2004.</p> <p>List of optional literature available in agreement with the teacher.</p>					



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.13. Quality assurance methods that ensure the acquisition of exit competences	Procedures set forth in the Regulations book and the Reference manual on quality management at the University of Zagreb, and at the Faculty of Philosophy.
2.14. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Drago Roksanđić	1.6. Year of the study programme	2 nd
1.2. Name of the course	European Regions and Croatian history of the 19th century (1790-1918)	1.7. Credits (ECTS)	3/6
1.3. Associate teachers	Željko Holjevac	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+0/30+0+0 (2+0/2+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The goal is to develop students' critical sense of understanding of the basic processes, structures and phenomena of the history of the 19th century, and European regions and environments of the Croatian people. During the study of this subject area, students gain general knowledge about the history of the so-called "long" nineteenth century (from 1790 to 1918) and the gradual construction of a new / modern society, modern nations and nation-states, and especially about the connections and relations of the Croatian people with other peoples, nations, cultures, societies and ideologies in the wider region.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	The compulsory subjects complement Croatian, regional, European and international modern and contemporary history.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	A higher level of knowledge and thought-izdiferenciranije understanding the basic characteristics and focal issues of historic, comparative identify convergence and divergence and analytical and interpretative distinction between continuity and change a critical evaluation of historiographical approaches and historical sources, the deepening of inter-disciplinary and multi-cultural historical thinking on the example of the historical content in the context of creation modern civil society and the formation of the modern European nations in Central and South-Eastern Europe.		
2.5. Course content broken down in detail by weekly class schedule	Week 1: Introduction. Basic concepts. Review of the literature and sources. Week 2: Central Europe 1790-1830		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

(syllabus)	Week 3: Central Europe 1830-1848 Week 4: Southeast Europe 1790-1830 Week 5: Southeastern Europe 1830-1856 Week 6: Central Europe 1848-1860 Week 7: Southeast Europe 1856-1878 Week 8: Central Europe 1860-1914 Week 9: Central Europe 1860-1914 Week 10: Southeastern Europe 1878-1914 Week 11: Southeastern Europe 1878-1914 Week 12: First World War 1914-1918 Week 13: Final discussion and recap				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular attendance, participation in discussions.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training
	Experimental work		Report	1	(other)
	Essay	1	Seminar essay	1	(other)
	Tests		Oral exam	1	(other)
	Written exam	1	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	The final assessment shall be made on the basis of class attendance (20%), individual activities in class (20%) and oral examination (60%) after the end of the semester.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. D. Dukovski, <i>Povijest Srednje i Jugoistočne Europe 19. i 20. stoljeća</i> , Zagreb 2005. (knj. I, str. 11-280; knj. II, str. 17-56)			8	Yes
	2. M. Mazower, <i>Balkan: kratka povijest</i> , Zagreb 2003., str. 91-121			16	Yes



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	3. D. Roksandić (ur.), <i>Uvod u komparativnu historiju</i> , Zagreb 2004., str. 39-64, 247-258.	1	
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. L. Stavrianos, <i>Balkan posle 1453</i>, Beograd 2005., str. 189-542. 2. A. J. P. Taylor, <i>Habsburška monarhija 1809-1918. godine</i>, Zagreb 1990. 3. Č. Popov, <i>Građanska Evropa</i>, Novi Sad 1989. (poglavlja o Habsburškoj monarhiji i Balkanu) 4. M. Gleni, <i>Balkan 1804.-1999. godine</i>, knj. I, Beograd 2001. 5. E. Zöllner, <i>Povijest Austrije</i>, Zagreb 1997., 220-291 6. P. Hanák (ur.), <i>Povijest Mađarske</i>, Zagreb 1995., 113-223 7. G. Procacci, <i>Povijest Talijana</i>, Zagreb 1996., 163-282 8. S. Ćirković, <i>Srbi među europskim narodima</i>, Zagreb 2008., 203-271 9. I. Banac, <i>Nacionalno pitanje u Jugoslaviji</i>, Zagreb 1988., 5-215 10. Ch. Jelavich, <i>Južnoslavenski nacionalizmi</i>, Zagreb 1992. 11. M. Todorova, <i>Imaginarni Balkan</i>, Beograd 1999. 12. T. Stojanović, <i>Balkanski svetovi: prva i poslednja Evropa</i>, Beograd 1997. 13. K. Kazer, <i>Porodica i srodstvo na Balkanu: Analiza jedne kulture koja nestaje</i>, Beograd 2002. 14. T. Berend - G. Ránki, <i>Evropska periferija i industrijalizacija 1780.-1914.</i>, Zagreb 1996. 15. P. Berger, <i>Kapitalistička revolucija</i>, Zagreb 1995. 16. I. Bibó - T. Huszár - J. Szűcz, <i>Regije evropske povijesti</i>, Zagreb 1995. 17. J. Matuz, <i>Osmansko carstvo</i>, Zagreb 1992. (poglavlja o Balkanu u 19. stoljeću) 18. M. Mazower, <i>Balkan: Kratka povijest</i>, Zagreb 2003. 19. A. Rossos, <i>Rusija i Balkan ... 1908-1914.</i>, Zagreb 1992. 20. W. M. Johnson, <i>Austrijski duh. Intelektualna i društvena povijest 1848.-1938.</i>, Zagreb 1993. 21. F. Longvort, <i>Stvaranje Istočne Evrope</i>, Beograd 2002., str. 171-280 22. P. Korunić, <i>Jugoslavizam i federalizam u hrvatskom nacionalnom preporodu</i>, Zagreb 1989. 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>23. C. A. Macartney, <i>The Habsburg Empire 1790-1918</i>, New York 1968</p> <p>24. B. Jelavich, <i>History of the Balkans</i>, Cambridge 1983, sv. 2</p> <p>25. Marvin R. Jackson - John R. Lampe, <i>Balkan Economic History 1550-1950</i>, Bloomington 1982</p> <p>26. Michael R. Palairt, <i>The Balkan Economies C. 1800-1914</i>, Cambridge: University Press, 2003</p> <p>27. Jacques Le Rider, <i>Mittleuropa</i>, Zagreb 1998.</p> <p>28. H. Seton-Watson, <i>Nacije i države</i>, Zagreb 1980., 13-230</p> <p>29. R. A. Houston, <i>Literacy in Early Modern Europe: Culture and Education 1500-1800</i>, London 1988</p>
<p>2.13. Quality assurance methods that ensure the acquisition of exit competences</p>	<p>Procedures set forth in the Regulations book and the Reference manual on quality management at the University of Zagreb, and at the Faculty of Philosophy.</p>
<p>2.14. Other (as the proposer wishes to add)</p>	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Dane Pejnović	1.6. Year of the study programme	2 nd
1.2. Name of the course	Rural Geography	1.7. Credits (ECTS)	5
1.3. Associate teachers	Aleksandar Lukić	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Acquiring knowledge on rural areas, the process of its transformation and the current problems of sustainable development. Understanding the structural and dynamic problems of rural areas, training for integrated planning of their development.		
2.2. Course enrolment requirements and entry competences required for the course	Passed an examination of population geography and rural geography course completed.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, abilities and skills: <u>Knowledge and understanding of:</u> Terminology, basic definitions and principal theories in geography and in history. Fundamental methodology in geography and history. The role of population in processes and functional spatial organization. Urban and rural spatial systems, their structural and functional characteristics. Globalization and integration processes. Causality relations between the elements and factors of natural environment and society. Modern geography of Croatia and Europe. Concept of regional and sustainable development.</p> <p>Cognitive abilities and skills: The ability to interpret and discuss relevant and actual geographic problems and processes. The skills needed for evaluation, interpretation and synthesis of relevant information. The skills needed for presenting scientific contents and stances in written and oral form.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials.</p> <p>Practical abilities and skills: Mapping of geographic data, georeferencing. Applying appropriate statistic and graphic methods and techniques in analysis and in the presentation of the research results. Applying appropriate maps and cartographic methods and techniques in analysis and in the presentation of the research results.</p> <p>Generic abilities and skills: Problem solving, relating to qualitative and quantitative geographic information. Conducting literature research and use databases and other sources of information. Functioning effectively as an individual and as a team member. Continuous professional development.</p>
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Knowledge and understanding of terminology, definitions and theories of rural geography. Knowledge and understanding of the structure, functions and processes in rural areas. Ability to distinguish rural discourse, models and allocation criteria of rural areas. Knowing and understanding the causes of the problems of sustainable development of rural areas. Ability to analyze spatial processes, their causes and consequences in rural areas. The ability to synthesize information and data on the problems of rural areas. Application of statistical and graphical methods in the analysis and presentation of the content of rural geography. Literature review on rural areas. Understanding the causes of the problems and possibilities of development of rural areas in the world, Europe and Croatia. Shape in courses for transfer in teaching geography in primary and secondary schools.</p>
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1 Introduction 2 Scientific bases of rural geography 3 Characteristics of rural areas 4 Development of rural areas 5 Rural areas in the modernization and global processes: the transformation factors 6 Rural areas in the modernization and global processes: forms of transformation 7 Population and demographic processes in rural areas 8 Socio-geographic features in rural areas 9 Lifestyles and identity of rural areas



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	10 Typology of rural areas 11 Problems of sustainable development of rural areas 12 Planning for sustainable development of rural areas 13 Problems and models of sustainable development of rural areas: case studies (World) 14 Problems and models of sustainable development of rural areas: case studies (Europe) 15 Problems and models of sustainable development of rural areas: case studies (Croatia)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	Regular class attendance, oral presentation of written essay, field work.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	1	(other)
	Tests		Oral exam	2	(other)
	Written exam	1,5	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	The final score is determined by the total scores written and oral examinations and evaluation seminar.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Lukić, A., 2012: <i>Mozaik izvan grada: tipologija ruralnih i urbaniziranih naselja Hrvatske</i> , Meridijani, Samobor, 256 p.			15	Yes
	Lukić, A., Pejnović, D., 2010: Metodološke osnove izrade tipologije ruralnih područja Hrvatske, <i>Zbornik znanstvenog skupa Ruralni prostori Jugoistočne Europe između lokalizacije i globalizacije</i> (ur. Snježana Musa), Geografsko društvo Hercegovine, Mostar, 95-121.			10	Yes
	Pejnović, D., Lukić, A., 2010: Dinamički i strukturni problem ruralnih područja u tranzicijskim zemljama: primjer Hrvatske, <i>Zbornik znanstvenog skupa Ruralni prostori Jugoistočne Europe između lokalizacije i globalizacije</i> (ur. Snježana Musa), Geografsko društvo Hercegovine, Mostar, 73-93.			10	Yes



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	LEADER – od inicijative do metode: vodič za poduku o LEADER-ovu pristupu (ur. I. Laginja), ZOE – Centar za održivi razvoj ruralnih krajeva, Zagreb, 2004.	10	yes
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Woods, M., 2005: <i>Rural Geography: Processes, Responses and Experiences in Rural Restructuring</i>, University of Wales, Aberystwyth.</p> <p>Robinson, M. G., 1990: <i>Conflict and change in the countryside, Rural society, economy and planning in the developed world</i>, Chichester.</p> <p>Hoggart, K., Buller, H., Black, R., 1995: <i>Rural Europe, Identity and Change</i>, London.</p> <p>Haan, de H., Kasimis, B., Redelift, M., 1997: <i>Sustainable Rural Development</i>, Aldershot.</p> <p>Butler, R., Hall C. M., Jenkins J. (ur.) 1998: <i>Tourism and Recreation Rural Areas</i>, John Wiley & Sons, Chichester</p> <p>Articles in relevant scientific journals and on internet.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Stjepan Šterc	1.6. Year of the study programme	3 rd
1.2. Name of the course	Historical Geography of Croatia	1.7. Credits (ECTS)	5
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	15+30+0+0 (1+2+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> • introduce students to the subject matter, methods and techniques of historical-geographical research • explain to students the specifics of the methodology in historical-geographical theoretical approach • achieve for students distinguish geographical, historical and historical-geographical objects of interest • to introduce students to the historical and geographical development of the Croatian space • especially for students to develop knowledge of the historical geographical aspects of the creation of Croatia early 1990s • enable students to independently lecturing approach to historical and geographical content, connections, processes and relationships • enable students to identify, define and transfer of historical-geographical legality • teach students identifying and explaining the repetition of history in space • familiarize students with setting up hypotheses and historical-geographical models and projections 		
2.2. Course enrolment requirements and entry competences required for the course	- Passed subject Demogeografija		
2.3. Learning outcomes at the level of the programme to which the course contributes	<u>Academic education:</u> Knowledge, abilities and skills: Reviewing, understanding and comprehension Historijskogeografskog theoretical and methodological concept and system Principles that govern the geographic space and time		



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Application of thought, graphic, cartographic, and other computational methods
Spatial-temporal processes, connections, relationships and models
Correlations natural base and social superstructure in the space-time continuum
General and regional concept of space organization throughout history
Functional and sustainable organization of space and time
Historijskogeografskih existing and planned features Croatian
Historical and geographical development of Croatian territory
Greek and Roman ancient society and its traces and influence in the Croatian region.
Elements necessary for the preparation, execution, evaluation and administration of teaching geography and history in primary and secondary schools.

Board abilities and skills
Spotting, definition, resolution and forecasting historical and spatial legality
Identification and resolution of spatial and historical disparity
Interpretation, discussing and explaining the relevant geographical and historical spatial processes, connections, relationships and models
The ability of the written and the oral hearing and clarifying scientific geographical and historical approach and content
Self-teaching using various forms of teaching, teaching methods and techniques and teaching materials and teaching strategies.

Practical ability and skills
Understanding the spatial logic
Mapping of geographical and historical content, processes, connections and relationships
Application of relevant computational and graphical methods under consideration and clarification
The use of cartographic methods and projections in reviewing, clarifying and transmission of geographic legality
Abilities and skills associated with the use of teaching aids and equipment

Operational capabilities and skills
Auto-search and selection of literature and data sources
Drafting proposals learning task
Efficient operation and access, independence and teamwork
The independence required for professional, methodical and professional development.
Effective communication with all participants in the system of science and education.



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p><u>Academic education:</u> <u>Knowledge, abilities and skills:</u> Reviewing, understanding and comprehension Principles that govern the geographic space and time Application of thought, graphic, cartographic, and other computational methods General and regional concept of space organization throughout history Functional and sustainable organization of space and time Historical and geographical development of Croatian territory Spatio-temporal conditionality occurrence Croatian Elements necessary for the preparation, execution and evaluation of teaching geography and history in primary and secondary schools.</p> <p><u>Board abilities and skills</u> Spotting, definition, resolution and forecasting historical and spatial legality Identification and resolution of spatial and historical disparity Self-teaching application</p> <p><u>Practical ability and skills</u> Understanding the spatial logic Mapping of geographical and historical content, processes, connections and relationships The use of cartographic methods and projections in reviewing, clarifying and transmission of geographic legality</p> <p><u>Operational capabilities and skills</u> Auto-search and selection of literature and data sources Drafting proposals learning task The independence required for professional, methodical and professional development. Effective communication with all participants in the system of science and education.</p>
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1 Subject, methods and techniques of historical-geographical approach to research Croatian. 2 Situation, meaning and historical geography in the scientific system. 3 Development of historical geography in Croatia. 4 Historic geographic development of Croatian territory. 5 Settling, boundaries and organization of space. 6 Ethnogenesis and political-geographical organization of Croatian territory. 7 Croatian space to the 20th century.



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	<p>8 Physical and historical processes up to the 1990s. 9 Repeating history 10 Geographic assumptions of creating the Croatian. 11 Aggression against the Republic of Croatia and historical geographic analysis. 12 Croatian space after the liberation in 1995. 13 Hague trial and its reflections on the future interpretation of spatial and historical events 14 Croatian space in international relations. 15 Assumptions of future historical-geographical development of Croatia.</p>																																		
<p>2.6. Format of instruction:</p>	<p>X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning X field work</p>	<p>X independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory X work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>																																
<p>2.8. Student responsibilities</p>	<p>Regular school attendance, preliminary exam, discussion in class, individual work of investigative task .</p>																																		
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</p>	<table border="1"> <tr><td>Class attendance</td><td>1</td></tr> <tr><td>Experimental work</td><td></td></tr> <tr><td>Essay</td><td></td></tr> <tr><td>Tests</td><td>1</td></tr> <tr><td>Written exam</td><td>1</td></tr> </table>	Class attendance	1	Experimental work		Essay		Tests	1	Written exam	1		<table border="1"> <tr><td>Research</td><td></td></tr> <tr><td>Report</td><td></td></tr> <tr><td>Seminar essay</td><td>1</td></tr> <tr><td>Oral exam</td><td>1</td></tr> <tr><td>Project</td><td></td></tr> </table>	Research		Report		Seminar essay	1	Oral exam	1	Project			<table border="1"> <tr><td>Practical training</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> </table>	Practical training		(other)		(other)		(other)		(other)	
Class attendance	1																																		
Experimental work																																			
Essay																																			
Tests	1																																		
Written exam	1																																		
Research																																			
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Seminar essay	1																																		
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(other)																																			
<p>2.10. Grading and evaluating student work in class and at the final exam</p>	<p>Attendance at lectures and discussions, colloquium, written exam and essay. In addition to the classic ways of monitoring through lectures, colloquia, seminars, exams, interviews, opinions and the like in particular to evaluate individual research papers and through mentoring raise the level of student possibility to participate in scientific and professional conferences or publication in appropriate journals. In this way, students can already publish the study and create the preconditions for future work and employment in research teams.</p>																																		
<p>2.11. Required literature (available in the library and via other media)</p>	<p style="text-align: center;">Title</p>			<p style="text-align: center;">Number of copies in the library</p>	<p style="text-align: center;">Availability via other media</p>																														
	<p>Batlin, A.R., 1993: <i>Historical Geography. Through the Gates of Space and Time</i>, Edward Arnold, London.</p>			<p style="text-align: center;">5</p>	<p style="text-align: center;">Yes</p>																														
	<p>Rogić, V., 1982: <i>Regionalna geografija Jugoslavije, Knjiga 1, Prirodna osnova i historijska geografija</i>, Školska knjiga, Zagreb.</p>			<p style="text-align: center;">5</p>	<p style="text-align: center;">Yes</p>																														



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	Tanner, M., 1999: <i>Hrvatska-država stvorena u ratu</i> , Knjižnica Svjedoci povijesti; Knjiga 10, Barbat: Hrvatska sveučilišna naklada; Hrvatski institut za povijest, Zagreb.	5	Yes
	Komušanac, M., Šterc, S., 2010: Historijska geografija-temeljni identitet geografske discipline, <i>Geografski glasnik 72 (2)</i> , 123-142.	5	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	<p><i>Političko-geografska i demografska pitanja Hrvatske</i>, 1991: SGD, Posebna izdanja, svezak 8, Zagreb.</p> <p>Šterc, S., Pokos, N., 1993: Demografski uzroci i posljedice rata protiv Hrvatske, <i>Društvena istraživanja 4-5</i>, 305-334.</p> <p>Goldstein, I., 2008: <i>Povijest 21, Hrvatska Povijest</i>, Jutarnji list, Zagreb.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>The procedures set forth in the Rules and the Manual on quality management at the University of Zagreb and the Faculty of Science:</p> <ul style="list-style-type: none"> - University and college student survey - Self-evaluation of teaching: updating and revising objectives and subject content and teaching strategies and learning; evaluation of learning outcomes by analyzing the performance of students on the basis of data Student Administration Office and its own records - Exit polls: evaluation of an integrated study - Interview with a training facility where students perform methodical practice 		
2.14. Other (as the proposer wishes to add)	Teaching students study geography and history by a seminar works primarily on issues in the historical and geographical development of Croatian territory.		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Božena Vranješ Šoljan	1.6. Year of the study programme	3 rd
1.2. Name of the course	European and world history 1918th-1945th	1.7. Credits (ECTS)	6
1.3. Associate teachers	Ida Ograjšek Gorenjak Nikola Anušić	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+30+0+0 (2+2+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Within the content of this course, students will learn about the socio-political events and processes in European and world history in the interwar period and during the Second World War. Special attention will be given to the discussion and interpretation of the historical and political concepts and terms that are essential for the understanding of the changes caused by the First World War. Certain historical phenomena that period will explain the regional and global access.		
2.2. Course enrolment requirements and entry competences required for the course	- Undergraduate courses in European and world history of the 19th century, the history of the 19th century Croatian and European Regions and Croatian History in the 19th century and entered the fifth semester.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Independently with the sources and literature. Deepening and supplement the acquired knowledge, developing skills of critical thinking, responsible acceptance of reality (historical and contemporary) and the acquisition of general knowledge appropriate to higher education.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Identifying the main problems of the history of the interwar period; Understanding of historical events and processes that have marked the twentieth century; A critical evaluation of literature and sources; Understanding of the world we live in.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Week 1: Lectures: Introduction to the most important determinants of European and world history of the 20th century. Periodization. View historiography. Seminar: Conventions seminar obligations.		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

Week 2:
Lectures: The world order after 1918. France as the backbone of the Versailles order.
Seminar: Analysis of relevant articles. Comment and debate.

Week 3:
Lectures: Territorial and minority question. Problem borders.
Seminar: Analysis of relevant articles. Comment and debate.

Week 4:
Lectures: Social unrest. Russian Bolshevism. The collapse of solidarity.
Seminar: Analysis of relevant articles. Comment and debate.

Week 5:
Lectures: Principles of general and regional security.
Seminar: Analysis of relevant articles. Comment and debate

Week 6:
Lectures: Creation of political alliances
Seminar: Analysis of relevant articles. Comment and debate

Week 7:
Lectures: Political models in Western, Central and Eastern Europe.
Seminar: Analysis of relevant articles. Comment and debate

Week 8:
Lectures: Characteristics pseudoparlamentarizma. Agrarian movements. Fascism.
Seminar: Analysis of relevant articles. Comment and debate

Week 9:
Lectures: In the shadow of the world economic depression.
Seminar: Analysis of relevant articles. Comment and debate.

Week 10:
Lectures: American New Deal. The creation of the Commonwealth.
Seminar: Analysis of relevant articles. Comment and debate

Week 11:
Lectures: Characteristics of German Nazism and Japanese militarism. Spanish Civil War.



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Seminar: Analysis of relevant articles. Comment and debate.</p> <p>Week 12: Lectures: Inter-American relations. Economic nationalism. Seminar: Analysis of relevant articles. Comment and debate.</p> <p>Week 13: Lectures: Demographic trends. Seminar: Analysis of relevant articles. Comment and debate.</p> <p>Week 14: Lectures: Science, culture, education. Woman new tipa." Seminar: Analysis of relevant articles. Comment and debate.</p> <p>Week 15: Lectures: political, military, economic and social aspects of the Second World War. Seminar: Analysis of relevant articles. Comment and debate.</p>						
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:				
2.8. Student responsibilities	Regular attendance of lectures, seminar work and essays, written and oral exams.						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training		
	Experimental work		Report		(other)		
	Essay	1	Seminar essay	1	(other)		
	Tests	1	Oral exam		(other)		
	Written exam	2	Project		(other)		
2.10. Grading and evaluating student work in class and at the final exam	The final score results from the quality of the essay, seminar paper, the results of written and oral exams.						
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Kronologija: Hrvatska – Europa – Svijet. „Novi liber“, Zagreb, 1996.	12	
	A. J.P. Taylor, Uzroci Drugog svjetskog rata. „Znanje“, Zagreb, 1994	3	
	R. Lovrenčić, Nemirni mir: Svijet 1918.-1939., „Mala zvona d.o.o.“, Zagreb, 2011.	1	
2.12. Optional literature (at the time of submission of study programme proposal)			
2.13. Quality assurance methods that ensure the acquisition of exit competences	The procedures set forth in the Rules and the Manual on quality management at the University of Zagreb and the Faculty of Philosophy.		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Ivica Šute	1.6. Year of the study programme	3 rd
1.2. Name of the course	Croatian history 1918th-1945th	1.7. Credits (ECTS)	6
1.3. Associate teachers	Goran Hutinec, Višeslav Aralica	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+30+0+0 (2+2+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The aim of the course is to introduce students to the fundamental problems of position and development of Croatia and Croatian people from the collapse of the Austro-Hungarian Empire and the creation of the Yugoslav state in 1918 to the fall of the Kingdom of Yugoslavia in 1941, then World War II (1941st to 1945th), the creation of the NDH and anti-fascist movement. The focus is on the interrelationship of internal and international circumstances that was crucial to the development of Croatian society in a multinational state, with special reference to political, social and cultural development.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students are prepared for independent and critical approach to the study of modern and contemporary Croatian history.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Familiarize students with the general problems and processes in the development of Croatian society in the first half of the 20th century.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Week 1: Introductory lecture, review of key resources and the available literature. The agreement on the seminar obligations, a division of topics for written work.</p> <p>Week 2: The consequences of World War I in Croatian society. The collapse of the Austro-Hungarian Empire. The creation and organization of the Yugoslav state.</p> <p>Week 3: Loss of Croatian statehood identity, centralism and Unitarianism. Different views on the resolution of the national</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>question, the most important political parties and their programs. Week 4: peasant movement to the death of Stjepan Radic. Peasant-Democratic Coalition. Week 5: Establishment and features of the dictatorship of King Alexander. The impact of international factors on the position of the Croatian people and Croatian in the interwar period. Week 6: The position of minorities in the Croatian region in the interwar period. Istria and Dalmatia area under Italian administration - Economic crisis thirties and its impact on Croatian society. Week 7: The emergence, development and operation of the Ustasha movement to the assassination in Marseilles in 1934. Week 8: The development of urban centers and cultural development of the Croatian people; position and action of the Church in the interwar period. Week 9: Croatian peasant movement. Elections in 1935 and 1938. Week 10: Croatian unit. Week 11: The collapse of the Kingdom of Yugoslavia. The establishment of the Independent Croatian State, the role of foreign factors in its development. HSS in new situations. Week 12: Structure of the Independent State of Croatia and its functioning. Create a system of terror; economic subordination to the Axis powers. Week 13: The creation and operation of the anti-fascist movement. The influence of the Italian capitulation on events in Croatia, with special emphasis on Istria and Dalmatia. Coup Vokić-Lorković. Week 14: The final phase of the Second World War in the Croatian region. The creation of the second Yugoslavia in the new state, national and social grounds, the position of Croatia and the Croatian people in it. Week 15: Demographic and material consequences of the war.</p>				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attendance, completion of seminar paper and its presentation, reading and commenting assigned texts.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	2	(other)
	Tests	1	Oral exam		(other)
	Written exam	2	Project		(other)



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.10. Grading and evaluating student work in class and at the final exam	The basis for evaluating the work of each student has his regular attendance, activity in class, quality of seminar work and its presentation, results of prelim and written exam.		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Lj. Boban, Hrvatske granice 1918.-1992., Zagreb, 1993.	3	
	H. Matković, Povijest Jugoslavije (1918.-1991.). Hrvatski pogled, Zagreb, 1998., str. 15-270. ili D. Bilandžić, Hrvatska moderna povijest, Zagreb, 1999., 40-203	5	
	I. Goldstein, Hrvatska povijest 1918-2008., Zagreb, 2008., str. 3-406.	5	
2.12. Optional literature (at the time of submission of study programme proposal)	Lj. Boban, Maček i politika HSS, knj. I-II., Zagreb, 1974. I. Banac, Nacionalno pitanje u Jugoslaviji. Porijeklo, povijest, politika, Zagreb, 1984.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	The basis for evaluating the work of each student has his regular attendance, activity in class, quality of seminar work and its presentation and success in the final examination. Department, in cooperation with the Faculty and the Department to organize evaluation of the teaching means of a questionnaire.		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Damir Agičić	1.6. Year of the study programme	3 rd
1.2. Name of the course	History of historiography	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30+0+0+0 (2+0+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The main objective of this course to review the development of European, world and Croatian historiography. The task of the course is to expose and leading historians, representative genres, thematic range as well as theoretical and methodological guidelines of historiography and understanding of history and of history as a discipline through different historical periods.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	The case represents and additional training for tracking and routing objects "Contemporary historiography - theory and methods", as well as complement other objects from Europe and the world, and Croatian history and the display of interdisciplinarity throughout history historiography will favor linking history and geography.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Getting to know the history of European, world and Croatian historiography; introduction of representative European, world and Croatian historians and historians; questioning the tradition of theoretical and methodological problematic nature of history as a discipline and its applications in research practice in European, world and Croatian historiography; sending students to the need to adopt a theoretical and methodological considerations in our own historiographical education and future research and practical work.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Dates: history, history, historiography. Comprehension of history / history of past and present. Historical science: methods, sources, subject of research, methods, storytelling, narrative. The postmodern critique of history. Roman historiography. The medieval historiography. The humanist historiography. The historical erudition. Designing a systematic critique of sources. Enlightenment historiography. The philosophy of history. Constituting history as a modern science. Germany historiography in the 19th century. History and nation. France historiography in the 19th century. Historiography in the UK and the United States		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	in the 19th century. Croatian historiography in the 19th century and the process of its poznanstvenjenja. Croatian historiography in the 20th century. Chosen Croatian historians and historians in the 20th century. Critics of historicism. Historiography in Europe and the United States in the first half of the 20th century. Historians around the French journal Annales.				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	Regular attendance, monitoring and participation in class and passing the written and oral exams.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests		Oral exam	1	(other)
	Written exam	1,5	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	There will during the interaction with the students during the classes, as well as a written exam and an oral examination. Active participation in class is 20%, written examination 50% and oral examination 30% of the total marks.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Gross, Mirjana, <i>Suvremena historiografija. Korijeni, postignuća, traganja</i> , Zagreb 2001.			10	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Burrow, John, <i>Povijest povijesti. Epovi, kronike, romanse i ispitivanja od Herodota i Tukidida do dvadesetog stoljeća</i> , Zagreb 2010. 2. Luthar, Oto, <i>Majstori i muze</i> , Zagreb 2002. 3. Carbonell, Charles-Olivier, <i>Istoriografija</i> , Beograd 1999. 4. Bloch, Marc, <i>Apologija historije ili zanat povjesničara</i> , Zagreb 2008. 5. Carr, Edward Hallett, <i>Što je povijest?</i> , Zagreb 2004. 6. Jenkins, Keith, <i>Promišljanje historije</i> , Zagreb 2008.				
2.13. Quality assurance methods that	The procedures set forth in the Rules and the Manual on quality management at the University of Zagreb and the Faculty of				



DETAILED PROPOSAL OF THE STUDY PROGRAMME

ensure the acquisition of exit competences	Philosophy.
2.14. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Dražen Njegač	1.6. Year of the study programme	3 rd
1.2. Name of the course	Geography of Croatia	1.7. Credits (ECTS)	6
1.3. Associate teachers	Slaven Gašparović	1.8. Type of instruction (number of hours L + S + E + e-learning)	45+30+0+0 (3+2+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	General knowledge of Croatia and its regions; understanding of the modern processes and their influence on the Croatia's development; knowing Croatia in wider regional and European context. Students have to be able to interpret and discuss relevant and actual geographic problems and processes in Croatia.		
2.2. Course enrolment requirements and entry competences required for the course	Exam of Population Geography.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, abilities and skills:</p> <p><u>Knowledge and understanding of:</u></p> <ul style="list-style-type: none"> Elements and factors in physical geography and their interrelationship in geosystems on various spatial levels. Causality relations between the elements and factors of natural environment and society. Causality relations between population, settlements and economic activities in Croatia. Urban and rural spatial systems, their interrelationship and structural and functional characteristics. Economic-geographical factors of the development, dynamics and structure of the national economy. Concept of region and regionalisation of Croatia. Concept of regional and sustainable development of Croatia. Historic-geographical development of the Croatian territory and modern geography of Croatia. Applying of methodology in regional geography and current investigations. <p>Cognitive abilities and skills:</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. The ability to interpret and discuss relevant and actual geographic problems and processes in Croatia. The skills needed for evaluation, interpretation and synthesis of relevant information. The skills needed for presenting scientific contents and stances in written and oral form.</p> <p>Practical abilities and skills: Skills needed in fieldwork. Mapping of geographic data, georeferencing. Applying appropriate statistic and graphic methods and techniques in analysis and in the presentation of the research results.</p> <p>Generic abilities and skills: Problem solving, relating to qualitative and quantitative geographic information. Conducting literature research and use databases and other sources of information. Continuous professional development.</p>
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> -to explain the territorial shaping of Croatia and its borders -to evaluate geographic position and size of Croatia in comparison with selected European and non-European countries -to apply the knowledge of the basic courses in explaining the meaning of the natural environment in the settling and life organization in Croatia -to analyze the development of settlements in Croatia -to explain the processes of industrialization, de-agrarization and urbanization in Croatia and compare it with the same processes in the world -to evaluate the characteristics and changes in the development of urban and transport systems in Croatia -to apply the methods and principles of regionalization in Croatia -to explain the polarization in the regional development of Croatia -to identify the problem areas in Croatia and measures for their sustainable development -to explain the border regions development and evaluate the role of Croatia in the globalization process -apply knowledge in geography teaching Croatian national geography in primary and secondary schools
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Size, borders and territorial shaping of Croatia. 2. Physical-geographic characteristics of Croatia. Natural environment as a factor of settling and life organization in Croatia 3. Historical-geographic development. The development of settlements in Croatia and its regions. 4. Demographic characteristics of Croatia. Population structures. 5. Social-geographic factors of the development. Development and characteristics of Croatia's economy. 6. Industrialization, de-agrarization and urbanization. Urban and transport systems of Croatia.



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>7. Polarization and uneven regional development of Croatia. Core-periphery concept. Development axes. 8. Regional structure of Croatia. Physiognomic, nodal-functional and planned regions of Croatia. 9. Problem areas. Border regions. 10. Central Croatia. Structure, characteristics, specifics. 11. Eastern Croatia. Structure, characteristics, specifics. 12. Hilly-mountainous Croatia. Structure, characteristics, specifics. 13. Northern Croatian coastland. Structure, characteristics, specifics. 14. Southern Croatian coastland (Dalmatia). Structure, characteristics, specifics. 15. Position and meaning of Croatia regarding Europe. Croatia and global development.</p>																																		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:																																
2.8. Student responsibilities	Regular class attendance, oral presentation of written essay, field work.																																		
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	<table border="1"> <tr><td>Class attendance</td><td>0,5</td></tr> <tr><td>Experimental work</td><td></td></tr> <tr><td>Essay</td><td></td></tr> <tr><td>Tests</td><td>1</td></tr> <tr><td>Written exam</td><td>1,5</td></tr> </table>	Class attendance	0,5	Experimental work		Essay		Tests	1	Written exam	1,5	<table border="1"> <tr><td>Research</td><td></td></tr> <tr><td>Report</td><td></td></tr> <tr><td>Seminar essay</td><td>1</td></tr> <tr><td>Oral exam</td><td>2</td></tr> <tr><td>Project</td><td></td></tr> </table>	Research		Report		Seminar essay	1	Oral exam	2	Project		<table border="1"> <tr><td>Practical training</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> </table>	Practical training		(other)		(other)		(other)		(other)			
Class attendance	0,5																																		
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Project																																			
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(other)																																			
(other)																																			
2.10. Grading and evaluating student work in class and at the final exam	The final grade is based on the written exam, oral exam and written essay. Each component has to be evaluated positively.																																		
2.11. Required literature (available in the library and via other media)	<table border="1"> <thead> <tr> <th>Title</th> <th>Number of copies in the library</th> <th>Availability via other media</th> </tr> </thead> <tbody> <tr> <td>Group of authors: <i>Geografija SR Hrvatske</i>, Šk. knjiga, Zagreb, 1974/75.</td> <td>10</td> <td>yes</td> </tr> <tr> <td>D. Njegač: <i>Geografija Hrvatske</i> (Internal course materials), Faculty of Science, Department of Geography, Zagreb, 2004.</td> <td>10</td> <td>yes</td> </tr> <tr> <td>Articles from the geographic journals (Hrvatski geografski glasnik/Croatian Geographical Bulletin, Acta Geographica Croatica, Geoadria, Geografski horizont...)</td> <td>10</td> <td>yes</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Title	Number of copies in the library	Availability via other media	Group of authors: <i>Geografija SR Hrvatske</i> , Šk. knjiga, Zagreb, 1974/75.	10	yes	D. Njegač: <i>Geografija Hrvatske</i> (Internal course materials), Faculty of Science, Department of Geography, Zagreb, 2004.	10	yes	Articles from the geographic journals (Hrvatski geografski glasnik/Croatian Geographical Bulletin, Acta Geographica Croatica, Geoadria, Geografski horizont...)	10	yes																					
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Articles from the geographic journals (Hrvatski geografski glasnik/Croatian Geographical Bulletin, Acta Geographica Croatica, Geoadria, Geografski horizont...)	10	yes																																	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.12. Optional literature (at the time of submission of study programme proposal)	Veliki atlas Hrvatske, Mozaik knjiga, Zagreb, 2012. Magaš, D., 2013: <i>Geografija Hrvatske</i> , Sveučilište u Zadru, Odjel za geografiju, Meridijani, Zadar-Samobor.
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.
2.14. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	According to decision of Geography Department Council	1.6. Year of the study programme	3 rd
1.2. Name of the course	Fieldwork in geography III	1.7. Credits (ECTS)	3
1.3. Associate teachers	According to decision of Geography Department Council	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 hours/year
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The application of acquired knowledge and skills; recognition and demonstration of geographic phenomena and processes.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, skills and abilities: <u>Knowledge and understanding of:</u> Fundamental methodology in geography and history. Fundamentals in cartography and map elements. Elements and factors in physical geography and their interrelationship, geosystems of various spatial levels. Causality relations between the elements and factors of society and the natural environment. Contemporary geographical features of Croatian and Europe.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium complexity. The ability to interpret and discuss actual problems and processes relevant in geography and history. The skills needed for evaluation, interpretation and synthesis of relevant information. Skills in presenting scientific materials and arguments in writing and orally.</p> <p>Practical abilities and skills:</p>		



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	<p>Orientation in space with the help of modern technologies and skills needed for field work. Identifying and mapping of geographical and historical content. Applying appropriate maps and cartographic methods and techniques in analysis and in the presentation of the results. Creating models of field instruction for elementary and secondary schools.</p> <p>Generic abilities and skills: Conducting literature research and use databases and other sources of information. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement.</p>					
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> - Apply the acquired knowledge in the subject of the first, second and third year of study - Apply the methods and techniques of field research: locating, identifying, measuring, sketching and mapping, sampling and analysis of field samples, survey - Evaluate the results of fieldwork and research - Conceived plan and program of field work for students of primary and secondary schools and tasks to check the practical geographical skills 					
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Content is partially variable depending on the area of scientific fieldwork. General derived from both study programs, with possible minor emphasis on programs subject of the year. It is performed once in field work week. Classes are held through demonstration lessons, possible exposure of students to advance a particular theme and through practical work of students that develop abilities and skills of application of field methods and techniques. Plan and program of field work in agreement with the students propose leaders of field work at the beginning of the summer semester, and is adopted by the Council of the Geographical Department.</p>					
<p>2.6. Format of instruction:</p>	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7. Comments:</p>			
<p>2.8. Student responsibilities</p>	<p>Compulsory attendance and active monitoring of field work; making assignments, conduct a field journal, a portfolio of personal development.</p>					
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the</p>	<p>Class attendance</p>		<p>Research</p>		<p>Practical training</p>	<p>3</p>
	<p>Experimental work</p>		<p>Report</p>		<p>(other)</p>	
	<p>Essay</p>		<p>Seminar essay</p>		<p>(other)</p>	
	<p>Tests</p>		<p>Oral exam</p>		<p>(other)</p>	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

course)	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	No grade. Heads of field study concluded that the student met or did not meet the obligations of field work and the work carried out field work confirmed their signatures.					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	List of required literature compiled leaders of field work.					
2.12. Optional literature (at the time of submission of study programme proposal)	Lis of optional literature compiled leaders of field work.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>Procedures set forth in the Regulations book and the Reference manual on quality management at the University of Zagreb, and at the Faculty of Science:</p> <ul style="list-style-type: none"> - student questionnaire at the University and Faculty level - self-evaluation of courses: modernisation and revision of aims and content of the course, the strategy of teaching and learning; evaluation of learning outcome by the analysis of student success based on the Student office and our own records - questionnaire after exit of the University: evaluation of integrated education programme 					
2.14. Other (as the proposer wishes to add)	-					



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Tvrtko Jakovina	1.6. Year of the study programme	3 rd
1.2. Name of the course	European and world history after the 1945th	1.7. Credits (ECTS)	6
1.3. Associate teachers	Hrvoje Klasić	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+30+0+0 (2+2+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The objective of this course is to give an objective and complete picture of the most important processes and events of world politics, the development of society, economy and culture (from high art to popular / mass culture and sports) during the Cold War and the time of the global civilization, ending events ended in 2012 and opened the year 2013. "New Cold War History" will be the approach that I usually try to access the processing of most of the phenomena which we will discuss. This means confrontation of different views based on different archival materials. Students will identify the basic concepts and terminology, become familiar with the specifics of working with sources from the 20th		
2.2. Course enrolment requirements and entry competences required for the course	- passed examination in World History to 1945		
2.3. Learning outcomes at the level of the programme to which the course contributes	The course prepares students for critical valorization of the most dynamic historical periods, try to ensure the possibility of breaking the ideological barriers, interactivity and interdisciplinarity. Teachers will indicate the main theoretical approaches and trends in the history of the Cold War and the time that it is inherited.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Developing a critical, analytical and interpretative skills of students. Developed skills of oral and written expression. The seminar follows the theme of lectures, but in some of the phenomena that are to continue only mention goes deeper and further discusses them or placed in a different context. The seminar is a place where students are exposed and discussed, so in this segment of education should develop a sense of empathy, ability to listen the second and so on.		
2.5. Course content broken down in detail by weekly class schedule	1 WEEK Introduction to. Why we disagree about looking at the past? World War Two. What is the Cold War and when does it end? What		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

(syllabus)	<p>time we live today?</p> <p>WEEK 2 The consequences of World War II. Marshall Plan. The Truman Doctrine. Information Bureau of the Communist Parties. Containment.</p> <p>WEEK 3 Decolonization. The creation of a Jewish state.</p> <p>WEEK 4 China and the countries of Asia.</p> <p>WEEK 5 Korean War. Stalin and changes after the 1953 crises in East Germany, Poland, Hungary. Life and Politics in the Soviet Union. Eastern European dictatorship. Nikita Khrushchev and Leonid Brezhnev.</p> <p>WEEK 6 Latin America in the Cold War. Bay of Pigs in 1961 and the Cuban missile crisis in 1962.</p> <p>WEEK 7 Berlin Wall. Europe. Non-aligned and neutral country.</p> <p>WEEK 8 COLLOQUIUM</p> <p>WEEK 9 Prague Spring in 1968 Germany. Willy Brandt.</p> <p>WEEK 10 Vietnam War from 1954 to President Ford. Detente. Triangulum diplomacy. Nixon in Romania, Yugoslavia, China and the USSR. Henry Kissinger.</p> <p>WEEK 11 Angola. Ethiopia. Rhodesia-Zimbabwe. Middle East, the war in 1973, Camp David. Libya and the Polisario Front.</p> <p>WEEK 12 Twilight of détente. The Soviet intervention in Afghanistan. Another Cold War.</p>
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	<p>WEEK 13 Islamic Revolution. Iran-Iraq war. Ronald Reagan.</p> <p>WEEK 14 Mikhail Gorbachev. Charter 77 and sclerosis of the socialist regime. The fall of the Berlin Wall. The end of the Cold War. The disintegration of the Soviet Union.</p> <p>15th WEEK A worldwide economic crisis of 2009. End of liberal capitalism? Which way into the second decade of the 21st century? Questions, agreement for the exam.</p> <p>SEMINARS: As teaching at seminars shared among others. Spikelets and others. Jakovina, and gives a certain freedom to students and, in an effort to what is taught is updated, the content of the seminar can vary. For example, if students express interest in a more detailed discussion of the Falklands conflict or the Cuban missile crisis, about these events can speak at seminars longer and more detailed. Seminar work submitted must be no later than June 1 Any breach of the deadline draws negative points. The seminar must be written with a critical apparatus, and notes guided by the rules that were adopted during the first year of study.</p>				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attending lectures, writing a seminar paper (for students who have chosen this course), active participation in discussions in class, written exam.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research	0,5	Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	1	(other)
	Tests		Oral exam		(other)
	Written exam	4	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	The maximum amount of 100 points (internal unit student performance), a minimum of 60 points. Written exam maximum 65 points; evaluation of the seminar (activity and quality of written work), student activity (monitoring classes, participating in field work, attending consultations, etc.).				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the	Availability via other media



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		library	
	David S. Painter, Hladni rat, Povijest međunarodnih odnosa, Srednja Europa, Zagreb 2002.	10	
	Peter Calvocoressi, Svjetska politika nakon 1945. Nakladni zavod Globus, Zagreb 2003.	10	
	Odd Arne Westad, Globalni Hladni rat, Golden marketing/Tehnička knjiga, Zagreb 2009. (Selected chapters).	10	
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Howard Zinn, Narodna povijest SAD-a, VBZ, Zagreb 2011.</p> <p>Tony Judt, Postwar, Pimlico, 2007.</p> <p>Literature of the 20th century is inexhaustible, and students suggests that the individual titles agreements with teachers.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>Internal anonymous survey carried out by the chair of the college. In addition, the survey within the university student surveys on the assessment of the quality of teachers and the quality of the course.</p>		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Ivo Banac	1.6. Year of the study programme	3 rd
1.2. Name of the course	Croatian History after 1945	1.7. Credits (ECTS)	6
1.3. Associate teachers	Goran Hutinec	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+30+0+0 (2+2+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1; 10 %
2. COUSE DESCRIPTION			
2.1. Course objectives	This course offers a detailed overview of Croatian political, ideational, and social history of the Communist period; as such it represents a basis for additional studies of this period and system. The seminar part is devoted to detailed analysis of sources and literature		
2.2. Course enrolment requirements and entry competences required for the course	no prior requirements		
2.3. Learning outcomes at the level of the programme to which the course contributes	application of acquired knowledge of Croatian history of the Communist period in additional studies		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. knowledge and critical assessment of sources and literature 2. ability to evaluate historical developments in a critical fashion 3. acquisition of knowledge of the Communist period of Croatian history 4. ability to transmit acquired knowledge in presentations and lectures 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Contents: Croatian History in Communist Yugoslavia (1945-1991) and the first decades of the independent Republic of Croatia (1991-2010), with special attention to the internal and external circumstances that influenced the growth of Croatian society in these periods. The basic themes concern the establishment and the characteristics of the Communist regime in Yugoslavia within the system of the Sovietocentric „people's democracies“, the character of the party-state and its repressive apparatus,		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>the expulsion of Yugoslavia from the Soviet camp and the creation of the Titoist Communist model, the continuation of the key role of the Croat national question under the new circumstances, a series of reform efforts in the context of the gradual federalization of Yugoslavia as a substitute for democratization, the gradual dissolution of the system, esp. In the 1980's under the influence of Great Serbian nationalism, the dissolution of Yugoslavia as an aspect of the systemic collapse of communism, the struggle for Croatian independence in the context of the war against Croatia and Bosnia and Herzegovina, the Tudjman period and the „second transition.“</p> <p>Week 1. Introduction to Croastian History after 1945. The Soviet dominance and the „people's democracies“ in Eastern Europe</p> <p>Week 2. Croatia in the initial period of the Tito regime</p> <p>Week 3. Black cloaks in court: Communist repression and ethnic cleansing</p> <p>Week 4. The Soviet split with Yugoslavia</p> <p>Week 5. The Lone Pine: from the revival of relations with the West to the Djilas Affair</p> <p>Week 6. Stalin's death, conflicts in the Communist world, and the beginning of Yugoslavia's crisis</p> <p>Week 7. From the Seventh Congress to the Fall of Ranković</p> <p>Week 8. Croatian Culture: the Non-Determined course of Krlježian chips</p> <p>Week 9. The Rise and Fall of the Croatian Reform Movement</p> <p>Week 10. High Titoism and „Croat silence“</p> <p>Week 11. Tito's death, the Kosovo crisis, and the rise of Slobodan Milošević</p> <p>Week 12. The criosis of Communist and the beginning of Yugoslavia's dissolution</p> <p>Week 13. The multi-party elections and the transition in Croatia</p> <p>Week 14. The dissolution of Yugoslavia, Croatian independence, and the war against Croatia and Bosnia and Herzegovina</p> <p>Week 15. The end of the Tudjman period and the „second transition“</p>					
2.6. Format of instruction:	x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular school attendance, preparation and presentation of the seminar, discussion.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar discussion	2	(other)	
	Tests	2	Oral exam		(other)	
	Written exam		Project		(other)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.10. Grading and evaluating student work in class and at the final exam	Evaluated class attendance, activity in discussions, quality of seminar work and colloquia.		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media h
	Ivo Banac, <i>Raspad Jugoslavije. Eseji o nacionalizmu i nacionalnim sukobima</i> , Zagreb 2001. 115-162 pp.	2	
	Ivo Banac, <i>Sa Staljinom protiv Tita: Informbirovski rascjepi u jugoslavenskom komunističkom pokretu</i> , Zagreb 1990.	2	
	Nikica Barić, <i>Srpska pobuna u Hrvatskoj 1990.-1995.</i> , Zagreb 2005.	4	
	Ivo Goldstein, <i>Hrvatska 1918-2008.</i> , Zagreb 2008.	4	
Zdenko Radelić, <i>Hrvatska u Jugoslaviji 1945.-1991. Od zajedništva do razlaza</i> , Zagreb 2006.	3		
2.12. Optional literature (at the time of submission of study programme proposal)			
2.13. Quality assurance methods that ensure the acquisition of exit competences	Student evaluation.		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Zrinka Blažević	1.6. Year of the study programme	3 rd
1.2. Name of the course	Contemporary historiography – theories and methods	1.7. Credits (ECTS)	3
1.3. Associate teachers	/	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+0+0+0 (2+0+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	Since contemporary historical discipline is marked by plurality of diverse and often incompatible theoretical approaches and paradigms, in the focus of the course „Contemporary historiography – theories and methods“ will be a systematic overview of the most influential and most productive historiographical subdisciplines of the second part of the 20 th and beginning of the 21 st centuries. The goal of the course is acquaintance of main theoretical postulates, methodological principles and research orientations of the various fields and subdisciplines of the contemporary history.		
2.2. Course enrolment requirements and entry competences required for the course	Completion of the course “History of historiography” and functional knowledge of one foreign language are necessary requirements for the course enrolment.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Capability of argued discussion and moderate evaluation of historiographical production, awareness of necessity of continuous rethinking of research results as well as of perspectivity of historiographical interpretation are learning outcomes at the level of the programme.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The attention will be put on acquisition of categorial apparatus, comparative analysis, interpretation and critical evaluation of various historical subdisciplines. Accordingly, students will be informed not only of basic epistemological presumptions, problems and controversies of the contemporary historiography, but also their theoretical and methodological competencies, skills of conceptualization and reflection of the research and interpretative practice, as main prerequisites for writing of M.A. thesis, will be developed.		



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<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Introduction: contemporary historical discipline - challenges, ranges, perspectives 2. Annales school 3. Marxist historiography 4. Political history 5. Economic history 6. Social history 7. Intellectual history 8. Cultural history 9. Psychohistory and historical anthropology 10. Oral history 11. Comparative history 12. Eco-history 13. History of women and gender history 14. Poststructuralist and postmodernist paradigms 15. Postcolonial and subaltern approaches 				
<p>2.6. Format of instruction:</p>	<p>X lectures X seminars and workshops exercises <input type="checkbox"/> on line in entirety X partial e-learning <input type="checkbox"/> field work</p>	<p>X independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments: Lectures will be conjoined with <i>power – point</i> presentations available on the <i>Omega</i> system (system for distant learning of Faculty of Philosophy).</p>		
<p>2.8. Student responsibilities</p>	<p>Students are expected to attend lectures continuously and actively participate in teaching process.</p>				
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</p>	<p>Class attendance</p>	<p>1</p>	<p>Research</p>		<p>Practical training</p>
	<p>Experimental work</p>		<p>Report</p>		<p>(other)</p>
	<p>Essay</p>	<p>1</p>	<p>Seminar essay</p>		<p>(other)</p>
	<p>Tests</p>		<p>Oral exam</p>		<p>(other)</p>
	<p>Written exam</p>	<p>1</p>	<p>Project</p>		<p>(other)</p>
<p>2.10. Grading and evaluating student work in class and at the final exam</p>	<p>Students who have enrolled two subjects are obliged to write one essay (max. length of 5 pages) conceptualized as critical analysis of one representative piece of contemporary historiography. The essay grade influences the final mark in proportion of 40%. Students are obliged to deliver the essay in the end of semester as prerequisite for the final written exam. In the end of the semester the final written exam is envisaged.</p>				
<p>2.11. Required literature (available in the library and via other media)</p>	<p style="text-align: center;">Title</p>			<p style="text-align: center;">Number of copies in the</p>	<p style="text-align: center;">Availability via other media</p>



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		library	
	Gross, Mirjana. Suvremena historiografija. Zagreb, 1996., 237-416.	10	No
	Power-point presentation available on the <i>Omega</i> system (system for distant learning of Faculty of Philosophy).		Yes
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Baberowski, Jörg. Der Sinn der Geschichte. Geschichtstheorien von Hegel bis Foucault. München, 2005.</p> <p>Berger, Stefan- Feldner, Heiko- Passmore, Kevin (ed). Writing History. Theory & Practice. London, 2003.</p> <p>Biti, Vladimir. Strano tijelo pri/povijesti. Zagreb, 2000.</p> <p>Blažević, Zrinka. "Historijska znanost i izazovi lingvističkog i kulturnog obrata", in: D. Roksandić - D. Agičić (eds.), Spomenica Josipa Adamčeka, FF press, Zagreb, 2009, pp. 499-518.</p> <p>Bloch, Marc, Apologija historije ili zanat povjesničara, Zagreb, 2008.</p> <p>Braudel, Fernand, On History, Chicago, 1982.</p> <p>Brown, Callum G. Postmodernism for Historians. London, 2005.</p> <p>Burke, Peter (ed.). New Perspectives on Historical Writing, Pennsylvania, 2001.</p> <p>Carr, E. H, Što je povijest? Zagreb, 2004.</p> <p>Cornelißen, Christoph (ed). Geschichtswissenschaften. Eine Einführung. Frankfurt am Main, 2000.</p> <p>Fogel, Robert William – Elton, G. R, Kojim putem do prošlosti? Zagreb, 2002.</p> <p>Fulbrook, Mary. Historical Theory. London & New York, 2002.</p> <p>Green, Anna – Troup, Kathleen (ed.). The Houses of History. Manchester, 1999.</p> <p>Hunt, Lynn. Nova kulturna historija, Zagreb, 2001.</p> <p>Janeković – Römer, Zdenka. "Povijesna spoznaja i metodologija povijesti u postmoderni". Radovi 32/33 (2001), pp. 203-220.</p> <p>Jenkins, Keith (ed). The Post-Modern History Reader. London & New York, 1997.</p> <p>Jenkins, Keith. Promišljanje historije. Zagreb, 2008.</p> <p>Jordan, Stefan. Theorien und Methoden der Geschichtswissenschaft. Paderborn, 2009.</p> <p>Jordanova, Ludmilla. History in Practice. London, 2002.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Munslow, Alun, Deconstructing History, New York, 2001.</p> <p>Kolmer, Lothar. Geschichtstheorien. Paderborn, 2008.</p> <p>Wilson, Norman J. History in Crisis? Recent Directions in Historiography. New Jersey, 2005.</p>
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>Teacher will inspect and evaluate all types of individual student activities during the semester (presentations, primary sources analyses, bibliographies, database construction) which will provide elements of the final mark. At the beginning of the semester input student competences will be examined and students will be instructed how to improve their fore-knowledge. During the semester students will be continually informed about their progress. Efficiency of teacher's performance will be examined by anonymous student poll at the end of semester which will provide a basis for self-evaluation and modification of teaching methods and examination.</p>
2.14. Other (as the proposer wishes to add)	/



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Nenad Buzjak	1.6. Year of the study programme	4 th
1.2. Name of the course	Geoecology and Environment protection	1.7. Credits (ECTS)	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Get to know the subject of research of Geoecology. Acquire the knowledge about the features of geoecosystem and landscape types in order to define their geoecological optimal spatial organization and use in the spirit of sustainable development. Introduction to physical geographical features of the ecosystem, their spatial relationships and structure, environmental factors, the concept of stability and sustainability. Get to know characteristics of the anthropogenic influence on geo- and biodiversity, waste management issues in legislation and practice. Adopt geoecological knowledge of the features and problems of conservation and protection of karst geoecosystems on the examples from Croatia and worldwide. Adopt the terms of legislation and practical actions to protect the natural environment, introduce to the types of ecological networks and habitat RH.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Knowledge and understanding of:</p> <p>Elements and factors in physical geography and their interrelationship in geosystems on various spatial levels.</p> <p>Causality relations between the elements and factors of natural environment and society.</p> <p>The ability to interpret and discuss relevant and actual geographic problems and processes.</p> <p>The skills needed for presenting scientific contents and stances in written and oral form.</p> <p>Applying appropriate maps and cartographic methods and techniques in analysis and in the presentation of the research results.</p> <p>Conducting literature research and use databases and other sources of information.</p> <p>Functioning effectively as an individual and as a team member.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Continuous professional development.				
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Knowledge and understanding of the concept and research subject of Geoecology. Knowledge, understanding and interpretation of the role of abiotic factors of the ecosystem. Understanding and classifying types threats of ecosystems at local, regional and global levels. Understanding the basic principles of geographical classifications landscape. Knowledge and understanding of geoecological features of karst relief. Understanding and interpretation of the principles of waste management, nature and environmental protection. Knowledge of the role of ecological networks and habitat types in the system of nature protection and sustainable development.</p>				
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Ecology and Geoecology - development and research subject 2. Ecological factors 3. Organization and classification of ecosystems 4. Geographical characteristics of geoecosystems 5. Stability and function of ecosystems 6. Anthropogenic impacts on biodiversity and geodiversity- 7. Waste management 8. Geoecological features of desertification 9. Karst geoecosystems 10. Geoecology of Croatian karst 11. Geographical bases of landscape classification 12. Nature and Environment Protection - political and legislative frameworks 13. Geographic approach to the evaluation and planning of protected areas 14. Ecological network in the system of nature protection 15. Habitats and habitat types 				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Properly class attendance and one written and oral seminar essay.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS	Class attendance	1	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	1	(other)



DETAILED PROPOSAL OF THE STUDY PROGRAMME

credits is equal to the ECTS value of the course)	Tests		Oral exam	1	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Written and oral examination. Class attendance 25 % + Seminar essay 25 % + written exam 25 % + oral exam 25 %.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Kirby, A., Landmark, K., 2011: <i>Desertification</i> . UNCCD & Zoi Environment Network, Geneva.			1	pdf	
	Glavač, V., 2001: <i>Uvod u globalnu ekologiju</i> , Državna uprava za zaštitu prirode i okoliša, Zagreb.			5	pdf	
	Skupina autora, 2001: <i>Ekološki leksikon</i> , Barbat, Zagreb.			5	pdf	
2.12. Optional literature (at the time of submission of study programme proposal)	Springer, O., Springer, D., 2008: <i>Otrovani modrozeleni planet. Priručnik iz ekologije, ekotoksikologije i zaštite prirode i okoliša</i> , Meridijani, Samobor. Wildermuth, H., 1994: <i>Priroda kao zadaća</i> , Državna uprava za zaštitu prirode i okoliša, Zagreb. Relevant papers from magazines: Hrvatski geografski glasnik, Geografski horizont, Geoadria, Geologia Croatica, Natura Croatica, Socijalna ekologija, Landscape ecology etc.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.					
2.14. Other (as the proposer wishes to add)	Working knowledge of English.					



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Zoran Curić	1.6. Year of the study programme	4 th
1.2. Name of the course	Tourism Geography	1.7. Credits (ECTS)	5
1.3. Associate teachers	Vuk Tvrтко Opačić	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	To get the students acquainted with the tourism development factors, tourism's spatial distribution and tourism's consequences in an area.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	The course contributes to: -development of thinking skills and logical inference -development of skills on how to present professional and scientific contents -use of knowledge and solving of spatial problems -conception of tourism significance in the economy of the world and Croatia		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Having attended the course and passed the exam the students will be able to: -define the subject and tasks of tourism geography research -explain the phenomenon and development of tourism and recreation -recognize the role of geography in tourism research -compare geographical tourism world regionalization and regionalization of the World tourism organization (WTO) -understand and compare the significance and role of natural, social, communication and intermediary factors in tourism development -distinguish tourism significance of continents, particular states and their tourism regions -explain the phenomenon and factors of the Croatian tourism -single out the Croatian tourism regions		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Tourism geography - subject and tasks of research. 2. Appearance and development of tourism and recreation. 3. Role of geography in tourism research. 4. Tourism of Anglo-America. 5. Tourism of Latin America. 6. Tourism of Australia and Oceania. 7. Tourism of Asia. 8. Tourism of Africa. 9. European Mediterranean as a tourism region. 10. Tourist area of the Alps. 11. Tourism of Scandinavia and Western Europe. 12. Tourism of Central, Eastern and Southeast Europe. 13. Appearance and development factors of the Croatian tourism. 14. Geographic position of tourism in Croatia and the role of transport in tourism development. 15. Tourism regions in Croatia. 					
<p>2.6. Format of instruction:</p>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7. Comments:</p>			
<p>2.8. Student responsibilities</p>	<p>Attending classes and seminars regularly. Written seminar based on individually collected and analyzed literature</p>					
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</p>	<p>Class attendance</p>	<p>0,5</p>	<p>Research</p>		<p>Practical training</p>	
	<p>Experimental work</p>		<p>Report</p>		<p>(other)</p>	
	<p>Essay</p>	<p>0,5</p>	<p>Seminar essay</p>	<p>0,5</p>	<p>(other)</p>	
	<p>Tests</p>	<p>0,5</p>	<p>Oral exam</p>	<p>1</p>	<p>(other)</p>	
	<p>Written exam</p>	<p>2</p>	<p>Project</p>		<p>(other)</p>	
<p>2.10. Grading and evaluating student work in class and at the final exam</p>	<p>Class attendance, activity in making seminars and writing essays, taking part in the discussions during the lectures, evaluation of colloquium, written and oral exams.</p>					
<p>2.11. Required literature (available in the library and via other media)</p>	<p style="text-align: center;">Title</p>				<p style="text-align: center;">Number of copies in the library</p>	<p style="text-align: center;">Availability via other media</p>
	<p>Curić, Z., Glamuzina, N., Opačić, V. T., 2013: <i>Geografija turizma</i>, Naklada Ljevak,</p>				<p style="text-align: center;">10</p>	<p style="text-align: center;">yes</p>



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Zagreb.		
	Blažević, I., Knežević, R., 2006: <i>Turistička geografija Hrvatske</i> , Fakultet za hotelski i turistički menadžment, Opatija.	10	yes
	Čavlek, N. i suradnici, 2011: <i>Turizam – ekonomske osnove i organizacijski sustavi</i> , Školska knjiga, Zagreb.	10	yes
	Pepeonik, Z., 2003: <i>Turistička geografija svijeta</i> , Školska knjiga, Zagreb.	10	yes
2.12. Optional literature (at the time of submission of study programme proposal)	Williams, S., 2009: <i>Tourism Geography: A New Synthesis</i> , Routledge, London and New York. Williams, S., Lew, A. A., 2014: <i>Tourism Geography: Critical Understandings of Place, Space and Experience</i> , Routledge, London and New York.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	- Self-evaluation of the teaching process: revision of the teaching purposes, modernization of the course contents , teaching strategies' use, evaluation of the learning results by the students' successfulness analysis (on the basis of their own documentation) - University and/or faculty students' questionnaires - Questionnaires after employment, i. e. after the first year of work (survey of employment possibilities after the study and progress in profession)		
2.14. Other (as the proposer wishes to add)	-		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Mirjana Matijević Sokol	1.6. Year of the study programme	4 th
1.2. Name of the course	Introduction to Historical Auxiliary Sciences I.	1.7. Credits (ECTS)	3
1.3. Associate teachers	Tomislav Galović	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+0+0+0 (2+0+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1; 5%
2. COUSE DESCRIPTION			
2.1. Course objectives	Regarding the contents, the students will be acquainted with basic terms, definitions and a historical overview of the development of historical auxiliary sciences. As competencies, the student shall obtain insight into possibilities of interpretations of epigraphic, paleographic and diplomatic monuments, and they will become familiar with the most important literature and the methodology of scientific-expert analysis arising from an integral and interdisciplinary approach to the historical monuments. Classes encompass a survey of traditional auxiliary historical disciplines that enable work on the original medieval documents. Auxiliary Historical Sciences I consist of paleography, diplomatics, and egdotics. Paleography. Introduction to Latin paleography, Glagolitic paleography, Cyrillic paleography, and German Gothic paleography. Diplomatics. Definition and historical survey with special regard to Croatia. Egdotics - rules and procedures in publishing archival documents.		
2.2. Course enrolment requirements and entry competences required for the course	Not provided specific conditions. The student shall obtain insight into possibilities of interpretations of epigraphic, paleographic and diplomatic monuments, and they will become familiar with the most important literature and the methodology of scientific-expert analysis arising from an integral and interdisciplinary approach to the historical monuments.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Acquaintance with basic skills for scientific research work, i.e. providing of insight into technical knowledge and procedures, especially regarding the work on original medieval documents in archives, libraries, and so on.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be acquainted with basic terms, definitions and a historical overview of the development of historical auxiliary sciences.		
2.5. Course content broken down in detail by weekly class schedule	1 Lecture: Course introduction. Curriculum. Literature 2 Lecture: Introduction to the epigraphy		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

(syllabus)	<p>3 Lecture: Introduction to Paleography (Latin, Croatian) with a review of the literature 4 Lecture: Latin paleography - general development of the script, the writer bases, forms of the manuscript 5 Lecture: Roman script 6 Lecture: National scripts in the Middle Ages, Caroline minuscule 7 Lecture: Gothic script, Humanist writing 8 Lecture: Diplomatics - definition and historical survey with special regard to Croatia 9 Lecture: Participants of juridical act; a division of diplomatic documents 10 Lecture: Origin of the document 11 Lecture: External features of the document 12 Lecture: Internal features of the document 13 Lecture: Tradition of the document 14 Lecture: Egdotics - rules and procedures in publishing archival documents. 15 Lecture: Conclusion</p>																																			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:																																	
2.8. Student responsibilities																																				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	<table border="1"> <tr><td>Class attendance</td><td>0,5</td></tr> <tr><td>Experimental work</td><td></td></tr> <tr><td>Essay</td><td></td></tr> <tr><td>Tests</td><td></td></tr> <tr><td>Written exam</td><td>1,5</td></tr> </table>	Class attendance	0,5	Experimental work		Essay		Tests		Written exam	1,5		<table border="1"> <tr><td>Research</td><td></td></tr> <tr><td>Report</td><td></td></tr> <tr><td>Seminar essay</td><td></td></tr> <tr><td>Oral exam</td><td>0,5</td></tr> <tr><td>Project</td><td></td></tr> </table>	Research		Report		Seminar essay		Oral exam	0,5	Project			<table border="1"> <tr><td>Practical training</td><td></td></tr> <tr><td>Participation in class 1</td><td>0,5</td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> </table>	Practical training		Participation in class 1	0,5	(other)		(other)		(other)		
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Participation in class 1	0,5																																			
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(other)																																				
(other)																																				
2.10. Grading and evaluating student work in class and at the final exam	The final grade will be made based on individual class participation (20%) and based on the assessment of written exam (80%) which will be implemented by the end of classes.																																			
2.11. Required literature (available in the library and via other media)	<table border="1"> <thead> <tr> <th>Title</th> <th>Number of copies in the library</th> <th>Availability via other media</th> </tr> </thead> <tbody> <tr> <td>STIPIŠIĆ, Jakov, <i>Pomoćne povijesne znanosti u teoriji i praksi: latinska paleografija, opća diplomatika, kronologija, rječnik kratica</i>, Zagreb: Školska knjiga, 1991.</td> <td>10</td> <td></td> </tr> </tbody> </table>			Title	Number of copies in the library	Availability via other media	STIPIŠIĆ, Jakov, <i>Pomoćne povijesne znanosti u teoriji i praksi: latinska paleografija, opća diplomatika, kronologija, rječnik kratica</i> , Zagreb: Školska knjiga, 1991.	10																												
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DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Handbook (in preparation) some parts available on the system for learning Omega FFZG		Internet, on-line
2.12. Optional literature (at the time of submission of study programme proposal)	<p>CAPPELLI, Adriano, <i>Lexicon abbreviatarum – Dizionario di abbreviature latine ed italiane usate nelle carte e codici specialmente del medio-evo riprodotte con oltre 14000 segni incisi, con l'aggiunta di uno studio sulla brachigrafia medioevale, un prontuario di Sigle Epigrafiche, l'antica numerazione romana ed arabica ed i segni indicanti monete, pesi, misure, etc., sesta edizione corredata con 9 tavole fuori testo</i>, Milano: Editore Ulrico Hoepli (Manuali Hoepli), 2005. (ili bilo koje drugo dostupno izdanje)</p> <p>FUČIĆ, Branko, <i>Glagoljski natpisi</i>, Zagreb: JAZU (Djela JAZU, knj. 57), 1982.</p> <p>NAGY, Josip, <i>Diplomatika</i> (I. Postanak i razvoj diplomatike, II. Izprave, III. Diplomatika kod Hrvata), u: <i>Hrvatska Enciklopedija – Encyclopaedia Croatica</i>, sv. V., Zagreb: Hrvatski izdavački bibliografski zavod, 1945., 58-65.</p> <p>NOVAK, Viktor, <i>Scriptura Beneventana s osobitim obzirom na tip dalmatinske beneventane. Paleografska studija</i>, Zagreb: Tisak Tipografije d.d., 1920.</p> <p>NOVAK, Viktor, <i>Latinska paleografija</i>, Beograd: Univerzitet u Beogradu – Naučna knjiga, 1952. (ili bilo koje drugo dostupno izdanje)</p> <p>ZELIĆ-BUĆAN, Benedikta, <i>Bosančica ili hrvatska ćirilica u srednjoj Dalmaciji</i>, Split: Državni arhiv u Splitu, 2000.</p> <p>LAZANIN, Sanja, <i>Priručnik iz njemačke paleografije</i>, Zagreb: Tipex, 2004.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	The teaching will be by means of lectures and field work (archives, museums, libraries), and the students will occasionally have homework to read literature.		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Dunja Modrić-Blivajs, Snježana Koren	1.6. Year of the study programme	4 th
1.2. Name of the course	Teaching Methodology of History I.	1.7. Credits (ECTS)	8
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30+30+15+0 (2+2+1+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The basic objective of the course is theoretical and practical to train students of geography-history and history-geography (teaching stream) for teaching history in primary and secondary schools, linking theoretical knowledge about learning and teaching of history with teaching practice, as two key components of the development of teacher competencies. It is expected that students through lectures, seminars, practical teaching experience (observation of experienced teachers in the work and analysis of their watches) and individual work to acquire basic knowledge about learning and teaching of history in primary schools and in different types of secondary school (gymnasium and secondary vocational schools) and training for the preparation and teaching. Students are expected to professional commitment to this vocation, collaborative relationship with other students, course teacher and teacher-mentor and conscientiously and regularly carrying out obligations		
2.2. Course enrolment requirements and entry competences required for the course	Fulfilled all obligations during the previous semesters, especially in cases of Pedagogy, Psychology and Didactics who listen to the third year of study.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>After passing the exam, students / will be able to / know:</p> <ul style="list-style-type: none"> -Applied basic knowledge acquired during the study of history in preparing and teaching in elementary and secondary schools, including the ability to describe and multi-layered interpretation of historical phenomena, processes and structures. -Applied methodological achievements of modern historiography in the learning and teaching of history. -Critical access to sources and literature and apply their knowledge when choosing and preparing teaching materials. -Applied knowledge of educational theories when designing various school activities and strategies of teaching and learning in the history classroom. -Independent select and use relevant literature for selected topics. 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<ul style="list-style-type: none"> -Clearly and coherently present the results of research / learning in oral and written form. -Amount ratings and opinions and make a balanced assessment based on available facts. -Clearly and coherently present the results of research and / or teaching in oral and written form. -Demonstrated in their everyday work professional responsibility and respect for the ethics of the academic community.
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>After passing the exam, students / will be able to / know:</p> <ul style="list-style-type: none"> -Identify and explain fundamental questions of terminology, content and tasks of didactics of history. -Explain place and role of history teaching in the school system of the Republic of Croatia (organization of education, curricula, education policies and their impact on the teaching of history, etc.). -Are And state research of history that are focused on testing the curriculum and teaching methodology characteristics of history teaching. -Critical analyze, interpret and evaluate the objectives and content of modern history teaching (curricula in primary and secondary schools) in the wider European and global context, in the context of education policy, as well as in the context of contemporary historiography. Plan the lessons and make preparation for the lesson with all the necessary elements: set goals and outcomes of the lesson, clearly link them with appropriate activities for students, create a scenario and determine the stage of the lesson, choose the appropriate forms and methods of teaching and learning, choose appropriate media teaching, and competently use different teaching aids in the multimedia classroom history, including information and communication technology, etc. -Indicate and explain the purpose, methods and forms of monitoring, checking and assessment of students' knowledge in history, including the external assessments and prepare test with the tasks of closed and semi-open. -Aadequately respond to the individual needs of students, particularly students with special needs. -Explain forms and methods of professional training and personal development of history teachers and develop the need for permanent professional training and improvement of their own teaching. -Critical assess and evaluate their own work. -Develop a sense of human and stimulating relationship with students.
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Week 1: Introductory information. What is the history of didactics / methodology of teaching history?</p> <p>Week 2: Teaching history in Croatia</p> <p>Week 3: Curricula history</p> <p>Week 4: Learning, development and teaching of history</p> <p>Week 5: Taxonomies of educational outcomes and their application in the teaching of history.</p> <p>Week 6: Motivation in history. Strategies metacognitive knowledge in history</p> <p>Week 7: Shaping the lesson of history</p> <p>Week 8: Strategies and methods of teaching and learning in history</p> <p>Week 9: Colloquium</p>



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	<p>Week 10: The media teaching and learning in history teaching; work with textbook history Week 11: Assessment in history: basic concepts, rules on evaluation Week 12: Evaluating the teaching of history: objective type tasks, essay tasks, alternative assignments Week 13: Assessment in history: external assessments; competition. Week 14: The professional development of teachers of history Week 15: Repetition, determination and systematization of the material; Information on the successful achievement of commitments</p> <p>During the semester is in parallel with classes, place and teaching practice in primary and secondary schools. The exercises in this semester are intended as sensitization and introduction of male and female students in the practical aspects of the teaching profession. They are held in parallel with classes in college to help students / female students allow connection of theoretical knowledge with teaching practice in schools. Students / students are required to attend a total of 15 hours of practice: part of the schedule implemented hospitirajući in class mentor (5 hours in primary and 5 hours in high school). Demonstration classes preceded by an introductory talk, and after an hour followed by group analysis in which they analyze certain parts held hours by which implement the remaining five hours. The student's demonstration classes systematically monitored and evaluated descriptively tutor in consultation with the teacher teaching methods at university, and score for the exercise is part of the overall grade. Students / student during practice teaching observations made log and water daily teaching practice, which is part of their student portfolio.</p>				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input checked="" type="checkbox"/> history teaching practice	2.7. Comments:		
2.8. Student responsibilities	<p>Scheduled arrival at lectures and seminars, participate in discussions and making of small seminars. Colloquium - written exam based on the prescribed literature. Development of practical work (see 2:10). Attending the teaching practice of history (demonstration classes in class mentors, participate in the analysis of watches) and making hospitacijskog minutes. Making student folders. The final conversation. NOTE: The course applies continuous assessment of knowledge.</p>				
2.9. Screening student work (name the	Class attendance	1	Research	Practical work (teaching practice from history +	1



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proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)					production + production hospitacijskog preparation of the minutes)	
	Experimental work		Report		Student's portfolio and the final interview	1,5
	Essay		Seminar essay	3	(other)	
	Tests	1,5	Oral exam		(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Colloquium: 20% Seminar larger volume of work: 30% (preparing for lessons 15%, the test with the tasks of closed and semi-open 15%) Teaching Practice of History + production + hospitacijskog Minutes report mentors: 15% Class attendance: 10% Term papers of minor importance: 10% Student's portfolio: 10% Final interview: 5%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	S. Koren: TeachingMethodology of History, Internal course materials, Faculty of Philosophy, 2014.				-	Yes
	Nastavni planovi i programi povijesti za osnovnu i srednje škole, Nacionalni okvirni kurikulum, zakoni i pravilnici				-	Yes
	D Trškan, <i>Provjera i ocjenjivanje znanja u nastavi povijesti</i> , Zagreb, 2005.				10	
	V. Vizek-Vidović i dr., <i>Psihologija obrazovanja</i> , Zagreb, 2003, selected chapters.				45	
	V. Vizek-Vidović (ur.), <i>Planiranje kurikuluma usmjerenog na kompetencije u obrazovanju</i> , Zagreb, 2009, selected chapters.				2	
	V. Poljak, <i>Didaktika</i> , Zagreb, 1990., selected chapters.				>50	
2.12. Optional literature (at the time of submission of study programme proposal)	M. Cindrić i dr., <i>Didaktika i kurikulum</i> , Zagreb, 2010, selected chapters.					
	Marija Vrbetić, <i>Nastava povijesti u teoriji i praksi</i> , Zagreb, 1968.					
	Ana Pešikan Avramović, <i>Treba li deci istorija: psihološki problemi nastave istorije u osnovnoj školi</i> , Beograd, 1996.					
C. Kyriacou, <i>Temeljna nastavna umijeća</i> , Zagreb, 2001.						
<i>Smart Guide for Teachers</i> , u tisku.						



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	<p>R. J. Marzano, D. J. Pickering, J. E. Pollock, <i>Nastavne strategije</i>, Zagreb, 2006.</p> <p>L. Bognar, M. Matijević, <i>Didaktika</i>, Školska knjiga, Zagreb, 2002.,</p> <p>S. Koren, M. Najbar Agičić, 'Europska iskustva i nastava povijesti u obveznom obrazovanju', u: <i>Povijest u nastavi</i>, 10/2007.</p> <p>Pasi Sahlberg, <i>Lekcije iz Finske: što svijet može naučiti iz obrazovne promjene u Finskoj</i>, Zagreb, 2012.</p> <p>Nikola Pastuović, <i>Obrazovanje i razvoj: kako obrazovanje razvija ljude i mijenja društvo, a kako društvo djeluje na obrazovanje</i>, Zagreb, 2012.</p> <p>W. Mattes, <i>Nastavne metode: 75 kompaktnih pregleda za nastavnike i učenike</i>, Zagreb, 2007.</p> <p>H. Klippert, <i>Kako uspješno učiti u timu: zbirka praktičnih primjera</i>, Zagreb, 2001.</p> <p>E. Jensen, <i>Super-nastava. Nastavne strategije za kvalitetnu školu i uspješno učenje</i>, Zagreb, 2003.</p> <p>Časopisi <i>Historijski pregled</i>, <i>Nastava povijesti</i> i <i>Povijest u nastavi</i> – odabrani tekstovi.</p> <p>S. Koren, S. Vidas, <i>Povijest 8: metodički priručnik za osmi razred osnovne škole</i>, Profil, Zagreb, 2007., str. 7-41 (Godišnji raspored nastavnih jedinica, Izvedbeni plan)</p> <p>The present test directory from the history of the State Matura and examples of tasks from the history of the state exams and the state graduation exam</p> <p>Materials on the PISA study relating to Croatia and examples of tasks in the area of Reading literacy.</p> <p>Textbooks, workbooks and manuals for preparing classes.</p>
<p>2.13. Quality assurance methods that ensure the acquisition of exit competences</p>	<p>During the semester, students are monitored through their active participation in the course, critical thinking on a particular subject and through the development of small seminars. And the degree of understanding of fundamental theoretical knowledge reviewed test. The acquisition of knowledge and skills students exhibit and creating practical works, creating hospitacijskog minutes and participation in the analysis of training sessions of their mentors. Continuous monitoring of student progression and provides a collection of their works in the student portfolio.</p>
<p>2.14. Other (as the proposer wishes to add)</p>	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Vesna Bilić	1.6. Year of the study programme	4 th
1.2. Name of the course	Pedagogy	1.7. Credits (ECTS)	4
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Students will gain knowledge about tasks and contents of individual educational areas, and develop skills for their application in teaching, communication with parents, students and colleagues, and personal development.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, skills and abilities</p> <p>Knowledge and understanding:</p> <p>Theoretical basis of pedagogy .</p> <p>Elements necessary for the preparation, execution, evaluation and administration of teaching geography in elementary and secondary schools.</p> <p>Appropriate regulations in the field of primary and secondary education.</p> <p>Cognitive abilities and skills:</p> <p>Transfer of scientific educational content, preparation and presentation of appropriate educational content .</p> <p>Assessment of student achievement in teaching in elementary and secondary schools, teaching and evaluation of the curriculum.</p> <p>The skills required for the evaluation, interpretation and synthesis of information and data.</p> <p>Self-teaching using various forms of teaching, teaching methods and teaching aids and instructional strategies.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Practical skills and abilities: Selecting and applying skills in the teaching of relevant teaching materials and aids . The application of appropriate methodologies in the study of education.</p> <p>Generic skills and abilities: The literature search and sources . Efficient work independently and in a team. Individual work needed for professional advancement and professional development. Effective communication with all stakeholders in the education system. Classroom management.</p>	
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> - Know the purpose, object and tasks of pedagogy, power and limits of education - Distinguish the subjects of education, educational goals and styles of education - To understand the tasks and contents of individual Education - Applied arts education in teaching, communicating with parents, students and colleagues, and in personal development 	
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. The purpose, object and tasks of pedagogy. 2. The socio-historical dimension of pedagogy. 3. The power and limits of education. 4. The process of education and subjects. 5. The educational objectives. 6. Styles. 7. Correctional authorities. 8. Communication in Education 9. The basic educational areas (physical, intellectual, moral, social - emotional, professional education). 10. Areas of achieving education (education in the family, preschool, education in school) 11. Methods and tools for education in the classroom. 12. Working with children who are difficult to educate. 13. Social competence and prosocial behavior. 14.-15. Education and media. 	
<p>2.6. Format of instruction:</p>	<p><input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety</p>	<p><input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor</p>
		<p>2.7. Comments:</p>



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> (other)		
2.8. Student responsibilities	Regular attendance, active participation in workshops and exercises, preparation and presentation of individual assignments and term papers, written and oral exam.			
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research	Practical training
	Experimental work		Report	(other)
	Essay		Seminar essay	0,5 (other)
	Tests		Oral exam	0,5 (other)
	Written exam	1	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	On the final exam evaluates the activity of students in class, quality workmanship exercises and term papers, term papers manner of presentation, timeliness and quality in making individual assignments, achievements in written and oral exam.			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	Miljković, D., 2009: <i>Pedagogija</i> . Zagreb: Društveno veleučilište i Kineziološki fakultet.		10	Yes
	Gudjons, H., 1994: <i>Pedagogija - temeljna znanja</i> . Zagreb: Educa.		10	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	Vukasović, A., 2001: <i>Pedagogija</i> . VII. izdanje. Zagreb: Hrvatski katolički zbor «MI». Bilić, V., 2004: <i>Fenomen maltretiranja djece: oblici pomoći obitelji i školi</i> . Zagreb: Naklada Ljevak. Rijavec, M., Miljković, D., 2006: <i>Tko su dobri ljudi</i> . Zagreb: IEP-D2. Silov, M., 2003: <i>Pedagogija</i> . Zagreb: Persona.			
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the quality management system of the University of Zagreb, quality and efficiency are monitored self-esteem of teachers and interviewing participants, and statistical analysis of the performance of students on the basis of data Student office.			
2.14. Other (as the proposer wishes to add)				



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Nenad Karajić, Anton Vukelić	1.6. Year of the study programme	4 th
1.2. Name of the course	Sociology of Education	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30+0+0+0 (2+0+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	25
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The task of the course is to familiarize students with the educational system, its organization, internal structure, the foundation of education in modern society and socio-historical development and significance for the culture of the society and development of individuals. The course objective is to gain knowledge about the importance of education in modern society.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	Subject contributes: <ul style="list-style-type: none"> - Development of general, professional and technical competence of the teaching profession, - Knowledge and understanding of the content of sociology of education, - The development of cognitive abilities and skills: the transfer of scientific educational content, preparation and proper presentation of educational content; evaluation of teaching and geography curricula. - The development of generic competencies and skills: <ul style="list-style-type: none"> - Search and literature sources, - Information-technology skills: the use of presentation software, use software for word processing and spreadsheet calculation, collection and storage of data, the use of the Internet, - Efficient work independently and in a team, - Independent work required for professional advancement and professional development. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning	KNOWLEDGE: understanding the structure and purpose of the educational system; ability to question ideas and theories in education; ability systematic analysis of educational concepts, educational practices and the social life.		



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outcomes)	SKILLS: skills in the use of acquired knowledge and information; skills transfer basic knowledge in practice; skills to recognize the complexity of the learning process, the diversity of ways of learning and the environment in which it takes place; skills of oral and written communication				
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>1 SOCIAL AND POLITICAL CONTEXT OF EDUCATION (terms of education; education as an aspect of socialization; the expansion of education and changes its meaning in different types of companies);</p> <p>2-3 Sociology of Education - ESTABLISHMENT AND DEVELOPMENT (theoretical and interpretive starting point functionalist, liberal, conflict, interactionist, etc .; education and modern society);</p> <p>4-5 EDUCATION AND SOCIAL CHANGES (education and social mobility - mobility, differentiation and selection, education and social reproduction - layered, professional, changes in the value system, educational and social change);</p> <p>6-7 INSTITUTIONAL EDUCATION SYSTEMS (family, school, media, Croatian education system - education policies and reforms in education, degrees and training programs, etc .; educational curriculum);</p> <p>8-9 EDUCATION AND CULTURE (tradition, religion, cultural reproduction and choice of education - public, denominational, private schools; education and multicultural society); education and social conflicts - social, ethnic, religious);</p> <p>10-11 EDUCATION AND ECONOMIC DEVELOPMENT (the effectiveness of education as a mechanism of economic development; global labor market and education; environmental education; investment in education, competition, education market, the degree of choice and achievement);</p> <p>12-13 GLOBALIZATION AND EDUCATIONAL PERSPECTIVES (education and technological change - an interactive, on-line distance learning, etc .; national and international curricula; social and educational inequality; harmonization of educational content; education and democracy);</p> <p>14-15 THE FUTURE OF EDUCATION AND THE ROLE OF TEACHERS (crisis of education; education teacher mentors; learning opportunities in group activities; cooperative learning, etc.).</p>				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular attendance of lectures, discussions, colloquium and written exam.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the	Class attendance	0,5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests	1	Oral exam		(other)



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course)	Written exam	1,5	Project	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Evaluates the activity to continue, the results of tests and written exams.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Durkheim, E. Obrazovanje i sociologija. Zagreb: Zavod za sociologiju Filozofskog fakulteta, 1996.			2	
	Obrazovanje i društvo. // Uvod u sociologiju / Michael Haralambos. Zagreb: Školska knjiga, 1989.			2	
	Obrazovanje. // Sociologija: teme i perspektive / Michael Haralambos. Zagreb: Golden Marketing, 2002. pp 737-882.			2	
2.12. Optional literature (at the time of submission of study programme proposal)	Ballantine, J. H. The Sociology of Education. New Jersey: Prentice-Hall, Inc, 1993. Delores, J. Učenje blago u nama. Zagreb Educa, 1998. Lesourne, J. Obrazovanje i društvo: izazovi 2000. godine. Zagreb: Educa, 2000. Pastuović, N. Edukologija. Zagreb Znamen, 1999. Chapter V.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Philosophy.				
2.14. Other (as the proposer wishes to add)					



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Vedran Prelogović	1.6. Year of the study programme	4 th
1.2. Name of the course	Geography of Europe	1.7. Credits (ECTS)	3
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The main objective of the course is to enable students to understand regional complex (physical and social characteristics) of Europe. Special attention within this course is given to: writing of report, reading of selected texts related to the different aspects of regional geography of Europe, thematic discussions on different topics. Particular objectives of the course are: synthesis of contemporary theory and methodology of regional geography; emphasise and explain regional differences in Europe, that are induced by interaction of different economic, social, cultural and political factors on global, regional and local level and to emphasise importance of European integrations.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Knowledge and understanding of:</p> <p>Geographic terminology, definitions and theories.</p> <p>Applying of methodology in geography and current investigations in its field.</p> <p>Appropriate statistics and graphic techniques.</p> <p>Methods in cartography, interpretation of elements and contents of geographical maps.</p> <p>Elements and factors in physical geography and their interrelationship in geosystems on various spatial levels.</p> <p>The role of population in processes and functional spatial organization.</p> <p>Urban and rural spatial systems, their interrelationship and structural and functional characteristics.</p> <p>Systems and models in economic geography, their structure, dynamics and development factors on various spatial levels.</p> <p>Factors of development and characteristics of transportation modes, transportation networks, dynamics of transportation flows,</p>		



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	<p>impacts of relationship of transport and other economic activities. Processes in political geography, with emphasis on globalisation and integration processes. Geographic aspects of socio-cultural processes. Causality relations between the elements and factors of natural environment and society. Concept of region and regionalisation. Modern geography of Croatia and Europe. Concept of regional and sustainable development.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. The ability to interpret and discuss relevant and actual geographic problems and processes. The skills needed for evaluation, interpretation and synthesis of relevant information. The skills needed for presenting scientific contents and stances in written and oral form. The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials.</p> <p>Practical abilities and skills: Applying appropriate statistic and graphic methods and techniques in analysis and in the presentation of the research results. Applying appropriate maps and cartographic methods and techniques in analysis and in the presentation of the research results.</p> <p>Generic abilities and skills: Problem solving, relating to qualitative and quantitative geographic information. Conducting literature research and use databases and other sources of information. Information-technology skills: word-processing and spreadsheet usage, data logging and storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member. Continuous professional development.</p>
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> - explain physical and social geographic characteristics of Europe - explain causes and outcomes of regional differences in Europe - detach and to explain characteristics of main European regions - make a research on a selected topic and to present the results in a written and oral form - write a report on a selected topic



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<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>1 INTRODUCTORY LECTURE – Goals and aims; Students obligations; Schedules of written and oral exams; Notion and definition of the term Europe 2 PHYSICAL GEOGRAPHIC CHARACTERISTICS OF EUROPE 1 – Geomorphology; Sea and coast; Inland waters 3 PHYSICAL GEOGRAPHIC CHARACTERISTICS OF EUROPE 2 – Climate; Vegetation; Ecological problems and protection of the environment 4 DEMOGRAPHIC CHARACTERISTICS OF EUROPE 1 – Distribution and density; Dynamics and development of population; Natural increase of population 5 DEMOGRAPHIC CHARACTERISTICS OF EUROPE 2 – Migrations; Structures of population 6 CITY AND URBANIZATION – Development of urban areas; Regional differences in the rate of urbanization; New types of urbanization 7 ECONOMIC GEOGRAPHIC CHARACTERISTICS OF EUROPE – Agriculture; Industry; Trade; Tourism; Transport; Energy 8. ECONOMIC AND POLITICAL INTEGRATIONS – European integrations; Regional development and regional differentiation 9 UNITED KINGDOM AND IRELAND; NORDIC (Denmark, Norway, Sweden, Finland, Iceland) AND BALTIC (Estonia, Latvia, Lithuania) COUNTRIES 10 FRANCE AND BENELUX (Belgium, The Netherlands, Luxembourg) 11 GERMANY 12 ALPINE COUNTRIES (Switzerland, Austria, Slovenia); EASTERN-CENTRAL EUROPE (Poland, Czech Republic, Slovakia, Hungary) 13 ITALY 14 SPAIN AND PORTUGAL; COUNTRIES OF FORMER YUGOSLAVIA (Bosnia and Herzegovina, Serbia, Montenegro, Kosovo, Macedonia), ROMANIA, BULGARIA, GREECE, ALBANIA 15 EASTERN EUROPE (European part of Russia, Belarus, Ukraine, Moldavia); SMALL COUNTRIES ; EXCLAVES/ENCLAVES; AREAS WITH SPECIAL STATUS</p>				
<p>2.6. Format of instruction:</p>	<p>X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work</p>	<p>X independent assignments X multimedia and the internet <input type="checkbox"/> laboratory X work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>Regular class attendance. Writing of the report. Oral presentation of the written report within the thematic discussions.</p>				
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS</p>	<p>Class attendance</p>		<p>Research</p>		<p>Practical training</p>
	<p>Experimental work</p>		<p>Report</p>		<p>(other)</p>
	<p>Essay</p>		<p>Seminar essay</p>	<p>1</p>	<p>(other)</p>



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credits is equal to the ECTS value of the course)	Tests		Oral exam	0,5	(other)	
	Written exam	1	Project	0,5	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Written evaluation, oral examination.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Blouet, B. W., 2012: <i>The EU and Neighbors. A Geography of Europe in the Modern World</i> , John Wiley and Sons, Hoboken.			5	yes	
	Murphy, A. B., Jordan-Bychkov, T. G., Bychkova Jordan, B., 2009: <i>The European Culture Area. A Systematic Geography</i> , Rowman and Littlefield Publishers, Lanham.			5	yes	
	Ostergren, R. C., Le Bosse, M., 2011: <i>The Europeans. A Geography of People, Culture, and Environment</i> , The Guilford Press, New York, London.			5	yes	
2.12. Optional literature (at the time of submission of study programme proposal)	Gebhardt, H., Glaser, R., Lentz, S. (ur.), 2013: <i>Europa – eine Geographie</i> , Springer Spektrum, Berlin, Heidelberg. Lichtenberger, E., 2005: <i>Europa: Geographie, Geschichte, Wirtschaft, Politik</i> , Primus Verlag, Darmstadt. Rebernik, D., 2009: <i>Osnove fizične geografije Evrope</i> , Filozofska fakulteta, Ljubljana.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.					
2.14. Other (as the proposer wishes to add)						



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	According to decision of Geography Department Council	1.6. Year of the study programme	4 th
1.2. Name of the course	Fieldwork in geography IV	1.7. Credits (ECTS)	3
1.3. Associate teachers	According to decision of Geography Department Council	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 hours/year
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The application of acquired knowledge and skills; recognition and demonstration of geographic phenomena and processes.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, skills and abilities: <u>Knowledge and understanding of:</u> Fundamental methodology in geography and history. Fundamentals in cartography and map elements. Elements and factors in physical geography and their interrelationship, geosystems of various spatial levels. Causality relations between the elements and factors of society and the natural environment. Contemporary geographical features of Croatian and Europe.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium complexity. The ability to interpret and discuss actual problems and processes relevant in geography and history. The skills needed for evaluation, interpretation and synthesis of relevant information. Skills in presenting scientific materials and arguments in writing and orally.</p> <p>Practical abilities and skills:</p>		



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	<p>Orientation in space with the help of modern technologies and skills needed for field work. Identifying and mapping of geographical and historical content. Applying appropriate maps and cartographic methods and techniques in analysis and in the presentation of the results. Creating models of field instruction for elementary and secondary schools.</p> <p>Generic abilities and skills: Conducting literature research and use databases and other sources of information. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement.</p>					
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> - Apply the acquired knowledge in the subject of the first, second, third and fourth year of study - Apply the methods and techniques of field research: locating, identifying, measuring, sketching and mapping, sampling and analysis of field samples, survey - Evaluate the results of fieldwork and research - Conceived plan and program of field work for students of primary and secondary schools and tasks to check the practical geographical skills 					
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Content is partially variable depending on the area of scientific fieldwork. General derived from both study programs, with possible minor emphasis on programs subject of the year. It is performed once in field work week. Classes are held through demonstration lessons, possible exposure of students to advance a particular theme and through practical work of students that develop abilities and skills of application of field methods and techniques. Plan and program of field work in agreement with the students propose leaders of field work at the beginning of the summer semester, and is adopted by the Council of the Geographical Department.</p>					
<p>2.6. Format of instruction:</p>	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7. Comments:</p>			
<p>2.8. Student responsibilities</p>	<p>Compulsory attendance and active monitoring of field work; making assignments, conduct a field journal, a portfolio of personal development.</p>					
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the</p>	<p>Class attendance</p>		<p>Research</p>		<p>Practical training</p>	<p>3</p>
	<p>Experimental work</p>		<p>Report</p>		<p>(other)</p>	
	<p>Essay</p>		<p>Seminar essay</p>		<p>(other)</p>	
	<p>Tests</p>		<p>Oral exam</p>		<p>(other)</p>	



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course)	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	No grade. Heads of field study concluded that the student met or did not meet the obligations of field work and the work carried out field work confirmed their signatures.					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	List of required literature compiled leaders of field work.					
2.12. Optional literature (at the time of submission of study programme proposal)	Lis of optional literature compiled leaders of field work.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Procedures set forth in the Regulations book and the Reference manual on quality management at the University of Zagreb, and at the Faculty of Science: - student questionnaire at the University and Faculty level - self-evaluation of courses: modernisation and revision of aims and content of the course, the strategy of teaching and learning; evaluation of learning outcome by the analysis of student success based on the Student office and our own records - questionnaire after exit of the University: evaluation of integrated education programme					
2.14. Other (as the proposer wishes to add)	-					



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1. GENERAL INFORMATION			
1.1. Course teacher	Mirjana Matijević Sokol	1.6. Year of the study programme	4 th
1.2. Name of the course	Introduction to Historical Auxiliary Sciences II.	1.7. Credits (ECTS)	3
1.3. Associate teachers	Tomislav Galović	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+0+0+0 (2+0+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1; 5%
2. COUSE DESCRIPTION			
2.1. Course objectives	The students will be acquainted with basic terms, definitions and a historical overview of the development of Historical Auxiliary Sciences II. As competencies, the student shall obtain insight into possibilities of interpretations of historical sources, and they will become familiar with the most important literature and the methodology of scientific-expert analysis arising from an integral and interdisciplinary approach to the historical sources. Auxiliary Historical Sciences II consist of chronology, heraldry and sphragistics (sigillography), historical metrology, numismatics, genealogy, historical demography, historical geography and cartography, etc. Chronology. Basic elements of the date. Manner of dating. Holidays, eras, styles. Practical use of chronological tools (Easter tables and so on). Heraldry. Definition, basic terms and historical survey. Sphragistics (sigillography). Introduction with historical survey. Basic terms. Historical metrology. Basic terms on measures and weights. Numismatics. Historical survey. Genealogy. Introduction, basic terms and historical survey. Historical demography. Historical geography and cartography, etc.		
2.2. Course enrolment requirements and entry competences required for the course	Not provided specific conditions. The student shall obtain insight into possibilities of interpretations of historical sources, and they will become familiar with the most important literature and the methodology of scientific-expert analysis arising from an integral and interdisciplinary approach to the historical sources.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Acquaintance with basic skills for scientific research work, i.e. providing of insight into technical knowledge and procedures, especially regarding the work on original medieval and early modern documents in archives, libraries, and so on.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be acquainted with basic terms, definitions and a historical overview of the development of Historical Auxiliary Sciences II. Development of general and specific competences, knowledge and skills: Introduction into the set of other skills of research work (chronology, heraldry, sphragistics, historical metrology, numismatics, genealogy, historical demography, historical geography and cartography, etc.), i.e. providing of insight into technical knowledge and procedures, especially		



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<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>regarding the work on original medieval and early modern documents in archives, libraries, and so on.</p> <p>Lecture 1: Course introduction. Curriculum. Literature Lecture 2: Rules and procedures in publishing archival documents I. Lecture 3: Rules and procedures in publishing archival documents II. Lecture 4: Chronology – basic elements of the date Lecture 5: Practical use of chronological tools (Easter tables etc.) Lecture 6: Heraldry – historical survey Lecture 7: Heraldry – definition and basic terms Lecture 8: Croatian Heraldic Heritage Lecture 9: Sphragistics (sigillography) – Introduction with historical survey Lecture 10: Historical metrology – basic terms on measures and weights Lecture 11: Numismatics – historical survey Lecture 12: Genealogy – Introduction, basic terms and historical survey Lecture 13: Historical demography Lecture 14: Historical geography with cartography Lecture 15: Conclusion</p>																																		
<p>2.6. Format of instruction:</p>	<p>X lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work</p>	<p><input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>																																
<p>2.8. Student responsibilities</p>	<p>Regular attendance and participation in discussions.</p>																																		
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</p>	<table border="1"> <tr><td>Class attendance</td><td>0,5</td></tr> <tr><td>Experimental work</td><td></td></tr> <tr><td>Essay</td><td></td></tr> <tr><td>Tests</td><td></td></tr> <tr><td>Written exam</td><td>1,5</td></tr> </table>	Class attendance	0,5	Experimental work		Essay		Tests		Written exam	1,5	<table border="1"> <tr><td>Research</td><td></td></tr> <tr><td>Report</td><td></td></tr> <tr><td>Seminar essay</td><td></td></tr> <tr><td>Oral exam</td><td>0,5</td></tr> <tr><td>Project</td><td></td></tr> </table>	Research		Report		Seminar essay		Oral exam	0,5	Project		<table border="1"> <tr><td>Practical training</td><td></td></tr> <tr><td>Participation in class 1</td><td>0,5</td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> </table>	Practical training		Participation in class 1	0,5	(other)		(other)		(other)			
Class attendance	0,5																																		
Experimental work																																			
Essay																																			
Tests																																			
Written exam	1,5																																		
Research																																			
Report																																			
Seminar essay																																			
Oral exam	0,5																																		
Project																																			
Practical training																																			
Participation in class 1	0,5																																		
(other)																																			
(other)																																			
(other)																																			
<p>2.10. Grading and evaluating student work in class and at the final exam</p>	<p>The final grade will be made based on individual class participation (20%) and based on the assessment of written exam (80%) which will be implemented by the end of classes.</p>																																		
<p>2.11. Required literature (available in the library and via other media)</p>	<p>Title</p>			<p>Number of copies in the library</p>	<p>Availability via other media</p>																														



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	STIPIŠIĆ, Jakov, <i>Pomoćne povijesne znanosti u teoriji i praksi: latinska paleografija, opća diplomatika, kronologija, rječnik kratica</i> , Zagreb: Školska knjiga, 1991.	10	
	ZMAJIĆ, Bartol, <i>Heraldika, sfragistika, genealogija, veksilologija, rječnik heraldičkog nazivlja</i> , Zagreb: Golden marketing, 1996.	5	
	Handbook (in preparation) some parts available on the system for learning Omega FFZG		Internet, on-line
2.12. Optional literature (at the time of submission of study programme proposal)	<p>ANTOLJAK, Stjepan, <i>Pomoćne istorijske nauke</i>, Kraljevo: Istorijski arhiv Kraljevo (Biblioteka časopisa „Naša prošlost“, knj. 3), 1971.</p> <p>CAPPELLI, Adriano, <i>Cronologia, Cronografia e Calendario perpetuo. Dal principio dell'era cristiana ai nostri giorni</i>, settima edizione riveduta, corretta e ampliata a cura di Marino VIGANÒ, Milano: Editore Ulrico Hoepli (Manuali Hoepli), 2005.</p> <p>GROTEFEND, Hermann, <i>Taschenbuch der Zeitrechnung des deutschen Mittelalters und der Neuzeit</i>, Hannover: Hahnsche Buchhandlung, 1991.</p> <p>BOJNIČIĆ, Ivan, <i>Der Adel von Kroatien und Slavonien</i>, (reprint), Zagreb: Golden marketing, 1995.</p> <p>GULIN, Ante, <i>Hrvatska crkvena srednjovjekovna sfragistika</i>, Zagreb: Golden marketing, 1998.</p> <p>HERKOV, Zlatko, <i>Naše stare mjere i utezi: uvod u teoriju povijesne metrologije i njezine praktična primjena pri proučavanju naše gospodarske povijesti</i>, Zagreb: Školska knjiga, 1973.</p> <p>MIMICA, Bože, <i>Numizmatika na povijesnom tlu Hrvatske (IV. st. pr. Krista – 1918.)</i>, Rijeka: Vitagraf, 21994.</p> <p>STIPETIĆ Vladimir – VEKARIĆ, Nenad, <i>Povijesna demografija Hrvatske</i>, Zagreb – Dubrovnik: HAZU – Zavod za povijesne znanosti u Dubrovniku, 2004.</p> <p>SLUKAN ALTIĆ, Mirela, <i>Povijesna kartografija: kartografski izvori u povijesnim znanostima</i>, Samobor: Meridijani, 2003.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Philosophy.		
2.14. Other (as the proposer wishes to add)			



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1. GENERAL INFORMATION			
1.1. Course teacher	Snježana Koren, Dunja Modrić-Blivajs	1.6. Year of the study programme	4 th
1.2. Name of the course	Teaching Methodology of History II	1.7. Credits (ECTS)	7
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30+30+15+0 (2+2+1+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The basic objective of the course is theoretical and practical to train students of geography-history and history-geography (teaching stream) for teaching history in primary and secondary schools, linking theoretical knowledge about learning and teaching of history with teaching practice, as two key components of the development of teacher competencies. It is expected that students through lectures, seminars, practical teaching experience (observation of experienced teachers in the work and analysis of their watches) and individual work to acquire basic knowledge about learning and teaching of history in primary schools and in different types of secondary school (gymnasium and secondary vocational schools) and training for the preparation and teaching. They'll know accommodate the objectives and content of the teaching of history in the wider social context and understand that the way society treats the past affects the learning and teaching of history. Students are expected to professional commitment to this vocation, collaborative relationship with other students, course teacher and teacher-mentor and conscientiously and regularly carrying out obligations.		
2.2. Course enrolment requirements and entry competences required for the course	Fulfilled all obligations on the part of didactics of history I (including signature and evaluation).		
2.3. Learning outcomes at the level of the programme to which the course contributes	After passing the exam, students / will be able to / know: -Apply in preparing term papers, as well as teaching in primary and secondary schools, the results of research in historiography and methodology of teaching history, with clearly expressed awareness of time and personal conditionality of such interpretation. -Apply knowledge of educational theories when designing various school activities and strategies of teaching and learning in the history classroom. -Independently select and critically use the relevant references and sources for selected topics, as when making seminar and		



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	<p>other papers, so when preparing training sessions in primary and secondary schools.</p> <ul style="list-style-type: none"> -Clearly and coherently present the results of research and / or teaching in oral and written form. -Arguments amount to evaluation and attitudes and make a balanced assessment based on available facts. -When creating works, identify, contextualize and conceptualize problems, post hypotheses and interpret the data. -Express in their daily work professional responsibility and respect for the ethics of the academic community
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>After passing the exam, students / will be able to / know:</p> <ul style="list-style-type: none"> -Apply the achievements of modern historiography in the learning and teaching of history and productively associate them with methodical theoretical knowledge and teaching practice. -Identify and explain the main research questions and topics of history teaching methodology that are focused on the history and politics of education, culture of memory and remembrance, interculturalism and intercultural approaches. -Critically analyze the relationship of history and identity politics, and the role of modern media in gaining awareness of the past. -Explain and critically evaluate the role of historical sources and historical concepts (chronology, causality, change and continuity, the meaning of past events, interpretation, multi-perspectivity) in constructing the historiographical narratives and explanations, and apply that knowledge in preparing teaching in primary and secondary schools. -Prepare teaching classes that indicate the reflection on the teaching of history beyond the mere reproduction of textbook content, or form such teaching activities at the center have the use of different types of historical sources, teaching about interpretations, concepts and controversies as a means of achieving higher levels of cognitive domain of Bloom's Taxonomy. -Assess students' knowledge and skills through essay tasks, create criteria for their evaluation, as well as for alternative assessment and evaluation of knowledge. -Develop plans for implementing the teaching of history in primary and secondary schools. -Recognize and appropriately respond to the individual needs of students, particularly students with special needs. -Critically assess and evaluate their own work and develop the need to permanently improve their own teaching. -Develop a sense of human and stimulating relationship with students.
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Week 1: Introductory information. What are the basic historical concepts? Week 2: Historical concepts: chronological understanding Week 3: Historical concepts: causality Week 4: Historical concepts: change and continuity, the meaning of past events Week 5: Teaching Performances Week 6: Teaching sensitive and controversial issues Week 7: Working with historical sources: written sources Week 8: Working with historical sources: image sources Week 9: Working with historical sources: material sources. Museums and history teaching Week 10: Colloquium Week 11: extracurricular forms of learning and teaching of history. Field work Week 12: Project teaching history Week 13: Planning of history: making final plans - the annual plan</p>



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	<p>Week 14: Planning of history: making final plans - thematic plan Week 15: Repetition, determination and systematization of the material; Information on the successful achievement of commitments</p> <p>During the semester is in parallel with classes, place and teaching practice in primary and secondary schools. They are held in parallel with classes in college to help students / female students allow connection of theoretical knowledge with teaching practice in schools. This semester begins self teaching. Students / students this part of the practices implemented in the same department in order to gain insight into the developmental aspects of the process of teaching and learning and to develop their sense of professional responsibility for students who teach. During this part of the practice, students / students showed that they are able to create the preparation for lessons and has been successfully implemented in the classroom. Students / students shall hospitirati to 5 hours mentor and independently held 5 hours, of which one sample clock. The remaining 5 watches implemented through individual instruction and consultation to faculty and teacher-mentor at school. The student's demonstration classes and holding classes systematically monitored and evaluated descriptively tutor in consultation with the teacher teaching methods at university, and score for the exercise is part of the overall grade. Students / student during practice produced water daily teaching practice and made preparations, which forms part of their student portfolio.</p>					
<p>2.6. Format of instruction:</p>	<p>X lectures X seminars and workshops X exercises <input type="checkbox"/> on line in entirety X partial e-learning X field work</p>	<p>X independent assignments X multimedia and the internet <input type="checkbox"/> laboratory X work with mentor X history teaching practice in school</p>	<p>2.7. Comments:</p>			
<p>2.8. Student responsibilities</p>	<p>Scheduled arrival at lectures and seminars, participate in discussions and making of small seminars. Colloquium - written exam based on the prescribed literature. Development of practical work (see 2:10). Attending the teaching practice of history (demonstration classes in class mentors, maintenance training sessions, participation in the analysis of watches) and making hospitacijskog minutes. Making student folders. The final conversation. NOTE: The course applies continuous assessment of knowledge.</p>					
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</p>	<p>Class attendance</p>	<p>1</p>	<p>Research</p>		<p>Practical work (teaching practice from history + production + production hospitacijskog preparation of the minutes)</p>	<p>1</p>
	<p>Experimental work</p>		<p>Report</p>		<p>Student's portfolio and the final interview</p>	<p>1</p>



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	Essay		Seminar essay	2,5	(other)	
	Tests	1,5	Oral exam		(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	<p>Preliminary exam (essay): 20% Term papers: 30% (preparing for lessons based on historical sources and concepts 10%, implementing the annual plan of 10%, implementing thematic plan 10%) Teaching Practice of History + preparation + production + hospitacijskog Minutes report mentors: 20% Class attendance: 10% Smaller seminar papers: 5% Student Portfolio: 10% Final interview: 5%</p>					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	S. Koren, Teaching Methodology of History, course materials, Faculty of Philosophy, 2014.					Web FF
	Nastavni planovi i programi povijesti za osnovnu i srednje škole; Nacionalni okvirni kurikulum; zakoni i pravilnici					Web MZOS and NCVVO
	Z. Nikolić Jakus, <i>Uvod u studij povijesti. Historiografski praktikum</i> , Zagreb, 2012, selected chapters.			54		
	R. Stradling, <i>Nastava europske povijesti 20. stoljeća</i> , Zagreb, 2003.,			40		
	<i>Priručnik za nastavnike historije u Bosni i Hercegovini</i> , Vijeće Europe, 2008, selected chapters.					Web Council of Europe
2.12. Optional literature (at the time of submission of study programme proposal)	K. Jenkins, <i>Promišljanje historije</i> , Zagreb, 2008.					
	O. Luthar, <i>Majstori i muze</i> , Naklada MD, Zagreb, 2002.					
	R. Stradling, <i>Multiperspektivnost u nastavi povijesti: priručnik za nastavnike</i> , Zagreb, 2005.					
	S. Petrungraro, <i>Pisati povijest iznova</i> , Zagreb, 2010.					
	S. Koren, 'Slike nacionalne povijesti u hrvatskim udžbenicima uoči i nakon raspada Jugoslavije', u <i>Historijski zbornik LX</i> , Zagreb, 2007.					
S. Koren, B. Baranović, „What Kind of History Education Do We Have after Eighteen Years of Democracy in Croatia? Transition, Intervention, and History Education Politics (1990-2008)“, u: Augusta Dimou (ur.), „ <i>Transition and the Politics of History Education in Southeast Europe</i> . Studien des Georg-Eckert-Instituts zur internationalen Bildungsmedienforschung, Band						



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	<p>124, V&R unipress, Göttingen, 2009.</p> <p>Snježana Koren, <i>Politika povijesti u Jugoslaviji (1945-1960): Komunistička partija Jugoslavije, nastava povijesti, historiografija</i>, Zagreb, 2012.</p> <p><i>History Education Under Fire</i>, u tisku.</p> <p>D. Stojanović i dr., <i>Novosti iz prošlosti: znanje, neznanje, upotreba i zloupotreba istorije</i>, Beograd, 2010.</p> <p>M. Brkljačić, S. Prlenda (prir.), <i>Kultura pamćenja i historija</i>, Zagreb, 2006, odabrani tekstovi.</p> <p>Kultura sjećanja: povijesni lomovi i savladavanje prošlosti (1918, 1941, 1945, 1991), Zagreb, 2007-2011, odabrani tekstovi.</p> <p>P. Burke, <i>Očevid: Upotreba slike kao povijesnog dokaza</i>, Zagreb, 2003.</p> <p>K. Mikić, <i>Film u nastavi medijske kulture</i>, Zagreb, 2001.</p> <p>Pavao Skok, <i>Izvanškolska nastava</i>, Zagreb, 2002.</p> <p>Časopisi <i>Historijski pregled</i>, <i>Nastava povijesti</i> i <i>Povijest u nastavi</i> – odabrani tekstovi.</p> <p><i>Povijest u nastavi</i>, 4/2004 (tematski broj o interkulturalizmu)</p> <p><i>Povijest u nastavi</i>, 15/2010 (tematski broj o industrijskoj baštini)</p> <p><i>Povijest u nastavi</i> 16/2010 (tematski broj o muzejima u nastavi povijesti)</p> <p><i>Holokaust u nastavi. Priručnik za nastavnike</i>, Zagreb, 2005.</p> <p>R. Tudor, <i>Poučavanje ženske povijesti 20. stoljeća</i>, Zagreb, 2005.</p> <p><i>Nastava suvremene povijesti Jugoistočne Europe. Dodatni nastavni materijali</i>. CDRSEE i HHO, Zagreb, 2007.</p>
<p>2.13. Quality assurance methods that ensure the acquisition of exit competences</p>	<p>In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Philosophy.</p>
<p>2.14. Other (as the proposer wishes to add)</p>	



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1. GENERAL INFORMATION			
1.1. Course teacher	Daria Tot	1.6. Year of the study programme	4 th
1.2. Name of the course	Didactics	1.7. Credits (ECTS)	4
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	45+0+0+0 (3+0+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Enable students to explore educational needs, determination of educational objectives (student competencies) organization, implementation and evaluation of educational (teaching) process and student achievement. Acquire competence for independent and effective professional activity.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	After completing the program, students will be able to: <ul style="list-style-type: none"> - to think critically and develop the identity of the teaching profession - self-select strategies that best suit case, the subject and the needs of pupils - planned curriculum and extra-curricular activities - promote the integral development of pupils - respect and acceptance of diversity citizenship and democracy, and reflect their own value framework 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing and passing the course, students will know and be able to: <ul style="list-style-type: none"> - Applying the laws and regulations in the particular teacher and school situations - Will be able to distinguish between the structure and content of the geography lesson plan and syllabus in different types of schools in Croatia - Independently plan, program, develop, implement and evaluate educational work (regular classes, extra classes, remedial classes, elective classes, extracurricular activities) - Performing independently prepare lesson plan and syllabus for all grades that play the geography classes in primary and 		



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	<p>secondary schools</p> <ul style="list-style-type: none"> - Autonomous writing independently prepare for all teaching units - Formulate aims and objectives of teaching geography for all teaching units - Select and apply relevant teaching strategies, methods, techniques and procedures - Select and implement of effective forms of work in geography teaching - Prepare, implement and evaluate the fieldwork class and excursion. - Select and use appropriate learning resources, create new teaching tools - Capability to modern educational technology including technology assisted spatial orientation - Find and select reliable databases and other information sources in the teaching geography - Develop and implement of multimedia content in the teaching geography - Capability of self-administered educational documentation - Apply the elements, forms, indicators and assessment criteria of student achievements - Develop and implement measurement instruments for evaluating student achievement - To provide a self-evaluation of the teaching process - Evaluate the curriculum (aims and objectives of teaching geography) at the end of training cycle - Participate in the development and implementation of school curriculum
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Introduction to didactics: defining of the term; founders; tasks (2) The historical development of didactic thinking globally and in Croatia; Didactic; Didactics and other sciences (1) The basic didactic concepts: teaching, education, education, education, education, education process, socialization, education, informal education, self-education, learning, experiential learning (2) Analysis of the current (in) efficiency of education (especially of teaching and learning) and reflect the vision and requirements for quality education (conditions: psychological, pedagogical, organizational programming, methodological, sociological) (1)</p> <p>CURRICULUM The theory of the curriculum (historical approach; determination of the term; curricular plan; system theory and curriculum; theoretical concept of school as a starting point for curriculum; curriculum according to the level of preparation and application) Conceptions of curriculum: humanistic, functionalist, indoor, outdoor ... (2) The components of the curriculum: - Identifying the educational needs - situational analysis; objectives (outcomes) curriculum - students' key competencies; (3) - The choice and arrangement of teaching content; (1) - Conditions for the implementation of the curriculum and organization of teaching - (teaching methods and strategies - informative) (1) - Evaluation of student achievement and curriculum; curriculum development; Flowchart of curriculum and the curriculum. (3)</p>



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	<p>TEACHING - TEACHING AND LEARNING</p> <p>Teaching factors (student, teacher, teaching programs, educational technology ...) (1)</p> <p>Communication in the process of teaching and learning (2)</p> <p>Planning and programming; educational tasks (material, functional, educational); Didactic principles (2)</p> <p>Microstructural components (aspects) of teaching: material and technical, psychological, cognitive, methodical (teaching methods) (4)</p> <p>Macro components of teaching and learning: preparation and introduction, reception and processing of teaching content, repetition, practice, evaluation (monitoring, checking, evaluation) (4)</p> <p>Organisational forms of teaching (individual work, pair work, group work, frontal work) (4)</p> <p>Strategies for teaching and learning: learning strategies by detecting and resolving problems; strategies of interactive learning and project work; strategies integrative learning and teaching focused on action; strategy of cooperative forms of learning; strategies mentoring work; strategy teamwork (4)</p> <p>Preparing students and teachers for teaching and learning - the techniques, procedures; Media in Education (2)</p> <p>Alternative approaches to teaching; Successful classroom management and collaboration with parents (3)</p> <p>Evaluation of training-educational results; evaluation of their own work - self-evaluation (3)</p>					
2.6. Format of instruction:	<p><input checked="" type="checkbox"/> lectures</p> <p><input type="checkbox"/> seminars and workshops</p> <p><input type="checkbox"/> exercises</p> <p><input type="checkbox"/> on line in entirety</p> <p><input type="checkbox"/> partial e-learning</p> <p><input type="checkbox"/> field work</p>	<p><input checked="" type="checkbox"/> independent assignments</p> <p><input type="checkbox"/> multimedia and the internet</p> <p><input type="checkbox"/> laboratory</p> <p><input type="checkbox"/> work with mentor</p> <p><input type="checkbox"/> (other)</p>	2.7. Comments:			
2.8. Student responsibilities	Regular attendance to courses, seminars and practical assignments, active participation in workshops and field work, access tests, written and oral exam.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	0,5
	Essay		Seminar essay		(other)	
	Tests		Oral exam	1	(other)	
	Written exam	2	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Score on the final exam is determined on the basis of achievements in teaching (10%), seminar paper (20%), tests (50%) or written exams (50%) and the oral exams (20%).					
2.11. Required literature (available in the	Title			Number of	Availability via	



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library and via other media)		copies in the library	other media
	Cindrić, M., Miljković, D., Strugar, V. (2010). <i>Didaktika i kurikulum</i> . Zagreb: IEP-D2.	10	Yes
	Poljak, V. (1991). <i>Didaktika</i> . Zagreb: Školska knjiga.	10	Yes
	Tot, D. (2013). <i>Kultura samovrednovanja škole i učitelja</i> . Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu.	10	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Bognar, L. i Matijević, M. (2002). <i>Didaktika</i>. Zagreb: Školska knjiga.</p> <p>Dryden, G. i Vos, J. (2001). <i>Revolucija u učenju</i>. Zagreb: Educa.</p> <p>Meyer, H. (2002). <i>Didaktika razredne kvake</i>. Zagreb: Educa.</p> <p>Rijavec, M. i Miljković, D. (2010). <i>Pozitivna disciplina u razredu</i>. Zagreb: IEP-D2.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>Procedures set forth in the Regulations book and the Reference manual on quality management at the University of Zagreb, and at the Faculty of Science:</p> <ul style="list-style-type: none"> - student questionnaire at the University and Faculty level - self-evaluation of courses: modernisation and revision of aims and content of the course, the strategy of teaching and learning; evaluation of learning outcome by the analysis of student success based on the Student office and our own records - questionnaire after exit of the University: evaluation of graduate education programme - interview with tutors in schools -training facility where students perform methodical practice 		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Zoran Stiperski	1.6. Year of the study programme	5 th
1.2. Name of the course	Geographic Aspect of Globalization	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	(30+15+0+0) 2+1+0+0
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Understanding the phenomenon of globalization from various aspects, economical, political, social. Considering the processes of globalization that in particular concern Croatia. The course contributes to the development of professional competence in geography science, the development of competence for independent research and creating the foundation for work in education system.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>The course contributes to understanding of the economic and geographic systems and models, development factors and dynamics and structure of the global economy and geography theories</p> <p>Course contributes to:</p> <ul style="list-style-type: none"> - understanding of the economic and geographic systems and models, development factors, dynamics and structure of the global economy and geography theories - the development of cognitive, practical and generic competencies and skills: <p>Application of knowledge in determining, identifying and solving problems of medium spatial complexity. Knowledge representation and understanding essential facts, concepts, principles and theories of globalization. Interpretation and discussion of relevant geographic phenomena and processes – phenomenon of globalization. Transfer scientific into educational content, preparation and presentation of content regarding globalization. Recognition and usage of geographic information regarding globalization. Searching literature and resources on globalization. Work effectively, independently and in a team.</p>		



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	Independent work required for professional development.				
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> -compare the state of the world according to the degree of their economic development -explain the formation, boundaries and basic features of the global economy -compare state-triad (trinity), analyse and interpret the foundation of their economic power in the world -extract and compare the weaknesses of global periphery (Latin America, Africa and Eastern Europe) -explore, explain and present rise factors of East Asia -the role of international organizations (such as GATT, WTO, IMF, World Bank) on the global economy - position of individual businesses and the local community in globalized world 				
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1 The diversity of countries and economic development 2 Economic systems in the world 3 Political and social systems in the world 4 Global economy - formation 5 Global economy - boundaries 6 Global economy - validity 7 The role of GATT, WTO, IMF and World Bank to globalized society 8 Relation between global economy and national state 9 The new global strategy for the business unit and international organizations 10 The importance of natural resources for the global economy (example petroleum) 11 Sources of competitiveness in a global economy 12 Polarization of the world under the influence of globalization (the power of the Trinity: Europe, North America, East Asia) 13 Polarization of the world under the influence of globalization (weaknesses of periphery: Latin America, Africa, Eastern Europe) 14 Polarization of the world under the influence of globalization (new challenges: the BRICS countries) 15 Polarization of the world under the influence of globalization (rise of several cities: financial centres (exchanges, banks), political centres of international importance, the headquarters of multinational organizations) 				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attending classes and seminars regularly. Written seminar based on individually collected and analysed literature.				
2.9. Screening student work (name the proportion of ECTS credits for each)	Class attendance	0,5	Research		Practical training
	Experimental work		Report		(other)



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activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay	0,5	(other)	
	Tests		Oral exam	1	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	The final grade is determined on the basis of the seminar evaluation, colloquium results, written and oral exams. All elements of evaluation except colloquium must be positive.					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Stiperski, Z., 2014: Internal course materials, <i>Geographic Aspect of Globalization</i> , Department of Geography, Faculty of Science, Zagreb.				10	Yes
	J. Stiglitz: Uspjeh globalizacije, Algoritam, Zagreb, 2009.				10	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Dicken, P., 2003: <i>Global shift</i>, Guilford Press, N. York, London.</p> <p>Ohmae, K., 2005: <i>Nova globalna pozornica: izazovi i prilike u svijetu bez granica</i>, Mate, Zagreb.</p> <p>Thomas L. Friedman, 2003: <i>Lexus i maslina - Razumijevanje globalizacije</i>. Izvori. Zagreb.</p> <p>Hill, C. W. L., 2001: <i>Global Business Today</i>, McGraw-Hill.</p> <p>Lester C. Thurow, 1997: <i>Budućnost kapitalizma - Kako današnje gospodarske snage oblikuju sutrašnji svijet</i>. Mate. Zagreb.</p>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>The procedures listed in the Rule Book and the Manual of Quality Management at the University of Zagreb and the Faculty of Science:</p> <ul style="list-style-type: none"> - University and college student survey - Self-evaluation of teaching: updating and revising the aims and subjects of course; updating teaching and learning strategies; evaluation of learning outcomes by analysing students' performance based on the personal data and data of the Student Administration Office - Exit polls: evaluation of integrated study - Interview with mentors in school where students perform their methodical practice 					
2.14. Other (as the proposer wishes to add)						



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Zoran Curić	1.6. Year of the study programme	5 th
1.2. Name of the course	Teaching Methodology of Geography I	1.7. Credits (ECTS)	5
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	60+0+0+0 (4+0+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1; 10%
2. COUSE DESCRIPTION			
2.1. Course objectives	Obtaining of competences for teaching geography in primary and secondary schools.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	The course contributes to: - development of teaching competences, thinking and logical inference - self-confidence in public presentations, development of skills on how to present professional and scientific contents - use of knowledge in solving the problems dealing with education - organization and realization of modern geography teaching in primary and secondary schools		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Having attended the course and passed the exam the students will be able to: - define the geography teaching methodology, understand and explain modern concept of school geography - obtain the purposes and tasks of teaching geography through learning results - define the teaching plan, programme and curriculum - distinguish all kinds of teaching material and aids and use them in teaching geography - distinguish teaching methods and aspects of work in teaching geography and use them in the teaching procedure - organize and realize teaching geography out of the classroom - define and distinguish the teaching principles and organize a teaching period - work out detailed curricula and write a preparation for a teaching period - define elements and criteria in evaluating pupils and use them in teaching geography - run instructional documentation and find the rules in the sphere of education		



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<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Introductory lecture. 2. Geography as a school subject. 3. Contemporary concept of school geography. 4. Aims and psychological prerequisites for geographical education. 5. General and detailed curricula for geography teaching. 6. Teaching means and equipment. 7. Multimedia in geography teaching. 8. Forms of work and cooperation in geography teaching. 9. Teaching methods. 10. Fieldwork and excursions in geography teaching. 11. Critical thinking in geography teaching. 12. Principles in geography teaching. 13. Organizing a school lecture. 14. Annual curriculum for geography teaching. 15. Work with gifted school-children. 16. Written preparation for performing a school lecture. 17. Examination and evaluation of pupils. 18. Performance, rhetoric and non-verbal behaviour of teachers. 19. Pedagogical documentation. 20. Collection of laws on school education in Croatia. 				
<p>2.6. Format of instruction:</p>	<p>X lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work</p>	<p><input type="checkbox"/> independent assignments X multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>Class attendance, approach to preliminary, written and oral exams.</p>				
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</p>	<p>Class attendance</p>	<p>0,5</p>	<p>Research</p>		<p>Practical training</p>
	<p>Experimental work</p>		<p>Report</p>		<p>(other)</p>
	<p>Essay</p>		<p>Seminar essay</p>		<p>(other)</p>
	<p>Tests</p>	<p>2</p>	<p>Oral exam</p>	<p>0,5</p>	<p>(other)</p>
	<p>Written exam</p>	<p>2</p>	<p>Project</p>		<p>(other)</p>
<p>2.10. Grading and evaluating student</p>	<p>Class attendance, taking part in the discussion during the lecture, evaluation of the preliminary, written and oral exam results.</p>				



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work in class and at the final exam			
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Vuk, R., Vranković, B., Orešić, D., 2015: <i>Geografija na državnoj maturi 2010. – 2012., Analize i preporuke</i> , Nacionalni centar za vanjsko vrednovanje obrazovanja, Zagreb.	10	Yes
	Bežen, A., 2008: <i>Metodika – znanost o poučavanju nastavnog predmeta</i> , Učiteljski fakultet, Profil, Zagreb.	10	Yes
	Curić, Z., 2000: <i>Suvremeni koncept školske geografije, zbornik radova 2. hrvatskoga geografskog kongresa</i> , Hrvatsko geografsko društvo, Zagreb, 53-60.	10	Yes
	Matas, M., 1998: <i>Metodika nastave geografije</i> , drugo izdanje, Hrvatsko geografsko društvo, Zagreb.	10	Yes
	Matijević, M., 2004: <i>Ocjenjivanje u osnovnoj školi</i> , TIPEX, Zagreb.	10	Yes
	Zakonski propisi i pravilnici o odgoju i obrazovanju u Republici Hrvatskoj	-	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Curić, Z., Vuk, R., Jakovčić, M., 2007: Kurikulumi geografije za obvezno obrazovanje u 11 europskih država – komparativna analiza, <i>Metodika</i> 8 (15), 444-466.</p> <p>Curić, Z., 2001: <i>Multimedija u nastavi geografije</i>, <i>Metodika</i> 2-3 (2001), vol. 2., Učiteljska akademija Sveučilišta u Zagrebu, Zagreb, 251-256. Curić, Z. 2001: <i>Multimedija u nastavi geografije</i>, <i>Metodika</i> br. 2-3 (2001), vol. 2., Učiteljska akademija Sveučilišta u Zagrebu, Zagreb, 251-256.</p> <p>Curić, Z., Vuk, R., Jakovčić, M., 2007: Kurikulumi geografije za obvezno obrazovanje u 11 europskih država – komparativna analiza, <i>Metodika</i> 8 (15), 444-466.</p> <p>Curić, Z., Vuk, R., 2013: <i>Metodika geografije u sustavu odgoja i obrazovanja</i>, (ur. Milanović, D., Bežen, A., Domović, V.) <i>Metodike u suvremenom odgojno-obrazovnom sustavu</i>, Akademija odgojno-obrazovnih znanosti, Zagreb, 165-196.</p> <p>Grgin, T., 2001: <i>Školsko ocjenjivanje znanja</i>, Naklada Slap, Jastrebarsko.</p> <p><i>Kurikulum – teorije, metodologija, sadržaj, struktura</i>, ur. Previšić, Školska knjiga, Zagreb, 2007.</p> <p>Pastuović, N., 1999: <i>Edukologija</i>, Znamen, Zagreb.</p> <p>Vuk, R., Jakovčić, M., Curić, Z., 2011: The role of the Croatian Geographical Society in the training and professional development of teachers of geography, In <i>Curriculum making in geography: Edited conference proceedings of the International Geography Union Congress on Geography Education British Sub-committee 2011 Symposium</i>, held at Institute of Education, London, April 18-20 2011, C. P. Whewell, C. Brooks, G. Butt&A. Thurston (Eds), Institute of Education, University of London and International Geographical Union Commission on Geographical Education, London, 231-238.</p>		



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	<p>Vuk, R., Curić, Z., 2011: Geografska imena u nastavi geografije u osnovnim i srednjim školama, Zbornik radova s Prvoga nacionalnog znanstvenog savjetovanja o geografskim imenima (Zadar, 23. – 24. listopada 2009.), 93-103., Sveučilište u Zadru i Hrvatsko geografsko društvo, Zadar.</p> <p>Vuk, R., Curić, Z., 2014: Metodološka pitanja u istraživanjima nastavničkih kompetencija, <i>Zbornik radova Trećeg kongresa geografa Bosne i Hercegovine</i>, Tuzla, 08. - 10. 10. 2012. (ur. Drešković, N.), Geografsko društvo u Federaciji Bosne i Hercegovine, 117-141.</p> <p>Relevant scientific and technical journals.</p>
<p>2.13. Quality assurance methods that ensure the acquisition of exit competences</p>	<ul style="list-style-type: none"> - Self-evaluation of the teaching process: revision of the teaching purposes, modernization of the course contents , teaching strategies' use, evaluation of the learning results by the students' successfulness analysis (on the basis of their own documentation) - University and/or faculty students' questionnaires - Questionnaires after employment, i. e. after the first year of work (survey of employment possibilities after the study and progress in profession) - Attendance of the professional improvement seminars
<p>2.14. Other (as the proposer wishes to add)</p>	<p>-</p>



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Tajana Ljubin Golub	1.6. Year of the study programme	5 th
1.2. Name of the course	Fundamentals of Psychology of Education	1.7. Credits (ECTS)	8
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+30+0+0 (2+2+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Students will gain knowledge of the major theories of learning and their application in teaching students. You will acquire the basic knowledge to understand the personality and motivation of students and their potential application in the school environment. You will gain knowledge of individual differences and personality traits are important for academic success and customized school behavior and will know that the skills teachers need to encourage these qualities. Develop the skills to apply this knowledge in working with students for the purpose of adaptation approaches individuality of students and the purpose of education students healthy personality.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	The ability of continuous modernization and improvement of their professional practice psychological insights on the promotion of a healthy personality. The ability to adapt practices to individual personality traits students. The ability of counseling parents about the incentive and preventive measures for the development of personality.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Understanding the basic psychological approach in explaining learning. The ability to apply learning approach to teaching students. The ability to identify and to differentiate the basic personality traits of students. Understanding the necessity of adjustment of individuality and special needs students, and basic knowledge of ways to customize hyperactive students, dyslexic students and gifted students. Understanding the effects of self-concept, self-esteem, self-efficacy, delay and anxiety in school behavior and academic performance of students. The ability to observe a variety of student motivation and knowledge		



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	about ways to encourage her. Understanding the role of stress for students and teachers in the school environment.					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Introduction to the Psychology of Education, subject and methods of this branch of psychology. Approaches to learning. Classical and instrumental conditioning and application in school. Cognitivist approach and implications for teaching. Socio-Cognitive approach to learning and implications for teaching. The role of intelligence in learning and behavior of students. Methods of teaching. Characteristics of Adolescents and adjustment to teaching. Characteristics of students with special needs and adjustments in teaching. Effect of basic personality dimensions and relevant personality traits (eg, disposal, anxiety, perfectionism) for student behavior and the implications for the role of teachers. Self-concept, self-esteem, self-efficacy and academic success. Motivational aspect of personality and influence on teachers' motivation. Pupils and teachers stress in the school environment.					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular attendance (lectures and seminars), preparation and presentation of seminar papers, preliminary exam.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	3	(other)	
	Tests	2	Oral exam		(other)	
	Written exam	2	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	The rating is formed on the basis of regularity of attendance, success in the independent preparation and presentation of a seminar paper, the success of the colloquia, and success in the final written exam.					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Vizek-Vidović, V., Rijavec, M., Vlahović-Štetić, V., Miljković, D. (2014). <i>Psihologija obrazovanja</i> . Zagreb: IEP-VERN'.				10	Yes
	Andrilović, V., Čudina-Obradović, M. (1996). <i>Psihologija učenja i nastave</i> . Zagreb: Školska knjiga (3-88).				10	Yes
	Larsen, R.J., Buss, D.M. (2008). <i>Psihologija ličnosti</i> . Jastrebarsko: Naklada Slap (selected chapters)				10	Yes



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2.12. Optional literature (at the time of submission of study programme proposal)	<p>Grgin, T. (1997). Edukacijska psihologija. Jastrebarsko: Naklada Slap.</p> <p>Fulgosi, A. (1997). Psihologija ličnosti: Teorije i istraživanja. Zagreb: Školska knjiga.</p> <p>Zarevski, P. (2007). Psihologija pamćenja i učenja. Jastrebarsko: Naklada Slap.</p> <p>Čudina-Obradović, M. (1991). Nadarenost: razumijevanje, prepoznavanje, razvijanje. Zagreb: Školska knjiga.</p> <p>Pervin, L.A., Cervone, D., John, O.P. (2011). Psihologija ličnosti - teorije i istraživanja. Zagreb: Školska knjiga.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>In accordance with the quality management system of the University of Zagreb, quality and efficiency are monitored self-esteem of teachers and interviewing participants, and statistical analysis of the performance of students on the basis of data Student office.</p>		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Snježana Koren, Dunja Modrić-Blivajs	1.6. Year of the study programme	5 th
1.2. Name of the course	History Teaching Practice	1.7. Credits (ECTS)	5
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	0+30+0+0 (0+2+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The purpose and goal of teaching practice is to gain experience teaching history at different levels and in different conditions of educational procesa. Temeljni objective of this course is to train students of geography-history and history-geography (teaching stream) for teaching history through the teaching practice in primary and secondary schools. It is expected that students through practical teaching experience (performance training sessions, observation of experienced teachers in the work, analysis watches mentors and other students) to develop the practical aspects of teaching competencies and to relate theoretical knowledge about learning and teaching of history acquired during the fourth year of studies with teaching practice. It is expected that students develop the capacity for self-assessment of teacher competence. Students are expected to professional responsibility and commitment to this vocation, collaborative relationship with the teacher-mentor, students, course teacher and other students and conscientiously and regularly carrying out obligations.		
2.2. Course enrolment requirements and entry competences required for the course	The condition for attending teaching practice all obligation to teaching and teaching practice in previous semesters.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<u>After passing the exam, students / will be able to / know:</u> Apply in preparing training sessions in primary and secondary schools basic knowledge acquired during the study of history, as well as the methodological achievements of modern historiography. Apply in preparing training sessions fundamental methodological knowledge acquired during the study. Apply knowledge of educational theories when designing various school activities and strategies of teaching and learning in the history classroom. Independently select and critically use the relevant literature and resources to prepare training sessions in primary and secondary schools.		



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<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Express in their daily work professional responsibility and respect for the ethics of the academic community.</p> <p><u>After completion of the practice, students / will be able to / know:</u> Independently conduct teaching in primary school and different schools. Prepare teaching classes that indicate the reflection on the teaching of history beyond the mere reproduction of textbook content, or form such teaching activities at the center have the use of different types of historical sources, teaching about interpretations, concepts and controversies as a means of achieving higher levels of cognitive domain of Bloom's Taxonomy. Own use (analyze, interpret, apply) curricula in preparing training sessions. Effective use of teaching aids which is equipped with modern classrooms history in a variety of teaching situations. Keep instructional documentation. Recognize and appropriately respond to the individual needs of students, particularly students with special needs. Develop a sense of human and stimulating relationship with students. Critically assess and evaluate their own work and the work of other students.</p>
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>In this semester takes place the bulk of teaching practice which is intended for 45 hours. Much of the practice takes place at school (30 hours), and a smaller part in the exercises, mentoring and teaching at the university and at school (15 hours). Students / students shall hospitirati in class mentors and other students a total of 15 hours and independently held 15 hours, of which one sample. Another 15 hours are realized through exercises and individual classes in college (10 hours) and agree with the teacher-mentor (5 hours). Compulsory minimum monthly report of the teachers teaching methods on their work and progress during practice and prepare sample clock in agreement with the teachers at the college. Students / students perform teaching bang in a different type of school compared to the previous semester (in one semester in the primary, and the other in high school) and thus acquire skills for teaching students of all ages.</p> <p>Teaching practice involves self-teaching, as well as observation of classes that are taught by teachers and other students in the school-gymnasium. Hospitirajući in class mentors and other students, students / students are trained to target and reflective observation of teaching, assessing the effects of different teaching strategies and raising awareness of certain aspects of teaching competence that particular need to develop the student's teaching systematically monitor and evaluate the mentor in consultation with the teacher teaching methods at university and teaching practice is evaluated separately, descriptive grade. Students / student will for one hour demonstration classes in class mentors spend an average of two hours, and for the preparation and analysis of an hour which independently performed spend an average of five hours. Staying in school also include the student's insight into the overall pedagogical school life (getting to know the school and pedagogical documentation, attend meetings, meeting different teaching assignments, working with children with special needs, acquainted with the historical groups, etc.).</p> <p>Students / student during practice water daily teaching practice, made preparations, which forms part of their student portfolio. Assembling portfolio includes collection of documents on developing their own teaching competence, which includes copies of preparation for teaching lessons with accompanying teaching materials, mentor student teaching quality assessment, self-assessment achieved teaching competence, daily practice and, as a dispensable part, a video self-instruction. Students /</p>



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	students are also required to attend practice during individual consultations with mentor at the school and individual classes with teachers teaching methodology at the Faculty of Philosophy; to inform them about teaching lessons and lesson preparation.				
2.6. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input checked="" type="checkbox"/> teaching practice in school	2.7. Comments:		
2.8. Student responsibilities	<p>Students shall hospitirati in class mentors and other students a total of 15 hours and independently held 15 hours, of which one sample. Another 15 hours are realized through exercises and mentoring classes in college (10 hours) and agree with the teacher-mentor (5 hours). Compulsory minimum monthly report of the teachers teaching methods on their work and progress during practice and prepare sample clock in agreement with the teachers at the college.</p> <p>Students / student during practice water daily teaching practice and made preparation for teaching classes, which forms part of their student portfolio. Students / students are also required to attend practice during individual consultations with mentor at the school and individual classes with teachers teaching methodology at the Faculty of Philosophy; to inform them about teaching lessons and lesson preparation. Finally, at the end of the semester are required to do the final interview.</p>				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training
	Experimental work		Report		Teaching Practice of history: keeping tuition + + demonstration classes participate in the analysis of training sessions + practice in college + individual consultations with a teacher-mentor
	Essay		Seminar essay		Exercises in college and mentoring (individual consultations)
	Tests		Oral exam		Student's portfolio and the final interview
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Evaluates the students' preparation and performance training sessions, participation in the analysis of student watches and especially sample clock. Diary of teaching practice, preparation for teaching classes held, analysis watches, self-assessment forms and other papers on teaching practice are part of a student portfolio that will be evaluated. The student teaching systematically monitored and mentor, and final evaluation of the work of students / student at the end of each semester made jointly by the teacher at the university and a tutor at school. The grading is descriptive.				
2.11. Required literature (available in the	Title			Number of	Availability via



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library and via other media)		copies in the library	other media
	Nastavni planovi i programi povijesti za osnovnu i srednje škole; Nacionalni okvirni kurikulum; zakoni i pravilnici		Yes
2.12. Optional literature (at the time of submission of study programme proposal)	Textbooks, workbooks, methodical manuals and other teaching materials intended for students and teachers.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Philosophy.		
2.14. Other (as the proposer wishes to add)			



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1. GENERAL INFORMATION			
1.1. Course teacher	Ružica Vuk	1.6. Year of the study programme	5 th
1.2. Name of the course	Teaching Methodology of Geography II	1.7. Credits (ECTS)	5
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	15+45+0+0 (1+3+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	<p>Development of competencies for autonomous teaching geography in elementary and secondary schools including:</p> <ul style="list-style-type: none"> - Knowledge and application of educational system laws and by-laws - Knowledge and understanding of the lesson plan, geography syllabus and subjects of the curriculum in all types of schools in Croatia - The ability of planning, programming, preparation, implementation and evaluation of teaching process - Preparation of production performance curriculum - Writing independently prepare of lessons in teaching geography - Formulation of aims and objectives of teaching geography - Selection and application of relevant teaching strategies, methods, techniques and procedures - The selection and implementation of effective forms of work - Preparation, implementation and evaluation of field work and excursions - Select and use appropriate learning resources, creating new teaching tools - Capability to modern educational technology including technology assisted spatial orientation - Selection and use of reliable databases and other information sources in the teaching geography - Development and application of multimedia in the teaching geography - Ability of self-administered educational documentation - Development and application of measurement instruments for evaluating student achievement - Self-evaluation of teaching - Evaluation of the curriculum (achievement of objectives) - Development of school curriculum 		



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<p>2.2. Course enrolment requirements and entry competences required for the course</p>	<p>Completed the subject Teaching Methodology of Geography I</p>
<p>2.3. Learning outcomes at the level of the programme to which the course contributes</p>	<p>Professional knowledge, abilities and skills: <u>Knowledge and understanding:</u> Principal theories and teaching methodology of geography Fundamental methodology in education-related research. Legislation in the field of education.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. Ability to demonstrate the knowledge and understanding of essential facts, principles and theories in geography The ability to interpret and discuss actual geography-related problems and processes. The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials. The ability to evaluate pupils achievements and grade them. Geography curriculum and teaching practice evaluation. The skills needed for evaluation, interpretation and synthesis of relevant information. Teaching skills in various teaching forms, methods, techniques and strategies.</p> <p>Practical abilities and skills: Modern technology assisted spatial orientation and other skills needed in fieldwork class. Skills related to the preparation, performance and evaluation of fieldwork class. Recognition and utilization of geographic information. Skills related to the usage of education materials and apparatus. Applying methodology in education-related research.</p> <p>Generic abilities and skills: Conducting literature research and use databases and other information sources. Information-technology skills: presentation programmes usage, word-processing and spreadsheet usage, data logging and storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement needed in professional development.</p>



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	<p>Skills related to the communication process in education. Class management.</p>
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>After completing and passing the course, students will know and be able to:</p> <ul style="list-style-type: none"> - Applying the laws and regulations in the particular teacher and school situations - Will be able to distinguish between the structure and content of the geography lesson plan and syllabus in different types of schools in Croatia - Independently plan, program, develop, implement and evaluate educational work (regular classes, extra classes, remedial classes, elective classes, extracurricular activities) - Performing independently prepare lesson plan and syllabus for all grades that play the geography classes in primary and secondary schools - Autonomous writing independently prepare for all teaching units - Formulate aims and objectives, learning outcomes and tasks for their check in teaching geography for selected teaching units - Select and apply relevant teaching strategies, methods, techniques and procedures - Select and implement of effective forms of work in geography teaching - Prepare, implement and evaluate the fieldwork class and excursion. - Select and use appropriate learning resources, create new teaching tools - Capability to modern educational technology including technology assisted spatial orientation - Find and select reliable databases and other information sources in the teaching geography - Develop and implement of multimedia content in the teaching geography - Capability of self-administered educational documentation - Apply the elements, forms, indicators and assessment criteria of student achievements - Develop and implement measurement instruments for evaluating student achievement - To provide a self-evaluation of the teaching process - Evaluate the curriculum (aims and objectives of teaching geography) at the end of training cycle - Participate in the development and implementation of school curriculum
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Introduction lecture and seminar: objectives and structure of the course, students' responsibilities, literature, evaluating achievements 2. Law on Education in Primary and Secondary schools in Croatia, National Curriculum Framework, Manual for professional examination, The State Educational Standard, other regulations (on beginning and end of the course, the norm of direct educational work, the state graduation exam, monitoring and evaluation ...) 3. Plan and syllabus of geography in all types of schools in Croatia and curricular themes: education for citizenship (human legal, political, social, intercultural, economic and environmental dimensions); health, safety and environmental protection; personal and social development; learning to learn; entrepreneurship; use of ICT



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	4. Design lessons plan and syllabus of geography for all grades that play the geography classes in primary and secondary schools 5. Writing prepare of lessons in teaching geography 6. Learning resources, education materials and apparatus 7. Developing of multimedia content in geography teaching 8. Strategies in the teaching of geography 9. Methods, procedures and techniques in the teaching of geography 10. Preparation and implementation of field work and other forms of teaching geography 11. Effective forms in the teaching of geography 12. Approach in teaching geography individualized and custom application 13. Measuring instruments for evaluating student achievement 14. Educational documentation and analysis of the teaching geography 15. The geography curriculum					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular attendance to courses, seminars and practical assignments, active participation in workshops and field work, access tests, written and oral exam.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	0,5
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests	1	Oral exam	1	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Score on the final exam is determined on the basis of achievements in teaching (10 %), seminar paper (20 %), tests (50 %) or written exams (50 %) and the oral exams (20 %).					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Matas, M., 1998: <i>Metodika nastave geografije</i> , drugo izdanje, Hrvatsko geografsko				10	Yes



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	društvo, Zagreb.		
	Bežen, A., 2008: <i>Metodika - znanost o poučavanju nastavnog predmeta</i> , Profil, Zagreb.	10	Yes
	Vranković, B., Vuk, R., Šiljković, Ž., 2011: <i>Kvalitativna analiza ispita vanjskoga vrjednovanja obrazovnih postignuća učenika osmih razreda provedenih 2008. godine: geografija i integracija nastavnih sadržaja geografije i povijesti</i> , Nacionalni centar za vanjsko vrednovanje obrazovanja, Zagreb.	10	www.ncvvo.hr
	Curić, Z., Vuk, R., Jakovčić, M., 2007: Kurikulumi geografije za obvezno obrazovanje u 11 europskih država – komparativna analiza, <i>Metodika</i> 8 (15), 444-466.	10	Yes
	Vuk, R., Jakovčić, M., Curić, Z., 2011: The role of the Croatian Geographical Society in the training and professional development of teachers of geography, In <i>Curriculum making in geography: Edited conference proceedings of the International Geography Union Congress on Geography Education British Sub-committee 2011 Symposium</i> , held at Institute of Education, London, April 18-20 2011, C. P. Whewell, C. Brooks, G. Butt&A. Thurston (Eds), Institute of Education, University of London and International Geographical Union Commission on Geographical Education, London, 231-238.	10	Yes
	<i>Kurikulum – teorije, metodologija, sadržaj, struktura</i> , ur. Previšić, Školska knjiga, 2007.	10	Yes
	Mattes, W., 2007: <i>Nastavne metode</i> , Naklada Ljevak, Zagreb.	10	Yes
	Zakonski propisi i pravilnici o odgoju i obrazovanju u Republici Hrvatskoj		www.mzos.hr www.azoo.hr www.asoo.hr www.ncvvo.hr
2.12. Optional literature (at the time of submission of study programme proposal)	Curić, Z., Vuk, R., 2013: Metodika geografije u sustavu odgoja i obrazovanja, <i>Metodike u suvremenom odgojno-obrazovnom sustavu</i> (ur. Milanović, D., Bežen, A., Domović, V.), Akademija odgojno-obrazovnih znanosti, Zagreb, 165-196.		
	Vuk, R., Curić, Z., 2014: Metodološka pitanja u istraživanjima nastavnčkih kompetencija, <i>Zbornik radova Trećeg kongresa geografa Bosne i Hercegovine</i> , Tuzla, 08. - 10. 10. 2012. (ur. Drešković, N.), Geografsko društvo u Federaciji Bosne i Hercegovine, 117-141.		
	Vuk, R., Vranković, B., Žitnik, Z., 2014: Odnosi uspjeha i strukture pristupnika državne mature iz geografije 2010. godine i upisanih studenata 2010. godine na studijske programe na Geografskom odsjeku PMF-a Sveučilišta u Zagrebu, <i>Zbornik radova Trećeg kongresa geografa Bosne i Hercegovine</i> , Tuzla, 08. - 10. 10. 2012. (ur. Drešković, N.), Geografsko društvo u Federaciji Bosne i Hercegovine, 225-255.		
	Vuk, R., Vranković, B., Orešić, D., 2015: <i>Geografija na državnoj maturi 2010. – 2012., Analize i preporuke</i> , Nacionalni centar za vanjsko vrednovanje obrazovanja, Zagreb.		
	Vuk, R., Vranković, B., Šiljković, Ž., 2012: Postignuća učenika iz geografije Hrvatske na ispitima vanjskoga vrednovanja i		



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	<p>percepcije učenika o geografiji kao nastavnom predmetu u osnovnoj školi, <i>Hrvatski geografski glasnik</i> 74 (1), 213-229.</p> <p>Spevec, D., Vuk, R., 2012: Demografski resursi i potencijali te organizacija primarnog obrazovanja u Krapinsko-zagorskoj županiji, <i>Hrvatski geografski glasnik</i> 74 (1), 187-212.</p> <p>Vranković, B., Vuk, R., Šiljković, Ž., 2011: Vanjsko vrednovanje postignuća učenika osmih razreda iz domene <i>opća geografija</i>, <i>Hrvatski geografski glasnik</i> 73 (1), 271-289.</p> <p>Vuk, R., Vranković, B., 2009: Obrazovna postignuća učenika osmih razreda iz geografije u šk. god. 2007./2008. i stavovi profesora geografije o poučavanju geografskih vještina, <i>Metodika</i> 10 (19), 354-370.</p> <p>Vuk, R., 2009: Strategije učenja i poučavanja, <i>Geografski horizont</i> 55/1, 51-58.</p> <p>Cohen, L., Manion, L., Morrison, K., 2007: <i>Metode istraživanja u obrazovanju</i>, Naklada Slap, Jastrebarsko.</p> <p>Pastuović, N., 1999: <i>Edukologija</i>, Znamen, Zagreb.</p> <p>Terhart, E., 2001: <i>Metode poučavanja i učenja</i>, Educa, Zagreb.</p> <p>Grgin, T., 2001: <i>Školsko ocjenjivanje znanja</i>, Naklada Slap, Jastrebarsko.</p> <p>Matijević, M., 2004: <i>Ocjenjivanje u osnovnoj školi</i>, Tipex, Zagreb.</p> <p>Mattes, W., 2007: <i>Rutinski planirati – učinkovito poučavati</i>, Naklada Ljevak, Zagreb.</p> <p>Marzano, R. J., Pickering, D. J., Pollock, J. E., 2007: <i>Nastavne strategije</i>, Naklada Ljevak, Zagreb.</p> <p>Relevant scientific and technical journals.</p>
<p>2.13. Quality assurance methods that ensure the acquisition of exit competences</p>	<p>Procedures set forth in the Regulations book and the Reference manual on quality management at the University of Zagreb, and at the Faculty of Science:</p> <ul style="list-style-type: none"> - student questionnaire at the University and Faculty level - self-evaluation of courses: modernisation and revision of aims and content of the course, the strategy of teaching and learning; evaluation of learning outcome by the analysis of student success based on the Student office and our own records - questionnaire after exit of the University: evaluation of integrated education programme - interview with tutors in schools -training facility where students perform methodical practice
<p>2.14. Other (as the proposer wishes to add)</p>	



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1. GENERAL INFORMATION			
1.1. Course teacher	Ružica Vuk	1.6. Year of the study programme	5 th
1.2. Name of the course	Geography Teaching Practice	1.7. Credits (ECTS)	6
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	0+0+90+0 (0+0+6+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The course aims are to train students for successful preparation, performing and analysis of geography lessons at school as well as prepare them for lifelong learning.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Knowledge and understanding fundamental methodology in education-related research. Knowledge and understanding legislation in the field of education. The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials. Teaching skills in various teaching forms, methods, techniques and strategies. Skills related to the usage of education materials and apparatus. Autonomous continuous professional improvement needed in professional development.</p>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After completing and passing the course, students will know and be able to:</p> <ul style="list-style-type: none"> - Applying the laws and regulations in the particular teacher and school situations - Will be able to distinguish between the structure and content of the geography lesson plan and syllabus in different types of schools in Croatia - Independently plan, program, develop, implement and evaluate educational work (regular classes, extra classes, remedial classes, elective classes, extracurricular activities) - Performing independently prepare lesson plan and syllabus for all grades that play the geography classes in primary and secondary schools - Autonomous writing independently prepare for all teaching units 		



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	<ul style="list-style-type: none"> - Formulate aims and objectives of teaching geography for all teaching units - Select and apply relevant teaching strategies, methods, techniques and procedures - Select and implement of effective forms of work in geography teaching - Select and use appropriate learning resources, create new teaching tools - Capability to modern educational technology including technology assisted spatial orientation - Find and select reliable databases and other information sources in the teaching geography - Develop and implement of multimedia content in the teaching geography - Capability of self-administered educational documentation - Apply the elements, forms, indicators and assessment criteria of student achievements - Develop and implement measurement instruments for evaluating student achievement - To provide a self-evaluation of the teaching process 					
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Teaching practice takes place in selected schools under the expert guidance of teachers. Students will:</p> <ul style="list-style-type: none"> -get to know the school as an organization direct insight into its work -introduce legislation related to education in the Republic of Croatia -be introduced with pedagogical documentation -be introduced with lesson plan and syllabus for all grades that play the geography classes in primary and secondary schools -meet the organization of geography teaching in school, -be familiar with classroom where geography is taught, -attend classes teaching teachers - practitioners (mentors) -prepare, maintain and analyse several lessons -hold a public lesson, -write detailed lesson plans and a log-book in which they will write a short preparation for all teaching hours which were attended. 					
<p>2.6. Format of instruction:</p>	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7. Comments:</p>			
<p>2.8. Student responsibilities</p>	<p>Students are required to perform methodical practice, write a log book of practice, independently held several lessons of instructions, held public lesson and write detailed preparation for each lesson.</p>					
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS</p>	<p>Class attendance</p>		<p>Research</p>		<p>Practical training</p>	<p>3</p>
	<p>Experimental work</p>		<p>Report</p>		<p>Log book</p>	<p>1</p>
	<p>Essay</p>		<p>Seminar essay</p>		<p>Lesson plans</p>	<p>2</p>
	<p>Tests</p>		<p>Oral exam</p>		<p>(other)</p>	



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value of the course)	Written exam	Project	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Grade is formed on the basis of mentor mark (an activity in class, regular attendance, held an independent teaching hours) (40 %), mark of a log book of practice and lesson plans (5 %), rates of each written preparation held independent teaching hours (15 %) and the mark of public lesson (40 %).			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	Matas, M., 1998: <i>Metodika nastave geografije</i> , drugo izdanje, Hrvatsko geografsko društvo, Zagreb.		10	Yes
	Bežen, A., 2008: <i>Metodika - znanost o poučavanju nastavnog predmeta</i> , Profil, Zagreb.		10	Yes
	The curricula for geography in primary and secondary schools, textbooks, workbooks, school geographical atlases (mandatory teaching resources) and supplemental instructional funds approved for use in primary and secondary schools of the Republic of Croatia		-	www.ncvvo.hr www.mzos.hr
	Mattes, W., 2007: <i>Nastavne metode</i> , Naklada Ljevak, Zagreb.		10	-
	Legislation and Regulations on Education in the Republic of Croatia.			web MZOS-a, AZOO, ASOO, NCVVO
2.12. Optional literature (at the time of submission of study programme proposal)	Marzano, R. J., Pickering, D. J., Pollock, J. E., 2007: <i>Nastavne strategije</i> , Naklada Ljevak, Zagreb.			
2.13. Quality assurance methods that ensure the acquisition of exit competences	Procedures set forth in the Regulations book and the Reference manual on quality management at the University of Zagreb, and at the Faculty of Science: - student questionnaire at the University and Faculty level - self-evaluation of courses: modernisation and revision of aims and content of the course, the strategy of teaching and learning; evaluation of learning outcome by the analysis of student success based on the Student office and our own records - interview with tutors in schools-training facility where students perform methodical practice			
2.14. Other (as the proposer wishes to add)				



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1. GENERAL INFORMATION			
1.1. Course teacher	Dubravka Miljković	1.6. Year of the study programme	5 th
1.2. Name of the course	Communication in Education	1.7. Credits (ECTS)	5
1.3. Associate teachers	Aleksandra Mindoljević Drakulić	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+30+0+0 (2+2+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	20
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> - Acquire knowledge about the skills and art of communication, speaking, non-violent and effective communication - To develop interview skills, active listening, constructive discussion, keeping the oral presentation - with the application in teaching, communicating with colleagues, parents, students. listed in the expected outcomes 		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, skills and abilities Knowledge and understanding: Elements necessary for the preparation, execution, evaluation and administration of teaching geography in elementary and secondary schools. Appropriate regulations in the field of primary and secondary education.</p> <p>Cognitive, practical and generic skills and abilities: The ability to identify and respond to the individual needs of students / persons involved. Transfer of scientific educational content, preparation and presentation of appropriate educational content. The skills required for the evaluation, interpretation and synthesis of information and data. Self-teaching using various forms of teaching, teaching methods and teaching aids and instructional strategies. Effective communication with all stakeholders in the education system. Classroom management.</p>		
2.4. Learning outcomes expected at the	Achieving the goals of the subject:		



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<p>level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> - Apply knowledge of the arts and the art of communication, speaking, conflict resolution and effective communication - Apply the skills of conversation, active listening, constructive discussion, oral presentations keeping in communication with colleagues, parents, students - Know and apply the appropriate tools to communicate - To apply those skills in personal development in everyday life. 		
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Types and forms of communication (as communication, motivation for communication, verbal and non-verbal, interpersonal, intrapersonal, mass, group) (1 +1)</p> <p>Communication in organizations - schools (Scheme communication, informal, formal, horizontal and vertical, intercultural communication, rumors as a way of communication, organizational climate, building relationships in the classroom) (1 +1)</p> <p>Arguably the presentation (on listeners / audience, first impression, congruency messages, jammers attention, nonverbal communication - mime and gestures, jitters in communication and its prevalence, the most common mistakes in public appearances and presenting, voice and tone, exercise for voice and pronunciation, visit renowned professionals working in electronic media) (2 +2)</p> <p>The speech (speech formation, introduction speech, the art of argumentation, ending the speech - peroratio, crescendo, climax, mind-mapping, responding to complaints and criticism); Myths about communication (2 +2)</p> <p>Tools of communication (active listening as a precondition for dialogue, paraphrasing, selective listening, communologue, Imago dialogue, establish contacts in class); Metacommunication (definition, gender differences metacommunication, metacommunication in psychology) (1 +1)</p> <p>Assertiveness (definitions, specific techniques of assertive behavior, causes (not) assertiveness, assertive vs. aggressive behavior); Me and You messages (definition, similarities and differences, examples and exercises from educational institutions, role playing using all the tools of communication) (2 +2)</p> <p>Conflict Communications (causes of conflict, man unconscious and psychic determinism in behavior, communication and experience, practice conflict resolution in communication using the tools of communication) (1 +1)</p> <p>Pathological types of communication (double bond, destructive mirroring group, a scapegoat in the classroom, silence, alexithymia / dysthymia, elaborate examples of school practice) (1 +1)</p> <p>Stress and Communication (definition, stages of stress, successful communication in education) (1 +1)</p> <p>Cooperation and mediation as a technique of nonviolent conflict resolution (1 +1)</p> <p>Giving and receiving praise and criticism in the classroom (1 +1)</p> <p>Personality good communicator (world view, the originality and authenticity, education, charisma) (1 +1)</p>		
<p>2.6. Format of instruction:</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor 	<p>2.7. Comments:</p>



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	<input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> (other)		
2.8. Student responsibilities	Regular attendance to courses, seminars and practical assignments, active participation in workshops and field work, access tests, written and oral exam.			
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	Practical training
	Experimental work		Report	(other)
	Essay		Seminar essay	2 (other)
	Tests		Oral exam	1 (other)
	Written exam	1	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Evaluated the activity of students in classes, seminars and workshops, quality and method of paper presentation, timeliness and quality in making individual assignments, achievements in written and oral exam.			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	Miljković, D., Lugomer Armano, G., Arnautović, D. i sur., 2005: <i>Ovdje sam, slušam</i> . Zagreb: SUTEKS, pogl. III		10	Yes
	Reardon, K. K., 1998: <i>Interpersonalna komunikacija</i> . Zagreb: Alinea.		10	Yes
	Žižak, A., Vizek Vidović, V., Ajduković, M., 2012: <i>Interpersonalna komunikacija u profesionalnom kontekstu</i> . Zagreb: Edukacijsko-rehabilitacijski fakultet, part I. and II.		5	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	Brajša, P., 1993: <i>Pedagoška komunikologija</i> . Zagreb: Školske novine. Rijavec, M., Miljković, D., 2002: <i>Kako rješavati konflikte?</i> Zagreb: IEP-D2 & Vern'. Miljković, D., Rijavec, M., 2002: <i>Kako se zauzeti za sebe?</i> Zagreb: IEP-D2 & Vern'. Miljković, D., Rijavec, M., 2002: <i>Komuniciranje u organizaciji</i> . Zagreb: IEP-D2 & Vern'. Rijavec, M., Miljković, D., 2002: <i>Neverbalna komunikacija</i> . Zagreb: IEP-D2 & Vern'.			
2.13. Quality assurance methods that ensure the acquisition of exit competences	Accordance with the quality management system of the University of Zagreb, quality and efficiency are monitored self-esteem of teachers and interviewing participants, and statistical analysis of the performance of students on the basis of data Student office.			
2.14. Other (as the proposer wishes to add)				



DETAILED PROPOSAL OF THE STUDY PROGRAMME

GEOGRAPHICAL ELECTIVE COURSES

1. GENERAL INFORMATION			
1.1. Course teacher	Dražen Kurtanjek	1.6. Year of the study programme	1 st and 2 nd
1.2. Name of the course	Mineralogy and Petrology	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30+0+15+0 (2+0+1+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Learn the basic concepts and principles of mineralogy and petrology. Obtaining information about origin, properties and use of minerals and rocks. Developing skills (on the field and in the laboratory) of determination of minerals and rocks. Developing critical evaluation of mineralogy and petrology and its role in science and overall education.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Knowledge and understanding of: Principal theories and teaching methodology of mineralogy and petrology</p> <p>Cognitive, practical and generic abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. Ability to demonstrate the knowledge and understanding of essential facts, principles and theories in mineralogy and petrology The ability to interpret and discuss actual geologic-related problems and processes. The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials. Modern technology assisted spatial orientation and other skills needed in fieldwork class. Skills related to the preparation, performance and evaluation of fieldwork class. Recognition and utilization of information in the field of mineralogy and petrology. Conducting literature research and use databases and other information sources. Functioning effectively as an individual and as a team member.</p>		



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	Autonomous continuous professional improvement needed in professional development.				
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students should be capable to: explain and describe internal order in crystals as well as crystal morphology; define and determine chemical and physical properties of minerals (identify and systematize); distinguish the main rock types and varieties inside of each group and explain their origin.				
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none"> - Introduction (opening remarks, organization of teaching, course program); definition of mineral and mineralogy; history of mineralogy - Crystallography – internal order in crystals, crystal lattice, Bravais lattices - Atoms, ions, molecules as building elements of crystal lattice, bonding forces in crystals, crystallization - Crystal structure; coordination number; coordination polyhedron; atomic and ionic size - Crystal habit; crystal systems; symmetry elements; crystal classes - Chemical properties of minerals (composition, isomorphism, polymorphism); mineraloids - Physical properties of minerals (hardness, tenacity, specific gravity, cleavage, fracture, color, luster, thermal, electrical and magnetic properties) - Systematization of minerals - Igneous rocks – introduction; Earths interior; origin and composition of magma; plate tectonics - Texture and structure of igneous rocks; stages of crystallization of magma, composition and classification of igneous rocks - Sedimentary rocks – introduction; sedimentary cycle (weathering; erosion, transportation, deposition, lithification) - Texture and structure of sedimentary rocks; composition and classification of sedimentary rocks (clastic sediments, biogenic and organic sediments, chemical sediments, volcanoclastic sediments, residual sediments) - Metamorphic rocks – introduction; factors controlling the metamorphic processes (pressure, temperature, chemically active fluids); types of metamorphism - Composition and classification of metamorphic rocks; metamorphic facies - Identification methods of minerals and rocks 				
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops x exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	Regular attendance; mid-exams, independent assignments				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS	Class attendance		Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)



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credits is equal to the ECTS value of the course)	Tests	1	Oral exam	2	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Mid-exams, final exam.					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Vrklijan, M., 2012: <i>Uvod u mineralogiju i petrologiju</i> , RGNF, Zagreb.				5	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Thompson, G. R. & Turk, J., 2007: <i>Earth Science and the Environment</i>. Harcourt Brace College Publishers, Orlando.</p> <p>Plummer, C. C., McGear, D., Carlson, D. H., 2003: <i>Physical Geology</i>. McGraw-Hill Higher Education, New York</p> <p>Klein, C., 2002: <i>Mineral Science</i>. John Wiley & Sons, Inc., New York.</p> <p>Tucker, M. E., 2008: <i>Petrologija sedimentata. Uvod u postanak sedimentnih stijena</i>. Azp grafis, Samobor.</p>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - university polls of students - self-evaluation of teaching: updating and revising the objectives and contents of the course and updating and revising of teaching and learning strategy - exit polls: evaluation of integrated study - interview with schools where students apply teaching methods - polls after first year of employment (monitoring of employments after graduation) 					
2.14. Other (as the proposer wishes to add)						



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Danijel Orešić	1.6. Year of the study programme	1 st and 2 nd
1.2. Name of the course	Marine Geography	1.7. Credits (ECTS)	3
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	45+0+0+0 (3+0+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Acquiring fundamental knowledge about world ocean and its geographic significance. In physical geography emphasis is on main oceanographic properties and their influence in global and regional geography. In human geography the goal is to understand its significance in historic geography as well as in modern world transportation, economics and geopolitics.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, abilities and skills: <u>Knowledge and understanding of:</u> Geographic terminology, definitions and theories. Geographical distribution and usage of water resources. Elements and factors in physical geography and their interrelationship in geosystems on various spatial levels. Factors of development and characteristics of transportation modes, transportation networks, dynamics of transportation flows, impacts of relationship of transport and other economic activities. Processes in political geography, with emphasis on globalisation and integration processes. Causality relations between the elements and factors of natural environment and society.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. The ability to interpret and discuss relevant and actual geographic problems and processes. The skills needed for evaluation, interpretation and synthesis of relevant information.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>The skills needed for presenting scientific contents and stances in written and oral form.</p> <p>Practical abilities and skills: Applying appropriate maps and cartographic methods and techniques in analysis and in the presentation of the research results.</p> <p>Generic abilities and skills: Problem solving, relating to qualitative and quantitative geographic information. Conducting literature research and use databases and other sources of information. Information-technology skills: word-processing and spreadsheet usage, data logging and storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member. Continuous professional development.</p>
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Knowing the geographic distribution of oceans and seas. Understanding ocean properties and their geoecologic role. Understanding eustatic and regional sea level changes. Knowing surface and deep-sea ocean current systems. Understanding geographic influences of sea currents. Understanding the genesis and influences of sea waves and tides. Understanding primary organic production in world ocean. Knowing maritime political and economic regimes; elements of international maritime law. Skills in using charts. Ability to discuss oceans historic geography role and modern socioeconomic role. Ability to discuss the need of ocean conservation. Conducting literature research in the field of marine geography.</p>
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1 Marine geography and marine sciences. 2 Geographic distribution of oceans and seas. Sea level changes. 3 Geomorphology of ocean basins. 4 Chemical composition of sea water, geographic and internal distribution of salinity. 5 Geographic and internal distribution of sea water temperature. Relation between temperature, salinity and density of the sea water. Sea ice. 6 Atmosphere – ocean interactions. Horizontal oceanic circulations. 7 Vertical oceanic circulation.



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	<p>8 ENSO. 9 Waves. 10 Tides. 11 Matter and energy ocean circulation. Marine organisms' distribution. Primary organic production in oceans. 12 Physical geography properties of coasts, types of coasts, estuaries and deltas. 13 Oceans and seas in socioeconomic development. Fishing and mariculture. Off-shore ore extraction. Energy from the ocean. 14 Oceans in world trading. Litoralization. 15 Elements of international maritime law.</p>				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attendance to class.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,3	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests		Oral exam	1,2	(other)
	Written exam	1,5	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	<p>Written evaluation, oral examination. Attendance to class 10 % + written examination 50 % + oral examination 40 %</p>				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Riđanović, J., 1993: <i>Hidrogeografija</i> . II. izdanje. Školska knjiga, Zagreb, 215 pp.			20	yes
	Thurman, H. V. i Burton, E. A., 2003: <i>Introductory oceanography</i> . 10th edition. Prentice Hall, New Jersey, 624 pp.			3	yes
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Sverdrup, K., 2009: <i>Introduction to the World's Oceans</i>. 10th edit. McGraw-Hill, New York etc., 521 pp. Riđanović, J., 2002: <i>Geografija mora</i>. Hrvatski zemljopis, Bibliotheka Geographia Croatica, Zagreb, 214 pp.</p>				



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Bonačić, D., 2014: <i>Osnove oceanografije</i> . Vlastita naklada autora, Split, 69 pp. Articles in relevant scientific journals and on internet.
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.
2.14. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Zoran Stiperski	1.6. Year of the study programme	1 st and 2 nd
1.2. Name of the course	Industrial Geography	1.7. Credits (ECTS)	3
1.3. Associate teachers	Jelena Lončar	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Understanding the spatial processes in the world: process of industrialization, concept of industrial development, new economy concept, development stages of Croatian industry, regional innovation systems and knowledge-based regions.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>The course contributes to understanding spatial distribution and factors important for the industry. It also contributes to understanding the impact of various processes which change industry and global society (industry based on knowledge and high technologies).</p> <p>The course contributes to development of professional competence in geography science, the development of competence for independent research and creating the foundation for continuing education.</p>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> -explain the process of industrialization -explain the emergence and development of the industry -explain the concept of industrial development in the concept of sustainable development -explore the social framework as a precondition for the development of industry -explore the position of industries and multinational industrial corporations in the globalized economy -get to know the terms: local economy, industrial clusters, techno parks, regions of knowledge -compare the development stages of Croatian industry 		



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<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>1 Industrial geography: concept, different understandings of concept, the development of the discipline 2 The processes of industrialization 3 Industry and the concept of sustainable development 4 Industry in the New Economy concept 5 Social changes made on the basis of changes in the industry 6 Introducing the concept of local economy and also defining position of industry in local economy 7 Position of industry in globalized world 8 Corporate geography 9 Transnational corporations 10 Industrial clusters 11 Techno and science parks, business incubators 12 Regional innovation systems and knowledge-based regions 13 Eco-industrial parks and "green" industry 14 Development stages of Croatian industry 15 Social framework in which develops Croatian industry</p>					
<p>2.6. Format of instruction:</p>	<p>X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning X field work</p>	<p><input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>			
<p>2.8. Student responsibilities</p>	<p>Attending classes and seminars regularly. Written seminar based on individually collected and analyzed literature.</p>					
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</p>	<p>Class attendance</p>	<p>0,5</p>	<p>Research</p>		<p>Practical training</p>	
	<p>Experimental work</p>		<p>Report</p>		<p>(other)</p>	
	<p>Essay</p>		<p>Seminar essay</p>	<p>0,5</p>	<p>(other)</p>	
	<p>Tests</p>	<p>0,5</p>	<p>Oral exam</p>	<p>0,5</p>	<p>(other)</p>	
	<p>Written exam</p>	<p>1</p>	<p>Project</p>		<p>(other)</p>	
<p>2.10. Grading and evaluating student work in class and at the final exam</p>	<p>The final grade is determined on the basis of the seminar evaluation, colloquium results, written and oral exams. All elements of evaluation except colloquium must be positive.</p>					
<p>2.11. Required literature (available in the library and via other media)</p>	<p>Title</p>			<p>Number of copies in the library</p>	<p>Availability via other media</p>	



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	Stiperski, Z., 2014: Internal course materials <i>Industrial Geography</i> , Faculty of Science, Department of Geografphy, Zagreb.	10	yes
	Barnes, T. J., Gertler, M., 2002: <i>The New Industrial Geography</i> , Routledge.	1	yes
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Beaverstock, J. V., Faulconbridge, J., Hall, S., 2012: <i>The globalization of executive search industry: Professional service strategy and dynamics in the contemporary world</i>, Routledge studies in international business and the world economy.</p> <p>Šiljković, Ž., 2011: <i>Industrijska geografija</i>, Sveučilište u Zadru, Zadar.</p> <p>Dicken, P., 2003: <i>Global Shift, Reshaping the Global Economic Map in 21st century</i>, The Guilford Press.</p> <p>Manfred M. Fisher, Peter Nijkamp (editor), <i>Handbook of Regional Science</i>, Springer Reference, Volumen 1-3, Berlin-Heidelberg, 2014.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>The procedures listed in the Rule Book and the Manual of Quality Management at the University of Zagreb and the Faculty of Science:</p> <ul style="list-style-type: none"> - University and college student survey - Self-evaluation of teaching: updating and revising the aims and subjects of course; updating teaching and learning strategies; evaluation of learning outcomes by analyzing students performance based on the personal data and data of the Student Administration Office - Exit polls: evaluation of integrated study 		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Laura Šakaja	1.6. Year of the study programme	1 st and 2 nd
1.2. Name of the course	Cultural Geography	1.7. Credits (ECTS)	3
1.3. Associate teachers	Lana Slavuj Borčić	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The aim of the course is to provide essential knowledge of the basics of cultural geography, its area of interest and its key methods. Students are expected to adopt a critical approach to study topics and to develop the ability to analyze the role of space in shaping different cultural contexts. Students will learn the methodology of cultural geography through the practical work on seminar essay. They will be expected to present seminar essay in written and oral form and to demonstrate the ability to reconstruct the social, political and cultural processes embedded in cultural landscapes.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> - geographic terminology, definitions, key theories and methods -causality relations between the elements and factors of natural environment and society in the formation of cultural landscapes - process of cultural globalisation and its influence on the transformation of cultural landscape <p>Cognitive, practical and generic abilities and skills:</p> <ul style="list-style-type: none"> - applying knowledge in determining, defining and solving spatial problems of medium-level complexity. -the ability to interpret and discuss relevant and actual geographic problems and processes - the skills needed for presentation of scientific contents and stances in written and oral form - the skills needed for fieldwork. -conducting literature research and use databases and other sources of information 		



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	- applying appropriate statistic and graphic methods and techniques in analysis and in the presentation of the research results.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Knowing and understanding the subject of cultural geography and its place in the structure of social sciences; Knowing and understanding linguistic and religious map of the world; Ability to analyze ethnic and religious cultural landscapes; Ability to identify and explain different discourses, especially in the case of the terms "race" and "nation"; Ability to analyze the local effects of cultural globalization; Ability to explain the role of politics and ideology in shaping the cultural landscape; Ability to understand and interpret the relational nature of identity and the role of the Other in shaping selfhood; Ability to understand and evaluate the development potential of culture.</p>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. The subject of cultural geography and its place in the structure of social sciences. Key concepts in cultural geography. 2. Research methods in cultural geography. 3. Linguistic map of the world. Diffusion of languages. Croatian dialect map. 4. Universal religions: distribution, sacred places and symbolic landscapes. 5. Ethnic religions: distribution, sacred places and symbolic landscapes. 6. Notion of "race". Race map of the world. History of racism and its contemporary expressions. 7. Cultural globalization and its impact. Concept of nation and national identity. "Deterritorialization" of culture. Migrant communities. 8. Ethnic regions. Cultural diffusion and ethnicity. Ethnic neighborhoods and segregation. Ethnic landscapes. Dual identities. 9. Landscape as a system of social reproduction. Social inequality and space. Landscapes and social exclusion. 10. Landscape symbolism. Value systems and landscapes. Landscape, politics and ideology. Post-socialism and urban landscape transformation. 11. Spatial perception and mental maps. Vernacular cultural regions. Imaginative geographies. Mental map of Europe in the Croatian perspective. 12. Geography of food. Food and ethnic communities. Globalization and food. 13. Landscape representations in literature, film and painting. Geography and music. 14. Cultures of production. Production and the way of life. 15. Cultures of consumption. Places of consumption. 		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:



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2.8. Student responsibilities	Attendance to class, completed seminar essey, multimedial presentation of seminar essay					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0,5	(other)	
	Tests	0,5	Oral exam	1	(other)	
	Written exam	0,5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance, quality of seminar esay, mid term test, written and oral exam.					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Crang, M., 1998: <i>Cultural Geography</i> . London: Routledge.				5	yes
	David Atkinson, Peter Jackson, David Sibley, Neil Washbourne (ur.) <i>Kulturna geografija: kritički rječnik ključnih pojmova</i> , Zagreb: Disput 2008.				5	yes
	Rubenstein, J. R., 2007: <i>The Cultural Landscape. An Introduction to Human Geography</i> , Prentice Hall.				5	yes
2.12. Optional literature (at the time of submission of study programme proposal)	Shurmer-Smith, P. (ed.) <i>Doing Cultural Geography</i> . London: Sage Publications. 2002. Driver, F., Nash, K. , And Cresswell, T., 1999: <i>Social and Cultural Geographies</i> , in: Cloke, P., Crang, Ph. And Goodwin, M., <i>Introducing Human Geographies</i> , London: Arnold, pp. 207-233.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.					
2.14. Other (as the proposer wishes to add)						



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Zoran Stiperski	1.6. Year of the study programme	1 st and 2 nd
1.2. Name of the course	Political Geography	1.7. Credits (ECTS)	3
1.3. Associate teachers	Jelena Lončar	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Understanding the political processes in the world. Discussing the important political and geographical balance for Croatia.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	The course contributes to understanding of development factors and dynamics and structure of the political systems in the world. The course contributes to the development of professional competence in geography science, the development of competence for independent research and creating the foundation for continuing education.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> -explain the basic terms: state, society, identity -explore the political geography of natural resources and environmental protection -explore the concept of national identity -explore the trends and differences in representative democracies and elections in the world -explain the concept of balance of power and versatility on the example of Europe -explore the development of foreign relations in Europe -establish the importance of the Diaspora in the world 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1 Introduction to political geography 2 Terms and concepts: power, territory, borders, size, location 3 Terma and concepts: nation, state, society, territory, identity 4 Country: sovereignty, subjectivity, territoriality 5 Representative democracy and the electoral geography 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	6 Human Rights and Citizenship 7 Political geography of natural resources 8 Global Environmental Policy 9 Political geography of various organizations 10 Transnational political movements and trends 11 Position of the diaspora in the world 12 The concept of balance of power and the notion of universality 13 The development of foreign relations in Europe since the Congress in Vienna to the present 14 Political geography of the European Union 15 Terms and concepts: Central Europe, Southeast Europe, Balkans			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:	
2.8. Student responsibilities	Attending classes and seminars regularly. Written seminar based on individually collected and analyzed literature.			
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research	Practical training
	Experimental work		Report	(other)
	Essay		Seminar essay	0,5 (other)
	Tests		Oral exam	1 (other)
	Written exam	1	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	The final grade is determined on the basis of the seminar evaluation, colloquium results, written and oral exams. All elements of evaluation except colloquium must be positive.			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	Stiperski, Z., 2014: Internal course materials <i>Political Geography</i> , Department of Geography, Faculty of Science, Zagreb.		10	yes
	Painter, J., 2009: <i>Political Geography</i> , Sage.		1	yes
	Calvocoressi, P., 2003: <i>Svjetska politika nakon 1945.</i> , Globus.		10	yes
2.12. Optional literature (at the time of	Baylis, J., Smith, S., Owens, P., 2011: <i>The Globalization of World Politics – An introduction to international relations</i> , Online			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>submission of study programme proposal)</p>	<p>Resource Centre, Oxford University Press.</p> <p>Gallaher, C., Dahlman, C. T., Gilmartin, M., Moutz, A., Shirlow, P., 2009: <i>Key Concepts in Political Geography</i>, Sage.</p> <p>Jones, M., Jones, R., Woods, M., 2004: <i>An Introduction to Political Geography – Space, Place and Politics</i>, Routledge – Taylor & Francis Group.</p> <p>Agnew, J., 2002: <i>Making Political Geography</i>, Hodder Education.</p> <p>Cox, Law, Robinsnson, 2008: <i>Handbook of Political geography</i>, Sage.</p> <p>Agnew, Michell, Toal, 2009: <i>A companion to Political geography</i>, Blackwell.</p> <p>Samuel P. Huntington, 1998: <i>Sukob civilizacija i preustroj svjetskog poretka</i>. Izvori. Zagreb.</p> <p>Hastings, A., 1997: <i>The construction of nationhood. Ethnicity, religion and nationalism</i>. Cambridge Univ. Press.</p> <p>Hobsbawn, E. J., 1993: <i>Nacije i nacionalizam: program, mit, stvarnost</i>. Novi Liber, Zagreb.</p> <p>Short, J. R., 1993: <i>An introduction to political geography</i>, 2nd ed. Rutledge, London, New York.</p> <p>Taylor, P. J., Colin, F., 2000: <i>Political Geography. Wolrd-economy, nation-state & locality</i>. 4th ed. Pearson Education Ltd., Harlow.</p> <p>Wolkersdorfer, G., 2001: <i>Politische und Geopolitik zwischen Moderne und Postmoderne</i>. Heidelberger Geographische Arbeiten 111.</p>
<p>2.13. Quality assurance methods that ensure the acquisition of exit competences</p>	<p>The procedures listed in the Rule Book and the Manual of Quality Management at the University of Zagreb and the Faculty of Science:</p> <ul style="list-style-type: none"> - University and college student survey - Self-evaluation of teaching: updating and revising the aims and subjects of course; updating teaching and learning strategies; evaluation of learning outcomes by analyzing students performance based on the personal data and data of the Student Administration Office - Exit polls: evaluation of integrated study
<p>2.14. Other (as the proposer wishes to add)</p>	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Anita Filipčić	1.6. Year of the study programme	2 nd
1.2. Name of the course	Regional Climatology	1.7. Credits (ECTS)	3
1.3. Associate teachers	Mladen Maradin	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The main learning objective is to study the causes and effects of climatic differences between different latitude, the climate characteristic of Croatia, as well as climate characteristic of the continents. Thus the students can reveal the consequences of climatic differences. It is important to take into consideration the processes responsible for the present climate and actual processes responsible for future climate.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Knowing and understanding of:</p> <ul style="list-style-type: none"> -regional climatic features -climate influence on other geographical elements -regional geography of Europe and world regional geography. <p>Cognitive, practical and generic abilities and skills</p> <p>Applying knowledge in determining, defining and solving spatial problems of medium-level complexity.</p> <p>Performing of knowledge and understanding of crucial facts, terms, principles and theories related to regional climatology.</p> <p>Explanation and discussing of geographic climatological features and processes relevant related to continents.</p> <p>Implementation of scientific content considered regional climatology into the educational content, preparing and appropriate presentation of educational content.</p> <p>Skills needed for evaluation, explanation and synthesis of information's and climatic data.</p> <p>Skills needed for performing of climatology field work.</p> <p>Organization, realization and evaluation of the field work at the nearest meteorological station.</p> <p>Recognition and use of geographic information's.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Searching of references and data related to regional climatology. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement needed in professional development.</p>				
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Knowing, understanding and independent explanation the causes of regional climatic features. Knowing, understanding and independent explanation of geographical consequences of climatic features. Knowing, understanding and independent explanation of climatic features of each continent. Knowing, understanding and independent explanation climatic features in the low, middle and high latitude. Knowing, understanding and independent explanation climatic characteristic of Croatia Knowing, understanding and independent explanation of recent climatic change.</p>				
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. The regional climate: microclimate, local climate, mesoclimate, macroclimate. 2. The empiric and genetic classifications. Koepopen's and Thornthwait's classification. 3. Tropical climates 4. Deforestation and desertification 5. The mid-latitude climates 6. Polar climates 7. The climates of the continents. The climate of Europe 8. The climate of Asia 9. The climate of North America 10. The climate of South America 11. The climate of Africa 12. The climate of Australia 13. The climate of Croatia 14. The global influences and the local changes 15. The recent climate change 				
<p>2.6. Format of instruction:</p>	<p>X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work</p>	<p><input type="checkbox"/> independent assignments X multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>Class and presentations attendance, writing and presentation of a seminar paper</p>				
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS</p>	<p>Class attendance</p>	<p>0.25</p>	<p>Research</p>		<p>Practical training</p>
	<p>Experimental work</p>		<p>Report</p>		<p>(other)</p>
	<p>Essay</p>		<p>Seminar essay</p>	<p>0.50</p>	<p>(other)</p>



DETAILED PROPOSAL OF THE STUDY PROGRAMME

credits is equal to the ECTS value of the course)	Tests		Oral exam		(other)	
	Written exam	2.25	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Attendance and active contribution to class, seminar writing and presentation, written exam.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Hidore, J. J. et al, 2010: <i>Climatology. An Atmospheric Science</i> . Prentice Hall, New Jersey.			5		Yes
	Rohli R. V., Vega, A. J., 2012: <i>Climatology</i> . Jones & Bartlett Learning, Sudbury.			5		Yes
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Bridgman, H. A., Oliver, J. E., 2006: <i>The Global Climate System. Patterns, Processes, and Teleconnections</i>. Cambridge University Press, Cambridge.</p> <p>Filipčić, A. 1996: <i>Klimatologija u nastavi geografije</i>. Hrvatski zemljopis i Nakladnička kuća „Dr. Feletar“, Zagreb.</p> <p>The articles from the relevant publications.</p>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty Science.					
2.14. Other (as the proposer wishes to add)						



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Dražen Njegač	1.6. Year of the study programme	2 nd
1.2. Name of the course	Urban systems of the world	1.7. Credits (ECTS)	3
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Adoption of the general knowledge of the urban systems of the world, their differences and development. Students have to know the methods for the analysis and the characteristics of the world's urban systems, the development phases and regional specifics of the urban systems as well as the cultural-genetic characteristics of the cities, the development of the urban systems under influence of the European integration and the global urban system. They have to be able to apply the theoretic models and use the statistic and cartographic methods for analyzing spatial, hierarchical and temporal specifics of the urban systems of the world.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, abilities and skills: Knowledge and understanding of: Urban systems, their structural and functional characteristics. Causality relations between the elements and factors of natural environment and society. Applying of methodology in geography and current investigations in its field.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. The ability to interpret and discuss relevant and actual urban-geographic problems and processes. The skills needed for evaluation, interpretation and synthesis of relevant information. The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials.</p> <p>Practical abilities and skills:</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Skills needed in fieldwork class. Evaluation and utilization of written historical sources. Recognition and utilization of geographic information. Generic abilities and skills: Problem solving, relating to qualitative and quantitative urban-geographic information. Conducting literature research and use databases and other sources of information. Autonomous continuous professional improvement needed in professional development. Skills related to the communication process in education.</p>	
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>-to define the notion and explain the characteristics of the urban systems of the world -to apply the methods for the analysis of the urban systems -to identify the phases of the urban systems development on the local, national and global levels -to explain and compare regional specifics of the development of the urban systems and the cultural-genetic characteristics of the cities -to transfer scientific information about urban systems into education process</p>	
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Notion and characteristics of the urban systems. 2. Methods for the analysis of the urban systems. 3. Phases of the urban systems development. 4. Regional specifics of the development of the urban systems. 5. Cultural-genetic characteristics of the cities. 6. Development of the urban systems of Europe Part 1. 7. Development of the urban systems of Europe Part 2. 8. Development of the urban systems of Orient. 9. Development of the urban systems of Africa. 10. Development of the urban systems of Asia. 11. Development of the urban systems of Latin America. 12. Development of the urban systems of Angloamerica and Australia. 13. Development of the urban systems of Croatia. 14. Urban system and European integration. 15. Global urban system. 	
<p>2.6. Format of instruction:</p>	<p>x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work</p>	<p><input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory x work with mentor <input type="checkbox"/> (other)</p>
		<p>2.7. Comments:</p>



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2.8. Student responsibilities	Regular class attendance, oral presentation of written essay.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0,5	(other)
	Tests		Oral exam	1	(other)
	Written exam	1	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	The final grade is based on the written exam, oral exam and written essay. Each component has to be evaluated positively.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Vresk, M., 2002: <i>Razvoj urbanih sistema u svijetu – geografski pregled</i> , drugo prerađeno izdanje, Školska knjiga, Zagreb.			10	Yes
	Brunn, S. D., Hays-Mitchell, M., Zeigler, D. J. (ed.), 2011: <i>Cities of the World – World Regional Urban Development</i> , 5th ed., Rowman & Littlefield.			3	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	Pacione, M., 2001: <i>Urban Geography – a global perspective</i> , Routledge. Taylor, P. J., 2004: <i>World City Network – a global urban analysis</i> , London. Brenner, N., Keil, R. (ed.), 2006: <i>The Global Cities Reader</i> , Routledge.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.				
2.14. Other (as the proposer wishes to add)					



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Martina Jakovčić	1.6. Year of the study programme	2 nd
1.2. Name of the course	Transportation Geography	1.7. Credits (ECTS)	3
1.3. Associate teachers	Slaven Gašparović	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The general aim is to gain knowledge about transportation geography as scientific discipline and explanation of development, types and functioning of transportation and its impact on spatial and structural changes. Students will began knowledge about main methods of transportation research, development of certain types of transportation its impact on economic developments and other social aspects o everyday life (migration, free time...)- Special attention will be given to study of transportation systems of Croatia and its integration into European transportation system and the role on contemporary globalization problems.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	Knowing and understanding of factors of development, characteristic of specific transportation modes, transportation networks, dynamic of transportation flows, interconnection between transportation and economic activities. Applying knowledge in determining, defining and solving spatial problems of medium-level complexity in transport organization Ability to explain and discuss relevant and actual transportation geographic problems and processes. Ability to conduct basic analysis of transportation networks at specific areas. Mapping of geographic contents. Continuous professional development. Conducting literature research and use databases and other sources of information.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	To know objects and goals and methodology of research in transportation geography Explain division, development and characteristics of certain modes of transportation, impact of transportation on spatial organization, importance of transportation on contemporary world and process off globalization. Explain factors of development, basic characteristics of transportation networks and transportation flows in Croatia and to explain them with chosen examples.		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Evaluate position and role of Croatia in paneuropean transportation corridors. Use relevant methods and approaches of transportation geography in collecting, processing and interpretation of spatial data. Apply knowledge in determination and solving of spatial problems of medium level complexity.</p>																																	
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Transportation geography, objects, and goals of research 2. Methods of transportation – geographic research part I 3. Methods of transportation – geographic research part II 4. Methods of transportation – geographic research part III 5. Division of transportation, development and characteristics of certain modes of transportation part I 6. Division of transportation, development and characteristics of certain modes of transportation part II 7. Division of transportation, development and characteristics of certain modes of transportation part III 8. Division of transportation, development and characteristics of certain modes of transportation part IV 9. Factors of development of transportation systems part I 10. Factors of development of transportation systems part II 11. Impact of transportation connectivity and accessibility on the process of transportation marginalization 12. Role of transportation in contemporary world and it impact on process of globalization 13. Transportation system of Croatia – factors of development, characteristics of transportation networks and flows part I 14. Transportation system of Croatia – factors of development, characteristics of transportation networks and flows part II 15. Croatia and paneuropean transportation corridors. 																																	
<p>2.6. Format of instruction:</p>	<p>X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning X field work</p>	<p>X independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>																															
<p>2.8. Student responsibilities</p>	<p>Regular attending of lecture and seminars. Active participation in lectures. Preparation of seminar essay. Application of cartographic methods in field research (o organization and conduction of mapping). Oral and written report on the results of field work.</p>																																	
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</p>	<table border="1"> <tr> <td>Class attendance</td> <td>0,2</td> </tr> <tr> <td>Experimental work</td> <td></td> </tr> <tr> <td>Essay</td> <td></td> </tr> <tr> <td>Tests</td> <td></td> </tr> <tr> <td>Written exam</td> <td>2,0</td> </tr> </table>	Class attendance	0,2	Experimental work		Essay		Tests		Written exam	2,0	<table border="1"> <tr> <td>Research</td> <td></td> </tr> <tr> <td>Report</td> <td></td> </tr> <tr> <td>Seminar essay</td> <td>0,8</td> </tr> <tr> <td>Oral exam</td> <td></td> </tr> <tr> <td>Project</td> <td></td> </tr> </table>	Research		Report		Seminar essay	0,8	Oral exam		Project		<table border="1"> <tr> <td>Practical training</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> </table>	Practical training		(other)		(other)		(other)		(other)		
Class attendance	0,2																																	
Experimental work																																		
Essay																																		
Tests																																		
Written exam	2,0																																	
Research																																		
Report																																		
Seminar essay	0,8																																	
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<p>2.10. Grading and evaluating student work in class and at the final exam</p>	<p>Notes on attendance of lectures, seminars and mapping and noting student activities. Final mark will be a result of a written</p>																																	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	exam and seminar essay.		
	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	Hoyle, B. S., Knowles, R. D. (Ed.), 1996: <i>Modern Transport Geography</i> , John Wiley & Sons.	10	yes
	Black, W. R., 2003: <i>Transportation: a geographical analysis</i> , The Guilford Press, New York.	10	yes
2.12. Optional literature (at the time of submission of study programme proposal)	Additional literature will be specified according to student preferences.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Procedures outlined in <i>Regulations and Handbook on the Quality Assurance</i> at the University of Zagreb and the Faculty of Science: - university and faculty student survey - teaching self-evaluation: modernizing and reassessment of course's goals and content, and strategy of teaching and learning; evaluation of learning outcomes by analysis of students level of success according to Student Office data and self-records - outgoing survey: integrated university study evaluation		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Dane Pejnović	1.6. Year of the study programme	3 rd and 5 th
1.2. Name of the course	Geography of Southeast Europe	1.7. Credits (ECTS)	3
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	45+0+0+0 (3+0+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Acquiring knowledge, skills and attitudes about the geographical reality of Southeast Europe		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, skills and abilities: <u>Knowledge and understanding:</u> Geographic terminology, definitions and theories. Applying of methodology in geography and current investigations in its field. Appropriate statistics and graphic techniques. Methods in cartography, interpretation of elements and contents of geographical maps. Elements and factors in physical geography and their interrelationship in geosystems on various spatial levels. The role of population in processes and functional spatial organization. Urban and rural spatial systems, their interrelationship and structural and functional characteristics. Systems and models in economic geography: structure, dynamics and development factors on various spatial levels. Factors of development and characteristics of transportation modes, transportation networks, dynamics of transportation flows, impacts of relationship of transport and other economic activities. Processes in political geography, with emphasis on globalisation and integration processes. Geographic aspects of socio-cultural processes. Causality relations between the elements and factors of natural environment and society. Concept of region and regionalisation. Modern geography of Croatia and Europe. Concept of regional and sustainable development.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Cognitive, practical and generic skills and abilities: Application of knowledge in identifying, defining and solving spatial problems medium complexity. Displaying the knowledge and understanding of essential facts and concepts of regional geography of Southeast Europe. Interpretation and discussion of current relevant geographic phenomena and processes in South Eastern Europe. Transfer of scientific content of the South-East Europe in the teaching of geography in primary and secondary schools. Skills in the evaluation, interpretation and synthesis of information and data from regional geography. Recognition and use of geographic information about Southeastern Europe. The literature search and sources of regional geography of Southeast Europe. Work effectively, independently and in a team. Individual work required for professional advancement and professional development.</p>
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Ability to:</p> <ul style="list-style-type: none"> - Explain the concepts, approaches and methods of regional geography - Explain the particularities of Southeast Europe in the regional structure of Europe - Explain the heterogeneous spatial structure of Southeast Europe - Explain the causes of delayed state-formation of the Region in the European context - Explain the differences in the structure of population, level of development and spatial organization between states of the Region - Explain the relationships and processes among the peoples and countries of Southeast Europe - Affirm the forms of cooperation that contribute to the European integration process - Affirm an active role of Croatia as a linking factor of regional cooperation in Southeast Europe - Evaluate the educational potential of the course contents
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Introduction <ul style="list-style-type: none"> - Scientific basis of regional geography - Explanation of basic conceptual categories (Southeast Europe, the Balkans, the Western Balkans) - The geographical location Regions 2. Basic natural and geographical features <ul style="list-style-type: none"> - Macro relief structure - Climate-ecological characteristics - Hydrographic features 3 historical and geographical development and political genesis South East Europe <ul style="list-style-type: none"> - Basics of historical and geographical development - Political genesis and processes of territorialization 4 Contemporary socio-geographic characteristics and problems of Southeast Europe



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<ul style="list-style-type: none"> - The structure of population and demographic characteristics - Mosaic cultural and geographical structure (Ethnic and religious composition) - Economic and social structure - Critical points <p>5 Fundamentals of regional isolation and the regional structure of South East Europe</p> <ul style="list-style-type: none"> - Basics of regional isolation - Critical analysis of "regions" with respect to the criteria of the geographical regionalization (physiognomic, traditional, cultural and geographic, political and geographic region) - Modern regional structure of Southeastern Europe (Eastern, Southern and Western Balkans) <p>6 Member of the eastern Balkans (1) (Romania)</p> <ul style="list-style-type: none"> - The basic geographic features (geographic location, population structure, resource base and economy, spatial and functional organization, specific spatial development issues) <p>7 The eastern Balkans (2) (Bulgaria)</p> <ul style="list-style-type: none"> - The basic geographic features (geographic location, population structure, resource base and economy, spatial and functional organization, specific spatial development issues) <p>8 Member of the southern Balkans (Greece)</p> <ul style="list-style-type: none"> - The basic geographic features (geographic location, population structure, resource base and economy, spatial and functional organization, specific spatial development issues) <p>9 Member of the Western Balkans (1) (Serbia)</p> <ul style="list-style-type: none"> - The basic geographic features (geographic location, population structure, resource base and economy, spatial and functional organization, specific spatial development issues) <p>10 Member of the Western Balkans (2) (Albania)</p> <ul style="list-style-type: none"> - The basic geographic features (geographic location, population structure, resource base and economy, spatial and functional organization, specific spatial development issues) <p>11 Member of the Western Balkans (3) (Kosovo)</p> <ul style="list-style-type: none"> - The basic geographic features (geographic location, population structure, resource base and economy, spatial and functional organization, specific spatial development issues) <p>12 Member of the Western Balkans (4) (Macedonia)</p> <ul style="list-style-type: none"> - The basic geographic features (geographic location, population structure, resource base and economy, spatial and functional organization, specific spatial development issues) <p>13 States of the Western Balkans (5) (Montenegro)</p> <ul style="list-style-type: none"> - The basic geographic features (geographic location, population structure, resource base and economy, spatial and functional organization, specific spatial development issues)
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DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>14 States of the Western Balkans (6) (Bosnia and Herzegovina) - The basic geographical features (geographical location, historical and geographical base development and political genesis, impact War of the 1990s the population structure, spatial and functional organization and development of the country, the problems unfinished political genesis)</p> <p>15 Croatian and South East Europe - Integration-disintegration processes in the region - Interactions and issues in relations with neighboring countries - Bilateral international cooperation: state and promising opportunities</p>				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular attendance and participation in thematic discussions.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests		Oral exam	2	(other)
	Written exam	1	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Regularity of attendance and class participation to 10%, 40% written exam, oral exam 50%.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	The completed test materials (script), Zagreb, 2010.			15	yes
	Todorova, M., 1999: <i>Imaginarni Balkan</i> . Biblioteka XX vek, 103 (ur. I. Čolović), Beograd, 444 str.			5	yes
	<i>Atlas Europe</i> (urednik: M. Klemenčić), Leksikografski zavod Miroslav Krleža, Zagreb, 1997, 644 str.			10	yes
	Natek, K., Natek, M., 2000: <i>Države svijeta 2000</i> . Mozaik knjiga, Zagreb, 704 str.			10	yes



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.12. Optional literature (at the time of submission of study programme proposal)	<p>Magaš, D., 2013: <i>Geografija Hrvatske</i>, Sveučilište u Zadru, Odjel za geografiju, Meridijani, Zadar-Samobor.</p> <p>Pavić, R., 2008: Europa: zemljopisni sastav i podjela, <i>Anali Hrvatskoga politološkog društva 2007.</i>, Zagreb, 227-247.</p> <p>Topalović, D., 2000: <i>Balkanska Europa: geopolitičke teme</i>, Diorama, Zagreb, 185 str.</p> <p>Žuljić, S., 1991: Kritički osvrt na neke zaključke i poruke J. Cvijića u njegovim antropogeografskim istraživanjima, <i>Političko-geografska i demografska pitanja Hrvatske</i>, Savez geografskih društava Hrvatske, Posebna izdanja, sv. 8, Zagreb, 335-380.</p> <p>Kaplan, D. R., 1993: <i>Balkan Ghosts: A Journey Through History</i>, St. Martin's Press, New York.</p> <p>Interpreting the Balkans, <i>Geographical Intelligence Paper</i>, No 2, Royal Geographical Society, London, 1995.</p> <p>Carter, W-F. & Norris, T. H., 1996: <i>The changing shape of the Balkans</i>, UCL Press.</p> <p>Dictionaries, Encyclopaedias (Croatian and foreign), scientific and professional journals (Croatian and foreign)</p>
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and Faculty of Science.
2.14. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Dražen Njegač	1.6. Year of the study programme	3 rd and 5 th
1.2. Name of the course	Geography of East Asia	1.7. Credits (ECTS)	3
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Knowledge of East Asia as one of the most prosperous areas of the world. Students have to be able to know the meaning and specifics of the East Asian countries in regional and global context and, concerning the trends, to envision their future development.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, abilities and skills: Knowledge and understanding of: Modern geography and regional specifics of East Asia. Causality relations between the elements and factors of natural environment and societies of East Asia. Political geography of East Asia, with emphasis on globalisation and integration processes. Applying of methodology in geography and current investigations.</p> <p>Cognitive abilities and skills: The ability to interpret and discuss relevant and actual geographic problems and processes in East Asia. The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials. The skills needed for evaluation, interpretation and synthesis of relevant information.</p> <p>Practical abilities and skills: Recognition and utilization of geographic information.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Applying appropriate statistic and graphic methods and techniques in analysis and in the presentation of the research results. Applying appropriate maps and cartographic methods and techniques in analysis and in the presentation of the research results. Generic abilities and skills: Conducting literature research and use databases and other information sources. Autonomous continuous professional improvement needed in professional development.</p>
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> -to compare the physical-geographic and sociogeographic elements and factors and their causality relations on the continental, regional and country levels -to explain the population distribution, to analyse the settlement characteristics and economic activities in East Asia in comparison with the Asian continent -to differentiate urban and rural systems, their structural and functional characteristics -to explain the economical-geographic systems and models, development factors, dynamics and structures of the regional and national economies -to apply the common geographic knowledge to interpret and discuss relevant and actual geographic problems and processes in East Asia -to apply appropriate statistic and graphic methods and techniques in analysis and in the presentation of the research results. -to develop the skills needed for presenting scientific contents and stances in written and oral form. -to conduct literature research and use databases and other sources of information. -to develop the skills needed for evaluation, interpretation and synthesis of relevant information. -to transfer scientific information about East Asia into education process
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Physical-geographic characteristics of East Asia. 2. Population of East Asia. 3. Historical-geographic development. 4. Transport-geographic characteristics. 5. Economic geography of East Asia. 6. Modern processes in East Asia. 7. Regions of East Asia. 8. China – part 1. 9. China – part 2. 10. Pacific Rim. 11. Japan. 12. Korean peninsula (North and South Korea). 13. Taiwan.



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	14. Mongolia. 15. East Asia and globalization.				
2.6. Format of instruction:	x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	Regular class attendance, oral presentation of written essay.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0,5	(other)
	Tests		Oral exam	1	(other)
	Written exam	1	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	The final grade is based on the written exam, oral exam and written essay. Each component has to be evaluated positively.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	de Blij, H. J., Muller, P. O., Nijman, 2011: <i>Geography - Realms, Regions and Concepts</i> , John Wiley&Sons, 15 th Edition.			5	Yes
	Weightman, B. A., 2002: <i>Dragons and Tigers – A Geography of South, East and Southeast Asia</i> , John Wiley & Sons Inc.			1	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	Friganović, M., 1970: <i>Japan – zemlja gdje sunce izlazi</i> , Školska knjiga, Zagreb. Friganović, M., 1978: <i>Narodna Republika Kina</i> , Školska knjiga, Zagreb. Friedmann, J., 2005: <i>China's Urban Transition</i> , University of Minnesota Press. Rowe, P. G., 2005: <i>East Asia Modern – Shaping the Contemporary City</i> , Reaktion Books. Zhao Songqiao, 1994: <i>Geography of China – Environment, Resources, Population and Development</i> , John Wiley & Sons inc. P. P. Karan, K. Stapleton (ed.): <i>The Japanese City</i> , The University Press of Kentucky, 1997.				



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p><i>Geography of Japan</i>, Teikoku-Shoin, 1980.</p> <p><i>Korea, The Land and People</i>, Kyohaksa, 2000.</p> <p>Der Neue Fischer Weltalmanach.</p>
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.
2.14. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Laura Šakaja	1.6. Year of the study programme	3 rd and 5 th
1.2. Name of the course	Geography of Anglo-America	1.7. Credits (ECTS)	3
1.3. Associate teachers	Lana Slavuj Borčić	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Acquiring knowledge of spatial aspects of recent social, economic and political processes in the United States and Canada. Seminar, that will be based on the statistical analysis of data on population, cities, economy and trade of the United States and Canada, will enable students to apply knowledge gained during study process and to map geographic data. It will also provide insight into North American contemporary data sources and databases.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p><u>Professional knowledge, abilities and skills:</u></p> <p><i>Knowledge and understanding of:</i></p> <p>Elements and factors in physical geography and their interrelationship on various spatial levels. Factors and consequences of the spatial distribution of population, settlements and economic activities in North America Urban and rural spatial systems in North America, their interrelationship and structural and functional characteristics Systems and models in economic geography, their structure, dynamics and development factors on various spatial levels.</p> <p><u>Cognitive, practical and generic abilities and skills:</u></p> <p>Applying knowledge in determining, defining and solving spatial problems of medium-level complexity.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Ability to present knowledge and understanding of concept of regional geography Ability to transfer scientific knowledge on North America into education contents The skills needed for evaluation, interpretation and synthesis of relevant information Conducting literature research and use databases and other sources of information. Applying appropriate maps and cartographic methods and techniques in analysis and in the presentation of the research results.</p>				
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Knowing and understanding the specificity of territorial development the U.S. and Canada Ability to assess the role of various factors of the economic growth and social progress in the United States and Canada Ability to detect and analyse push and pull factors of international migration flows Ability to explain the factors of economic development of the United States and Canada Knowing and understanding of the US state structure and electoral system Knowing and understanding of the origin and essence of contemporary neoliberalism Ability to explain regional differences in North America</p>				
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>1. Territory and political borders of the United States and Canada 2-3. Natural regions and their factors 4. Climatic features of North America 5. History of colonization and territorial expansion. Development of structure of settlements. 6. History of international migration. Contemporary immigration flows. Multiethnic mosaic. Demographic features. 7. Population distribution and internal Migration 8. U.S. state structure, electoral system and foreign policy 9 -12. Economy: resources, agriculture, industry, transport 13-15. Cultural regions of the U.S. and Canada.</p>				
<p>2.6. Format of instruction:</p>	<p>X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work</p>	<p>X independent assignments X multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>Class attendance, written seminar essay.</p>				
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</p>	<p>Class attendance</p>	<p>0,5</p>	<p>Research</p>		<p>Practical training</p>
	<p>Experimental work</p>		<p>Report</p>		<p>(other)</p>
	<p>Essay</p>		<p>Seminar essay</p>	<p>0,5</p>	<p>(other)</p>
	<p>Tests</p>	<p>0,5</p>	<p>Oral exam</p>	<p>1</p>	<p>(other)</p>
	<p>Written exam</p>	<p>0,5</p>	<p>Project</p>		<p>(other)</p>



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.10. Grading and evaluating student work in class and at the final exam	Class attendance (lectures and seminars), quality of seminar essay, multimedial presentation of seminar essay, written and oral exams.		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Getis, A., Getis, J., Quastler, I., 2000: <i>United States and Canada: The Land and People</i> , McGraw-Hill Science.	2	Yes
	Birdsall, S. S., Florin, J., 1998: <i>An Outline of American Geography. Regional Landscapes of the United States, USA.</i> (http://beijing.usembassy-china.org.cn/uploads/images/tRfkvByOz2SpJ4Nw8NAM5g/outline_of_us_geography.pdf)		Yes
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Agnew, J., Smith, J. (eds), 2002: <i>American Space/American Place: Geographies of the Contemporary United States</i>; London: Routledge, selected chapters.</p> <p>McKnight, T. L., 2003: <i>Regional Geography of the United States and Canada</i>, Prentice Hall.</p> <p>Birdsall, S. S, Palka, E. J., Malimowski, J. C., Price, M. L., 2005: <i>Regional Landscapes of the United States and Canada</i>. John Wiley & Sons, Inc.</p> <p>Hardwick, S. W., Shelley, F. M., Holtgrieve, D. G., 2008: <i>The Geography of North America: environment, political economy and culture</i>. Upper Saddle River: Prentice Hall.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Sanja Faivre	1.6. Year of the study programme	3 rd and 5 th
1.2. Name of the course	Geography of Latin America	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The course objectives are: acquiring knowledge from the field of regional geography of Latin America, its physical-geographical and socioeconomic properties and familiarising with the regional division of the area; developing professional competences from the main field of geography; developing competences for the autonomous research and the basis for working in the field of education.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Knowledge and understanding of: Regional geography of Europe and world.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. Ability to demonstrate the knowledge and understanding of essential facts, principles and theories in geography The ability to interpret and discuss actual geography-related problems and processes. The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials. The skills needed for evaluation, interpretation and synthesis of relevant information. Teaching skills in various teaching forms, methods, techniques and strategies.</p> <p>Practical abilities and skills: Recognition and utilization of geographic information.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Generic abilities and skills: Conducting literature research and use databases and other information sources. Information-technology skills: presentation programmes usage, word-processing and spreadsheet usage, data logging and storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement needed in professional development. Skills related to the communication process in education.</p>		
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> -Understand and explain geographical position, meaning and delimiting Latin America -Explaining physical-geographical elements and factors and their interrelation and geosystem at the level of the continent, particular region and country, -Explaining causes and consequences of the population distribution, explaining the properties of settlements and economic activities in Latin America, -Differentiating urban and rural spatial systems, their structure and functional meaning, -Interpret economic-geographical systems and models, factors of development, dynamics and structure of the economy at the national, regional level and at the level of the continent. -Explaining historical-geographical development and actual geographical properties of Latin America -Apply general geographical knowledge in defining and solving spatial problems in Latin America -Developing skills needed for evaluation, interpretation and synthesis of relevant information. 		
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Introduction – defining the geographical Realm. Regions of the Realm. 2. Physical geography: <ol style="list-style-type: none"> 2.1. Shape and natural characteristics 2.2. Geological properties, 2.3. Relief, 2.4. Climate, 2.5. Hydrogeographical properties, 2.6. Natural regions. 3. Historical Aspects. 4. Population patterns. Latin American City. 5. Economic patterns. 6. Politics and territory. 7. Regional division. 8. Croatian diaspora in Latin America. 		
<p>2.6. Format of instruction:</p>	<p><input checked="" type="checkbox"/> lectures</p>	<p><input type="checkbox"/> independent assignments</p>	<p>2.7. Comments:</p>



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
2.8. Student responsibilities	Regular attendance to courses and making seminar in a written form with oral presentation					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0.5	(other)	
	Tests		Oral exam		(other)	
	Written exam	2.5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	The grade at the final exam is defined on regularity of attendance to courses, on evaluation of the seminar quality and written exam.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Faivre, S., 2010: Internal script, <i>Geography of Latin America</i> , PMF, GO, Zagreb.			10		Yes
	Clawson, D. L., 2006: <i>Latin America & the Caribbean</i> , McGraw Hill, 422 pp.			5		Yes
2.12. Optional literature (at the time of submission of study programme proposal)	Blouet, B. W., Blouet, O.M., 2010: <i>Latin America and the Caribbean: A Systematic and Regional Survey</i> , 6th Edition, Wiley. de Blij, H. J., Muller, P. O., 2011: <i>Geography - Realms, Regions and Concepts</i> , John Wiley&Sons, 15th Edition. Bradshaw, M., Dymond, J., White, G., Chacko, E., 2007: <i>World Regional Geography</i> , McGraw Hill, New York.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Procedures set forth in the Regulations book and the Reference manual on quality management at the University of Zagreb, and at the Faculty of Science: - student questionnaire at the University and Faculty level -auto evaluation of courses: modernisation and revision of aims and content of the course, the strategy of teaching and learning; evaluation of learning outcome by the analysis of student success based on the Student office and our own records -questionnaire after exit of the University: evaluation of Integrated Education Programme					
2.14. Other (as the proposer wishes to add)						



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Anita Filipčić	1.6. Year of the study programme	3 rd and 5 th
1.2. Name of the course	Geography of Australia and Oceania	1.7. Credits (ECTS)	3
1.3. Associate teachers	Mladen Maradin	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The main learning objective is to define the geographical specialities of Australia and Oceania. One must determine the actual importance of Australia in the global world and the characteristics of economic development. The course helps students to detect the differences between Australia and other megaregions and to determine the positive and the negative components of these differences.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	Developing of cognitive, practical and generic abilities and skills: knowing and understanding the regional specifics and global world, getting the professional competencies of core science and the research work competencies and in teaching geography.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Knowledge, understanding and independent explanation of geographical position of Australia and Oceania, phases of settlement, elements and factors of physical geography and their interactions, the continental, regional and country geosystems.</p> <p>Knowing, understanding and independent explanation of physical geography influence on population distribution, settlement features, economic activities and area valorisation.</p> <p>Knowing, understanding and independent explanation of urban and rural spatial systems, shier structure and functions.</p> <p>Knowing, understanding and independent explanation of economic geographical systems and models, developing factors, dynamics and structure of continental, regional and national economies.</p> <p>Knowing, understanding and independent explanation of New Zealand and Oceania features, as well as the importance of Australia and Oceania for global economy.</p> <p>Developing of skills needed for independent logging data, evaluation, explanation and synthesis of relevant informations.</p> <p>Developing of skills needed for presentation of scientific work, written and oral briefing.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Application of appropriate statistic and graphic methods for analysis and presentation of research work. Developing of skills needed for independent databases use ad literature research.				
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Geographical position of Australia and Oceania. Geographical peripheral quality and isolation. 2. The settlement of Australia and Oceania. 3. Relief of Australia and Oceania. The relief development and relief units. 4. The influence of the relief on the demographic and economic development. 5. The climate and waters of Australia. 6. The climate influence on space valorisation. Drought in Australia. 7. Population of Australia. The immigration politics. 8. The basic demographic indicators. The Croats in Australia and New Zealand. 9. The Australian cities – the space concentrating role. 10. The Australian economy. The phases in economic development. 11. The relations of Australian and Asian economies. The economic importance of Australia in the global world. 12. New Zealand – similarities and differences to Australia and the rest of Oceania. 13. Population and cities of New Zealand. 14. The New Zealand economy. 15. Oceania – specifies and geographical problems. 				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Class and presentations attendance. Writing and presentation of seminar paper.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.25	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0.50	(other)
	Tests		Oral exam		(other)
	Written exam	2.25	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Attendance and active contribution to class, seminar writing and presentation, written exam.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the	Availability via other media



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		library	
	Šegota, T., Filipčić, A., 2004: <i>Geografija Australije i Oceanije</i> . Udžbenici Sveučilišta u Zagrebu.II. dopunjeno i izmijenjeno izdanje. Meridijani, Samobor.	10	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	Moran, A., 2005: <i>Australia. Nation, Belonging, and Globalization</i> . Routledge, New York. Hobbs, J. J., 2007: <i>Fundamentals of World Regional Geography</i> . Thomson Brooks/Cole, Belmont. Johnson, D. L. et al, 2010: <i>World Regional Geography</i> . Prentice Hall, New York.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Krešimir Pavlovski	1.6. Year of the study programme	3 rd and 5 th
1.2. Name of the course	Introduction to Astronomy	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Basic knowledge in astronomy and comparative planetology.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, skills and abilities Knowledge and understanding: Basic knowledge of astronomy and planetology.</p> <p>Cognitive abilities and skills: Application of knowledge in identifying , defining and solving spatial problems of medium complexity . Displaying knowledge and understanding of essential facts, concepts, principles and theories of astronomy in teaching geography. Interpretation and discussion of relevant current phenomena and processes of astronomy and planetology. Transfer the contents of scientific astronomy in educational content, preparation and presentation of appropriate educational content. Assessment of student achievement in teaching in elementary and secondary schools, teaching and evaluation of the curriculum. The skills required for the evaluation, interpretation and synthesis of information and data. Self- teaching using various forms of teaching, teaching methods and teaching aids and instructional strategies.</p> <p>Practical skills and abilities: Orientation in space with the help of modern technology and skills needed for field work.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Organization, implementation and evaluation of field work. Selecting and applying skills in the teaching of relevant teaching materials and aids for teaching and learning teaching contents astronomy.</p> <p>Generic skills and abilities: The literature search and sources. Information-technology skills: the use of presentation software, use software for word processing and spreadsheet calculation, collection and storage of data, the use of the Internet. Efficient work independently and in a team. Individual work needed for professional advancement and professional development.</p>		
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> - Distinguish between coordinate systems on the celestial sphere, solar and stellar time - Explain the precession, nutation, aberration and parallax - Describe the development of a calendar - Describe the formation of the solar system - Distinguish the characteristics of rocky and gaseous planets - Distinguish the characteristics of small bodies of the solar system - Explain the life of stars, galaxies and the characteristics of the basic processes in the universe 		
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1 Celestial coordinate systems 2 Synodic and sidereal time 3 Preseccion, Nutation, abberation, parallax 4 Calendar 5 Solar system: origin 6 Terrestrial group of planets 7 Gasseous planets 8 Planetary atmospheres 9 Planetary interiors 10 Dwarf planets and Small bodies 11 Exoplanets 12 The Sun and Stars 13 Galaxy Milky Way 14 Galaxies 15 The Universe 		
<p>2.6. Format of instruction:</p>	<p>X lectures</p>	<p><input type="checkbox"/> independent assignments</p>	<p>2.7. Comments:</p>



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
2.8. Student responsibilities	Regular attendance of lectures and seminars, written exam.			
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,3	Research	Practical training
	Experimental work		Report	(other)
	Essay		Seminar essay	0,7 (other)
	Tests		Oral exam	(other)
	Written exam	2	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Evaluated class attendance, active participation in seminars and exercises and accomplishments on the written exam.			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	Vujnović, V., 2009: <i>Astronomija I</i> , Školska knjiga, Zagreb.		10	Yes
	Vujnović, V., 2010: <i>Astronomija II</i> , Školska knjiga, Zagreb.		10	Yes
2.12. Optional literature (at the time of submission of study programme proposal)				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Procedures set forth in the Regulations book and the Reference manual on quality management at the University of Zagreb, and at the Faculty of Science: - student questionnaire at the University and Faculty level - self-evaluation of courses: modernisation and revision of aims and content of the course, the strategy of teaching and learning; evaluation of learning outcome by the analysis of student success based on the Student office and our own records			
2.14. Other (as the proposer wishes to add)				



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Borna Fuerst-Bjeliš	1.6. Year of the study programme	3 rd
1.2. Name of the course	Mediterranean	1.7. Credits (ECTS)	3
1.3. Associate teachers	Marin Cvitanović	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Acquiring fundamental knowledge of the concept, significance and space of the Mediterranean as a region /place. Discussing the identity elements. Understanding of the Mediterranean as a link of continents and cultures. Acquiring fundamental knowledge of the environment, processes of degradation and natural and environmental risks; elements of cultural heritage. Developing particular cognitive, practical and generic abilities and skills: applying knowledge in determining, defining and solving spatial problems of medium-level complexity, skills needed for evaluation, interpretation and synthesis of relevant information, skills needed for presenting scientific contents and stances in written and oral form.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Knowledge and understanding of: Causality relations between the elements and factors of natural environment and society at the regional level; understanding of causal relations of dominant degradation processes and formation of cultural landscapes as the outcomes of millennial man-environment interactions in Mediterranean. Knowing and understanding the uniqueness of the Mediterranean.</p> <p>Cognitive and practical abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. Ability to demonstrate the knowledge and understanding of essential facts, and contemporary processes of the Mediterranean, regional uniqueness and global image of the modern world. Demonstrating and discussing the causal relations of dominant degradation processes and formation of cultural landscapes as the outcomes of millennial man-environment interactions in Mediterranean The ability to transfer scientific information on Mediterranean into education process, preparation and appropriate presentation</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>of education materials. Development of research abilities and teaching skills of regional geography. The skills needed for evaluation, interpretation and synthesis of relevant information Recognition and utilization of geographic information on Mediterranean. Conducting literature research and use databases and other information sources on regional geography. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement needed in professional development.</p>	
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Understanding of the uniqueness of the Mediterranean as a consequence of linking the different cultures in the unifying conditions of environment and life rhythms'. Knowing and understanding the uniqueness of the environment. Knowing and understanding the causal relations of dominant degradation processes and formation of cultural landscapes as the outcomes of millennial man-environment interactions in Mediterranean. Recognition of the cultural landscape (and heritage) elements and its significance for the economy and development (tourism).</p>	
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Concept of the Mediterranean. Significance and identity. 2. Unity and fragmentation. 3. Inner divisions and conceptualization. Regional divisions. Eumediterranean unity. 4. European and African-Asian links 5. Adriatic in the Mediterranean. 6. Geopolitical themes of the Mediterranean 7. Geological evolution of the Mediterranean. 8. Earthquakes, volcanism 9. Mediterranean climate 10. Mediterranean vegetation 11. Mediterranean vegetation of Croatia 12. Degradation, desertification and risks 13. Mediterranean and Adriatic seas 14. Adriatic hydrological system. Islands 15. Cultural landscapes and urban heritage of the Mediterranean 	
<p>2.6. Format of instruction:</p>	<p>X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work</p>	<p>X independent assignments X multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>
		<p>2.7. Comments:</p>



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.8. Student responsibilities	Working and completion of project /assignment; working and discussing the selected texts/articles; completion of tests and written exam.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests	1	Oral exam		(other)
	Written exam	1	Project	1	(other)
2.10. Grading and evaluating student work in class and at the final exam	Final evaluation is the result of: two tests completed; completed project and final written exam.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Conti, S., Segre, A., (eds.),1998: <i>Mediterranean Geographies</i> , Societa Geografica Italiana, CNR, 359.			5	Yes
	Hughes, J. D., 2005: <i>The Mediterranean, An Environmental History</i> , ABC CLIO, Santa Barbara, Denver, Oxford, 333.			5	Yes
	King, R., De Mas, P., Mansvelt Beck, J. (eds.), 2001: <i>Geography, Environment and Development in the Mediterranean</i> , Sussex Academic Press, Brighton, Portland, 291.			5	Yes
	Matić, S. (ur.), 2011: <i>Šume hrvatskog Sredozemlja</i> , Akademija šumarskih znanosti, Zagreb, 740.			10	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	Woodward, J. (ed.), 2009: <i>The Physical Geography of the Mediterranean</i> , Oxford Regional Environments, Oxford University Press, 663. Mazzoleni, S., di Pasquale, G., Mulligan, M., di Martino, P., Rego, F., (eds.), 2005: <i>Recent Dynamics of the Mediterranean Vegetation and Landscape</i> , Wiley, 306. Grove, A. T., Rackham, O. (eds.), 2001: <i>The Nature of Mediterranean Europe, An Ecological History</i> , Yale University Press, New Haven, London, 384.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule Book and the Manual of quality management of the University of Zagreb and the Faculty of Science.				
2.14. Other (as the proposer wishes to add)	-				



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Laura Šakaja	1.6. Year of the study programme	3 rd
1.2. Name of the course	Geography of Russia	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Acquiring knowledge of spatial aspects of recent social, economic and political processes in Russia. Understanding the post-socialist transition process and the new geopolitical developments in the post-Soviet era. Seminar essay will contribute to the ability to conduct synchronic and diachronic analysis, to apply knowledge gained during study process and to map geographic data.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p><u>Professional knowledge, abilities and skills:</u></p> <p><i>Knowledge and understanding of:</i> Elements and factors in physical geography and their interrelationship on various spatial levels. Factors and consequences of the spatial distribution of population, settlements and economic activities in Russia Urban and rural spatial systems in Russia, their interrelationship and structural and functional characteristics Systems and models in economic geography, their structure, dynamics and development factors on various spatial levels.</p> <p><u>Cognitive, practical and generic abilities and skills:</u> Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. Ability to present knowledge and understanding of concept of regional geography Ability to transfer scientific knowledge on Russia into education contents The skills needed for evaluation, interpretation and synthesis of relevant information Conducting literature research and use databases and other sources of information.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Applying appropriate maps and cartographic methods and techniques in analysis and in the presentation of the research results. Knowing, understanding and explaining the factors that determined the historical and geographical development of the Russian state Knowing and understanding the new trends in the development of Russia in post-socialist period Ability to explain the cultural diversity of the Russian Federation Ability to allocate and interpret RF foreign policy guidelines Ability to evaluate the role of Russian Federation in the global geopolitical order and the global economy Knowing and understanding the processes of formation of economic regions of the Russian Federation Ability to explain regional differences in Russian federation.</p>																																		
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>1. Territory and political borders of Russian federation 2 -3. Natural regions and their factors 4. History of colonization and territorial expansion 5. Ethnic and religious mosaic of Russia. Population structure 6. Population distribution and internal migration 7. Post-socialist transition and the Russian economy. Developmental resources. 8-9. Russian economy in the post-industrial environment: industry, agriculture, transport. 10. Urbanization process and cities. 11. Economic regions and the administrative-territorial structure of the Russian Federation 12-14. Regional overview of the Russian Federation 15. Problems and prospects in Russian foreign policy and international relations</p>																																		
<p>2.6. Format of instruction:</p>	<p>X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work</p>	<p>X independent assignments X multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>																																
<p>2.8. Student responsibilities</p>	<p>Attendance to class, completed seminar essey.</p>																																		
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</p>	<table border="1"> <tr><td>Class attendance</td><td>0,5</td></tr> <tr><td>Experimental work</td><td></td></tr> <tr><td>Essay</td><td></td></tr> <tr><td>Tests</td><td>0,5</td></tr> <tr><td>Written exam</td><td>0,5</td></tr> </table>	Class attendance	0,5	Experimental work		Essay		Tests	0,5	Written exam	0,5	<table border="1"> <tr><td>Research</td><td></td></tr> <tr><td>Report</td><td></td></tr> <tr><td>Seminar essay</td><td>0,5</td></tr> <tr><td>Oral exam</td><td>1</td></tr> <tr><td>Project</td><td></td></tr> </table>	Research		Report		Seminar essay	0,5	Oral exam	1	Project		<table border="1"> <tr><td>Practical training</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> </table>	Practical training		(other)		(other)		(other)		(other)			
Class attendance	0,5																																		
Experimental work																																			
Essay																																			
Tests	0,5																																		
Written exam	0,5																																		
Research																																			
Report																																			
Seminar essay	0,5																																		
Oral exam	1																																		
Project																																			
Practical training																																			
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(other)																																			
(other)																																			
<p>2.10. Grading and evaluating student work in class and at the</p>	<p>Class attendance (lectures and seminars), quality of seminar essay, presentation of seminar essay, written and oral exams.</p>																																		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

final exam			
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Blinnikov, M. S., 2011: <i>A Geography of Russia and its Neighbors</i> , The Guilford press, New York.	5	Yes
	De Blij, H. J., Muller, P.O., 2005: <i>Concepts and Regins in Geography</i> , John Wiley & Sons, Inc, Chapter 2. Russia.	5	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	Kort, M. G., 2004: <i>Russia</i> , Infobase Publishing.		
	Trenin, D., 2002: <i>The End of Eurasia: Russia on the Border Between Geopolitics and Globalization</i> , Carnegie Endowment for International Peace.		
	Berglöf, E., Kunov, A., Shvets, J., Yudaeva, K., 2003: <i>The New Political Economy of Russia</i> . Cambridge: The MIT Press.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Zoran Stiperski	1.6. Year of the study programme	3 rd
1.2. Name of the course	Geography of Asia	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Understanding the important geographic processes in Asia. Enrolling with diversity in Asia. Development of professional competences in geography science, the development of competences for independent research and teaching.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p><u>Professional knowledge, abilities and skills:</u> <i>Knowledge and understanding of:</i> -physical systems, processes and diversity in Asia -regional geography of the world</p> <p><u>Cognitive, practical and generic abilities and skills:</u> Application of knowledge in determining, identifying and solving problems of medium spatial complexity. Knowledge representation and understanding of essential facts, concepts, principles and theories of regional geography of Asia. Interpretation and discussion of relevant geographic phenomena and processes in some Asian countries and also in the continent Transfer of scientific content into educational content regarding geography of Asia, preparation and presentation of appropriate educational content. Skills necessary to evaluate, interpret and synthesize information and data from regional geography. Recognition and usage of geographic information on Asia and certain countries. Searching literature regarding geography of Asia. Work effectively, independently and in a team.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Independent work required for professional development.</p> <ul style="list-style-type: none"> -explore the development of the population in Asia -compare the relation between the core and the periphery in Asia -explore the characteristics of economic development of Asia -explore geographic features of Asian regions -compare the different colonial experiences in Asia -investigate the problem areas of Asia 					
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1 Natural geographic characteristics of Asia: relief, climate, vegetation 2 Natural risks, environmental threats, natural resources 3 Population, migration, languages, religions of Asia 4 The issue of cities and urbanization Asia 5 Historical Overview of Asia 6 Core and periphery in Asia 7 Civilization, cultural circles and spatial identities in Asia 8 Differences in economic development in Asia 9 The main geographical features of the Asian region 10 Southwest Asia: regional division, natural features, the impact of oil on the local society 11 South Asia: regional division, colonial transformation of India, Hindu-Muslim friend 12 Southeast Asia: regional division, the colonial sphere, multicultural state, side impact 13 East Asia: regional division, the impact of Japan and China, Japanese colonialism, the rise of China 14 The political geography of Eurasia: The Eurasian Balkans, the Caucasus and Turkestan issue, Middle East 15 The political geography of Eurasia: China's strategic moves, the vulnerability of Japan, the issue of Taiwan and North Korea, position of Mongolia 					
<p>2.6. Format of instruction:</p>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7. Comments:</p>			
<p>2.8. Student responsibilities</p>	<p>Attending classes and seminars regularly. Written seminar based on individually collected and analyzed literature.</p>					
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS</p>	<p>Class attendance</p>	<p>0,5</p>	<p>Research</p>		<p>Practical training</p>	
	<p>Experimental work</p>		<p>Report</p>		<p>(other)</p>	
	<p>Essay</p>		<p>Seminar essay</p>	<p>0,5</p>	<p>(other)</p>	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

credits is equal to the ECTS value of the course)	Tests		Oral exam	1	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	The final grade is determined on the basis of the seminar evaluation, colloquium results, written and oral exams. All elements of evaluation except colloquium must be positive.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Stiperski, Z., 2014: <i>Geography of Asia</i> , Internal course materials, Department of Geography, Faculty of Science, Zagreb.			10		Yes
	Barbara A. Weightman, 2002: <i>Dragons and Tigers: geography of South, East and Southeast Asia</i> , John Wiley and Sons.			5		Yes
2.12. Optional literature (at the time of submission of study programme proposal)	Huang, Y., Bocchi, A. M., 2008: <i>Reshaping Economic geography in East Asia</i> , World Bank Publication.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>The procedures listed in the Rule Book and the Manual of Quality Management at the University of Zagreb and the Faculty of Science:</p> <ul style="list-style-type: none"> - University and college student survey - Self-evaluation of teaching: updating and revising the aims and subjects of course; updating teaching and learning strategies; evaluation of learning outcomes by analyzing students performance based on the personal data and data of the Student Administration Office - Exit polls: evaluation of integrated study - Interview with mentors in school where students perform their methodical practice - Telephone and mail surveys after the first year of work (tracking employment after graduation and evaluating success in the profession) 					
2.14. Other (as the proposer wishes to add)						



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Zoran Stiperski	1.6. Year of the study programme	3 rd
1.2. Name of the course	Introduction to Japanese Studies	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Understanding of important geographical and social processes in Japan, the third largest economy in the world. Another goal is to understand the mentality of the Japanese population and the impact that it has on economic development. This causally relation (the effect of mentality of the population on economic development) is an example that can be applied to other countries. Development of professional competences in geography science, the development of competences for independent research and teaching.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p><u>Professional knowledge, abilities and skills:</u> <i>Knowledge and understanding of:</i> -geographical and social processes in Japan -regional geography of the world</p> <p><u>Cognitive, practical and generic abilities and skills:</u> Application of knowledge in determining, identifying and solving problems of medium spatial complexity. Knowledge representation and understanding of essential facts, concepts, principles and theories of regional geography of Japan. Interpretation and discussion of relevant geographic phenomena and processes in some Asian countries Transfer of scientific content into educational content regarding geography of Japan, preparation and presentation of appropriate educational content.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Skills necessary to evaluate, interpret and synthesize information and data from regional geography. Recognition and usage of geographic information regarding Japan Searching literature regarding geography of Japan. Work effectively, independently and in a team. Independent work required for professional development.</p>		
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>-exploring causes of forming mentality of Japanese population in the context of natural environment, geography, historical heritage, social structure and current events -understand the impact of mentality of the population on economic development on the example of Japan -explore the connection between poor natural bases and high economic development -understand the political system of Japan -explore the role of Kaizen management in the economic success of Japan -explore the position of Japan in globalized world</p>		
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>1 Economic potential of Japan 2 Social Development Index of Japan 3 The influence of APEC Organization (Asia-Pacific economic cooperation) on Japan 4 The influence of the natural environment and geography position on the economic development of Japan 5 Natural resources of Japan and dependence on import 6 Japan's natural disaster and social adjustment 7 The impact of historical heritage in shaping the mentality of Japanese population 8 Historical stages of the Japan, since isolation of Japan, the Meiji Restoration and imperialism to the post-war period 9 Impact of the Japanese community in the economic system 10 The influence of Japanese religions in shaping the mentality of the population 11 Japanese political system: emperor, governments, political parties 12 Japanese economic system: development stages 13 Basics of Kaizen management - an example of understanding the secrets of Japan's economic success and the mentality of the population 14 Japan's Foreign Policy: neutrality against the alliance with the U.S., trade and economic dependence 15 Recent trends in Japan: economic stagnation, participation in the new world order in the 21st century</p>		
<p>2.6. Format of instruction:</p>	<p><input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work</p>	<p><input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.8. Student responsibilities	Attending classes and seminars regularly. Written seminar based on individually collected and analyzed literature.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0,5	(other)
	Tests		Oral exam	1	(other)
	Written exam	1	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	The final grade is determined on the basis of the seminar evaluation, colloquium results, written and oral exams. All elements of evaluation except colloquium must be positive.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Stiperski, Z., 2014: <i>Introduction to Japanese Studies</i> , Internal course materials, Department of Geography, Faculty of Science, Zagreb.			10	Yes
	Stiperski, Z., Yamamoto, Y., Njavro, Đ., 2005: <i>Samuraj i vitez. Kako se Japan uspio ekonomski razviti – Hrvatski put prema uspjehu</i> . Meridijani-Japanski centar Zagrebačke škole ekonomije i managementa. Samobor-Zagreb. 145			10	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	Calichman, R., 2005: <i>Contemporary Japanese Thought</i> , Columbia University Press. Karan, P. P., Kristin Stapleton (ed.), 2007: <i>The Japanese City</i> , The University Press of Kentucky. Devide, V., 2007: <i>Japan</i> , Školska knjiga; Zagreb.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	The procedures listed in the Rule Book and the Manual of Quality Management at the University of Zagreb and the Faculty of Science: - University and college student survey - Self-evaluation of teaching: updating and revising the aims and subjects of course; updating teaching and learning strategies; evaluation of learning outcomes by analyzing students performance based on the personal data and data of the Student Administration Office - Exit polls: evaluation of integrated study - Interview with mentors in school where students perform their methodical practice				
2.14. Other (as the proposer wishes to add)					



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Ružica Vuk	1.6. Year of the study programme	3 rd
1.2. Name of the course	Geography of Africa	1.7. Credits (ECTS)	3
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Application of knowledge and skills acquired in the basic/fundamental geographic courses on the area of Africa. Getting to know and interpret contemporary natural geographical features and social development of the continent, the impact of historical-geographical development on present relations and problems of the continent, the position and significance of the continent in the contemporary geopolitical and economic relations.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>The course <i>Geography of Africa</i> contributes to the acquisition of professional competences in geography science, to the development of cognitive, practical and generic abilities and skills for further education, competences for independent research work and acquiring the vocation of Master education of geography.</p> <p>Professional knowledge, abilities and skills <i>Knowledge and understanding of:</i> Geographic terminology, definitions and theories. Methodology application in geography and current investigations in its field. Elements and factors in physical geography and their interrelationship in geosystems at the continental level. The role of population in processes and functional spatial organization in Africa. Urban and rural spatial systems, their interrelationship and structural and functional characteristics. Systems and models in economic geography, their structure, dynamics and development factors at the continental level. Factors of development and characteristics of transportation modes, transportation networks, dynamics of transportation flows, impacts of relationship of transport and other economic activities in Africa.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Processes in political geography, with emphasis on globalisation and integration processes at the continental and regional level. Causality relations between the elements and factors of natural environment and society in different countries and regions of Africa.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity in Africa. The ability to interpret and discuss relevant and actual geographic problems and processes in Africa. The skills needed for evaluation, interpretation and synthesis of relevant information. The skills needed for presenting scientific contents and stances in written and oral form.</p> <p>Practical abilities and skills: Applying appropriate statistic and graphic methods and techniques in analysis and in the presentation of the research results. Applying appropriate maps and cartographic methods and techniques in analysis and in the presentation of the research results.</p> <p>Generic abilities and skills: Problem solving, relating to qualitative and quantitative geographic information. Conducting literature research and use databases and other sources of information. Information-technology skills: word-processing and spreadsheet usage, data logging and storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member. Continuous professional development.</p>
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>After completing this course and passing the exam, students will (be able to):</p> <ul style="list-style-type: none"> - know and understand the geographic location and the position of Africa, elements and factors in physical geography and their interrelationship in geosystems at the continent level, and at the level of various regions and countries of Africa - interpret the causes and consequences of population distribution, settlement characteristics and economic activities in Africa - distinguish urban and rural spatial systems, their structural and functional features - explain systems and models in economic geography, their structure, dynamics and development factors at the continental level - explain the particularities of regional and national economies - know, understand and independently interpret geographical aspect of socio-cultural processes in Africa, historical-geographical development and contemporary geographical features of Africa - analyze processes in political geography, with emphasis on globalisation and integration processes at the continental and regional level - interpret causality relations between the elements and factors of natural environment and society in different countries and



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	regions of Africa - apply cognitive, practical and generic abilities and skills in the analysis and presentation of research results					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1 Geographical features of the continent 2 Natural-geographic features as a factor of the colonization and settlement, and economic exploitation of the continent 3 Historical-geographical development of Africa 4 Contemporary geographical problems and processes in Africa 5 Processes of colonization 6 Decolonization of Africa 7 Population of Africa 8 Economy of Africa 9 Northeast Africa 10 Northwest Africa 11 West Africa 12 East Africa 13 Equatorial Africa 14 South Africa 15 The Republic of South Africa					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular attendance to courses and making seminar in a written form with oral presentation.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,3	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0,3	(other)	
	Tests	0,9	Oral exam	0,6	(other)	
	Written exam	0,9	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Regular class attendance, active participation in class, quality of paper production and presentation in accordance to agreed elements and criteria are being evaluated. The grade on the final exam is defined according to students' achievements in class, seminar paper, two midterm exams (or on the written test), and the oral exam.					



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	Vuk, R., 2014: <i>Geography of Africa</i> , Internal course materials, Department of Geography, Faculty of Science, Zagreb.	10	CD-ROM
	de Blij, H. J., Muller, P. O., 2011: <i>Geography - Realms, Regions and Concepts</i> , John Wiley&Sons, 15th Edition.	5	Yes
	Crkvenčić, I., 1990: <i>Geografija Afrike</i> , Školska knjiga, Zagreb.	10	Yes
	Vintar Mally, K., 2012: <i>Geografija Podсахarske Afrike</i> , Univerza v Ljubljani, Filozofska fakulteta.	5	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	Bradshaw, M., Dymond, J., White, G., Chacko, E., 2007: <i>World Regional Geography</i> , McGraw Hill, New York. Mahajan, V., 2010: <i>Afrika u usponu</i> , Mate d.o.o., Zagreb. Stock, R., 2004: <i>Africa South of the Sahara</i> , Guilford. Calvocoressi, P., 2003: <i>Svjetska politika nakon 1945.</i> , Nakladni zavod Globus, Zagreb. Natek, K., Natek, M., 2003: <i>Države svijeta 2000</i> , Mozaik knjiga, Zagreb. Relevant scientific and technical journals.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Procedures outlined in <i>Regulations and Handbook on the Quality Assurance</i> at the University of Zagreb and the Faculty of Science: - university and faculty student survey - teaching self-evaluation: modernizing and reassessment of course's goals and content, and strategy of teaching and learning; evaluation of learning outcomes by analysis of students level of success according to Student Office data and self-records - outgoing survey: integrated university study evaluation		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Vedran Prelogović	1.6. Year of the study programme	3 rd
1.2. Name of the course	Geography of Less Developed Countries	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30+0+15+0 (2+0+1+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The main object of the course is to enable students to understand complex relations in the less developed countries (functional, social and morphological transformations). Particular objects of the course are: synthesis of contemporary theory and methodology on transformations in the less developed countries, which are induced by the interaction of different economic, social, cultural and political factors on global, regional and local scale. On the number of examples from various less developed regions and countries of the world, problems like excessive exploitation of natural resources, population growth, over-urbanisation etc. will be discussed and explained. Special attention within this course is given to: writing of report, reading of selected texts related to the different aspects of the development of less developed countries, thematic discussions on different topics etc.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Knowledge and understanding of: Geographic factors (physical and social) in the development of the less developed countries. Contemporary processes and problems in the development of the less developed countries.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. Ability to demonstrate the knowledge and understanding of essential facts, principles and theories in geography The ability to interpret and discuss actual geography-related problems and processes. The ability to transfer scientific information into education process, preparation and appropriate presentation of education</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>materials. The skills needed for evaluation, interpretation and synthesis of relevant information.</p> <p>Practical abilities and skills: Recognition and utilization of geographic information. Skills related to the usage of education materials and apparatus. Applying methodology in education-related research.</p> <p>Generic abilities and skills: Conducting literature research and use databases and other information sources. Information-technology skills: presentation programmes usage, word-processing and spreadsheet usage, data logging and storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement needed in professional development.</p>
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> - distinguish and explain approaches in the research of the less developed countries - explain historic geographic context of the development of the less developed countries - conduct a research project on the topic (for example: demographic, urban, economic development, excessive exploitation of natural resources and the impact that it has on the environment etc). in a selected less developed country or a region of the world - write a report/essay on a topic related to regional differences in the less developed countries
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1 INTRODUCTORY LECTURE – Goals and aims; Students obligations; Schedules of written and oral exams; Definitions of main notions and terms 2 THEORETICAL FRAMEWORK – Theories and models of the less developed countries; Spatial determination of the less developed countries 3 HISTORIC GEOGRAPHIC CONTEXT OF THE DEVELOPMENT - European expansion from 15th to 19th century (mercantile period); European expansion from 19th to mid 20th century (period of industrial colonialism); Decolonisation 4 DEMOGRAPHIC CHARACTERISTICS 1 – Number, distribution and population density 5 DEMOGRAPHIC CHARACTERISTICS 2 – Migrations; Structures of the population; Population policy 6 AGRICULTURE – Characteristics of agricultural production; Agriculture and environment; Expansion of agricultural land use 7 RURAL AREAS – Models of the development of rural areas; Transformation of traditional rural structures; Socioeconomic transformations; Abandoning of rural areas 8 URBANISATION 1 – Characteristics of urbanisation in the less developed countries; Influence of immigration; Spatial structure of the cities 9 URBANISATION 2 – Housing problems; Squatter settlements; Emergence of megacities; Urban planning in the less



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	<p>developed countries 10 ECONOMIC GEOGRAPHIC CHARACTERISTICS 1 – Natural resources; Industrialisation (colonial and postcolonial period); Structure of economic sectors; Employment and unemployment 11 ECONOMIC GEOGRAPHIC CHARACTERISTICS 2 – Tertiarisation; Unequal economic development; Influence of multinational companies; Integration into global economy; New dependence 12. REGIONAL DEVELOPMENT (SELECTED EXAMPLES) – Regional differences and development; Regional plans, programs and models; Regional planning; Development strategies 13. SOCIOCULTURAL CHARACTERISTICS – Changes in the way of life; Relations towards/with developed countries of the world; Importance of religion; Ethnic diversity 14. POLITICAL CHARACTERISTICS – Colonial heritage; Political particularism; Area of conflict, Political and economic associations 15. GLOBALISATION – Less developed countries in a globalised world; Assumption of the future development</p>				
2.6. Format of instruction:	x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	x independent assignments x multimedia and the internet <input type="checkbox"/> laboratory X work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular class attendance. Writing of the report. Oral presentation of the written report within the thematic discussions.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training
	Experimental work		Report		(other)
	Essay	0,5	Seminar essay	0,5	(other)
	Tests		Oral exam	1	(other)
	Written exam	1	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Written evaluation, oral examination.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Chant, S., McIlwaine, C., 2009: <i>Geographies of Development in the 21st Century: An Introduction to the Global South</i> , Edward Elgar, Cheltenham.			5	Yes
	Potter, R. B., Binns, T., Elliott, J. A, Smith, D., 2008: <i>Geographies of Development</i> , Pearson Education Limited, Harlow.			5	Yes



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	Williams, G., Meth, P., Willis, K., 2009: <i>Geographies of Developing Areas: the Global South in a Changing World</i> , Routledge, London and New York.	5	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	Desai, V., Potter, R.B. (ur.), 2008: <i>The Companion to Development Studies</i> , Routledge, London. Potter, R., Conway, D., Evans, R., Lloyd-Evans, S. (ur.), 2012: <i>Key Concepts in Development Studies</i> , Sage, London.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Dubravka Spevec, Ružica Vuk	1.6. Year of the study programme	5 th
1.2. Name of the course	Computer use in teaching geography	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	15+0+30+0 (1+0+2+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> - to acquire knowledge and develop skills necessary for computer use in teaching geography - to acquire knowledge necessary for information transfer with students through internet - to develop critical approach for internet use - to develop abilities of application of certain programme packages 		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, abilities and skills <i>Knowledge and understanding of:</i> Principal theories of computer use in teaching geography Computer use in education research process. Elements necessary for preparation, performance, evaluation and administration of teaching geography in primary and secondary schools.</p> <p>Cognitive, practical and generic abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. Ability to demonstrate the knowledge and understanding of essential facts, principles and theories in geography. The ability to interpret and discuss possibilities, limitations, advantages and deficiencies of computer use in teaching geography. The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials by computer use.</p>		



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	<p>The ability to evaluate pupils' achievements and grade them. Geography curriculum and teaching practice evaluation. Teaching skills necessary for e-learning and learning on distance. Recognition and utilization of geographic information. Skills related to the usage of education materials and apparatus. Applying methodology in education-related research. Conducting literature research and use databases and other information sources. Information-technology skills: presentation programmes usage, word-processing and spreadsheet usage, data logging and storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement needed in professional development. Skills related to the communication process in education. Class management.</p>					
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Knowledge of computer use areas in teaching geography. Windows Office package use in preparing, performing and analyzing teaching process. Making test items for written exam. Preparing teaching materials for e-learning Learning on distance organisation.</p>					
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>1. Computer use areas in teaching geography. 2.-3. Computer use for teaching preparation. 4.-5. Computer use for teaching analysis 6. <i>PowerPoint</i> presentation making 7.-8. Multimedia in teaching geography 9.-10. e-learning (WBL, CBL) 11.-13. ITS, distributed and learning on distance 14.-15. Making teaching materials for teaching evaluation</p>					
<p>2.6. Format of instruction:</p>	<p>X lectures X seminars and workshops X exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work</p>	<p>X independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>			
<p>2.8. Student responsibilities</p>	<p>Regular attendance to courses, seminars and practical assignments, access tests, written and oral exam.</p>					
<p>2.9. Screening student work (name the proportion of ECTS credits for each</p>	<p>Class attendance</p>	<p>0.2</p>	<p>Research</p>	<p>0.5</p>	<p>Practical training</p>	<p>1.5</p>
	<p>Experimental work</p>		<p>Report</p>		<p>(other)</p>	



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activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay		(other)	
	Tests		Oral exam	0.3	(other)	
	Written exam	0.5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Regular class attendance, making independent assignments, quality of practical work and the results of written and oral exams are being evaluated.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Spevec, D., Vuk, R., 2014: Internal course materials <i>Primjena računala u nastavi geografije</i> , PMF, Geografski odsjek, Zagreb.			10		Yes
2.12. Optional literature (at the time of submission of study programme proposal)						
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>Procedures outlined in <i>Regulations and Handbook on the Quality Assurance</i> at the University of Zagreb and the Faculty of Science:</p> <ul style="list-style-type: none"> - university and faculty student survey - teaching self-evaluation: modernizing and reassessment of course's goals and content, and strategy of teaching and learning; evaluation of learning outcomes by analysis of students level of success according to Student Office data and self-records - outgoing survey: integrated university study evaluation - interview with student supervisors in school-laboratories where students perform their teaching-method practice - surveys done by phone and post after 1st year of teaching (employment monitoring after graduation and observation of their professional successfulness) 					
2.14. Other (as the proposer wishes to add)						



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Sanja Faivre	1.6. Year of the study programme	5 th
1.2. Name of the course	E school of Geography	1.7. Credits (ECTS)	3
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	0+45+0+0 (0+3+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The objectives of the courses are: to qualify students, future teachers for working with talented pupils; to qualify student for including Internet in education and learning on distance; to prepare students for integration of higher level education and scientific research with primary and secondary school education through computer technology.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>The course contribute to the development of cognitive abilities and skills</p> <p>Cognitive abilities and skills: The ability to interpret and discuss actual geography-related problems and processes. The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials. The ability to evaluate pupils achievements and grade them. The skills needed for evaluation, interpretation and synthesis of relevant information.</p> <p>Practical abilities and skills: Recognition and utilization of geographic information. Applying methodology in education-related research.</p> <p>Generic abilities and skills: Conducting literature research and use databases and other information sources. Information-technology skills: presentation programmes usage, word-processing and spreadsheet usage, data logging and</p>		



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	<p>storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement needed in professional development. Skills related to the communication process in education.</p>					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>-Planning and realisation of mini scientific projects in collaboration with schools -Applying methods and techniques in scientific research -Acquisition, analysis and interpretation of quantitative and qualitative geographical information -Browsing sources and literature by itself and leading pupils in realisation of mini projects</p>					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Contents of E school Geography seminars are connected with all geography fields and are realised through the following: 1. Students participate in realization of the mini scientific projects which take place in the primary and secondary schools joined to E – school project (this includes – providing help in creation of questionnaires for surveys or in mapping during field trip survey, etc.). 2. Creation of new project proposals. 3. Review of finished mini scientific projects. 4. Responding to the students` questions sent by web, using geographical literature, and preparing materials for web publishing. 5. Collecting of actual and particularly educational geographical subjects or interesting links and preparation for web.</p>					
2.6. Format of instruction:	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Attending seminars (80 %) and execution of the above mentioned tasks (20 %).					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	1
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam		(other)	
	Written exam		Project	1	(other)	
2.10. Grading and evaluating student work in class and at the final exam	The final mark is defined on the basis of each finished assignment and its quality evaluation.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the	Availability via other media	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		library	
	Heinich, R. et. al. 2001: <i>Instructional Media and Technologies for Learning</i> , Prentice Hall. p. 432.	5	Yes
	Alessi, S. M, Trollip S. R., 2000: <i>Multimedia for Learning: Methods and Development</i> , Allyn & Bacon, p.580. 3 edition.	5	Yes
	http://atlas.geog.pmf.unizg.hr/e_skola/ (Geography e-school)		Yes
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Clark, R. C., Mayer, R. E., 2011: <i>e-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning</i>, Pfeiffer; 3 edition, 528 pp.</p> <p>Roblyer, M. D., 1999: <i>Integrating Educational Technology into Teaching</i>. Prentice Hall. 355 pp. 2 edition.</p> <p>Gooden, A. R., 1996: <i>Computers in the Classroom: How Teachers and Students Are Using Technology to Transform Learning</i>. Jossey-Bass. 192 pp.</p> <p>Morrison, G. R. et al. 1998: <i>Integrating Computer Technology into the Classroom</i>. Prentice Hall. 379 pp.</p> <p>Journal - Teaching Geography.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>Procedures set forth in the Regulations book and the Reference manual on quality management at the University of Zagreb, and at the Faculty of Science:</p> <ul style="list-style-type: none"> - student questionnaire at the University and Faculty level -auto evaluation of courses: modernisation and revision of aims and content of the course, the strategy of teaching and learning; evaluation of learning outcome by the analysis of student success based on the Student office and our own records -questionnaire after exit of the University: evaluation of Integrated Education Programme 		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

ELECTIVE PEDAGOGICAL, PSYCHOLOGICAL AND METHODOLOGICAL COURSES

1. GENERAL INFORMATION			
1.1. Course teacher	Dubravka Miljković	1.6. Year of the study programme	4 th
1.2. Name of the course	Class-room Management	1.7. Credits (ECTS)	4
1.3. Associate teachers	Tomislava Vidić	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+30+0+0 (2+2+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Learning how to create a stimulating classroom climate for learning.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>The subject contributes to raising the level of satisfaction with teacher chosen profession and enhancing the quality of school (organizational) climate, the development of generic competencies and skills:</p> <p>The literature search and sources.</p> <p>Information-technology skills: the use of presentation software, use software for word processing and spreadsheet calculation, collection and storage of data, the use of the Internet.</p> <p>Efficient work independently and in a team.</p> <p>Individual work needed for professional advancement and professional development.</p> <p>Effective communication with all stakeholders in the education system.</p> <p>Classroom management.</p>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After the meeting of commitments, students will be able to:</p> <ul style="list-style-type: none"> - Identify factors that contribute to motivation, learning and prosocial behavior of students - Implement strategies to prevent discipline problems - Connect theory and practice in the analysis of behavioral problems in students 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<ul style="list-style-type: none"> - Understand the connection between effective teaching and good classroom management - Create an environment conducive to learning - Analyze their own teaching practices and to identify areas in need of change - to improve classroom management skills - Understand the profit of the good cooperation with parents 				
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>General principles of classroom management (1 +1) Approaches (styles) and models for classroom management. (2 +2) Strategies to create an effective school environment for learning. (3 +3) Rules and Procedures (1 +1) What affects the discipline and classroom management (2 +2) Responding to disruptive behavior (2 +2) Restitution. (1 +1) Teaching based on student characteristics and abilities. (3 +3) Improving cooperation between parents and schools. (1 +1)</p>				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular attendance of lectures and seminars, lectures activity, activity in workshops and seminars, preparation and presentation of a seminar paper, written exam.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research	1	Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	1	(other)
	Tests		Oral exam		(other)
	Written exam	1,5	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Evaluates the regularity and active participation in lectures and workshops, quality independent research and seminar papers, the quality of the presentation of research results in writing and orally and achievements on a written exam.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Rijavec, M., Miljković, D., 2010: <i>Pozitivna disciplina u razredu</i> . Zagreb: IEP-D2.			10	Yes



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Bošnjak, B., 1997: <i>Drugo lice škole</i> . Zagreb: Alinea	10	Yes
	Cowley, S., 2003: <i>Getting the buggers to behave</i> . London: Continuum.	5	Yes
	Marzano, R. J., Marzano, J. S., Pickering, D. J., 2003: <i>Classroom Management That Works: Research-Based Strategies for Every Teacher</i> . Association for Supervision & Curriculum Deve http://assafii.com/v1/web_documents/classroom_mgmt_that_works.pdf	5	Yes
	Miljković, D., Rijavec, M., 2006: <i>Kako biti bolji</i> . Zagreb: IEP-D2.	10	Yes
	Vizek-Vidović, V., Rijavec, M., Vlahović-Štetić, V., Miljković, D., 2014: <i>Psihologija obrazovanja</i> . Zagreb: IEP-Vern, chapter V.	10	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	Emmer E. T., Evertson, C. M., 2013: <i>Classroom Management for Middle and High School Teachers</i> (9th Edition). Upper Saddle River, NJ: Pearson. Evertson, C. M., Emmer E. T., 2013: <i>Classroom Management for Elementary Teachers</i> (9th Edition) Upper Saddle River, NJ: Pearson. Nelsen, J., Lott, L., Glenn, S., 2011: <i>Positive discipline in the classroom</i> . New York: Three Rivers Press. Roffey, S., 2004: <i>The new teacher's survival guide to behaviour</i> . London: Paul Chapman Publishing.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Self-assessments and teacher survey participants and statistical analysis of the performance of students on the basis of data Student office.		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Tajana Ljubin Golub	1.6. Year of the study programme	4 th
1.2. Name of the course	Prevention of Bullying and Hazardous Behaviour	1.7. Credits (ECTS)	4
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	15+15+0+0 (1+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Undergraduate and Graduate University Study in GEOGRAPHY and HISTORY; Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Students will gain knowledge about the role of stress and trauma of abuse in the field of education and develop skills for the prevention of risky behaviors students.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	The ability of continuous modernization and improvement of their professional practice Ability to adapt teaching practices to the individual needs of traumatized students The ability of counseling parents about preventive measures for personality development		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The ability to understand the symptoms and consequences of physical, sexual, emotional abuse of children Familiarity with the basic legal requirements and sensitivity to operate in accordance with the legal standards protecting children The ability to recognize signs of peer abuse Understanding the role of stress and trauma in the development of risk behaviours Understanding and supporting the active role of schools and teachers in the prevention of risky behaviour		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction: the role of prevention in the development of a healthy personality 2. The role of stressors and trauma, trauma types and consequences; the relation between stress and trauma with developmental psychopathology 3. Child and juvenile protection – legal framework 4. Physical abuse and prevention		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	5. Sexual abuse and prevention 6. Emotional abuse and neglect 7. Bullying and the role of teacher in prevention of bullying 8. Teacher-student abuse 9. Peer mediation as method of prevention 10. Consequences – developmental psychopathology 11. Prevention of antisocial behavior 12. Suicide prevention 13. Teacher's role in prevention 14. Working with parents, police and community towards the prevention of students' risky behaviors					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular attendance, preliminary exam.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests	1,5	Oral exam		(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	In the assessment affects class attendance, achievement and success in a colloquium on the written exam.					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Buljan-Flander, G., Kocijan-Hercigonja, D. (2003). <i>Zlostavljanje i zanemarivanje djece</i> . Zagreb: Marko M.				10	Yes
	2. Ajduković, M. (2001). <i>Prevenција zlostavljanja i zanemarivanja djece</i> . <i>Dijete i društvo</i> , 1-2, 161-172.				10	Yes



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2.12. Optional literature (at the time of submission of study programme proposal)	<p>1. Essau, C., Conradt, J. (2006). <i>Agresivnost u djece i mladeži</i>. Jastrebarsko: Naklada Slap. (selected chapters)</p> <p>2. Ajduković, M. (2001). <i>Utjecaj zlostavljanja i zanemarivanja u obitelji na psihosocijalni razvoj djece</i>. <i>Dijete i društvo</i>, 1-2, 59-75.</p> <p>3. Bujšić, G. (2005). <i>Dijete i kriza. Priručnik za odgajatelje, učitelje i roditelje</i>. Zagreb: Goldenmarketing-Tehnička knjiga.</p> <p>4. Killen, K. (2001). <i>Izdani: Zlostavljana djeca su odgovornost svih nas</i>. Zagreb: DPP.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>Accordance with the quality management system of the University of Zagreb, quality and efficiency are monitored self-esteem of teachers and interviewing participants, and statistical analysis of the performance of students on the basis of data Student office.</p>		
2.14. Other (as the proposer wishes to add)			

LIST OF HISTORICAL ELECTIVE COURSES

<http://www.ffzg.unizg.hr/pov/pov2/file.php?folder=root&file=izborni2014-15.html?folder=root&file=izborni2014-15.html>