

**UNIVERSITY OF ZAGREB  
FACULTY OF PHILOSOPHY  
DEPARTMENT OF HISTORY**

**PLAN AND PROGRAMME  
OF POSTGRADUATE DOCTORAL STUDIES**

**Modern and Contemporary Croatian History**

**In European and World Context**

Zagreb, November/December 2018

## **1. INTRODUCTION**

### **1.1. Reasons for studies initiation**

Considering the fact that the new organization of history studies at the Department of History at Faculty of Philosophy, University of Zagreb, provides professional orientations in various scientific areas at the undergraduate level, it is logical that the same concept is applied to the postgraduate level. As undergraduate studies have a profession that in its content covers the Croatian history of the 19th and 20th century, at Department of History, Faculty of Philosophy, University of Zagreb considers necessary to organize a study of modern and contemporary Croatian history as a separate programme.

Initiation of postgraduate studies programme in Croatian modern and contemporary history is demanded by the research practice. Contemporary Croatian historiography, in recent times tried to look at Croatian history of the 19<sup>th</sup> century, especially the period after 1948 and history of the 20<sup>th</sup> century, as a coherent whole. Numerous questions about Croatian history of the 20<sup>th</sup> century are rooted in the 19<sup>th</sup> century and are impossible to be answered if the Croatian history in its research and teaching practice continues to consider the period of World War I as the border between the “long” 19th century and the “short” 20<sup>th</sup> century.

Equally, Croatian modern and contemporary history issues are impossible to be comprehended outside the European context, or outside the context of modern historic movements in Middle and South-Eastern Europe. Keeping this in mind, it is necessary to direct students of postgraduate doctoral studies towards this issue. Regarding this, the Department of History finds it necessary to establish a programme titled “Croatian Modern and Contemporary History in European and World Context” at postgraduate doctoral studies.

### **1.2. Recent proponents' experiences in conducting postgraduate doctoral studies and other postgraduate studies**

Proponents of this postgraduate studies are remarkable historians, professors at Faculty of Philosophy in Zagreb. Their scientific and professional reputation, as well as their former results, is confirmed through numerous scientific works and projects, participation in Croatian and international conferences and memberships in respectable professional and science organizations.

So far, they worked as professors and mentors to MA and PhD candidates at postgraduate science studies of Croatian history, which were held at Faculty of Philosophy for several decades and almost all prominent historians in Croatia have acquired their qualifications there. All this is an evitable proof of their respective competence to educate young scientists.

**PhD Damir Agićić**, associate professor

**PhD Nikola Anušić**, assistant professor

**PhD Ivo Goldstein**, full professor

**PhD Goran Hutinec**, assistant professor

**PhD Iskra Iveljić**, full professor

**PhD Branimir Janković**, assistant professor

**PhD Hrvoje Klasić**, associate professor

**PhD Snježana Koren**, assistant professor

**PhD Tvrko Jakovina**, full professor

**PhD Ida Ograjšek Gorenjak**, assistant professor

**PhD Martin Previšić**, assistant professor

**PhD Zvjezdana Sikirić Assouline**, assistant professor

**PhD Ivica Šute**, associate professor

### **1.3. Openness of studies to student mobility**

On the basis of inter-university or inter-faculty cooperation agreements, students can spend one to two semesters at most abroad. Student mobility will be coordinated according to the student's personal interests. Studies'management will take care of the possibilities of gaining international and national scholarships, as well as scholarships by different foundations and other business subjects. Studies are also open to participants of other doctoral studies in Croatia and abroad. We will try to ensure cooperation with professors from abroad to participate in lectures and as mentors.

### **1.4. Possibility of inclusion a study or its part into common (joined) programme with foreign universities**

On the basis of long-term cooperation with Oddelek za zgodovino Filozofske fakultete Univerze v Ljubljani (Department of History, Faculty of Philosophy, University of Ljubljana, Slovenia), there is a possibility of inclusion/joining of studies or one of its parts into doctoral studies at Department of History, Faculty of Philosophy, University of Ljubljana, which is currently in progress. Negotiations are still going on.

## **2. GENERAL PART**

### **2.1. The name of studies and to which scientific area, field and branch (areas or fields for an interdisciplinary programme) they belong to**

Name of studies: **Croatian Modern and Contemporary History in European and World Context**

Studies belong to scientific area of humanistic sciences, scientific field of history.

**2.1.1.** Studies rely on its own strategy,<sup>1</sup> the strategy of the Faculty of Humanities and Social Sciences<sup>2</sup>, and upon the Regulation of doctoral studies of the University of Zagreb.<sup>3</sup>

### **2.2. Studies' coordinator and partner institutions which participate in initiation and conduction of doctoral programme**

Studies' coordinator is the Department of History, Faculty of Philosophy, University of Zagreb. Negotiations with Faculty of Philosophy at University of Split and with Faculty of Philosophy of Society of Jesus are still going on.

### **2.3. Institutional strategy of doctoral programme development**

Science doctoral studies "Croatian Modern and Contemporary History in European and World Context" is institutionally affiliated to the Department of History, Faculty of Philosophy at University of Zagreb. According to the new development tendencies in the spirit of the Bologna Declaration, with successful realization of epochal and problematically conceptualized doctoral studies as its objective, functional integration and networking with other doctoral programmes initiated at the Department of History at Faculty of Philosophy, and the development of intensive co-operation between departments and institutions is to be expected. That way, the basic foundations of higher education: science research, pedagogical-didactical excellence and horizontal and vertical mobility of students and professors, appropriate to modern European standards would be granted and continually improved.

### **2.4. Innovation of doctoral programme**

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<sup>1</sup> <https://dokt-hist-mod.ffzg.unizg.hr/?p=174>

<sup>2</sup> <http://dokumenti.ffzg.unizg.hr/blog/2018/04/07/razvojna-i-znanstvenoistratzivacka-strategija-filozofskog-fakulteta-sveucilista-u-zagrebu/>

<sup>3</sup> [http://inf.ffzg.unizg.hr/images/idundjer/pravilnik\\_o\\_doktorskim\\_studijima\\_2016\\_procisceno.pdf](http://inf.ffzg.unizg.hr/images/idundjer/pravilnik_o_doktorskim_studijima_2016_procisceno.pdf)

The programme of doctoral studies, concentrated at the period of modern and contemporary Croatian history hasn't existed so far at Faculty of Philosophy at University of Zagreb or at any other Croatian university. Apart from ensuring participants a narrow, but necessary specialization for period of the 19<sup>th</sup> and 20<sup>th</sup> century Croatian history, the news of these studies is its intensity, its close connection of classes and science projects at the Department of History, Faculty of Philosophy, University of Zagreb and its gradual and systematical introduction of students to independent science research technique, which guarantees the quality of their dissertation.

News in this doctoral programme is the students' possibility to spend a part of their studies abroad, participation in the undergraduate studies classes, intensive communication between professors and students as well as active participation of students in classes. At the same time, we will insist on a higher theoretical and methodological profiling of doctoral dissertations as possible, as well as implementation of inter- and transdisciplinary approaches to research issues and we will systematically foster critical opinion skills.

## **2.5. Criteria for study enrollment, especially criteria for candidates who acquired previous qualifications according to the study programme before 2005 (before the Bologna process)**

Only candidates who acquired an undergraduate diploma and with an average grade higher than 4.0 can enroll postgraduate doctoral studies. Students who acquired MA at former postgraduate studies can enroll at the same studies if their MA paper was graded as very good or excellent.

Only in exceptional cases, with additional criteria prescribed by Programme Council, a candidate can enroll with a an average grade between 3.5 and 4.0, but in that case other applications with less than very good grade of MA paper will not be considered. Average grade at undergraduate studies and MA paper grade are not to be added up.

Two recommendations of working or emeritus professors in the area of humanistic sciences (field history) and one foreign (world) language exam passed are necessary to enroll. Basic computer skills (Word, Excel, and Internet) are desirable. The candidate who hasn't finished undergraduate studies in the area of socio-humanistic sciences may enroll providing he (she), by the end of the second semester, passes the exams in 19.<sup>th</sup> and 20.<sup>th</sup> century Croatian history based on the literature proscribed by the Programme council.

## **2.6. Criteria and procedure of candidate selection**

- a) success at previous levels of studies (undergraduate and graduate studies/undergraduate studies before the Bologna process in 2005)
- b) MA paper grade (acquired at undergraduate studies before the Bologna process in 2005)
- c) student awards
- d) a recommendation of candidate's MA paper mentor or of another expert acquainted with candidate's qualities
- e) candidate's presentation in front of the Programme Council's Committee

f) candidate's interest in full-time studies. If candidates fulfill equal terms, advantage have full-timers.

After the Programme Council decides which candidates fulfill all the enrollment criteria, they have the right to enroll. If the number of candidates who fulfill all the criteria exceeds the planned number of 20 candidates, advantage have candidates with higher average grades at graduate studies or candidates with excellent MA papers.

## **2.7. Competences a student acquires after finishing studies, possibility of proceeding science-research work, possibility of postdoctoral education, employment possibilities in public and private sector.**

After finishing studies the candidate aquires a PhD in social sciences in the field of history. After finishing studies, the candidate acquires the capability for independent science work in historiography and solving complex research questions concerning 19<sup>th</sup> and 20<sup>th</sup> century Croatian history. Furthermore, the student gets all the necessary foundations for continuous lifelong education during studies, which is necessary for research work in modern and contemporary history. After finishing doctoral studies, students can continue their eduation at postgradual studies abroad or at universities with postgraduate programmes in Croatia.

Students who acquired PhD in Croatian modern and contemporary history can work in public or private scientific-educational or science institutions, which are in need for a specialist in modern and contemporary history. Considering the fact that the postgraduate doctoral studies programme in Croatian modern and contemporary history provides participants the knowledge of cultural history, students with acquired PhD can find employment in various cultural institutions.

There is also the possibility of employment in various departments in public administration, diplomacy, tourism, and press etc. Additional goal of studies is to develop oral and written presentation skills of knowledge, competence and research results to the professional as well as to the general public.

That way, we will educate comprehensive and creative experts, capable to answer challenges of modern society of knowledge and capable to contribute to a more dynamic development of not only the Croatian academic community but to the society in general. Finishing postgraduate doctoral studies "Croatian Modern and Contemporary History in European and World Context", a candidate acquires an academic level: doctor of humanistic sciences with the abbreviation dr.sc. (PhD)

## **3. PROGRAMME DESCRIPTION**

### **3.1. Structure and organization of doctoral programme. Full-time and part-time study organization.**

Programme of postgraduate doctoral studies “Croatian Modern and Contemporary History in European and World Context” lasts for six semesters. In order to approach dissertation defence; student must collect at least 180 ECTS credits.

Classes will be held every other week, on Fridays and Saturdays. That way classes can be attended by participants who are a part of the science and higher education system (full-timers) and the ones who are not (part-timers).

Programme consists of four obligatory subjects, optional courses, doctoral seminars and individual lessons. Obligatory subjects don't change after the end of each cycle. Obligatory subjects consist of problematic courses which change their content after each cycle.

Obligatory subjects are permanent, and consists of problem courses which change after the end of each cycle. Optional courses also consists of problem courses and they change after each cycle. Teaching in obligatory and elective courses is carried out in the form of seminars, implying students' active participation. Examinations in obligatory courses related to Croatian modern and contemporary history take place in the form of discussions between students and lecturers on a topic freely chosen by the student and elaborated in the form of an issue-related essay. Students freely choose courses at the recommendation of their advisor or mentor and select them according to their content at postgraduate doctoral studies “Croatian Modern and Contemporary History in European and World Context”, or at other doctoral studies at Faculty of Philosophy or at other doctoral studies at University of Zagreb. Optional courses in their content must correspond to Croatian, or European/world history of the 19<sup>th</sup> and 20<sup>th</sup> century.

If less than five students select an optional course, or only one student, classes can be held individually, with previous agreement with the optional course head. The decision is brought by the Programme Council.

Except obligatory subjects and optional courses, classes at postgraduate doctoral studies are doctoral seminars and individual lessons.

Doctoral seminars are performed by professors and scientists, competent in period or issues students plan to analyse in their dissertations. The number of doctoral seminars depends on the number of enrolled students. The number of students at seminars can't be less than five and not more than ten. The choice of literature at the seminar is left to the doctoral seminar head. All students have to participate in the doctoral seminar.

Mentors generally have individual lessons, but with the approval of the Programme Council, every professor in the programme can fully or partially perform classes.

Classes in obligatory subjects are performed exclusively as lectures during the first two semesters. Student has to enroll a course “Croatian Modern and Contemporary History” in the first semester. In the second semester, depending on the student's research affinities, or the dissertation subject, student can choose between courses: “Croatian Pre-modern and Modern History” and “Croatian Contemporary History”.

In the first semester, in cooperation with an advisor, student selects a dissertation subject. Preparation of dissertation starts in the second semester, after the Programme Council assents the dissertation subject. Up to the beginning of the third semester, student is obliged to make a

dissertation draft, based on the previous sounding of sources and selection of relevant literature. Student presents the draft in front of the Programme Council and other candidates.

In the third, fourth, fifth and sixth semester, classes are performed exclusively as doctoral seminars. With the doctoral seminar, student is obliged to enroll one optional course at postgraduate doctoral studies "Croatian Modern and Contemporary History in European and World Context", or at other doctoral studies at Faculty of Philosophy or at other doctoral studies at University of Zagreb in the third, fourth, fifth and sixth semester.

Exams in obligatory subjects are to be passed after the first or the second semester. After passed obligatory exams, students are obliged to pass the second foreign language exam as well as the optional course exam to enroll the third semester. The obligation of the Programme Council in cooperation with the professor is to ensure that the exams' workload doesn't significantly burden the student.

Subject head is responsible for classes in obligatory subjects and optional courses.

#### **THE FIRST SEMESTER**

Croatian Pre-modern and Modern History - 5 ECTS

Modern and Contemprary Croatian History - 5 ECTS

Optional course - 2 ECTS

Optional course - 2 ECTS

#### **THE SECOND SEMESTER**

Contemporary Croatian History - 5 ECTS

Theoretical Paradigms and Analytical-Interpretative Methods in Contemporary Historical Science - 5 ECTS

Optional course - 2 ECTS

Doctoral seminar - 3 ECTS

#### **THE THIRD SEMESTER**

Doctoral seminar - 3 ECTS

Optional course - 2 ECTS

Optional course - 2 ECTS

#### **THE FOURTH SEMESTER**

Doctoral seminar - 3 ECTS

Optional course - 2 ECTS

Individual lessons with mentor / professor - 5 ECTS

**THE FIFTH SEMESTER**  
Doctoral seminar - 3 ECTS

Individual lessons with mentor / professor - 5 ECTS

**THE SIXTH SEMESTER**  
Individual lessons with mentor / professor - 5 ECTS  
Doctoral seminar 3 ECTS

**THE FIRST SEMESTER**

Subject / class form	Subject head	Number of lessons	Exercise lessons	ECTS credits
Pre-modern and Modern Croatian History	Iskra Iveljić	30	/	5
Modern and Contemporary Croatian History	Ivo Goldstein	30	/	5
Optional course		16		2
Optional course		16		2

**THE SECOND SEMESTER**

Subject / class form	Subject head	Number of lessons	Exercise lessons	ECTS credits
Contemporary Croatian history	Tvrtko Jakovina	30	/	5
Theoretical Paradigms and Analytical-Interpretative Methods in Contemporary Historical Science	Branimir Janković	30	/	5
Optional course		16		2
Doctoral seminar	Damir Agićić	10	10	3

### THE THIRD SEMESTER

Subject / class form	Subject head	Number of lessons	Exercise lessons	ECTS credits
Doctoral seminar	Damir Agićić	10	10	3
Optional course		16	/	2
Optional course		16	/	2

### THE FOURTH SEMESTER

Subject / class form	Subject head	Number of lessons	Exercise lessons	ECTS credits
Doctoral seminar	Damir Agićić	10	10	3
Optional course		16	/	2
Individual lessons		30	/	5

### THE FIFTH SEMESTER

Subject / class form	Subject head	Number of lessons	Exercise lessons	ECTS credits
Doctoral seminar	Damir Agićić	10	10	3
Individual lessons		30	/	5

### THE SIXTH SEMESTER

Subject / class form	Subject head	Number of lessons	Exercise lessons	ECTS credits
Doctoral seminar	Damir Agićić	10	10	3
Individual lessons		30	/	5

### 3.2. The list of obligatory subjects and optional courses and/or moduls with the number of active classes and number of ECTS credits

#### Obligatory courses:

Modern and Contemporary Croatian History - 30 lessons (15X2)

Pre-modern and Modern Croatian History - 30 lessons (15X2)

Contemporary Croatian History (1918-2006) - 30 lessons (15X2)

Theoretical Paradigms and Analytical-Interpretative Methods in Contemporary Historical Science - 30 lessons (15X2)

**Optional courses:**

Croatian Nation and Nationalism: From Common and Rank Protonationalism to Modern Nation - 16 lessons (8X2)

Childhood and Adolescence in Croatia in the 19th Century - 16 lessons (8X2)

Croatian-Serbian/Serbian-Croatian Relations in the 19th Century: Problems in Comparative-Historical and Intercultural Approches - 16 lessons (8X2)

Latinity in Croatian Society in the 19th Century - 16 lessons (8X2)

Foreign Policy of Socialist Yugoslavia - 16 lessons (8X2)

Civil disobedience in modern history - 16 lessons (8X2)

Popular violence in the 19th century - 16 lessons (8X2)

Croatian realms of memory - 16 lessons (8X2)

Everyday life of Zagreb's citizens in the 19th and 20th century - 16 lessons (8X2)

Women's associations in the 1<sup>st</sup> half of the 20<sup>th</sup> century

Croatian village in the 19th century in the European context - 16 lessons (8X2)

Everyday life in socialist Croatia - 16 lessons (8X2)

Visualising the Croatian 19<sup>th</sup> century - civil society, politics and art through visual sources

Yugoslavia in detente - 16 lessons (8X2)

Historical epidemiology in the modern era

The transition of Croatian elites from the Habsburg Monarchy to the Yugoslav state

The Politics of History: Theoretical Starting Points and Practices in Socialist Yugoslavia and Contemporary Croatia

### **3.3. Obligatory and optional activities and the criteria for their ECTS credit value**

#### **OBLIGATORY ACTIVITIES**

- a) to write a dissertation draft - 5 ECTS
- b) two original science papers -maximum 40 ECTS
- c) to participate in class for two semesters (full-timers) - 5+5+ ECTS
- d) to write a dissertation - 50 ECTS

#### **OPTIONAL ACTIVITIES**

- a) fieldwork (archival) - 16 ECTS
- b) two reviewed papers (part-timers) - 8+8 ECTS

Students who are not part of the science and higher education system (part-timers) have the same obligations as those students who are.

By the end of the sixth semester a student, in cooperation with a mentor is obliged to write two original science papers of at least 1.5 but not larger than 2.5 16 type-written double-spaced sheets.

After two critics' positive reviews, these papers have to be published or accepted for publishing in one of prominent Croatian or foreign historiographic publications.

Published or accepted for publishing science papers, which are proved by an editorial office receipt, are the criteria for candidate's approach to dissertation defence.

Reviewed paper of 1.5 to 2 of 16 type-written double-spaced sheets brings 15 credits, and paper size 2.5 of 16 type-written double-spaced sheets brings 20 credits.

During studies, a student is obliged to participate in two science conferences with previous reports.

Participation in the science conference with previous report brings 5 credits.

A candidate, in the fifth and sixth semester, in cooperation with the mentor, or subject professor, may participate in classes at lower levels of studies (undergraduate and graduate level).

Participation in classes can't exceed ten classes (5X2) per semester and it brings 5 ECTS credits per semester.

Students who, instead of field work (in the archives), choose writing review papers, receive 8 ECTS credits per paper. The papers have to be handed in by the end of the 6.<sup>th</sup> semester.

### **3.4. Description of every course and/or module**

<b>The name of course:</b>	<b>Modern and Contemporary Croatian History</b>	
<b>Number of ECTS credits:</b>	<b>5</b>	<b>The whole amount of classes:</b>
<b>Ways of taking the exam : (assessment methods)</b>	<b>Written assignment:</b>	<b>Written assignment: 30%</b>
	<b>Oral exam:</b>	<b>Oral exam: 50%</b>
	<b>Written assignment: and oral exam:</b>	
	<b>Other ways</b>	<b>Active participation in classes 20%</b>
<b>Subject goal:</b>		
<p>Teaching is of seminar-type. The goal of the course is to introduce students to present historiographic accomplishments in modern and contemporary Croatian history, to the problems of research and possibilities of new research approaches in analysis of 19th and 20th century Croatian history, to train them in methodological approaches to notice specificities and variations for critical analysis, grade and synthesis and for the knowledge required to deal independently with the historiographic problems in an interdisciplinary way.</p>		
<b>Overview of the subject's content:</b>		
<p>The subject covers the modernization process period, which in Croatian society initially started at the end of the 18th century, and was more emphasized in the middle of the 19th century with the noticeable discontinuity lasting the whole 20th century. In that period important processes of creating modern society and nations were going on. The subject will question the basic assumptions and conditions in which these processes were going on, their dependence on the external and internal factors, their mutual intertwinement and comparability with the similar processes in Europe. Classes will concentrate on the processing and analysis of historical parts that create a complex web of liberal and traditional structures and of particular problematical issues of so-called long lasting, as for example are the question of agriculture, urbanization, industrialization, national ideology, national's systems and economic conceptions, transport integration, demographic processes, civil culture, military component and religion issues. Moreover, the attention will be directed at a period and on the social life area in the second half of the 19th century and in the 20th century, which have never been dealt with in the Croatian historiography or have been interpreted from a general historical perspective without enough concrete comparative researches of the European models and the Croatian specificities (everyday life, family structures, women's issues, education and school system). That would be an attempt to make a deviation from the dominant topics in the political history and to accomplish an</p>		

analysis of all Croatian historical regions as uniformly as possible.

**General and specific competence (knowledge and skills) after a passed exam:**

After a passed test, it is expected of students to have relevant knowledge in modern and contemporary Croatian history, to be qualified to present a well-argumented paper with the possibility of public discussion, to acquire a skill for critical assessment of sources and literature and to promote social progress based on their knowledge.

**Ways of monitoring the quality and efficiency of the classes:**

The Programme Council, together with the subject head, will organize class assessment by an anonymous opinion poll.

**Required literature to take the exam:**

Ordinal number	The name
	<b>Of the reading relating to the period of Croatian pre-modern and modern history, students will be recommended the reading necessary for the preparation of an issue-related essay of the size up to 15 typed double-spaced pages, and the essay will be discussed with the lecturer at the examination.</b>

**Supplementary literature:**

Ordinal number	The name

**Subject head:**

Dr. sc. Ivo Goldstein, full professor

**Associates::**

Ordinal number	Name and surname:
1.	Ivica Šute
2.	Martin Previšić
3.	Goran Hutinec
4.	Participation of the researchers outside the Faculty is agreed upon each academic year

**Pre-modern and Modern Croatian History**

**The name of course:**


<b>Number of ECTS credits:</b>	<b>5 credits</b>	<b>The whole amount of classes:</b>	<b>30 classes</b>
<b>Ways of taking the exam :</b>		<b>Written assignment:</b>	
		<b>Oral exam:</b>	<b>+</b>
		<b>Written assignment: and oral exam:</b>	
		<b>Other ways</b>	
<b>Subject goal:</b>			
<p>Teaching is of seminar-type. Its objective is to develop discussion on the results of researching Croatian historiography; acquainting students with issues of research and possible new approaches in researching Croatian history in the 19th century; developing skills for independent use of historiographic literature and sources for Croatian history of the 19th century; developing a critical relationship towards historiographic literature and original materials; developing skills for independent research of phenomena belonging to the period of Croatian history between 1790 and 1918, which are elaborated either fragmentarily or incompletely, or have not at all been a subject of research of Croatian historiography.</p>			
<b>Overview of the subject's content:</b>			
<p>The subject is constructed in a way that a changeable number of problem-oriented courses, which change in subject matters after each cycle, provides students information about Croatian history referring to the period between 1790 to 1918, because that period at undergraduate or graduate studies was not analysed or was presented in a shorter form, as basic information. In this cycle, professors suggested the following courses: Croatian Education in the second half of the 19th Century, Modernization in Croatia: European Models and Croatian Specificities, Croatian Historiography after the Break of Yugoslavia, Ideological and Political Structures in Croatia in the 19th Century, Civil Culture as a National Culture, Catholicism in Croatia in the 19th Century.</p>			
<b>General and specific competence (knowledge and skills) after a passed exam:</b>			
<p>Educate students in independent research of Croatian history in the 19th century; to direct future researchers towards issues of the Croatian history of the 19<sup>th</sup> century, which were incompletely or not enough analysed.</p>			
<b>Ways of monitoring the quality and efficiency of classes:</b>			
<p>The basis for the assessment of every individual student's work is regular attendance of classess, class activity, the quality of accomplished tasks outside classes. That will influence the final grade by 30 percent. Written assignment during the semester brings 70 percent of the final grade.</p>			
<b>Required literature to take the exam:</b>			
Ordinal number	The name		
		<b>Of the reading relating to the period of Croatian pre-modern and modern history, students will be recommended the reading necessary for the preparation of an issue-related essay of the</b>	

	<b>size up to 15 typed double-spaced pages, and the essay will be discussed with the lecturer at the examination.</b>
<b>Supplementary literature:</b>	
Ordinal number	The name

**Subject head:**

PhD. Iskra Iveljić, full professor

**Associates:**

Ordinal number	Name and surname:
	Ida Ograjšek Gorenjak
	Participation of the researchers outside the Faculty is agreed upon each academic year

<b>The name of course:</b>	<b>Contemporary Croatian History (1918-2006)</b>		
<b>Number of ECTS credits:</b>	<b>5</b>	<b>The whole amount of classes:</b>	<b>30</b>
<b>Ways of taking an exam : (assessment methods)</b>	<b>Written assignment:</b>	<b>Written assignment: work 30%</b>	
	<b>Oral exam:</b>	<b>Oral exam: exam 50%</b>	
	<b>Written assignment: and oral exam:</b>		
	<b>Other ways</b>	<b>Active participation in classes 20%</b>	

**Subject goal:**

The objective of the course is to acquaint students with basic political and social processes in Croatian society in the 20th century, or with the manner in which they are elaborated in Croatian historiography. Furthermore, the objective of the course is to acquaint students with contemporary research methods or with the necessity of opening up new research issues.

#### **Overview of the subject's content:**

Croatian history in the 20th century is an important part of the Croatian national history because there were processes going on which have a significant impact on Croatian reality today, as well as Croatian identity and Croatian society as a whole. Research of Croatian history, especially the Croatian society in the 20th century, despite great efforts in the last decades, it is still at the beginning, speaking from contemporary methodological concepts aspects. In a last few decades research of this part of Croatian history, was mostly under the strong influence of politics, thus researchers were, if not by censorship, then by self-censorship, limited in their research questions, and especially limited in the answers they gave. Since this is the latest historical period, it is clear that the politics patronage is above history science in the long and short-term harmful because the interested professional public, even the general public should get the right, real and true answers about different issues of recent past in order to judge the contemporary condition and to be able to choose the right answers for the future. It is the period in which Croatia went through the biggest changes - two world wars, and the one with the local character, and the change of five different social systems. At the same time, one dominant rural society turned into one dominant urban society. Explorers of Croatian 20th century history determined the basic sequence of political events, but contemporary historians try to penetrate deeper in the tissue of society. This study will try to introduce students with that social reality, starting with the analysis of some basic phenomena of this period - ideology, problem of inter-ethnic relations (divisions, conflicts or collaboration and coexistence) and the history of the country and town. Ideologies that marked the 20th century - nazi fascism and communism - marked Croatian society of that period. Also, Stjepan Radić's peasant ideology was of great importance to the Croatian society in the first half of the 20th century. All these ideologies can be analysed using the comparative method, but also as competitive in the Croatian territory. They can be seen as a factor of infusing country and town in the Croatian territory. Obviously, many exponents of these ideological forms were the first generation of newcomers from country to towns. That analysis, in general, often has to be put in context of inter-ethnic relations which had significantly determined social movements in many parts of Croatian territory. Thus the introduction of postgraduates in the research on the basis of these methodological assumptions implies a contemporary concept, based on the interdisciplinary approach to historical reality.

#### **General and specific competence (knowledge and skills) after a passed exam:**

After passed exam, it is expected that students acquire relevant knowledge in Croatian history, especially to be able to use contemporary methodological knowledge in their researches and in writing their own papers.

#### **Ways of monitoring the quality and efficiency of the classes:**

The Programme Council, together with the subject head, will organize class assessment by an anonymous opinion poll.

**Required literature to take the exam:**

Ordinal number	The name
1	<b>Of the reading relating to the period of Croatian pre-modern and modern history, students will be recommended the reading necessary for the preparation of an issue-related essay of the size up to 15 typed double-spaced pages, and the essay will be discussed with the lecturer at the examination.</b>

**Supplementary literature:**

Ordinal number	The name
1	

**Subject head:**

Dr. sc. Tvrko Jakovina, full professor

**Associates::**

Ordinal number	Name and surname:
1.	PhD. Hrvoje Klasić, associate professor
2.	PhD. Snježana Koren, assistant professor
3.	Participation of the researchers outside the Faculty is agreed upon each academic year

<b>Course title:</b>	<b>Theoretical paradigms and analytical and interpretative methods in contemporary historical science</b>		
<b>No. of ECTS credits:</b>	<b>5</b>	<b>Total number of teaching hours:</b>	<b>30</b>
<b>Types of examination:</b>	Written	√	
	Oral	√	
	Written and oral		
	Other forms		

**Course objective:**

The objective of this course is to acquaint students with the main theoretical postulates, methodological principles and research orientations of various areas, fields and directions contemporary historical science. Emphasis will be laid on the adoption

of their categorial apparatus, systematic comparative analysis, interpretation and critical evaluation. Particular attention shall be given to researching interpretative possibilities and modalities of implementation of different analytical and interpretative practices and procedures within the framework of historical research, which would provide students not only with insight into the basics of research work, but also facilitate analysis and interpretation of the material as well as conceptualisation of their doctoral thesis.

#### **General framework of the course:**

Since contemporary historical science is characterised by plurality of various directions and paradigms, within the framework of this course a systematic overview of those most influential and productive ones will be presented, both in terms of theory and research. The course shall also acquaint students with the basic theoretical postulates of principal changes in the direction of contemporary historical science, namely the "linguistic", "cultural", "pictorial", "spatial" and "interpretative" ones, and their consequences on the epistemological status and development of the discipline. Furthermore, also the possibilities of theoretical and research elaboration of the phenomenon of "cultural difference" as well as the impact of the most recent praxeological approaches on reconfiguration of the disciplinary structure of historical science shall be investigated. In addition, students shall be acquainted with the basic principles of historical methodology with a focus on introduction to and critical investigation of the most relevant interpretative and analytical methods: from text and discourse analysis, iconological analysis up to comparative historical and quantitative analysis. An individualised type of instruction is envisaged, i.e., the content and plan of work are to be designed depending on specific students' interests and needs, or research areas respectively (a third of the total teaching hours will be dedicated to a survey of current trends in various sub-disciplinary fields and areas of historical science). Accordingly, if necessary, visiting lecturers – specialists in single sub-disciplinary areas, research topics or analytical and interpretative methods will be employed. Lectures will be accompanied by *PowerPoint* presentations available on *Omega* (Distance learning system of the Faculty of Humanities and Social Sciences).

#### **General and specific competencies (knowledge and skills) after passed examination:**

Within the framework of this course students will be acquainted with the basic epistemological assumptions, problems and controversies of contemporary historical science, as well as with the main methodological practices and procedures of historical research. This will contribute significantly to the development of skills related to theoretical and methodological impostations, conceptualisation and reflexion of their research and analytical and interpretative practice as necessary requirements for the writing of the doctoral thesis.

#### **Method of following the quality and successfulness of execution of teaching:**

Individual and group work as well as engagement during lessons will constitute the basis for evaluating individual student's contributions. At the end of term a written examination is foreseen in the form of a problem essay (length approx. 10 typed

double-spaced pages) in which each student shall, based on individually agreed domestic and foreign theoretical literature and scientific monographies, in brief elaborate the theoretical conceptualisation, the interpretative and analytical approach and methodological procedures of his/her own doctoral research. The oral part of the examination shall be held before an examination panel including the (respective) course teacher and at least one specialist for issues of the narrower field of the student's doctoral research.

### **Reading required for examination:**

No..	Title
1.	Gross, Mirjana. <i>Suvremena historiografija. Korijeni, postignuća, traganja.</i> Zagreb, 1996.
2.	Baberowski, Jörg. <i>Der Sinn der Geschichte. Geschichtstheorien von Hegel bis Foucault.</i> München, 2005.
3.	Štefan, et. al. <i>Writing History: Theory and Practice,</i> London, 2003.
4.	Il Howel, Martha & Prevenier, Walter. <i>From Reliable Sources: An Introduction to Historical Methods.</i> Ithaca: Cornell University Press, 2001.
5.	Jenkins, Keith. <i>Promišljanje historije,</i> Zagreb, 2008.
6.	Opgenoorth, Ernst – Schulz, Günther. <i>Einführung in das Studium der Neueren Geschichte.</i> Paderborn, 2001.
7.	Fulbrook, Mary. <i>Historical Theory.</i> London: Routledge, 2002.
8.	Spiegel, Gabrielle M (ur.). <i>Practicing History. New Directions in Historical Writing after the Linguistic Turn,</i> London & New York, 2005.

### **Additional reading:**

No.	Title
1.	Brown, Callum G. <i>Postmodernism for Historians.</i> London, 2005.
2.	Munslow, Alun. <i>Deconstructing History,</i> London-New York, 2000.
3.	De Certeau, Michel. <i>The Writing of History,</i> New York, 1988.
4.	Clark, Elizabeth A. <i>History, Theory, Text. Historians and the Linguistic Turn,</i> Cambridge MA – London - New York, 2004.
5.	Eder, Franz X. (ur). <i>Historische Diskursanalysen. Genealogie, Theorie, Anwendungen.</i> Wiesbaden, 2006.
7.	Burke, Peter. <i>New Perspectives on Historical Writing.</i> 2nd ed. Pennsylvania, 2001.
8.	Dunleavy, Patrick. <i>Kako napisati disertaciju.</i> Zagreb, 2007.
9.	Titscher, Stefan et al. <i>Methods of Text and Discourse Analysis.</i> London, 2000.
10.	Maset, Michel. <i>Diskurs, Macht, Geschichte. Foucaults Analysetechniken und die historische Forschung.</i> Frankfurt am Main, 2002.

### **TEACHING CARRIED OUT BY:**

#### **Coordinator:**

PhD Branimir Janković, assistant professor

<b>Associates:</b>	
No.	Name
	Participation of the researchers outside the Faculty is agreed upon each academic year

## OPTIONAL COURSES

<b>The name of course:</b>		<b>Croatian Nation and Nationalism: From Common and Rank Protonationalism to Modern Nation</b>	
<b>Number of ECTS credits:</b>	<b>2</b>	<b>The whole amount of classes:</b>	<b>16</b>
<b>Ways of taking the exam : (assessment methods)</b>		<b>Written assignment:</b>	<b>Written assignment: 40%</b>
		<b>Oral exam:</b>	<b>Oral exam:</b>
			<b>20%</b>
		<b>Written assignment: and oral exam:</b>	
		<b>Other ways</b>	<b>Active participation in classes 30%</b>

**Subject goal:**

Subject goal is to provide students an insight into basic processes of shaping of contemporary nations, and to become acquainted with the knowledge of social science methods, especially contemporary theories about nations and nationalism as a tool in the research of shaping contemporary nations, especially Croatian nation in the 19th and 20th century. Students will have to write an essay on the chosen subject, with previous agreement with the professor (associating it with the dissertation subject whenever it is possible) and to present it as a part of the doctoral seminar.

**Overview of the subject's content:**

Theories about nation and nationalism, especially: modernism and primordialism. Controversies in contemporary Croatian historiography.

European and Croatian premodern society, “peasant associations” and “exterior associations” (société englobante), ethnics and class “nations”, ethnic and ethno-religious, rank protonationalisms. Processes of modernisation, European modernization core and periphery. Economy, society, institutions, culture in modernisation processes:

technological dynamization, social stratification, political modernization, cultural standardization. Nation as a part and effect of modernization processes. National integration processes. Forms of nation integration processes in areas of European modernization core and periphery. Models of nation integration ideology: political (civilian) nationalism and language-cultural ethno-nationalism. Croatian case: Croatian “nation”, “natio croatica”, provincial identities of traditional social élites. The process of Croatian national integration: the nation of social élite and mass nationalisation. National integration ideologies. The relation of language-cultural and political nationalism. Croatian identity and establishment of differential span towards others, especially “rulling” nations in Habsburg Monarchy and Yugoslavia. Croatian as a part of the European identity.

#### **General and specific competence (knowledge and skills) after a passed exam:**

Students will acquire knowledge on processes of shaping contemporary nations with a special overview on the Croatian nation and will also acquire methods of contemporary social sciences in nation and nationalism. They will acquire scientific basis for research of Croatian and other European national identities in the dynamic of their historical forming and in contemporary movements in Croatia and Europe.

#### **Ways of monitoring the quality and efficiency of the classes:**

The quality and efficiency of classes will be monitored in a way determined for all other subjects which are a part of postgraduate studies “Modern and Contemporary Croatian History“.

#### **Required literature to take the exam:**

Ordinal number	The name
1.	Nikša Stančić, <i>Hrvatska nacija i nacionalizam u 19. i 20. stoljeću</i> , Zagreb: Barbat, 2002.
2.	Anderson, Benedict, <i>Nacija: zamišljena zajednica. Razmatranja o porijeklu i širenju nacionalizma</i> , Zagreb: Školska knjiga, 1990.
3.	Balakrishnan, Gopal, (ed.), <i>Mapping the Nation</i> , London - New York: Verso, 1999.
4.	Hobsbawm, Eric, <i>Nacije i nacionalizam. Program, mit, stvarnost</i> , Zagreb: Novi liber, 1993.
5.	Gellner, Ernest, <i>Nacije i nacionalizam</i> , Zagreb: Politička kultura, 1998.
6.	Vjeran Katunarić, <i>Sporna zajednica. Novije teorije o naciji i nacionalizmu</i> , Zagreb: Naklada Jesenski i Turk - Hrvatsko sociološko društvo, 2003.
7.	Petar Korunić, <i>Rasprava o izgradnji moderne hrvatske nacije. Nacija i nacionalni identitet</i> , Slavonski brod: Hrvatski institut za povijest, Podružnica za povijest Slavonije, Srijema i Baranje, 2006.
8.	Smith, Anthony D., <i>Nacionalizam i modernizam. Kritički pregled suvremenih teorija nacija i nacionalizma</i> , Zagreb: Fakultet političkih znanosti Sveučilišta u Zagrebu, 2003.

#### **Supplementary literature:**

Ordinal number	The name
1.	Nikša Stančić, Kontroverze o naciji i nacionalizmu: Hrvatska i Europa od političkog do etno-nacionalizma i natrag, u: <i>Povijesno nasljeđe i nacionalni identiteti</i> . Zbornik, Zagreb: Zavod za školstvo Republike Hrvatske, 2006., 22-30.
2.	Nikša Stančić, Hrvatska i Europa 1789.-1848. - europska ili nacionalna integracija? , <i>Historijski zbornik</i> 46.-47., 2003.-2004., 139 -150.
3.	Nikša Stančić, Hrvatska nacionalna integracija u 19. i 20. stoljeću: ritmovi, ideologije, politika, u: <i>Hrvatska politika u 20. stoljeću</i> (ur. Ljubomir Antić), Zagreb: Matica hrvatska, 2006., 9-34.

**Subject head:**

Iskra Iveljić, full professor

**Associates:**

Ordinal number	Name and surname:
1.	Participation of the researchers outside the Faculty is agreed upon each academic year
2.	
3.	

<b>The name of course:</b>	<b>Childhood and Adolescence in Croatia in the 19th Century</b>		
<b>Number of ECTS credits:</b>	<b>2</b>	<b>The whole amount of classes:</b>	<b>16</b>
<b>Ways of taking the exam :</b>	Written assignment:		
	Oral exam:		
	Written assignment and oral exam:		+
	Other ways		

**Subject goal:**

To introduce students with the process of growing up in the nineteenth century in Civil Croatia

**Overview of the subject's content:**

Relationship to children and adolescents in modern civil society; birth policy of educational authorities; everyday in school and family; children literature; games and toys; relationship to your own body and sexuality.

**General and specific competence (knowledge and skills) after a passed exam:**

To qualify students for independent study of youth history by interdisciplinary approach, to encourage sensibility for these issues, work on specific sources like autobiographical records and diaries, manners and similar things.

**Ways of monitoring the quality and efficiency of the classes:**

Work with candidates is based on individual lessons and office hours, regular visits during office hours, writing smaller and larger written scientific assignments and success at the final exam and the evaluation of candidates.

**Required literature to take the exam:**

Ordinal number	The name
	Stein Ehrlich, Vera, Današnje dijete, Zagreb, 1936.
	Štefka Batinić, Zabava i pouka dobroj djeci i mlađeži, Zagreb, 2004.
	Marija Jambrišak, Kako se pristojno vladati u svim prilikama, Zagreb, 1895.

**Supplementary literature:**

Ordinal number	The name
	Childhood in South East Europe. Historical Perspectives on Growing Up in the 19 <sup>th</sup> and 20 <sup>th</sup> Century, ur. Slobodan Naumović, Miroslav Jovanović, Beograd-Graz, 2001.
	Aries Philippe, Vekovi detinjstva, Beograd 1989. (osim francuskog izvornika postoje i izdanja na njemačkom, engleskom...itd.)
	Berislav Majhut, Štefka Batinić, Od slikovnjaka do Vragobe. Hrvatske slikovnice do 1945., Zagreb, 2001.

Subject head: PhD Iskra Iveljić, full professor

Associates:

Ordinal number	Name and surname

<b>The name of course:</b>	<b>Croatian-Serbian/Serbian-Croatian Relations in the 19th Century: Problems in Comparative-Historical and Intercultural Approches</b>		
<b>Number of ECTS credits:</b>	2	<b>The whole amount of classes:</b>	16
<b>Ways of taking the exam:</b>		Written assignment and oral exam	+
<b>Subject goal:</b>			
<p>Subject goal is to develop students' critical sense of understanding and explanation of fundamental processes, structures and the phenomena of Croatian and Serbian history in the "long" 19th century in a comparative-historical and intercultural perspective and distinguishable European regional contexts. The mentioned also includes the development of students' sense for understanding and research application of dominant theoretical models and research methods of nations and modernization processes in Middle-Eastern and South-Eastern Europe, or the research of Croatian and Serbian history in the 19th century. From communication view of point, the goal is to develop students' skills in a balanced manner - written and oral communication as well as computer skills.</p>			
<b>Overview of the subject's content:</b>			
<p>An important common characteristic of Croatian and Serbian history in the "long" 19th century is the polycentric structurality of basic modernisation and national integration processes as well as the rich heritage of Croatian/Serbian and Serbian/Croatian interferences in the Middle-Eastern and South-Eastern European and even in Adriatic areal. Although noticeable but at the same time basic differences in the society and culture «ancien régime» both ethno-religious communities are mutually being nationalized by transparent models, which includes varieties of interrelation in the extremely stratified range from conflict (dis)continuity to "cooperation" (dis)continuity. This course will also include national ideological and mental historical issues, also from the comparative view of point, including Yugo-Slavic complex. Using interactive communication professor - students, we will research how in a long time period in Croatian and Serbian case "image of yourself" and "image of the other" are being (re)constructed in a historiographical way at the time of modernisation and national integration, how is in a subject way the subject of your own history defined and how is, in relation to that, history of "the other" defined, furthermore, how is, in a theoretical, methodological and research way, the issue of Croatian-Serbian relation being dealt with in a distinctive traditions of historical opinion for both sides in the mentioned period. Special attention will be given to research questions that were and still are the subject of discussions and disputes today in both historiographies. Classes will be adjusted to individual needs of candidates. Visiting-professors from Croatia, Serbia and some other countries will be hired.</p>			
<b>General and specific competence (knowledge and skills) after passed exam:</b>			
<p>Lectures with interactive communication professor-students, writing of short essays and making of power-point presentations; writing seminar papers with unpublished and/or published sources (critique of a source!), writing bibliographies (including Internet sources), practicing research question skills and structuring of science papers, or dissertation etc., practical mastering of relevant issues with the help of historical sciences,</p>			

functional knowledge of language and scripts - accept for the already mentioned theoretical and methodological orientations - all these are records of professional education that are at the very basis of Croatian-Serbian comparative and intercultural issues in the 19<sup>th</sup> century studies, which makes candidates competent enough to deal with the special research or practical jobs in various areas.

#### **Ways of monitoring the quality and efficiency of classes:**

The basis for evaluation of individual student success will be individual and group work and class activity, as well as the oral exam, which will make 50 % of the final grade. At the end of the semester student will write an essay. The results of this essay will make 50 % of the final grade.

The quality and efficiency of subject classes will be monitored by a poll at the end of every teaching cyclus, or, in accordance with the other models of verification and evaluation prescribed by the Faculty's Statute.

#### **Required literature to take the exam:**

Ordinal number	The name
1.	
2.	Ćirković, Sima. <i>The Serbs</i> . Blackwell, 2004.
3.	Roksandić, Drago. <i>Uvod u komparativnu historiju</i> . Zagreb, 2004.
4.	«Interkulturalizam u nastavi povijesti: pristupi i koncepti» (Roksandić, Drago (ur.)). <i>Povijest u nastavi</i> . God. II (2004.). Br. 2 (4).

#### **Supplementary literature:**

Ordinal number	The name
1.	Stančić, Nikša. <i>Hrvatska nacija i nacionalizam u 19. i 20. stoljeću</i> . Zagreb, 2002.
2	Petrović, Miroslav; Lakićević, Ognjen (ur.). <i>Istorija srpske kulture</i> . Gornji Milanovac - Beograd, 1996.
3.	Ćirković, Sima - Mihaljčić, Rade. <i>Enciklopedija srpske istoriografije</i> . Beograd, 1997.
4.	Roksandić, Drago. <i>Srpska i hrvatska povijest i «nova historija»</i> . Zagreb, 1991.
5.	Burke, Peter. <i>New Perspectives on Historical Writing</i> . 2nd ed. Pennsylvania, 2001.
6.	Hunt, Lynn. <i>Nova kulturna historija</i> , Zagreb, 2001.
7.	Hroch, Miroslav. <i>Društveni preduvjeti nacionalnih preporoda u Europi</i> . Zagreb, 2006.

#### **Subject head :**

Dr. sc. Damir Agičić, full professor

#### **Associates:**

Ordinal number	Name and surname
	Visiting-professors from Croatia, Serbia and some other countries will be hired.

<b>Latinity in Croatian Society in the 19th Century</b>	
<b>The name of course:</b>	
<b>Number of ECTS credits:</b>	<b>2</b> <b>The whole amount of classes:</b> <b>16</b>
<b>Ways of taking the exam:</b>	Written assignment: Oral exam Written assignment and oral exam Other ways: <b>Oral exam:</b> <b>Short seminar paper</b>
<b>Subject goal:</b>	By analysing "latinity" as one of the characteristic elements in Croatian culture in the first half of the 19th century we want to offer students an approach in studying the basis of mentality of that period and society. We want to pay attention to too frequently neglected identity element which significantly determined the way of thinking of the members of the leading classes of Croatian society.
<b>Overview of the subject's content:</b>	
Croatian society in the 19th century, especially in its first half, is seen from a specific perspective of Latin language in public and private life. The living presence of the Latin language, from the Croatian parliament, in which it was the official language up to 1847, to the family homes and mutual conversations between aristocratic fathers and sons, leads us to the Latin language as a language of schools, science, verses and law, language of official and private correspondence. What is even more important is its mental and psychological presence in the society, besides its physical spreading. In that context, issues on the position of the Latin language as the identity of Croatian aristocracy, intellectuals and nation itself are being imposed; the role of the Latin humanistic education and school during the creation of Revival generation or the revolutionary one in 1848; of Latin language before and after the forming of national idea and its role as the key stronghold in the defence of that idea, before and during the national language formation. Of course, we can't forget to look at Latin as, or, exclusively a man's phenomena in the Croatian society, and course attendants will try to find its causes.	
<b>General and specific competence (knowledge and skills) after a passed exam:</b>	
Newly acquired knowledge about the place and the role of the Latin language in Croatian pre- Revival, Revival and post- Revival society give the opportunity of deeper and more thorough understanding of that society as a whole, what will contribute to a better start of dissertation.	

<b>Ways of monitoring the quality and efficiency of the classes:</b>
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Short seminar paper or a presentation during the semester and an oral exam at the end.

<b>Required literature to take the exam:</b>
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Ordinal number	The name
1.	Zvjezdana Sikirić Assouline, <i>U obranu hrvatskih municipalnih prava i latinskoga jezika. Govori na Hrvatskom saboru 1832. godine</i> , Zagreb: Sredna Europa, 2006.
2.	Nikša Stančić, Hrvatski narodni preporod 1790-1848, u: <i>Hrvatski narodni preporod</i> , Zagreb 1985.
3.	Manfred Fuhrmann, <i>Latein und Europa</i> , Köln: DuMont Buchverlag, 2001.

<b>Supplementary literature:</b>
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Ordinal number	The name
	Lelja Dobronić, <i>Klasična gimnazija u Zagrebu od 1607. do danas</i> , Zagreb: Školska knjiga, 2004.
	Zvonimir Vrkljan, Plemički konvikt u Zagrebu, u: <i>Iz starog i novog Zagreba VII</i> , Zagreb 1996.

<b>Subject head:</b>
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PhD Zvjezdana Sikirić Assouline, assistant professor

<b>Associates:</b>
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Ordinal number	Name and surname

<b>Foreign Policy of Socialist Yugoslavia</b>
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<b>The name of course:</b>
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<b>Number of ECTS credits:</b>	<b>2</b>	<b>The whole amount of classes:</b>	<b>16</b>
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<b>Ways of taking the exam:</b>	Written assignment: Oral exam Written assignment and oral exam Other ways	<b>Written assignment</b>
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**Subject goal:**

Subject goal is to show how and who led the foreign policy of SFRY, how much attention was given to staff, to which degree has the Yugoslavian diplomacy corresponded with world trends, how dominant world ideas affected it and the whole society and vice versa.

**Overview of the subject's content:**

Starting with the thesis repeated often by the former SFRY diplomats that the *international role of Tito's Yugoslavia objectively had outgrown its real force and power of the former Federation and its foreign policy was ahead of the whole SFRY influence* - this course should explain this claim. How was Tito's foreign policy in Yugoslavia led would be explained in, roughly, three circles with a large number of turn overs and gray areas, we could see the relation towards the West, especially the United States, East, with the emphasis on the Soviet Union and some socialistic neighbours and to the countries of non-aligned movement.

After the classes introduction and primary literature, each of these three circles could be explained by a characteristic example. For instance, the attitude toward the USSR and the East Bloc could be illustrated by detailed account of events in Hungary in 1956. The attitude of the West toward the SFRY could be illustrated by the episodes like Balcan treaty in 1954 or the negotiations flow before signing Helsinki Final Act. The importance of NAM would be emphasized by the diplomacy initiative at the end of the sixties, which culminates with the movement revival at the third Summit in Lusaka. According to the students' interests, it is possible to choose and some other events which could be analysed with the help of original archival sources, newspaper articles of the time and (half)secretive internal analysis and literature. Considering data base and genuine materials access, it would be possible to analyse SFRY actions in the UN, cultural diplomacy toward the SFRY and vice versa, etc.

**General and specific competence (knowledge and skills) after a passed exam:**

After the passed test, a student should be able to understand the world and interdependence of different national policies during the Cold war, to understand interdependence of domestic policy and foreign policy, to be able to read diplomatic dispatches and, to a certain extent, to understand the procedure of decision making in international relations.

**Ways of monitoring the quality and efficiency of the classes:**

It is necessary to attend classes on regular basis and active analysis, discussions, and first of all, to read a great number of available materials. The exam is written. The final grade includes class activity also.

**Required literature to take the exam:**

Ordinal number	The name
1.	Brands, H.W, The Specter of Neutralism, The United States and the Emergence of the Third World, 1947-1960, Columbia University Press, New York 1989.
2.	Petković, Ranko, Subjektivna istorija jugoslovenske diplomatiјe 1943-1991, Službeni list SRJ, Beograd 1995 (ćirilica).
3.	Mates, Leo, Počelo je u Beogradu, Globus, Zagreb 1982.

**Supplementary literature:**

Ordinal number	The name
1.	Rubinsten, Alvin Z., Yugoslavia and the Nonaligned World, Princeton University Press, Princeton, New Jersey 1970.
2.	Jakovina, Tvrko, Hrvatska/Jugoslavija u svjetskoj politici 1945-1991., Što bi trebalo istraživati?, Historijski zbornik LVI-LVII, Zagreb 2003./2004., 171-183.
3.	Young, John W., Kent, John, International Relations Since 1945, A Global History, Oxford University Press, New York 2004. (izabrani dijelovi).

**Subject head :**

PhD Tvrko Jakovina, full professor

**Associates:**

Ordinal number	Name and surname

<b>Course title:</b>	<b>Civil disobedience in modern history</b>				
<b>No. of ECTS credits:</b>	<b>2</b>	<b>Total number of teaching hours:</b>	<b>16</b>		
<b>Types of examination:</b>	Written				
	Oral				
	Written and oral				
	Other forms	<b>Final essay</b>			
<b>Course objective:</b>					
<p>The objective of the course is to present and discuss the development of the term, as well as of the theory and practice of civil disobedience in contemporary society on the basis of several paradigm cases and paradigm theories. As stated by the eminent American political philosopher John Rawls, the theory of civil disobedience should be a constituent part of the democratic theory and of functioning of democratic practice. Therefore, one of the objectives of this course is also a better understanding of democratic theory and of the functioning of democratic practice. Civil disobedience is also connected to the problem of disregard, non-understanding and lack of communication between various communities in political society. In this sense, the objective of the course is to contribute to a better understanding of the dynamics of multiculturalism and of interactions between different groups in political communities in the contemporary world. Finally, although not always, civil disobedience is also related to the issue of human rights protection. Consequently, the objective of the course is also a better understanding of issues of human rights and the differentiation of justified requests for human rights observance in relation to distorted interpretations which, in fact, contain tendencies to reinforce discrimination (such as in the cases of civil disobedience of parents of European origin who refused to give assent to sending their children to desegregated schools).</p>					
<b>General framework of the course:</b>					
<ul style="list-style-type: none"> <li>- Definition of civil disobedience on the basis of expert literature and paradigm cases (Thoreau's disobedience against slavery in the US, Gandhi's disobedience against colonial policy, King's disobedience against racial discrimination in the US, disobedience against serving the military term in the US during the Vietnam war, disobedience against ecological and economic/social policies in recent times). To determine civil disobedience, also texts of classical Greek tragedies "Prometheus Bound" and "Antigone", as well as Plato's "Crito".</li> <li>- Justifications of civil disobedience (liberal justifications with regard to human rights violation, republican justification related to the issue of democratic deficit – poor functioning – of democratic institutions, justification related to the issue of founded pluralism and the need for strengthening moral sensitivity with regard to certain topics.</li> <li>- Critics of civil disobedience, reasons for non accepting the legitimacy of civil disobedience in constitutional democracies</li> </ul>					

- Issue of penalizing civil disobedience or exempting it from penalization																				
<b>General and specific competencies (knowledge and skills) after passed examination:</b>																				
After having passed the examination the participants will:																				
<ul style="list-style-type: none"> <li>- be acquainted with basic definitions and paradigm cases of civil disobedience in modern and contemporay history, and be able to differentiate civil disobedience from similar phenomena, e.g., refusal due to conscientious objection;</li> <li>- be acquainted with basic justifications of civil disobedience;</li> <li>- be acquainted with basic critiques of civil disobedience;</li> <li>- dispose of a relevant perspective for understanding the operation of democratic institutions and critiques of poor operation of these institutions (especially with regard to human rights protection and relations between different communities within political society);</li> <li>- be able to critically judge, in independent work and consideration, the theories of civil disobedience;</li> <li>- be able to critically judge, in autonomous work and consideration, equivalent events in contemporary world and in Croatian history.</li> </ul>																				
<b>Method of following the quality and successfulness of execution of teaching:</b>																				
An essential fact for following the quality and effectiveness of the course will be the results achieved by the participants, i.e., the appraisal and evaluation of their work, which can provide information on certain deficiencies in the content of the course or on difficulties in understanding certain parts of the teaching material. In particular, attention will be continuously directed towards the participants' work, in terms of their active involvement in the treatment of thematic units.																				
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	<i>Postcolonial Studies</i> , 1, 5, 2002., 79-93.
	H.A. Bedau (ur.), <i>Civil Disobedience in Focus</i> , London, Routledge, 1991.
	K. Brownlee, "The Communicative Aspect of Civil Disobedience and Lawful Punishment", <i>Criminal Law and Philosophy</i> , 2, 1, 2007., str. 179-192.
	K. Brownlee, "Penalizing Public Disobedience", <i>Ethics</i> , 4, 118, 2008., str. 711-716.
	C. Cohen, "Defending Civil Disobedience", <i>The Monist</i> , 4, 54, 1970., str. 469-487.
	M. Cohen, "Liberty and Disobedience", <i>Philosophy and Public Affairs</i> , 3, 1, 1972., str. 288-296.
	R. Dworkin, <i>Civil Disobedience</i> , u R. Dworkin, <i>Taking Rights Seriously</i> , Cambridge, Harvard University Press, 1977., str. 206-222.
	Eshil, <i>Okovani Prometej</i> .
	J. Feinberg, "Civil Disobedience in Modern World", <i>Humanities in Society</i> , 1, 2, 1979., 37-60.
	A. Gewirth, "Civil Disobedience, Law, and Morality. An Examination of Justice Forta's Doctrine", <i>The Monist</i> , 4, 54, 1970., str. 536-555.
	V. Haksar, "Rawls and Gandhi on Civil Disobedience", <i>Inquiry</i> , 1, 19, 1976., str. 151-192.
	P. Harris (ur.), <i>Civil Disobedience</i> , Lanham, University Press of America, 1989.
	<i>Israel Law Review</i> , tematski broj posvećen građanskom neposluhu, 3, 36, 2002., str. 19-266.
	J. Murphy (ur.), <i>Civil Disobedience and Violence</i> , Belmont, Wadsworth, 1971.
	Platon, <i>Kriton</i> .
	A. Sabl, "Looking Forward to Justice. Rawlsian Civil Disobedience and Its Non-Rawlsian Lessons", <i>The Journal of Philosophy</i> , 3, 9, 2001., str. 307-330.
	P. Singer, <i>Democracy and Disobedience</i> , Oxford, Clarendon Press, 1973.
	Sofoklo, <i>Antigona</i> .
	A.D. Woozley, "Civil Disobedience and Punishment", <i>Ethics</i> , 4, 86, 1976., str. 323-331.
	H. Zinn, <i>Disobedience and Democracy. Nine Fallacies on Law and Order</i> , New York, Random House, 1968.

<b>Coordinator:</b>	
PhD Elvio Baccarini, Full Professor, University of Rijeka	
<b>Associates:</b>	
No.	Name

<b>Course title:</b>	<b>Popular violence in the 19th century</b>

<b>No. of ECTS credits:</b>	<b>Total number of teaching hours:</b> <b>16</b>		
<b>Types of examination:</b>	Written	<b>X</b>	
	Oral		
	Written and oral		
	Other forms		
<b>Course objective:</b>			
The objective of the course is to acquaint students with the main theoretical approaches to studying the phenomenon of popular violence. Impulses are referred to resulting from anthropological, philosophical and sociological researches of situations which generated violent behaviours of popular masses. Besides, the objective of the course is to demonstrate how theoretical approaches to studying the phenomenon of popular violence in European and Croatian historiography in the 19th century reflected on specific research practice.			
<b>General framework of the course:</b>			
As a subject of historical research, the research of violence in a more sophisticated (interdisciplinary) manner began relatively recently. This particularly refers to the phenomenon of popular violence, which for a long time was most often interpreted on a theoretical background arisen in the 19th century. Thereby backwardness and lack of education of lower population strata were presented as the main reasons for the alleged non-rational, instinctive, i.e. „primitive“ eruption of violence. However, on the basis of contemporary sociological and anthropological theories and studies as well as results of contemporary historiography, students will be acquainted with a new manner of interpreting the goals, dynamics and logic of the phenomenon of popular (collective) violence.			
<b>General and specific competencies (knowledge and skills) after passed examination:</b>			
Participants will be acquainted with some research results of prominent svjetskih/world historians. In this way they will not only be confronted with aspects of European history of which they mostly had rather poor knowledge, but will also have an opportunity to gain insight into methods of researching and interpreting popular violence, which later on some of them will potentially be able to apply in their own research practice.			
<b>Method of following the quality and successfulness of execution of teaching:</b>			
Continuous following of students' activities; essay on a chosen theme/topic (approx. 8-10 typed double-spaced pages).			
<b>Reading required for examination:</b>			
No.	Title		
1.	Antun Blok, <i>Hounour and Violence</i> , Cambridge-Oxford-Malden, Polity Press and Blackwell, 2001.		
2.	Alain Corbin, <i>The village of cannibals: rage and murder in France, 1870</i> , translated by Arthur Goldhammer, Cambridge, Mass., Harvard U.P., 1992 (1990).		
3.	Mary Douglas, <i>Čisto i opasno: analiza predodžbi o nečistom i zabranjenom</i> , prevela s engleskoga Tatjana Bukovčan Žufika, Zagreb, Algoritam, 2004.		
4.	Rene Girard, <i>Nasilje i sveto</i> , prevela s francuskog Svetlana Stojanović, Novi Sad, Književna zajednica, 1990.		

5.	Dragutin Pavličević, <i>Seljačke bune i nemiri u središnjoj Hrvatskoj šezdesetih godina 19. stoljeća</i> , u: "HZ", 33-34/1 (1980-81), str. 13-50.
6.	Andrija Radenić, <i>Položaj i borba seljaštva u Sremu (od kraja XIX veka do 1914.)</i> , Izdavačka Ustanova Srpske Akademije Nauka, Beograd 1958 (neka poglavlja).
7.	Ivo Banac, <i>Nacionalno pitanje u Jugoslaviji: porijeklo, povijest, politika</i> , preveo s engleskog Josip Šentija, Zagreb, Globus, 1988 (1984), treći dio, pogl. 4.
8	

**Additional reading:**

No.	Title
1.	Lefebvre, Georges, <i>The great fear of 1789: rural panic in revolutionary France</i> , trans. by Joan White, London, New Left Books, 1973.
2.	Giorgio Agamben, <i>Homo sacer: suverena moć i goli život</i> , s talijanskog preveo Mario Kopić, Zagreb, Multimedijalni institut, 2006.
3.	Thompson, Edward P., <i>Class consciousness: the radical culture</i> , u: <i>Popular culture: past and present: a reader</i> , edited by Bernard Waites, Tony Bennet and Graham Martin, Kent, UK; Manuka: Croom Helm London in association with The Open University Press, 1982.

**Coordinator:**

PhD. Stefano Petrungaro, prof., University Ca' Foscari, Venice

**Associates:**

No.	Name

<b>Course title:</b>	<b>Croatian realms of memory</b>		
<b>No. of ECTS credits:</b>		<b>Total number of teaching hours:</b>	<b>16</b>
<b>Types of examination:</b>		Written	X
		Oral	
		Written and oral	
		Other forms	
<b>Course objective:</b>			
The basic objective of the course is to acquaint students with a historiographic field dealing with history of collective memory, i.e., a history trying to answer the question of when, how and on what basis collective memory is formed. Furthermore, the objective of the course is to find out how experiences of foreign historiographies in			

studying histories of collective memory are applied in recent Croatian historiographic literature. Students will therefore for the most part deal during lessons with analysis of foreign as well as domestic literature. Particular attention shall be dedicated to the linkage between the policy of memory and history teaching, as well as to some forms of nostalgia.

#### **General framework of the course:**

Course participants will benefit from more detailed knowledge of the research of history of collective memory, which is very widespread in world historiography and also present in Croatian historiography. Taking the experience of researching oral history as a starting point, in recent times historians started to deal more intensively with themes like „public use of history“ and „policy of memory“. The course itself is conceived as a critical discussion of the scope, as well as of the limits of more recent approaches to the research of history of collective memory.

#### **General and specific competencies (knowledge and skills) after passed examination:**

Participants will have the opportunity to deepen their knowledge of themes and authors who asserted themselves in European and world historiography. An analysis of specific results of these researches will provide the participants with an example of a method which will enrich their historiographic knowledge and their specific abilities to potentially deal with similar themes in their subsequent professional life.

#### **Method of following the quality and successfulness of execution of teaching:**

Continuous following of students' activities and work during teaching; essay on a chosen theme/topic (approx. 8-10 typed double-spaced pages).

#### **Reading required for examination:**

No.	Title
1.	<i>Kultura pamćenja i historija</i> , prir. Maja Brkljačić, Sandra Prlenda, Golden marketing-Tehnička knjiga, Zagreb 2006.
2.	Maurice Halbwachs, <i>La mémoire collective</i> , Paris, Presses Universitaires de France, 1950 (eng. izd. 1992).
3.	Jan Assmann, <i>Kulturno pamćenje: pismo, sjećanje i politički identitet u ranim visokim kulturama</i> , s njemačkog preveo Vahidin Preljević, Zenica, Vrijeme, 2005.
4.	Aleida Assmann, <i>Rad na nacionalnom pamćenju: kratka istorija nemačke ideje obrazovanja</i> , prevela Aleksandra Bajazetov-Vučen, Beograd, Biblioteka XX vek, 2002 (1993).
5.	Jay Winter, <i>War and Remembrance in the Twentieth Century</i> , Cambridge, Cambridge University Press, 1999.
6.	Svetlana Boym, <i>Budućnost nostalгије</i> , prev. Zia Gluhbegović, Srđa Simonović, Beograd, Geopoetika, 2005.
7.	<i>O Titu kao mitu: proslava Dana mladosti u Kumrovcu</i> , uredile Nevena Škrbić Alempijević, Kirsti Mathiesen Hjemdahl, Zagreb, Filozofski fakultet Sveučilišta, Srednja Europa, 2006.

#### **Additional reading:**

No.	Title
1.	<i>Lieux de memoire</i> , sous la direction de Pierre Nora, Paris, Gallimard, 1984-1992 (engl. izd. 1996-1998).
2.	<i>I luoghi della memoria</i> , a cura di Mario Isnenghi, Roma-Bari, Laterza, 1996-1997.

3.	<i>Orte der Erinnerung. Denkmal, Gedenkstätte, Museum</i> , hrsg. von Ulrich Borsdorf und Heinrich Theodor Grüttner, Frankfurt a.M., Campus Verlag, 1999.
4.	<i>Kultura sjećanja: 1941.: povijesni lomovi i svladavanje prošlosti</i> , uredili Sulejman Bosto, Tihomir Cipek i Olivera Milosavljević, Zagreb, Disput, 2008.
5.	Dunja Rihtman-Auguštin, <i>Ulice moga grada</i> ; Beograd, Biblioteka XX vek, 2000.
6.	Stefano Petrungaro, <i>Pisati povijest iznova. Hrvatski udžbenici povijesti 1918-2004.</i> , preveo Franko Dota, Zagreb, Srednja Europa, 2009. (2006).

### TEACHING CARRIED OUT BY:

<b>Coordinator:</b>	
PhD Stefano Petrungaro, Ca' Foscari, Venice	
<b>Associates:</b>	
No.	Name

<b>Course title:</b>	<b>Everyday life of Zagreb's citizens in the 19th and 20th century</b>		
<b>No. of ECTS credits:</b>	<b>2</b>	<b>Total number of teaching hours:</b>	<b>16</b>
<b>Types of examination:</b>	Written		
	Oral		
	Written and oral	<b>X</b>	
	Other forms		
<b>Course objective:</b>	<b>Students getting acquainted with manifold aspects of citizenry's everyday life in continuities and discontinuities of the 19th and 20th century</b>		
<b>General framework of the course:</b>	Basic terms linked to citizenry and essential demographic data; structure of Zagreb's class citizenry and its everyday culture; rise of modern citizenry; urbanisation rhythm; education, political and national views of modern citizenry; modern civil culture and its promoters; everyday life – family life, leisure, housing culture; status of women and children; culture of death; impact of wars, major economic crises and natural disasters on everyday life of Zagreb's citizenry, Zagreb's consumer society, old and new Zagreb, history of Zagreb's urban districts		

<b>General and specific competencies (knowledge and skills) after passed examination:</b>	
<b>Acquiring basic knowledge on the development and everyday life of Zagreb's citizenry; directing to cultural-historical, micro-historical and interdisciplinary research</b>	
<b>Method of following the quality and successfulness of execution of teaching:</b>	
Students' activity in classes, teaching evaluation by students, performance at examination	
<b>Reading required for examination:</b>	
No. Title	
	Sikirić, Zvjezdana, Građani slobodnog i kraljevskog grada Zagreba prema Knjizi građana 1733-1799, RZHP 29, 1996., 103-128.
	Iskra Iveljić, Očevi i sinovi, Privredna elita Zagreba u 2. polovici 19.st., Zagreb, 2007., 278-414.
	Đuro Szabo, Stari Zagreb, Zagreb, 1971. ili F. Buntak, Povijest Zagreba, Zagreb, 1996. ili I. Karaman-I. Kampuš, Tisućljetni Zagreb: od davnih naselja do suvremenog velegrada, Zagreb, 1994. ili I. Perić, Zagreb od 1850. do suvremenog velegrada, Zagreb, 2006. Valentina Gulin-Zrinić, Kvartovska spika, Zagreb, 2009. Zagreb – modernost i grad (ur. Feđa Vukić), Zagreb, 2003.
<b>Additional reading:</b>	
No. Title	
	Bidermajer u Hrvatskoj, Zagreb, 1997.; Historicizam u Hrvatskoj, Zagreb, 2000.; Secesija u Hrvatskoj, Zagreb, 2004.
	24 sata heroja: Mladen Kauzlarić – ukus međuratnog Zagreba, Muzej grada Zagreba, 2003.
	Zagreb i «Svijet»/»Svijet» i Zagreb dvadesetih..., Muzej grada Zagreba, 2006. Franjo M. Fuis, Podzemni Zagreb i druge reportaže (1934.-1941.), Koprivnica, 2003.
	Josip Horvat, Preživjeti u Zagrebu: dnevnik 1943-1945, Zagreb 1989. Ante Marinović-Uzelac, Socijalni prostor grada, Zagreb, 1978. Ivo Maroević, Hrvatska arhitektura pedesetih : kontinuitet moderne u okruženju socijalizma, Život umjetnosti: časopis za suvremena likovna zbivanja, 38 (2004), 71-72, 141-145. Ivo Maroević, Zagreb njim samim, Zagreb, 1999. Dunja Rihtman-Auguštin, Ulice moga grada: antropologija domaćeg terena, Beograd, 2000.

<b>Coordinators: PhD Iskra Iveljić, PhD Ivica Šute</b>
<b>Associates:</b>
No. Name

<b>The name of course:</b>	Women's associations in the first half of the 20th century		
<b>Number of ECTS credits:</b>	2		
<b>The whole amount of classes:</b>	16		
<b>Ways of taking the exam :</b>	Written assignment:		
	Oral exam:		
	Written assignment: and oral exam:	X	
	Other ways		
<b>Subject goal:</b>	<p>The course analyzes the development and activities of women's associations in Croatia from the beginning of the 20th century to the Second World War in the context of social, political and cultural processes of that period. The aim of the course is to point out that case studies of specific segments of society can provide a deeper insight into the operation, expansion, and consequences of macro processes (for example democratization, nationalization, the break-up of Austria-Hungary and the creation of Yugoslavia). Women's associations were not just receptors, they were active participants in change, and they developed strategies for networking, promoting, and disseminating ideas. The focus of the course is the transitions and changes of women's associations due to the political social changes and the policies they pursue in order to fight for the best possible position in the state, society and within the wider women's movement. Also, discussion of women's associations opens a number of topics: dynamic changes in the position of women in the first half of the 20th century, the influence and role of NGOs, significant women of that period and their networking, social history of the first half of the 20th century..</p>		
<b>Overview of the subject's content:</b>	<p>Theoretical aspects of gender history; Development of women's associations (National Ladies' Association for the Education and Earnings of Women in Croatia and Slavonia, the Association of Teachers of the Kingdom of Croatia and Slavonia, the Yugoslav Women's Union, the Association of University Educated Women and Croatian Women; International activity of women's associations: international unions (ICW, IAW, The Women's International League for Peace and Freedom), regional unions (Little Entente of Women , Unity of Slavic Women, Balkan Alliance). Social or political projects that the associations actively promoted or opposed: pacifism, Yugoslav unitarism, democracy, political and economic cooperation of the Balkan or Central European countries, educational reforms. Specific "women's" actions of associations: promotion of women's right to education, employment rights, political rights, problematization of the position of women in society. Women's association policy - rules, strategies, conflicts, successes and failures. Women's associations as a space for women's networking, social establishment, socializing, support, entertainment, friendship, and travel</p>		
<b>General and specific competence (knowledge and skills) after a passed exam:</b>			

Students will be able to explain theoretical basis of gender history, name leading international and Croatian women's associations, explain their strategies and how the major political and social processes influenced their activities. They will also be able to list major problems of position of women in the first half the 20<sup>th</sup> Century. They will be able to critically analyze sources and texts on gender history. They will be able to argue their views and ideas about correlation of gender history and social and political process.

#### **Ways of monitoring the quality and efficiency of classes:**

Students' progress will be monitored through their class activity and fulfillment of assignments, and the quality and success of teaching will be assessed by students in an anonymous survey at the end of the course.

#### **Required literature to take the exam:**

Ordinal number	Name
1.	Karen Offen, ur. <i>Globalizing feminisms 1789-1945</i> . London i New York, 2010., 133-170.
2.	Jovanka Kecman. <i>Žene Jugoslavije u radničkom pokretu i ženskim organizacijama 1918-1941</i> . Beograd, 1978.
3.	Lucija Benyovsky. „Dobrotvorna gospojinska društva u Hrvatskoj od osnivanja do Prvog svjetskog rata“. <i>Časopis za suvremenu povijest</i> 30/1 (1998). 73-93.

#### **Supplementary literature:**

Ordinal number	Name
1.	S. P. Ramet. <i>Gender Politics in the Western Balkans: Women and Society in Yugoslavia and the Yugoslav Successor States</i> . University Park, PA, 1999.
2.	I. Sulkunen, L. Nevala-Nurmi, P. Markkola, ur. <i>Suffrage, Gender and Citizenship. International Perspectives on Parliamentary Reforms</i> . Newcastle upon Tyne, 2009.
3.	K. Passmore, ur. <i>Women, Gender and Fascism in Europe 1919-1945</i> . Manchester, 2003.
4.	Iskra Iveljić, <i>Očevi i sinovi. Privredna elita Zagreba u drugoj polovici 19. stoljeća</i> , Zagreb, 2007.
5.	Ida Ograjšek Gorenjak, <i>Opasne iluzije: Rodni stereotipi u međuratnoj Jugoslaviji</i> , Zagreb, 2014.
6.	Dubravka Peić Čaldarević. „Osnovne karakteristike profesionalnih djelatnosti žena u Hrvatskoj između dvaju svjetskih ratova (1919-1941)“, <i>Časopis za suvremenu povijest</i> 29/3 (1997): 491-503.
7.	L.J. Rupp, ‘Transnational Women’s Movements’, <i>European History Online</i> . Dostupno na : <a href="http://ieg-ego.eu/en/threads/transnational-movements-and-organisations/international-social-movements/leila-j-rupp-transnational-womens-movements">http://ieg-ego.eu/en/threads/transnational-movements-and-organisations/international-social-movements/leila-j-rupp-transnational-womens-movements</a>
	Andrea Feldman, prir. <i>Žene u Hrvatskoj: ženska i kulturna povijest</i> . Zagreb, 2004., str. 235-247.

Sandra Prlenda. „Prema povijesti jugoslavenskih feminizama“. U *Kako je bilo... O Zagorki i ženskoj povijesti*, ur. Sandra Prlenda, 191-203. Zagreb, 2011.

Subject head

PhD Ida Ograjšek Gorenjak, assistant professor

<b>Course title:</b>	<b>Croatian village in the 19th century in the European context</b>		
<b>No. of ECTS credits:</b>	<b>2</b>	<b>Total number of teaching hours:</b>	<b>16</b>
<b>Types of examination:</b>	Written		
	Oral		
	Written and oral	<b>X</b>	
	Other forms		
<b>Course objective:</b>			
The objective of the course is to examine basic features and essential problems of the complex and multilayer process of peasant liberation, agrarian transformation and rural development between traditionalism and modernity in Croatian countries in the 19th century in the context of modernisational transformations and production diversification in the European village in the same time period.			
<b>General framework of the course:</b>			
Potential topics within the framework of the course would be: 1. Agrarian transformation as a part of the European modernisation process: theoretical paradigms, scope and limitations in the 19th century; 2. Agrarian structures in feudalism (second serfdom, colonate relations) and comparative evaluation of peasant liberation in Croatian countries and of peasant liberation in other parts of Europe; 3. Croatian village in the changes during the 19th century with special reference to the example of Dalmatia; 4. Domestic cooperatives in a patriarchal context; 5. Rural development in Central and Southeast Europe between tradition and modernity in the 19th century; 6. Village production and life in countries of the Hungarian crown in the period of dualism, etc.			
<b>General and specific competencies (knowledge and skills) after passed examination:</b>			
Participants would gain basic knowledge of problems of the Croatian village and peasantry in the process of European modernisation during the long-lasting 19th century, and would master the manner of integrating and understanding this problem area in the European context. By combined chronological and problem-oriented approach, use and evaluation of various historical sources (narrative, statistical, etc.), directing to innovative solutions in more recent literature, emphasising different interpretative possibilities when evaluating single themes, appropriate			

contextualisation and special focus on argumented analysis of emphasised episodes, efforts will be made to achieve an as high as possible level of knowledge of Croatian agriculture in the 19th century and the as differentiated as possible imaginative understanding thereof.

**Method of following the quality and successfulness of execution of teaching:**

Along with following regular course attendance and participants' active involvement in lessons (discussions), evaluation of achievements is foreseen for each generational group, based on examination results and surveys completed by participants on the scope of programme realisation, manner of realisation and the opportunities for participants to have an impact on realisation.

**Reading required for examination:**

No.	Title
1.	Henri Mendras, Seljačka društva, Zagreb 1986.
2.	Das Dorf in Südosteuropa zwischen Tradition und Umbruch, München-Leipzig 1997.
3.	Bogdan Stojasljević, Povijest sela: Hrvatska, Slavonija, Dalmacija 1848-1918, Zagreb 1973.

**Additional reading:**

No.	Title
1.	Stjepo Obad, Dalmatinsko selo u prošlosti, Split 1990.
2.	Dragutin Pavličević, Hrvatske kućne zadruge I, Zagreb 1989.
3.	Štefanija Popović, Seljaštvo na vlastelinstvima u Hrvatskoj 1848, Zagreb 1993.
4.	Journal of Peasant Studies (themes to be agreed); Sociologija sela (themes to be agreed)

**Coordinator:**

Dr. sc. Željko Holjevac

**Associates:**

No.	Name
1.	

<b>Course title:</b>	<b>Everyday life in socialist Croatia</b>		
<b>No. of ECTS credits:</b>	<b>2</b>	<b>Total number of teaching hours:</b>	<b>16</b>

<b>Types of examination:</b>	Written	
	Oral	<b>70% on the basis of chosen literature</b>
	Written and oral	
	Other forms	<b>30% participation in discussion</b>
<b>Course objective:</b>		
The objective is to identify the main determinants of everyday life in Croatia in the period from 1945 to 1990, as well as the impact of political, economic and social circumstances on the level of living standard and well-being. By an interdisciplinary approach, the links between domestic and foreign literature with domestic sources, as well as the prerequisites for independent research work in the field of history of everyday life in the 20th century will be established.		
<b>General framework of the course:</b>		
In the decades after World War II, Croatia was undergoing a long period of accelerated economic and social development, and in the late seventies it reached the highest level of prosperity in socialism, whereupon it entered a crisis period in the eighties. Accelerated industrialisation and urbanisation had an impact on a number of other modernisation processes, among which also on the shaping of a consumer society, which was felt in various fields of everyday life. Topics such as equipment of housing space with durable consumer goods, motorisation and involvement in mass tourism cannot be examined without considering the political, economic and ideological background, without the context constituted by the specific Yugoslav socialism and the openness of state borders. Under such circumstances everyday life consisted of shopping abroad, as well as of ideologised holidays and rituals, and of a strive towards consumerism and as well as of socialist expectation of communism. In the analysis of certain phenomena of everyday life, various forms of written and audiovisual material will be used as examples.		
<b>General and specific competencies (knowledge and skills) after passed examination:</b>		
Students will have the opportunity to recognise peculiarities of everyday life in socialist Croatia, identify different phases in the development of specific phenomena in the history of everyday life, be able to have a critical approach to existing literature in this field, analyse various historical sources and discuss in an argumented manner.		
<b>Method of following the quality and successfulness of execution of teaching:</b>		
Students are expected to actively participate in the lectures, in the form of discussion on proposed sources and literature, which brings 30% of the grade. The oral examination is done according to the agreed literature and brings of the 70% grade. In view of the credit value of the course, the chosen literature for the examination is not allowed to be less than 300 pages.		
The programme council, in cooperation with the course coordinator, will organise the teaching evaluation by anonymous survey.		
<b>Reading required for examination: (selection)</b>		
No.	Title	
1.	Adrić, Iris i dr., ur, <i>Leksikon YU mitologije. Postscriptum i Rende</i> , Zagreb i Beograd, 2004.	
2.	Čale Feldman, Lada, Ines Prica, ur., <i>Devijacije i promašaji. Etnografija domaćeg socijalizma</i> . Institut za etnologiju i folkloristiku, Zagreb, 2006.	

3.	Dijanić, Dijana, Mirka Merunka-Golubić, Iva Niemčić, Dijana Stanić, <i>Ženski biografski leksikon. Sjećanje žena na život u socijalizmu</i> . Centar za ženske studije, Zagreb, 2004.
4.	Družić, Ivo, ur., <i>Hrvatski gospodarski razvoj</i> . Ekonomski fakultet Sveučilišta u Zagrebu i Politička kultura, Zagreb, 2003.
5.	Duda, Igor, <i>Pronađeno blagostanje. Svakodnevni život i potrošačka kultura u Hrvatskoj 1970-ih i 1980-ih</i> . Srednja Europa, Zagreb, 2010. (in preparation for print!)
6.	Duda, Igor, <i>U potrazi za blagostanjem. O povijesti dokolice i potrošačkog društva u Hrvatskoj 1950-ih i 1960-ih</i> . Srednja Europa, Zagreb, 2005.
7.	Mirković, Igor, <i>Sretno dijete</i> . Fraktura, Zaprešić, 2005.
8.	Novak, Božidar, <i>Hrvatsko novinarstvo u 20. stoljeću</i> . Golden marketing i Tehnička knjiga, Zagreb, 2005.
9.	Senjković, Reana, <i>Izgubljeno u prijenosu. Pop iskustvo soc culture</i> . Institut za etnologiju i folkloristiku, Zagreb, 2008.
10.	Sklevicky, Lydia (prir. Dunja Rihtman-Auguštin), <i>Konji, žene, ratovi</i> . Ženska infoteka, Zagreb, 1996.
11.	Škarica, Siniša, <i>Kad je rock bio mlad. Priča s istočne strane 1956.–1970</i> . VBZ, Zagreb, 2005.
12.	Vončina, Nikola, <i>TV osvaja Hrvatsku. Prilozi za povijest radija i televizije u Hrvatskoj III (1954.–1958.)</i> . Treći program HR, Posebno izdanje, Zagreb, 1999.
13.	Vukonić, Boris, <i>Povijest hrvatskog turizma</i> . Prometej, Zagreb, 2005.

**Additional reading: (optional)**

No.	Title
1.	Crowley, David, Susan E. Reid, ur., <i>Socialist Spaces. Sites of Everyday Life in the Eastern Bloc</i> . Berg, Oxford i New York, 2000.
2.	Luthar, Breda, "Remembering Socialism. On Desire, Consumption and Surveillance", <i>Journal of Consumer Culture</i> , 2006., 2, 229-259.
3.	Palairet, Michael, "The Rise and Fall of Yugoslav Socialism. A Case Study of the Yugo Automobile Enterprise 1954–92", <i>Economic Transformations in East and Central Europe. Legacies from the Past and Policies for the Future</i> , David F. Good, ur., Routledge, London, 1994., 93–109.
4.	Patterson, Patrick Hayder, "Truth Half Told. Finding the Perfect Pitch for Advertising and Marketing in Socialist Yugoslavia, 1950–1991", <i>Enterprise and Society</i> , 2003., 4, 179–225.
5.	Reid, Susan E., David Crowley, ur., <i>Style and Socialism. Modernity and Material Culture in Postwar Eastern Europe</i> . Berg Publishers, Oxford i New York, 2000.

**Subject head:**

PhD Igor Duda, associate prof., University Juraj Dobrila, Pula

**Associates:**

No.	Name

<b>Course title:</b>	<b>Visualising the Croatian 19<sup>th</sup> century - civil society, politics and art through visual sources</b>		
<b>No. of ECTS credits:</b>	<b>2</b>	<b>Total number of teaching hours:</b>	<b>16</b>
<b>Types of examination:</b>	Written	<b>x</b>	
	Oral		
	Written and oral		
	Other forms		
<b>Course objective:</b>			
The objective is to present the main visual sources of the Croatian 19th century history to the students. The visual material that will be analysed and interpreted includes architecture, sculptures, paintings, arts and crafts objects, photographs, graphic material, cartoons, leaflets, and other visual media. Besides the lectures, students will pay visits to old parts of Zagreb including the Mirogoj cemetery, to museums, galleries and other institutions that preserve visual sources of interest for the modern and contemporary history. During the course students will learn how to analyse and interpret various visual sources, thus learning how to use them in their own doctoral research.			
<b>General framework of the course:</b>			
The presentation of various theoretical and methodological approaches relevant for the interpretation of visual sources. During the lectures the examples will focus on key themes and figures of the Croatian culture and art in the late 19th century such as Bishop Josip Juraj Strossmayer, Iso Kršnjavi, and the Ban Károly Khuen-Héderváry, in order to illustrate the context of complex relations between politics and culture and art at the turn of the century. Furthermore, through analysis of visual sources such as portraits, photographs or architecture students will be able to fully grasp the development of the modern middle-class culture both on macro- and micro-level.			
<b>General and specific competencies (knowledge and skills) after passed examination:</b>			
Students will apprehend theoretical paradigms, historical subdisciplines,			

methods (i.e. of iconography, iconology) and concepts relevant for the analysis and interpretation of visual sources in the long 19th century - the period from the end of the 18th century until 1918. Through field work and essays they will implement them in their own research, broadening thus the scope of their theoretical and methodological apparatus. This course is designed to encourage students to take interdisciplinary paths.

**Method of following the quality and successfulness of execution of teaching:**

Student acitivity during the course; student evaluation;

**Reading required for examination: (selection)**

No.	Title
1.	Peter Burke, Očevid. Upotreba slike kao povijesnog dokaza, Antibarbarus, Zagreb, 2003.
2.	Snješka Knežević, Zagrebačka zelena potkova, Školska knjiga, Zagreb, 1996.
3.	Iskra Iveljić, Očevi i sinovi: privredna elita Zagreba u drugoj polovici 19. Stoljeća, Leykam international, Zagreb, 2007.
4.	Olga Maruševski, Iso Kršnjavi kao graditelj, DPUH, Zagreb, 1986.

	Additional literature
1.	Bidermajer u Hrvatskoj, MUO, Zagreb, 1997.
2.	Historicizam u Hrvatskoj, MUO, Zagreb, 2000.
3.	Secesija u Hrvatskoj, MUO, Zagreb, 2004.

**Subject head:**

PhD Dragan Damjanović, full professor, Department of Art History

**Associates:**

No.	Name

<b>Course title:</b>	<b>YUGOSLAVIA IN DETENTE</b>		
<b>ECTS:</b>	<b>2</b>		
<b>Ukupno sati nastave:</b>	<b>16</b>		
<b>Type examination:</b>	Written		
	Oral		
	Written and oral	<b>X</b>	
	Ostali načini		
<b>Course objective:</b>	<p>Course should help students in better understanding of one of the most important periods in the Cold War history, its influence on the events in Yugoslavia and how was Yugoslav diplomacy reacting to the major change in relations between Moscow and Washington. The goal is to develop the „feeling“ for the world as a whole, interconnection between different world events in often far and seemingly not important parts of the world on the main-stream politics. Lecture should indicate often different, contradictory sources and problems with the interpretation of often huge and very different number of documents. Ability to lead coherent, critical but open dicussion is essential for the successfull fullfilment of this course.</p>		
<b>General framework of the course:</b>	<p>At the very beggining of the course the very term of detente will be explained. The difference between European detente and detente of two Super-powers, the so-called „first detente“ of 1956 will be shortly tackled. Central part is the imortance of East-West relaxation in diplomatic relations on Yugoslavia, growing importance of the Non-aligned for Belgrade and complex relations between Belgrade and Havana during that period. Large accent will be given to the end of detente and the Soviet invasion of Afghanistan.</p> <p>The core of the lecture and topics which will be tackled in readings or/and during the lectures will consist of different phenomena like: the Yugoslav relations with Vietnam, Cambodia, Portuguese Africa; events in the Horn of Africa, the Triangular Diplomacy (USA-USSR-China), disarmament negotiations, Yom Kipur War and the Middle East in 1973, Allende in Chile, Iranian Revolution, Afghanistan in late 1970', the Movement of the Non-Aligned Countries, Willy Brandt's Ostpolitik, personalities like Richard Nixon, Henry Kissinger, Leonid Brezhnev, Josip Broz Tito and Yugoslavia in detente vis-a-vis the Croatian Spring and Nixon visit to Zagreb). Cultural Cold War could be addressed, too.</p>		
<b>General and specific competencies (knowledge and skills) after passed examination:</b>			
<b>General:</b>	<ul style="list-style-type: none"> <li>• Understanding of the general history of the Cold War and specific phenomena characteristic for the period of détente (disarmament) or older crisis which were modified (quired different characteristics) during 1970'.</li> <li>• Deepening of critical thinking</li> <li>• Better understandning of “global history” in 1970’.</li> </ul>		
<b>Specific:</b>			

- Better knowledge of certain events which took place in 1970', different approaches, work on the sources from Western, Yugoslav and Eastern sources.
- Possibility to use knowledge acquired in order to write quick, balanced text (essay, evaluation or article).

**Method of following the quality and successfulness of execution of teaching:**

Activity during lectures, consultations with teacher, anonymous evaluation at the end of the lecture.

**Reading required for examination: (selection)**

1. 2. 3. 4. 5.	JAKOVINA, Tvrko 2010. Jugoslavija u detantu. Faktura, Zagreb. (U TISKU). <i>YOUNG John W/KENT, John 2004. International Relations since 1945. A Global History. Oxford: Oxford University Press.</i> (str. 389-493). JUDT, Tony 2007. <i>Postwar. History of Europe since 1945.</i> London: Pimlico. (izabrana poglavlja). ORLANDIĆ, Marko 2002. <i>U predvečerje sloma (sjećanja jugoslovenskog ambasadora u Moskvi 1979-1982).</i> Podgorica: NJP «Pobjeda». WESTAD, Odd Arne 2005. <i>The Global Cold War.</i> New York: Cambridge University Press.
1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	<i>Christopher Andrew and Vasili Mitrokhin, The Mitrokhin Archive, The KGB in Europe and the West, The Penguin Press 2000.</i> <i>Jussi M. Hanhimaki and Odd Arne Westad, The Cold War, A History in Documents and Eyewitness Accounts, Oxford University Press 2003.</i> <i>Michael H. Hunt, Crises in US Foreign Policy, An International History Reader, Yale University Press 1996.</i> <i>Veljko Mićunović, Moskovske godine 1969-1971, Jugoslovenska revija, Beograd 1984.</i> <i>Peter J. Schraeder, United States Foreign Policy Toward Africa, Incrementalism, Crisis and Change, Cambridge University Press 1994.</i> <i>Paterson, Merrill (ed.), Major Problems in American Foreign Relations, Volume II: Since 1914., Documents and Essays, Heath and Company 1995.</i> <i>The Rise of Detente, Document Reader, CWIHP and The Michiavelli Center for Cold War Studies, Volume I, II, US-USSR Bilateral Relations and Detente in Europe, compiled by Mircea Munteanu, Hedwig Giusto, Christian Ostermann.</i> <i>Assessing the Soviet Threat, The Early Cold War Years, urednik: Woodrow J. Kuhns, Center for the Study of Intelligence, Central Intelligence Agency, Washington DC, 1997.</i> <i>CIA's Analysis of the Soviet Union 1947-1991, uredili: Gerald K. Haines i Robert E. Leggett, Center for the Study of Intelligence, Central Intelligence Agency, Washington DC, 2001.</i> <b>COLD WAR INTERNATIONAL HISTORY PROJECT BULLETIN,</b>

	<i>Woodrow Wilson Center for Scholars, Washington DC (vidi i njihove www. Stranice, kao i brojne druge izvore dostupne on-line).</i>
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**Additional reading: (optional)**

1.	ANDREW, Christopher/MITROKHIN, Vasili 2005. <i>The World Was Going Our Way. The KGB and the Battle for the Third World.</i> New York: Basic Books.
2.	COLL, Steve 2004. <i>Ghost Wars. The Secret History of the CIA, Afghanistan, and Bin Laden, From the Soviet Invasion to September 10, 2001.</i> New York: Penguin Books.
3.	DIEDERICH, Bernard 2007. <i>Somoza. And the Legacy of U.S. Involvement in Central America.</i> Princeton: Markus Wiener Publishers.
4.	JULIJUS, Đuka 1979. <i>Havana: sukobi ili sporazumi.</i> Beograd: Mala biblioteka „Politike“ (and different sources).

<b>Coordinator:</b> Professor Tvrko Jakovina
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<b>The name of course:</b>	<b>Historical epidemiology of the modern age</b>		
<b>Number of ECTS credits:</b>	<b>2</b>	<b>The whole amount of classes:</b>	<b>16</b>
<b>Ways of taking the exam :</b>		<b>Written assignment:</b>	
		<b>Oral exam:</b>	<b>x</b>
		<b>Written assignment: and oral exam:</b>	
		<b>Other ways</b>	
<b>Subject goal:</b>			
<p>The aim of the course is to examine the possibilities of conceptualizing disease as a social phenomenon. In doing so, the relationship between disease and society will try to be seen within the theory of pathogenesis as a dichotomous relationship determined by the aspiration of disease to survive in a society and the aspiration of society to form as a system of collective defense against disease.</p>			

Also, an effort will be made to affirm an interdisciplinary approach in the research of social history and in the innovative overcoming of methodological limitations that the historical method encounters in this kind of research.

### **Overview of the subject's content:**

The content framework of the course is the multiperspective problematization of disease as a social phenomenon. The theory of pathogenesis, according to which each disease is determined by the correlation of all diseases that coexist in the same place at the same time, is used as a theoretical basis and as a starting point in the considerations. At the same time, the cultural and social defaults of time are factors both of the achieved equilibrium and of the future change.

The subject of consideration will be major epidemic diseases of the modern age represented in Croatia (smallpox, cholera, dysentery, malaria, syphilis, tuberculosis, pandemic influenza).

Various methodological approaches (and possibilities) and the current state of what could be called the social history of the disease will be considered.

### **General and specific competence (knowledge and skills) after a passed exam:**

Advanced capabilities to problematize, conceptualize and contextualize epidemiological aspects in socio-historical analysis; ability to methodologically posit a layered socio-historical analysis; knowledge of the principles, possibilities and limitations of interdisciplinary methodological correlations; extensive knowledge of methodological models applicable in research of social history.

### **Ways of monitoring the quality and efficiency of classes:**

Student activity in class and individual consultations, evaluation of teaching by students, success in the exam.

### **Required literature to take the exam:**

	F. F. Cartwright, <i>A Social History of Medicine</i> . London: Longmann, 1977.
	F. F. Cartwright, M. Biddiss, <i>Bolest i povijest</i> . Zagreb: Naknada Ljevak, 2006.
	M. D. Grmek, <i>Povijest side: počeci, širenje i uzroci jedne epidemiske bolesti naših dana</i> . Zagreb: Nakladni zavod Globus, 1996. (poglavlja 9. i 14.)

### **Supplementary literature:**

	D. Couergau (ur.), <i>Methodology and epistemology of Multilevel Analysis: Approaches from Different Social Sciences</i> . Dordrecht: Springer Science + Business Media, 2003.
	A. W. Crosby, <i>America's forgotten pandemic: The Influenza of 1918</i> . Cambridge: Cambridge University

	Press, 1989.
	T. Dormandy, <i>The White Death: A History of Tuberculosis</i> . New York: Rochester University Press, 2000.
	Ž. Dugac, <i>Kako biti čist i zdrav: Zdravstveno prosvjećivanje u međuratnoj Hrvatskoj</i> . Zagreb: Srednja Europa 2010.
	D. Koplow, <i>Smallpox: The Fight to Eradicate a Global Scourge</i> . Berkeley and Los Angeles, CA: University of California Press, 2003.
	D. Porter (ur.), <i>The History of Health and the Modern State</i> . Amsterdam: Rodopi, 1994.
	C. Quatet, <i>History of Syphilis</i> . Oxford: Polity, 1990.

**Subject head:**

PhD Nikola Anušić, assistant professor

<b>Course title:</b>	<b>The transition of Croatian elites from the Habsburg Monarchy to the Yugoslav state</b>		
<b>No. of ECTS credits:</b>	<b>2</b>	<b>Total number of teaching hours:</b>	<b>16</b>
<b>Types of examination:</b>	Written		
	Oral		
	Written and oral <input checked="" type="checkbox"/>	<b>Essay and oral exam</b>	
	Other forms	<b>participation in discussion</b>	
<b>Course objective:</b>	<p>The objective is to analyse various segments of Croatian elites during the last phase of the Habsburg Monarchy in order to present their complex transition into the new Yugoslav state framework. The focus will be on the definition and duration of the transition phase, on continuities and discontinuities. Were the elite members willing to adapt to the new circumstances both in their professional and private sphere? What strategies did they implement to preserve their elite status and were they successful in this respect? Finally, did the structure of elites change drastically, and if so upon which criteria? Were political and national allegiances decisive factors? These issues will in detail be discussed on the examples of so divergent elite segments such as the nobility, economic elite, women's elite and university teachers.</p>		

<b>General framework of the course:</b>	
Critical analysis of the existing literature on the late 19th and the first third of the 20th century; elites and transition in historical and sociological research. Main traits of the transition from the Habsburg Monarchy to the Yugoslav state; case studies of the nobility, economic elite, women's elite and university teachers. Drawing comparisons with the Slovenian case as well as other Central European countries in transition such as Czechoslovakia.	
<b>General and specific competencies (knowledge and skills) after passed examination:</b>	
Students should acquire a deep insight into the transition from the Habsburg Monarchy to the Yugoslav State in a much broader context than just political and national one. General competences on elites and transition in general (theoretical framework) and in concrete historical context of the late 19th and early 20th century. Encouraging students to understand the general framework and implement it on a specific research area. Developing their ability to compare and contextualise Croatian history in regional context of Central and Southeastern Europe. Enticing students to define and present their specific research topics in presentations during the course or in the written essays.	
<b>Method of following the quality and successfulness of execution of teaching:</b>	
Student activity during the course and individual tutorials; student evaluation; exam results	
<b>Reading required for examination: (selection)</b>	
No.	Title
1.	Pieter M. Judson, <i>Povijest Habsburškog Carstva</i> , Zagreb, 2018.
2.	<i>Jugoslavija u istorijskoj perspektivi</i> , Beograd, 2017.
3.	Judit Pál, Vlad Popovici (eds), <i>Elites and Politics in Central and Eastern Europe (1848-1918)</i> , Frankfurt am Main et al., 2014.
Additional literature	
1.	Adam Kožuchowski, <i>The Afterlife of Austria-Hungary: The Image of the Habsburg Monarchy in Interwar Europe</i> , Pittsburgh, 2013.
2.	<i>The Entangled Histories of Vienna, Zagreb and Budapest (18th - 20th Century)</i> , Iskra Iveljić (ed.), Zagreb, 2015.
3.	Iskra Iveljić, <i>Anatomija jedne velikaške porodice – Rauchovi</i> , Zagreb, 2014.
5.	Ida Ograjšek Gorenjak, <i>Opasne iluzije: Rodni stereotipi u međuratnoj Jugoslaviji</i> , Zagreb, 2014.
6.	Dinko Župan, <i>Mentalni korzet: spolna politika obrazovanja žena u Banskoj Hrvatskoj (1868.- 1918.)</i> , Osijek, Slavonski Brod, 2013.
7.	Pieter Troch, <i>Nationalism and Yugoslavia: Education, Yugoslavism and the Balkans before World War II</i> , London – New York, 2015.
	Selected Bibliography, <a href="http://croelite.ffzg.unizg.hr/">http://croelite.ffzg.unizg.hr/</a>

<b>Subject head:</b>	
PhD Iskra Iveljić	

<b>Associates:</b>	
No.	Name

	PhD. Ida Ograjšek Gorenjak, PhD. Branimir Janković

<b>The name of course:</b>	The Politics of History: Theoretical Starting Points and Practices in Socialist Yugoslavia and Contemporary Croatia		
<b>Number of ECTS credits:</b>	2	<b>The whole amount of classes:</b>	16
<b>Ways of taking the exam:</b>		Written assignment:	
		Oral exam	
		Written assignment and oral exam	
		Other	X

### **Subject goal:**

Subject goal is:

- to get acquainted with the theoretical and research starting points of the politics of history as a scientific discipline and analytical category that deals with the political and legitimization functions of different interpretations of history at a certain time
- to get acquainted with the practices related to the policies of history in socialist Yugoslavia and contemporary Croatia

Theoretical knowledge will be applied in a critical analysis of key documents from the 1940s to the present that show the continuities and changes in the way societies and its political elites thematize their experiences with history. It will be analyzed how and why history is used for current political purposes, the significance that is given to certain past events at a certain time, and the consequences arising from such interpretations and such use of the past. Selected documents will be viewed as instruments of transmitting officially sanctioned memory and analyzed in the context of the time in which they were created. In this way, students will deepen their knowledge of the periods they are studying, as well as their analytical skills. Particular attention will be paid to the key actors of different politics of history in each of analyzed periods

### **Overview of the subject's content:**

An analysis of different history policies opens up a range of topics and provides insight into different macro-processes: issues of identity and trauma; the way in which certain meanings and interpretations of the past have a legitimizing or (dis) integrative function in the societies of socialist Yugoslavia and contemporary Croatia or enable demarcation towards the state and order that preceded the period in which emerged certain politics of history; the way in which certain polics of history polarize society and create a divided memory of events such as World War II or the 1991-1995 wars in the (post) Yugoslav space.

Selected documents will be analyzed, for example selected texts by Josip Broz Tito on

World War II (for example, the 1944 article *Borba naroda porobljene Jugoslavije* or a political report at the Fifth CPY Congress in 1948), programmatic documents (e.g. M. Đilas, *O nacionalnoj istoriji kao vaspitnom predmetu*), books that represented official histories (e.g. *Historija naroda Jugoslavije, Pregled istorije SKJ*), controversies arising from discussions of these texts (e.g. remarks of the Institute for the History of the Workers' Movement on *Pregled istorije SKJ*), political speeches (e.g. Franjo Tuđman's speech at the First HDZ Congress in 1990), legislative documents (e.g. preamble of the Constitution of Republic of Croatia, Declaration on Homeland War, Declaration on Operation Storm, Dialogue Document), controversies about school history textbooks and curricula.

#### **General and specific competence (knowledge and skills) after a passed exam:**

Students will acquire theoretical knowledge about the politics of history as a scientific discipline and analytical category. By studying selected documents, they will deepen their knowledge of the periods being studied, as well as develop their analytical skills in working with primary historical sources. By participating in discussions, they will present their views and arguments and develop presentation skills.

#### **Ways of monitoring the quality and efficiency of the classes:**

During the course, student activity in the classroom and during individual consultations are monitored and evaluated, as well as the fulfillment of agreed assignments. Students will analyze selected documents in consultation with the teacher and orally present the results of their analysis. They are expected to participate in discussions by asking questions and debating the analyzed documents. The quality and success of the teaching will be evaluated by an anonymous student survey at the end of the course.

#### **Required literature to take the exam:**

Ordinal number	The name
1.	Snježana Koren, Politika povijesti u Jugoslaviji: Komunistička partija Jugoslavije, nastava povijesti, historiografija, Zagreb, 2012 (introductory chapter, p. 9-16)
2.	Stevo Đurašković Politike povijesti: pregled razvoja discipline u Hrvatskoj i Slovačkoj, Politička misao 3-4 (2008)
3.	Edgar Wolfrum, Erinnerungskultur und Geschichtspolitik als Forschungsfelder (2010) – optional
4.	Selected documents (chosen by students in consultations with the teacher)

#### **Supplementary literature:**

Ordinal number	The name
5.	Selected literature needed for the document analysis (in consultation with the teacher)

#### **Subject head :**

PhD Snježana Koren, assistant professor

<b>Associates:</b>	
Ordinal number	Name and surname
	Will be established later on.

**3.5. Studying rhythm and student requirements. Criteria for advancement in studies; enrollment into higher semester or trimester, or year of study; and preconditions for enrollment in the particular course.**

Criteria for enrollment in the 2nd semester: 14 ECTS minimally

Criteria for enrollment in the 3rd semester: 34 ECTS minimally

Criteria for enrollment in the 4th semester: 51 ECTS minimally

Criteria for enrollment in the 5th semester: 61 ECTS minimally

Criteria for enrollment in the 6th semester: 69 ECTS minimally

**3.6. Advising and guidance system throughout the study, way of student selection, obligations of study advisors and heads of doctoral works, and obligations of doctoral candidates.**

The Council of Doctoral Studies Programme appoints an advisor to each student at the beginning of the semester, and a dissertation mentor up to the end of the second semester. Advisor's requirements are to advise the student throughout studies (the choice of subjects, choice of themes for papers student is obliged to write during the studies, the choice of themes for dissertation etc.) as well as to follow student's work together with mentor throughout the studies. The mentor's requirements are to guide the student through the process of writing a dissertation. One teacher can be an advisor at the same time to four students and a mentor to two students at most.

**3.7. List of subjects and/or modules which students can choose from other postgraduate doctoral and specialist study programmes.**

In agreement with the advisor and the mentor, and with the Council of Doctoral Studies Programme's approval, student can choose a particular subject or a particular module at other doctoral studies. The number of classes in which the students can participate as a part of other doctoral studies can't be more than one third of semester's class requirements at the resident doctoral studies, in accordance with the Articles of the Statute of University of Zagreb.

**3.8. Description of subjects and/or modules which can be taught in a foreign language (with the list of languages).**

It hasn't been specified so far.

**3.9. Criteria and conditions for ECTS credit transfer : ascribing credit values to courses students can choose at other studies at the university-proponent or at other universities.**

The points from other doctoral studies will be calculated by taking into consideration the amount of work load. The calculation of points, done by an advisor or a mentor, will be verified by the Council of Doctoral Studies Programme.

**3. 10. Ways of finishing studies and criteria for application of dissertation theme. Procedures and criteria for acceptance of dissertation theme. Procedures and criteria for dissertation assessment. Criteria and ways of dissertation defence.**

In agreement with an advisor, the candidate proposes the dissertation theme to the Council of Doctoral Studies Programme. The Council of Doctoral Studies Programme chooses a mentor (co-mentor) and passes on the theme suggestion to the Faculty Council.

The dissertation is valued by the Committee proposed by the Council of Doctoral Studies Programme, and is appointed by the Faculty Council. The Committee has to consist of at least three members. The number of Committee members must be uneven. The dissertation report (the grade) is written by the Committee's president, and is signed by all Committee's members, if they agree with the grade. If the Committee's members can't agree about the dissertation grade, each member of the Committee writes its own dissertation report. The dissertation report (or reports) is accepted by the Faculty Council.

The candidate hands in as many unbound copies of the dissertation as there are members of the evaluation committee. After the Faculty Council accepts the grade (grades) of the Committee, the candidate hands down ten binded copies of the dissertation to the postgraduate doctorate studies clerk.

The dissertation defence is public and is held in front of the Committee, in full assembly. The mentor must be a member of the Committee, but can't be the president of the Committee.

The dissertations defence is successful if it is positively valued by the majority of the Committee members. The grade of dissertation defence is submitted in writing, in a specially provided form.

**3.11. The criteria by which students who withdrew from study or lost the right to study at one study programme can continue studies.**

The criteria, by which a student, who has withdrawn from study or has lost the right to study at one study programme, can continue studies, are defined by the Council of Doctoral Studies Programme, for every particular case.

**3.12. The criteria by which a candidate gets a confirmation (a certificate) for the completed part of the doctoral study programme as a part of lifelong education.**

To the studies' candidate a transcript is being issued at the end of each semester. The certificate can be issued after the 3<sup>rd</sup> semester and after completed obligations of the first three semesters.

**3.13. Criteria and ways for obtaining a doctoral degree by enrollment in the doctoral studies and dissertation writing without attending classes and passing exams.**

With the criteria prescribed in each separate case by the Council of Doctoral Studies Programme, a student who has enrolled in the doctoral studies can get a doctoral degree even without attending classes or passing the exams. The procedure for appointing mentors, authorization of the dissertation theme, the grade and dissertation defence is the same as for students who attend classes and pass all the prescribed exams.

The writing of dissertation outside doctoral studies is partly regulated by the Higher Education Act.

## **4. THE CRITERIA FOR STUDY CONDUCTION**

### **4.1. Places of doctoral programme conduction**

Doctoral studies are to be performed at Faculty of Philosophy, University of Zagreb. If necessary, classes can be held outside the Faculty, in other institutions (archives, museums, libraries, galleries and so on). Fieldwork is possible.

**4.2. Data on area and equipment provided for conduction of studies, especially data on research resources (research equipment, human resources).**

Faculty of Philosophy has the space and all the equipment necessary for conduction of studies, including the libraries with book funds that provide the basic literature for students. The majority of teachers, competent for conducting classes at doctoral studies, are employed at Department of History, which is the proponent of doctoral studies.

**4.3. The list of scientific and development projects on which the doctoral studies programme is based on.**

Relevant projects:

Fundamental Documents of Croatian History

Ethnical and Cultural Identities in Croatia and the Construction of Croatian Nation

Croatian Integration Ideologies

The Effect of Ideologies of Croatian Peasant Party on the Croatian People 1904-1941

Projects in the process of reviewing:

Croatia in Modern and Contemporary Period: European Models and Croatian Identities

Fundamental Documents of Croatian History

Ideology, Ethnicity, Town and Country in Croatian Society in 20<sup>th</sup> century

Croatian Historiography and Teaching History (19<sup>th</sup> and 20<sup>th</sup> century)

Croatia within Socialistic Republic of Yugoslavia

#### **4.4. Institutional handling of the doctoral programme**

Doctoral studies are governed by the Council of Doctoral Studies Programme. Council of Doctoral Studies Programme is consisted of all professors who are a part of the teaching process at postgraduate doctoral studies. Council of Doctoral Studies Programme suggests a head of doctoral programme who manages the study, and its deputy. The head and the deputy are elected for two years. The term can be repeated. Council of Doctoral Studies Programme elects a secretary, who in coordination with the head manages operative works concerning doctoral studies.

In cooperation with the head and the secretary, the Council of Doctoral Studies Programme makes all the necessary decisions about the study and controls the teaching process. In the exclusive competence of the Council of Doctoral Studies Programme is to determine whether the candidates satisfy the requirements prescribed for study enrollment. In disputable cases, the decision about whether a student can enroll in the following semester, or whether a student fulfills the criteria for the continuation of the study, or has the abilities necessary for scientific work, is decided by the Council of Doctoral Studies Programme. Furthermore, the Council of Doctoral Studies Programme gives approval for enrollment of optional courses and controls the fulfillment of student requirements, and also the professors who are a part of conduction of postgraduate studies programme. Besides controlling the conduction of postgraduate doctoral studies programme, the Council of Doctoral Studies Programme defines the strategy of scientific research which will be conducted within programme. In relation to this, the Council of Doctoral Studies Programme plans to offer themes which students process during their studies in form of a genuine scientific work or as a dissertation.

#### **4.5. The agreed terms between students and proponents of the doctoral studies, or cooperative institutions: for earning credits, conducting research, dissertation defence, obtaining obligatory and optional activities.**

They will be regulated at the level of Faculty of Philosophy at University of Zagreb.

#### **4.6. The list of teaching workplaces (teaching bases) for conduction of studies (classes and research works), permission of teaching base head in which the practical part takes**

**place, the statement of existence of necessary equipment and area for conduction of the practical part of classes according to the syllabus, and the list of qualifications of associates who will perform studies (classes and research work).**

The majority of classes will be held at Faculty of Philosophy at University of Zagreb. Besides that, according to the specifical researching student needs, parts of classes will be held in specialized institutions (archives, museums and libraries), or as fieldwork, if the student is involved in a research project that demands that kind of research work. The head of the project will be responsible for organizing that kind of classes. Mentor will decide about the distribution of special forms of classes, taking into consideration the individual needs and interests of students.

**4.7. The optimal number of students who can enroll considering space, equipment and number of professors, especially considering the number of potential doctoral themes heads.**

Around 15 students.

**4. 8. The quality of doctoral programme:**

a) ways of monitoring quality and efficiency doctoral studies performance, and especially ways students participate in programme evaluation

The quality of programme is monitored: a) by self-evaluation, b) by student evaluation (anonymous questionnaires, generally once per semester), c) internal and external evaluation of finished and published scientific and expert works of students and professors, which were fully or partially made as a part of researches during doctoral studies.

**b) monitoring of goal realization of the doctoral programme (acquiring knowledge and skills, mastering techniques etc).**

The realization of goals of doctoral programme is evident in the number of students who had finished it, the quality of PhD theses and scientific and expert articles of the studies' candidates. Besides that, the educational results of students who will be involved in undergraduate and postgraduate classes as well as their creative contribution to the scientific and cultural life in general, will be a relevant indicator of doctoral programme efficiency.

**c) institutional mechanisms for quality enhancement of the doctoral programme**

Except at the level of Faculty of Philosophy and at the level of Programme Council an expert committee will be formed to monitor the quality of doctoral studies conduct. The task of this committee will be to evaluate all the segments of teaching and science-research activities of students and professors after each teaching cycle realized and to suggest measures and models for enhancement of the quality of the doctoral programme.

## FINAL REMARKS

Deep and rapid social changes at global, European and world level, as well as the specifical and radical changes which Croatian society had faced in 1990, don't leave much space for doubt that today, at the beginning of the 21<sup>st</sup> century, the border between the "long" 19<sup>th</sup> century and "short" 20<sup>th</sup> century, which in historiography conventionally was fixed at the period of World War I, could eventually be tolerated just in operative, but not in functional sense.

Starting with that thought, and taking into consideration the fact that in the Croatian historiography the same border largely still exists in the functional sense, or research sense and in many aspects that makes more difficult the understanding of Croatian modern and contemporary history; the proposers of the postgraduate scientific studies "Croatian Modern and Contemporary History in European and World Context" set as their primary goal to model such doctoral studies which may serve as a frame inside which experts will be educated to look at Croatian history in the period from the end of the 18<sup>th</sup> century as a unique unit, taking as well into consideration the European and world context.

According to this, the main task of the proposed doctoral studies is to educate competent experts in modern and contemporary Croatian history and who will in their studies, in their dissertations and especially in their further work, and in many things significantly enrich and change the existing knowledge of Croatian modern and contemporary history and that way contribute to a better understanding of the Croatian present time as well as to define the courses of development of the society in the future.

Considering the long tradition in education of professional historians at the Department of History at Faculty of Philosophy, University of Zagreb, and considering the staff potentials of the Department for the period of the 19<sup>th</sup> and 20<sup>th</sup> century, there is no room for doubt that the mentioned goal for initiation of the doctoral studies will be fulfilled in the near future.