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| STUDY PROGRAMME:  Information Sciences | | |
| Level and Year[[1]](#footnote-1):  MA; 1st / 2nd year | | |
| Course Title:  Introduction to Lexicography | | |
| Course Description:  Students are introduced to elementary principles, methods, and techniques of lexicography and the process of compiling dictionaries. | | |
| Semester[[2]](#footnote-2):  Winter | | |
| Lecturer(s)/Teacher(s):  Petra Bago | | |
| Teaching Language (regular)[[3]](#footnote-3):  Croatian | | |
| Teaching Methods (regular)[[4]](#footnote-4):  Direct instructions; Presentations; Classroom discussion; E-Learning | | |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures: | 2 | 30 |
| Exercises: |  |  |
| Seminars: |  |  |
| ECTS:  3 | | |
| Teaching language and level[[5]](#footnote-5) for guest (exchange) students:  English B2 | | |
| Teaching Methods[[6]](#footnote-6) for guest (exchange) students:  L1 | | |
| Evaluation Methods[[7]](#footnote-7) and Grading[[8]](#footnote-8):  Essay; Classroom discussion; Oral Exam; Standard grading | | |
| Learning Outcomes:  1. to demonstrate the process of lexicographical work  2. to define elementary concepts in the field of lexicography | | |
| Literature:  1. Svensen, Bo. (2009) A Handbook of Lexicography: The Theory and Practice of Dictionary-Making. Cambridge: Cambridge University Press.  Additional literature:  1. Jackson, H. (2002) Lexicography, An Introduction, Routledge.  2. Landau, S. (2001) Dictionaries, The Art and Craft of Lexicography, 2nd ed.,Cambridge: CUP.  3. Jackson (1988) Words and their Meaning, London: Longman.  4. Hartmann, R.R.K. (ed.) Lexicography: Principles and practice, 1983, Academic Press. | | |

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| STUDY PROGRAMME:  Information Sciences | | |
| Level and Year[[9]](#footnote-9):  MA; 1st / 2nd year | | |
| Course Title:  Computational Processing of Historical Texts | | |
| Course Description:  Students are introduced to the principles, methods, and techniques of computational processing of historical texts. | | |
| Semester[[10]](#footnote-10):  Summer | | |
| Lecturer(s)/Teacher(s):  Petra Bago | | |
| Teaching Language (regular)[[11]](#footnote-11):  Croatian | | |
| Teaching Methods (regular)[[12]](#footnote-12):  Direct instructions; Presentations; Classroom discussion; E-Learning | | |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures: |  |  |
| Exercises: |  |  |
| Seminars: | 2 | 30 |
| ECTS:  3 | | |
| Teaching language and level[[13]](#footnote-13) for guest (exchange) students:  English B2 | | |
| Teaching Methods[[14]](#footnote-14) for guest (exchange) students:  L1 | | |
| Evaluation Methods[[15]](#footnote-15) and Grading[[16]](#footnote-16):  Practical work; Seminar paper; Standard grading | | |
| Learning Outcomes:  1. to explain the process of language processing of historical texts | | |
| Literature:  1. Piotrowski, Michael. ”Natural language processing for historical texts.” Synthesis Lectures on Human Language Technologies 5.2 (2012): 1-157. | | |

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| STUDY PROGRAMME: Information and Communication Sciences | | |
| Level and Year[[17]](#footnote-17): MA, 1st/2nd year | | |
| Course Title:  Scientific journals and communication | | |
| Course Description:  The course includes the following topics: writing and editing scientific texts; definition of main terms in scientific communication; history of scientific communication; hierarchy of scientific journals; publishing scientific papers; peer review process in printed and electronic environment; peer review form; instructions to authors and peer reviewers; structure of scientific journals; guidelines for publishers and editors; cost models in scientific journals publishing; identifiers in printed and electronic journals; bibliometric systems and databases; copyright in scientific journals; scientific journals as enhanced publications; open access to scientific information; analysis and evaluation of open access journals and repositories; open access in Croatia; academic integrity; predatory and hijacked journals. | | |
| Semester[[18]](#footnote-18): Winter | | |
| Lecturer(s)/Teacher(s): Ivana Hebrang Grgić | | |
| Teaching Language (regular)[[19]](#footnote-19): Croatian | | |
| Teaching Methods (regular):[[20]](#footnote-20) lectures, seminars, presentations, e-learning | | |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures: | 1 | 15 |
| Exercises: | 0 | 0 |
| Seminars: | 1 | 15 |
| ECTS: 3 | | |
| Teaching language and level[[21]](#footnote-21) for guest (exchange) students: English B2 | | |
| Teaching Methods[[22]](#footnote-22) for guest (exchange) students: L1 | | |
| Evaluation Methods[[23]](#footnote-23) and Grading[[24]](#footnote-24): Seminar paper, oral exam; Grading: standard | | |
| Learning Outcomes:  1. explain process of scientific communication  2. describe structure of scientific journals and scientific papers in printed and electronic environment  3. analyze submitted manuscripts according to instructions for peer reviewers  4. understand the concept of academic integrity  5. evaluate open access journals | | |
| Literature:   1. Bardi, A. (2014). Enhanced publications: data models and information systems. Library Quarterly. 23, 4 2. Berger, M.; Cirasella, J. (2015). Beyond Beall’s list: better understanding predatory publishers. College & Research Libraries News. 76, 3 3. Bjork, B. C. (2015). Have the “mega-journals” reached the limits to growth? PeerJ. 3 4. Bot, M.; Burgmeester, J.; Roes, H. (1998). The cost of publishing an electronic journal: general model and a case study. D-Lib Magazine. November 5. Eysenbach, G. (2006). Citation advantage of open access articles. PLOS Biology 6. Harnad, S. (1991). Scholarly skywriting and the prepublication continuum of scientific inquiry. http://www.ecs.soton.ac.uk/~harnad/Papers/Harnad/harnad90.skywriting.html 7. Hebrang Grgić, I. (2011). Open Access to scientific information in Croatia: increasing research impact of a scientifically peripheral country. Saarbrücken: Lambert Academic Publishing 8. Hebrang Grgić, I. (2014). Scholarly journals at the periphery: the case of Croatia. Learned Publishing, 27, 1. 9. Hrcak (2019). Portal of Croatian scientific and professional journals 10. Roig, M. (2010). Plagiarism and self-plagiarism: what every author should know. Biochemia Medica, 20. 3. | | |

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| STUDY PROGRAMME: Information Sciences | | |
| Level and Year[[25]](#footnote-25): MA | | |
| Course Title: Knowledge and information management | | |
| Course Description: | | |
| Semester[[26]](#footnote-26): Winter | | |
| Lecturer(s)/Teacher(s):  Jadranka Lasic-Lazic, Ph.D., full professor  Mihaela Banek Zorica, Ph.D., full professor | | |
| Teaching Language (regular)[[27]](#footnote-27): Croatian | | |
| Teaching Methods (regular):[[28]](#footnote-28) Teaching through lectures/seminars/, E-learning, Classroom discussion | | |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures: | 2 | 30 |
| Exercises: |  |  |
| Seminars: | 2 | 30 |
| ECTS: 6 | | |
| Teaching language and level[[29]](#footnote-29) for guest (exchange) students: English | | |
| Teaching Methods[[30]](#footnote-30) for guest (exchange) students: All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language. | | |
| Evaluation Methods[[31]](#footnote-31) and Grading[[32]](#footnote-32): Coursework, Oral Exam, Reading assignments. Grading is standard - the institutional grading system | | |
| Learning Outcomes:  Students will be able to:   * Explore and evaluate methods of knowledge organization and management * Compare knowledge management models and tools * Evaluate and select methods for knowledge caption and presentation * Build strategy for project management | | |
| Literature:   * Bahra, N. Competitive knowledge management. London : Palgrave, 2001. * Davenport, T. Prusak, L. Working knowledge: how organizations manage what they know. Boston : Harvard Business School Press, 2000 * Dalkir, Kimiz. Knowledge Management in Theory and Practice. Cambridge, Mass. ; London : MIT Press, 2011 * Odabrana poglavlja iz organizacije znanja / urednica Jadranka Lasić-Lazić. Zagreb: Zavod za informacijske studije, 2004 * Svenonius, E. The intellectual foundation of information organization. Cambridge, Ma; London: The MIT Press, 2000. | | |

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| STUDY PROGRAMME:  Museology and Heritage Management (within Information Sciences) | | | | |
| Level and Year[[33]](#footnote-33):  MA, 1st/2nd year | | | | |
| Course Title:  LEARNING IN MUSEUMS | | | | |
| Course Description:  The course material reflects the view of museums are informal contexts of learning where all activities and programs, including exhibitions, can contribute to different kinds of learning that occur when users come into contact with museum contents (presented through different media and modes). The course therefore focuses on different approaches to interpretation and communication in museums with respect to different types of audiences. This also includes evaluation of programs based on visitor studies. Students are first introduced to theories of learning which are later applied (through analyses and the creation of different and education projects. The projects entail conceptualization of different modes (texts, images, audio etc.) with which museums form meanings and messages for different groups of users. Student’s practical assignment is to create one such project related to one or more exhibits displayed at a museum in Zagreb and propose interpretative texts, audio and visual material that best interpret the object/s for a target audience. Students also propose best ways to evaluate their own programs and activities within the project. | | | | |
| Semester[[34]](#footnote-34): summer | | | | |
| Lecturer(s)/Teacher(s):  Željka Miklošević | | | | |
| Teaching Language (regular)[[35]](#footnote-35): Croatian | | | | |
| Teaching Methods (regular):[[36]](#footnote-36)  Lectures, seminars, practical work | | | | |
| Teaching: | Weekly (hours) | | Semester (hours) | |
| Lectures: | 1 | | 15 | |
| Exercises: | / | | / | |
| Seminars: | 1 | | 15 | |
| ECTS: 3 | | | | |
| Teaching language and level[[37]](#footnote-37) for guest (exchange) students:  English B2 | | | | |
| Teaching Methods[[38]](#footnote-38) for guest (exchange) students:  L1 | | | | |
| Evaluation Methods[[39]](#footnote-39) and Grading[[40]](#footnote-40):  Evaluation: practical work and written exam; Grading: standard | | | | |
| Learning Outcomes:  1. Understand social and professional circumstances that exert impact on learning in museums  2. Explain terminology and definitions related to learning in museums  3. Apply learning theories on concrete educational programmes and activities in museums  4. Analyze educational programs in museums for different groups of visitors  5. Create resources for learning in museums (modification of existing and creation of new ones) | | | | |
| Literature:  1. Hein, G. 1998. Learning in the Museum. London: New York: Routledge  2. Hooper Greenhill, E.. 1999. Education, communication, interpretation: towards a critical pedagogy in museums. In: The Educational Role of the Museum, E.Hooper Greenhill (ed.), London: New York: Routledge, 3 - 27.  3. Falk, J. H; Dierking, L. D. and Adams, M. 2006. Living in a Learning Society: Museums and Free-choice Learning. In A Companion to Museum Studies, Sharon Macdonald (ed), Blackwell Publishing Ltd, 323 -339.  4. Serrell, B. 1996. Exhibit Labels. An Interpretive Approach. Altamira  5. Caulton. Tim. 2006. Hands-on Exhibitions. Managing interactive museums and science centres. London: New York: Routledge, 17 – 36  6. Carey, J. 2013. Learning and Communication in Digital Multimodal Landscapes. Institute of Education Press Professorial Lecture Series  7. Gorman, A. K. 1995. Museum Education Assessment: Designing a Framework. In: From periphery to center: art museum education in the 21st century. Villeneuve, Pat (ed). National Art Education Association. | | | | |
| STUDY PROGRAMME:  Museology and Heritage Management (within Information Sciences) | | | | | |
| Level and Year[[41]](#footnote-41): MA, 1st year | | | | | |
| Course Title:  VIRTUAL MUSEUM | | | | | |
| Course Description:  Introductory themes include analyze of concepts of virtual reality, the virtual museum in different media and concepts of connectivity and interactivity. Concepts of originality in the real museum institution and originality in the virtual reality will be discussed and compared. Typology of virtual museums, economic cost-effectiveness of creating and maintenance of virtual museum and virtual museums visitor studies will be considered. | | | | | |
| Semester[[42]](#footnote-42): summer | | | | | |
| Lecturer(s)/Teacher(s):  Goran Zlodi | | | | | |
| Teaching Language (regular)[[43]](#footnote-43): Croatian | | | | | |
| Teaching Methods (regular):[[44]](#footnote-44) lectures and seminars | | | | | |
| Teaching: | | Weekly (hours) | | Semester (hours) | |
| Lectures: | | 1 | | 15 | |
| Exercises: | | / | | / | |
| Seminars: | | 1 | | 15 | |
| ECTS: 3 | | | | | |
| Teaching language and level[[45]](#footnote-45) for guest (exchange) students:  English B2 | | | | | |
| Teaching Methods[[46]](#footnote-46) for guest (exchange) students: L1 | | | | | |
| Evaluation Methods[[47]](#footnote-47) and Grading[[48]](#footnote-48):  Evaluation: seminar paper, written and oral exam; Grading: standard | | | | | |
| Learning Outcomes:  1. Explain key terms related to heritage communication in virtual environment (interactivity, multimodality, multimediality)  2. Apply models of heritage-based digital interactive content  3. Analyze key elements and structure of heritage-based digital interactive content  4. Plan and organize digitization projects  5. Assess interactive and multimedia content in museum  6. Determine priorities related to digitization and documentation of museum material | | | | | |
| Literature:   1. Schweibenz, Werner. ‘The“ Virtual Museum”: New Perspectives For Museums to Present Objects and Information Using the Internet as a Knowledge Base and Communication System.’ In ISI, 185–200, 1998. http://www.informationswissenschaft.org/wp-content/uploads/isi/isi1998/14\_isi-98-dv-schweibenz-saarbruecken.pdf 2. Manovich, Lev. Software takes command. Vol. 5. A&C Black, 2013. 3. Nielsen, Jakob; Loranger, Hoa. Prioritizing Web Usability. Berkley : New Riders, 2006. 4. Vujić, Žarka. Istraživanje prezentiranja etnografskih muzeja na webu // Etnološka istraživanja 7 (2001) 79-101. 5. Šojat-Bikić, Maja. Modeliranje digitalnih zbirki i digitalnih proizvoda: sadržajno-korisnički aspekt komuniciranja kulturne baštine u digitalnom obliku. // Muzeologija. 50(2013), str. 516 6. Wired Museum. Washington : American Association of Museums, 2001 | | | | | |
| STUDY PROGRAMME:  Museology and Heritage Management (within Information Sciences) | | | | | |
| Level and Year[[49]](#footnote-49): MA 1st year or MA 2nd year | | | | | |
| Course Title:  HERITAGE INTERPRETATION | | | | | |
| Course Description:  Introductory lecture (defining concepts); Heritage and space (geography of heritage, museology outside the museum, heritage studies); Historical development of heritage interpretation; Main goals and motivations for heritage interpretation; Roles and importance of heritage interpretation; Principles of interpretation (the six basic principles, modern principles of interpretations); Specifics of heritage interpretation in a given context; First person and third person interpretation, live interpretation, museum theatre, living history, staging, role play, storytelling; Interpretation centres, visitor centres, heritage trails; Heritage Interpretation and Environmental Education; Planning and management of heritage interpretation; Design of interpretative heritage project, methods of assessment and evaluation; Professionalism and training for heritage interpreters; Presentation of students project - analysis and evaluation; Closing lecture and evaluation | | | | | |
| Semester[[50]](#footnote-50): summer | | | | | |
| Lecturer(s)/Teacher(s):  Darko Babić | | | | | |
| Teaching Language (regular)[[51]](#footnote-51): Croatian | | | | | |
| Teaching Methods (regular):[[52]](#footnote-52)  Lectures and seminars | | | | | |
| Teaching: | | Weekly (hours) | | Semester (hours) | |
| Lectures: | | 1 | | 15 | |
| Exercises: | | / | | / | |
| Seminars: | | 1 | | 15 | |
| ECTS: 3 | | | | | |
| Teaching language and level[[53]](#footnote-53) for guest (exchange) students: English B2 | | | | | |
| Teaching Methods[[54]](#footnote-54) for guest (exchange) students: L1 | | | | | |
| Evaluation Methods[[55]](#footnote-55) and Grading[[56]](#footnote-56): Evaluation: practical work and written exam; Grading; standard | | | | | |
| Learning Outcomes:  1. Understand fundamental ideas and concepts of heritage interpretation  2. Gain advanced theoretical and practical knowledge about heritage interpretation  3. Understand advantages and deficiencies of different models, tools and techniques of heritage interpretation  4. Analyse, apply and master the use of particular methods, tools and techniques of (cultural and natural) heritage interpretation  5. Create a basic heritage interpretation plan  6. Present an interpretation project | | | | | |
| Literature:   1. Pierssené, A. Explaining Our World : Guide to Environmental Interpretation. London : E & FN Spon, 1999. 2. Ham, S. H. Interpretation : making a difference on purpose. Golden, Col. : Fulcrum, 2013 3. In-Herit Professional Development in Heritage Interpretation (Manual). Landcommanderij Alden Biesen : Bilzen, 2016. 4. Beck, L.; Cable, T. Interpretation for the 21st Century. Fifteen Guiding Principles for Interpreting Nature and Culture. Champaign : Sagamore Publishing, 2002. 5. Heritage interpretation centres. // The Hicira handbook / editors Pere Izquierdo Tugas, Jordi Juan Tresserras, Juan Carlos Matamala Mellin. Barcelona : Diputació de Barcelona. Institut d'Edicions, 2005. 6. Tilden, F. Interpreting Our Heritage. Chapel Hill : The University of North Carolina Press, 1977. | | | | | |
| STUDY PROGRAMME:  Museology and Heritage Management (within Information Sciences) | | | | | |
| Level and Year[[57]](#footnote-57): MA 2nd year | | | | | |
| Course Title:  HERITAGE MANAGEMENT | | | | | |
| Course Description:  The Nature of Heritage and its forms (individuals, social and cultural groups, towns, communities, nations); Research, gathering and data processing about heritage as well as its communication; Act of the Heritage Institutions; Other activities of identification, study, preservation and forming of identity based on heritage (journalism, Citizens (NGO's) associations); Destination Marketing and Public Awareness; Importance and implications of the Heritage actions; Heritage as part of development strategies; Cultural Industry; Destination Industry; Heritage management as a development tool; Heritage in the strategy for Sustainable Development; Heritage Management as part of social responsible management; Heritage in globalize surrounding (internationalization, diversity, inclusiveness, acculturation, disculturation, co-modification); Design of heritage management project, methods of assessment and evaluation | | | | | |
| Semester[[58]](#footnote-58): winter | | | | | |
| Lecturer(s)/Teacher(s):  Darko Babić | | | | | |
| Teaching Language (regular)[[59]](#footnote-59): Croatian | | | | | |
| Teaching Methods (regular):[[60]](#footnote-60) lectures and seminars | | | | | |
| Teaching: | | Weekly (hours) | | Semester (hours) | |
| Lectures: | | 2 | | 30 | |
| Exercises: | | / | | / | |
| Seminars: | | 2 | | 30 | |
| ECTS: 6 | | | | | |
| Teaching language and level[[61]](#footnote-61) for guest (exchange) students: English B2 | | | | | |
| Teaching Methods[[62]](#footnote-62) for guest (exchange) students: L1 | | | | | |
| Evaluation Methods[[63]](#footnote-63) and Grading[[64]](#footnote-64): Evaluation: practical work and written exam; Grading; standard | | | | | |
| Learning Outcomes:  1. Understand roles and ways of heritage use (management) for the purpose of economy and development  2. Critically examining the role of heritage and heritage management related to society  3. Apply knowledge and comprehension of concepts, principles and theory of project cycle related to heritage management  4. Apply methods of project management and accompanying tools  5. Create a small project in the field of heritage management  6. Work in teams on project creation  7. Present a heritage management project | | | | | |
| Literature:   1. Smith, L. Uses of heritage. London : Routledge, 2006. 2. Graham, B.; Ashworth, G; Tunbridge, J. A geography of heritage : power, culture and economy. London : Arnold, 2000. 3. Schofield, John. Heritage Management : theory and practice. // The heritage reader / eds. Graham Fairclough [et al]. London ; New York : Routledge, 2008. 15-30. 4. Kirchenblatt-Gimblett, Barbara. Destination Culture / Tourism, Museums and Heritage, University of California Press, Berkeley, Los Angeles, London, 1998. 5. Selection of diverse related texts (specially prepared for students) | | | | | |

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| STUDY PROGRAMME:  Museology and Heritage Management (within Information Sciences) | | |
| Level and Year[[65]](#footnote-65): MA, 1st year | | |
| Course Title:  COLLECTION CARE | | |
| Course Description:  Preventive care of archeological material I-III - preventive care of textiles I-II - preventive care of paper I-III - preventive care of painting I-II - preventive care of sculptures I-II - preventive care of object of applied arts - preventive care of natural collections - preventive care of technical material | | |
| Semester[[66]](#footnote-66): winter | | |
| Lecturer(s)/Teacher(s): Helena Stublić, PhD, assistant professor | | |
| Teaching Language (regular)[[67]](#footnote-67): Croatian | | |
| Teaching Methods (regular):[[68]](#footnote-68) Teaching through lectures/seminars in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork | | |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures: | 1 | 15 |
| Exercises: | - | - |
| Seminars: | 1 | 15 |
| ECTS: | | |
| Teaching language and level[[69]](#footnote-69) for guest (exchange) students:  English B2 | | |
| Teaching Methods[[70]](#footnote-70) for guest (exchange) students:  L1 | | |
| Evaluation Methods[[71]](#footnote-71) and Grading[[72]](#footnote-72):  EM: Attend consultations with the lecturer, Essay/Seminar paper  G: Standard | | |
| Learning Outcomes:  1. Describe methods of slowing down and stopping heritage deterioration  2. Apply practical methods of avoiding and accident mitigating measures on heritage  3. Analyse spatial threats for heritage items  4. Assess endangerment levels for heritage items  5. Recommend improvements related to storage of heritage items  6. Organise/plan collaboration with experts in the field of heritage care and protection | | |
| Literature:  1. Thompson, G. Museum Environment. I. part. London: Butterworths, 1978, str. 1-163.  2. Knell, S. (Ed.). Care of Collections. London: Routledge, 1994.  3. Osnove zaštite i izlaganja muzejskih zbirki. Zagreb: MDC, 1993. | | |

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| STUDY PROGRAMME: Museology and Heritage Management (within Information Sciences) | | |
| Level and Year[[73]](#footnote-73): MA , 1st and 2nd year | | |
| Course Title:  MUSEOLOGY AND GENDER PERSPECTIVES | | |
| Course Description:  Acquisition of basic theoretical and practical knowledge in the field of gender theory applied within the museological theoretical framework. Students will be trained to critically review museological and heritage topics from a gender perspective and are prepared for active participation in the promotion of inclusiveness and equality in the museum and heritage context.  Main topics:  Gender theory in museology: basic concepts and theoretical framework; Collecting as an indicator of social position and power: history of museums in relation to gender issues; position and role of women in historical museology; Application of feminist theory in museology - relation of heritage, gender and identity; A gender perspective in the interpretation of heritage: problems of androcentric and eurocentric interpretations and presentations in museums and heritage institutions; Critical Heritage Theory as a basis for gender-sensitive topics in museology: Authorized Heritage Discourse (AHD) as the basis for the creation of patriarchal heritage; social and cultural conditions of gender and heritage; Women in the museum - between subject and object: feminization of the museum profession; Women in art collections and museums; Museums of Women and / or Women's Museums - selected examples from practice; Collection of material and non-material witnesses of women's and feminist movements: feminist museum; Gender studies as a complementary discipline of museology; LGBT, queer and feminist topics in the context of museology; Feminist museology: tendencies in contemporary museology and theories of heritage. | | |
| Semester[[74]](#footnote-74): Winter, 2019/2020 | | |
| Lecturer(s)/Teacher(s): Helena Stublić, PhD, assistant professor | | |
| Teaching Language (regular)[[75]](#footnote-75): Croatian | | |
| Teaching Methods (regular):[[76]](#footnote-76) Teaching through lectures/seminars in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork | | |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures: | 1 | 15 |
| Exercises: | - | - |
| Seminars: | 1 | 15 |
| ECTS: 3 | | |
| Teaching language and level[[77]](#footnote-77) for guest (exchange) students: English B2 | | |
| Teaching Methods[[78]](#footnote-78) for guest (exchange) students: L1 | | |
| Evaluation Methods[[79]](#footnote-79) and Grading[[80]](#footnote-80): EM: Attend consultations with the lecturer, Essay/Seminar paper, Oral Exam  G: Standard | | |
| Learning Outcomes:  Students will be able to:  1. Define basic concepts related to gender theory within the museological theoretical framework  2. Describe the history of collecting and development of the museums in relation to gender issues  3. Indicate the importance of understanding the social role of museums and cultural policies in the light of gender theories  4. Analyze interpretation and presentation characteristics of museum exhibitions through a gender perspective  5. Use gender neutral language in communicating heritage to visitors  6. Identify heritage projects with a prominent gender or feminist perspective  7. Evaluate gender issues that are socially-inclusive in the field of museology and heritage  8. Interpret new trends in museology and heritage theory with a focus on gender issues | | |
| Literature:  1. Levin, A. K. Gender, Sexuality, and Museums. Routledge, London, New York, 2010.  2. Levin, A. K. Unpacking Gender – Creating complex models for gender inclusivity in museums. In: Sandell, R., Nightingale, E. (Ed.). Museums, Equality, and Social Justice. Abingdon, Oxon ; New York : Routledge, 2012. pp. 156-168.  3. Smith, L. Heritage, gender and identity. In: Graham, B., Howard, P. (Ed.). Ashgate Research Companion to Heritage and Identity, Ashgate, 2008. pp. 159-178.  4. Wallendorf, M. Of Mice and Men: Gender Identity in Collecting. In: Pearce, S. (Ed.). Interpreting Objects and Collections. New York, London: Routledge, 1994. pp. 240-253.  5. Bergsdóttir, A. Museums and Feminist Matters: Considerations of a Feminist Museology, NORA - Nordic Journal of Feminist and Gender Research, 24:2, 2016. pp. 126-139.  6. Deepwell, K. Feminist Curatorial Strategies and Practices Since the 1970s. In: Marstine, J. M. (Ed.). New Museum Theory and Practice : An Introduction. MA : Blackwell, 2006. pp. 64-84.  7. Stern Hein, H. Redressing the Museum in Feminist Theory. Museum Management and Curatorship Vol. 22 , Iss. 1, 2007. pp. 29-42.  8. Porter, G. Seeing Through Solidity – A Feminist Perspective on Museums. In: Carbonell, B. M. (Ed.). Museum Studies: an anthology of contexts. Malden, USA ; Oxford, UK ; Carlton : Blackwell Publishing, cop. 2004. pp. 62-72.  9. Bailkin, J. Picturing Feminism, Selling Liberalism – The Case of the Disappearing Holbein. In: Carbonell, B. M. (Ed.). Museum Studies: an anthology of contexts. Malden, USA ; Oxford, UK ; Carlton : Blackwell Publishing, cop. 2004. pp. 442-452.  10. Greenberg, R. Museums, Women and the Web. In: Macdonald, S., Rees Leahy, H. (gen.ed.) ; Coombes, A. E., Phillips, R. B. (vol.ed.), The International Handbooks of Museum Studies: Museum Transformations. Chichester, West Sussex : John Wiley & Sons, 2015. pp. 471-488. | | |

1. BA, MA, PhD; 2nd year … [↑](#footnote-ref-1)
2. Winter, Summer, Academic Year [↑](#footnote-ref-2)
3. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-3)
4. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-4)
5. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-5)
6. **Language options for guest (exchange) students):**

   L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

   L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-6)
7. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-7)
8. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

   Additional:

   RA - Regular Attendance (No ECTS credits awarded for course attendance only)

   C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

   C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-8)
9. BA, MA, PhD; 2nd year … [↑](#footnote-ref-9)
10. Winter, Summer, Academic Year [↑](#footnote-ref-10)
11. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-11)
12. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-12)
13. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-13)
14. **Language options for guest (exchange) students):**

    L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

    L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-14)
15. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-15)
16. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

    Additional:

    RA - Regular Attendance (No ECTS credits awarded for course attendance only)

    C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

    C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-16)
17. BA, MA, PhD; 2nd year … [↑](#footnote-ref-17)
18. Winter, Summer, Academic Year [↑](#footnote-ref-18)
19. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-19)
20. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-20)
21. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-21)
22. **Language options for guest (exchange) students):**

    L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

    L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-22)
23. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-23)
24. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

    Additional:

    RA - Regular Attendance (No ECTS credits awarded for course attendance only)

    C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

    C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-24)
25. BA, MA, PhD; 2nd year … [↑](#footnote-ref-25)
26. Winter, Summer, Academic Year [↑](#footnote-ref-26)
27. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-27)
28. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-28)
29. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-29)
30. **Language options for guest (exchange) students):**

    L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

    L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-30)
31. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-31)
32. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

    Additional:

    RA - Regular Attendance (No ECTS credits awarded for course attendance only)

    C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

    C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-32)
33. BA, MA, PhD; 2nd year … [↑](#footnote-ref-33)
34. Winter, Summer, Academic Year [↑](#footnote-ref-34)
35. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-35)
36. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-36)
37. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-37)
38. **Language options for guest (exchange) students):**

    L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

    L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-38)
39. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-39)
40. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

    Additional:

    RA - Regular Attendance (No ECTS credits awarded for course attendance only)

    C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

    C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-40)
41. BA, MA, PhD; 2nd year … [↑](#footnote-ref-41)
42. Winter, Summer, Academic Year [↑](#footnote-ref-42)
43. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-43)
44. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-44)
45. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-45)
46. **Language options for guest (exchange) students):**

    L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

    L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-46)
47. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-47)
48. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

    Additional:

    RA - Regular Attendance (No ECTS credits awarded for course attendance only)

    C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

    C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-48)
49. BA, MA, PhD; 2nd year … [↑](#footnote-ref-49)
50. Winter, Summer, Academic Year [↑](#footnote-ref-50)
51. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-51)
52. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-52)
53. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-53)
54. **Language options for guest (exchange) students):**

    L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

    L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-54)
55. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-55)
56. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

    Additional:

    RA - Regular Attendance (No ECTS credits awarded for course attendance only)

    C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

    C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-56)
57. BA, MA, PhD; 2nd year … [↑](#footnote-ref-57)
58. Winter, Summer, Academic Year [↑](#footnote-ref-58)
59. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-59)
60. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-60)
61. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-61)
62. **Language options for guest (exchange) students):**

    L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

    L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-62)
63. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-63)
64. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

    Additional:

    RA - Regular Attendance (No ECTS credits awarded for course attendance only)

    C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

    C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-64)
65. BA, MA, PhD; 2nd year … [↑](#footnote-ref-65)
66. Winter, Summer, Academic Year [↑](#footnote-ref-66)
67. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-67)
68. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-68)
69. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-69)
70. **Language options for guest (exchange) students):**

    L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

    L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-70)
71. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-71)
72. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

    Additional:

    RA - Regular Attendance (No ECTS credits awarded for course attendance only)

    C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

    C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-72)
73. BA, MA, PhD; 2nd year … [↑](#footnote-ref-73)
74. Winter, Summer, Academic Year [↑](#footnote-ref-74)
75. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-75)
76. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-76)
77. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-77)
78. **Language options for guest (exchange) students):**

    L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

    L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-78)
79. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-79)
80. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

    Additional:

    RA - Regular Attendance (No ECTS credits awarded for course attendance only)

    C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

    C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-80)