

# **THE POSTGRADUATE DOCTORAL STUDY IN PRE-MODERN HISTORY PROGRAMME**

## **INTRODUCTION**

---

The Postgraduate Doctoral Study of Pre-modern History is aimed at training and development of highly competent human resources oriented towards engaging in research, research-educational or professional activities in research and higher education institutions, working in public services and professional institutions at the state, regional and local levels, which are tasked with preservation, evaluation and improvement of historical heritage for educational purposes and for cultural tourism promotion as well as for the provision of consulting services to a wide range of potential users in the public and private sector, all this bearing in mind that the historical periods covered by the Doctoral Study (prehistory, antiquity, middle century and early modern age) require most importantly, for research and professional practice, specific knowledge and skills, and that the professional or research work within public services and professional institutions at the state, regional and local level is largely oriented towards them. The key advantage of this study is that it provides a much wider range of highly competent insight and acquisition of knowledge and skills than individual doctoral studies of related disciplines, which are strictly disciplinary and more professionally profiled. Moreover, such synergy allows better positioning in a modern, much more dynamic labor market.

## **LEARNING OUTCOMES OF THE PROGRAMME**

---

- LO 1: to approach critically on a higher level (in comparison to the graduate programme) the specialist literature as to understand research concepts
- LO 2: to analyse and compare research theories and paradigms relevant for individual research
- LO 3: to design and implement new theoretical paradigms in individual research
- LO 4: to apply new research methods to individual research
- LO 5: to interpret on a higher level (in comparison to the graduate programme) the qualitative and quantitative source data acquired through individual research
- LO 6: to respect the ethical principles in terms of general social usefulness of individual research
- LO 7: to formulate oral and written reports related to research work using modern forms of research communication (research/academic mode of expression)
- LO 8: to plan and lead research projects
- LO 9: to promote Croatian historical and cultural heritage respecting research, professional and ethical principles and practices

## CURRICULUM OF THE DOCTORAL STUDY

---

### MODULES

The Doctoral Study consists of three modules that are derived from previous postgraduate doctoral studies or postgraduate specializations.

- Ancient History
- Medieval Studies
- Early Modern Period

A modular structure reflects specializations among historians, which are still mostly chronological, and only secondary a disciplinary nature. When enrolling in the Doctoral Study the PhD student enrolls in a specific module or modules, depending on the chronological period and the intended dissertation topic. The individual modules' Heads and the Deputy Head take care of the technical aspects of the study obligations of PhD students that have enrolled in the module that they manage. However, please note that the modules as a form of specialization in the Doctoral Study are of conditional nature and used primarily to facilitate the sharing of work load of both students and teachers. PhD students can choose a topic that will encompass two or more chronological periods (i.e, modules). In addition, PhD students are free to choose, in cooperation with their advisors/mentors and teachers in the study programme, among all offered courses in the study, regardless of the division of modules. Naturally, the choice of the topic must serve the doctoral dissertation.

The interdisciplinary approach to the research of the history of pre-modern period is the main characteristic of this Doctoral Study. Courses within each module reflect this highly interdisciplinary orientation, which means that, at the same time, a maximum integrative and specialized training of PhD students in the scientific and practically efficient and socially responsible research of a specific problem or a period of the pre-modern history is strived to be achieved. Offered are courses in traditional historical disciplines (social history, economic history, cultural history, political history, etc.) and a systematic series of relevant courses and surveys of the research in related sciences such as archeology, history of literature and art history. The Doctoral Study also offers courses in management of the pre-modern historical heritage, and a series of seminars on linguistic and paleographic problems, and, within main courses, the courses in subdisciplines such as ego-history, military history, history of mentality, intellectual history, environmental history, cartography, demography, gender history, etc, are planned. This highly interdisciplinary approach, in combination with the necessary skills, we believe is the only one possible in order to develop adequate research approaches to the pre-modern period.

With regard to this, we stress that we consider it as extremely desirable to link more systematically and closely this study with related humanities disciplines and postgraduate doctoral studies, for example, by upgrading the existing module scheme with new modules and in accordance with the simple proposed scheme below. The PhD student's work load structure is as follows:

- Classes (20%), 36 ECTS
- Mandatory forms of work
- Work on a doctoral dissertation.

### **CLASSES ( 20%), 36 ECTS**

In accordance with the Regulation on Doctoral Studies, the Doctoral Study's conventional teaching classes encompass up to 20% of the total work load (36 ECTS), which implies a significant reduction in the previous amount of classes. The initiators of the Study agree that such a reduction, proposed by the Regulation, is a prerequisite for a completion of a doctoral thesis within the set deadlines. The evaluation in the Study is mainly carried out according to the pass / fail system, or the forms which are closely related to the dissertation work (essay, review, transcript or translation sources, etc.) are to be evaluated.

Teaching in the Study consists of three basic categories:

- a. Basic courses
- b. Skills courses for the research of the pre-modern period
- c. Optional courses

**a. Basic courses (30 hours of lectures, 5 ECTS per semester)**

Basic courses form the core of teaching in in the Doctoral Study. Their basic function is to inform PhD students about contemporary theoretical paradigms, methodological approaches and research trends in various subdisciplines of historical science and related social sciences and humanities. The PhD student listens to three basic courses and three skills courses during the first year of study. It is expected that they will choose two basic courses from the group of historical courses and one from the interdisciplinary group. Attendance of the chosen basic courses is mandatory. Study Council decides whether the PhD students may choose courses that are not related to their immediate field or period, but can help them to expand and better look into their research topic. Each basic course includes a head and a few lecturers who may rotate and be supplanted in teaching over the years. If they so want, PhD students may listen to more basic and skills courses than prescribed. The head of each basic course decides on the evaluation manner within their respective course, and the evaluation is not expressed in numerical grade (see above), and the prescribed obligations serve the doctoral dissertation.

1. Political and economic history of the ancient world (headed by Borius Olujić)
2. Social and cultural history of the ancient world (headed by Inga Vilogorac Brčić)
3. History of the oldest peri-Mediterranean languages and literatures (headed by Jasmina Osterman)
4. State of the research of prehistory and antiquity in historical sciences (headed by Jasmina Osterman & Inga Vilogorac Brčić)
5. State of the interdisciplinary research of the ancient world (headed by Boris Olujić)
6. Medieval and early modern political and economic history (headed by Nataša Štefanec)
7. Social and cultural history of the Medieval and Early Modern period (headed by Marko Šarić)
8. Medieval and early modern Ottoman history (headed by Nenad Močanin)
9. Croatian neo-Latin literature (headed by Neven Jovanović)
10. Slavic philology (headed by Mateo Žagar)
11. Older Croatian literature: research approaches (headed by Dolores Grmača)
12. State of the research of the Middle Ages (headed by Neven Budak)
13. History of Roman law (headed by Marko Petrak)
14. Pre-modern heritage management (headed by Darko Babić & Žarka Vujić)
15. Pre-modern art history (headed by Sanja Cvetnić)
16. Introduction to the architecture of the pre-modern period (headed by Predrag Marković)
17. Theory and methodology of history (headed by Zrinka Blažević)

**b. Organization and implementation of teaching of interdisciplinary courses on the state of research in the fields that correlate with the pre-modern history**

Following the completion of the qualification process, and based on the research plan of potential PhD students, the Doctoral Study Council determines which aspects of the state of research in specific referent professions need to be presented to PhD students in each generation. After the Council has determined the courses that are to be taught based on the profile of the PhD students generation, professors heading the *State of the research* courses (Nos. 4, 5, 12) establish the implementing syllabus, determining what topics will they personally teach, and for which topics, and in what amount of hours, they believe it necessary to engage qualified outside teachers. The Council approves the proposal and invites the teachers. The hours of their engagement is fitted into the overall hours of the respective course. The amount of each *State of the research* course is a maximum of 30 hours of lectures. These courses are taught in the academic years when this is required by the profile of PhD students, which means that all three courses will probably not be taught every academic year.

### **c. Skills courses for the study of the pre-modern period (15 hours of seminar and 15 hours of tutorials, 4 ECTS per semester)**

The skills enable PhD students to work on various types of sources and source material. The courses in generic skills (statistics, quantitative methods, computer use, scientific / academic writing) will be taught on an appropriate level for PhD students after these course have been organized within the University, on the level of one faculty, more faculties or the University. The Doctoral Study modules provide courses in specific skills that are necessary for the study of the pre-modern history (various paleographies, epigraphy, egdotics, toponymy, demography, cartography, work with archival material, work with archaeological evidence, etc.). The PhD student's work in a course is evaluated primarily through work on the processing / transcription / translation of sources that are required to work on their dissertation. Skills courses are listened to in the first and second semesters. In the first year of the study, the PhD student listens to three skills courses, according to the specific needs of their dissertation. PhD students choose the skills that serve the research required by their topic. Classes are organized with individualized tasks and topics at a level corresponding to prior knowledge of a particular PhD student.

1. Epigraphy of the early peri-Mediterranean civilizations (headed by Jasmina Osterman)
2. Egdotics of the historical writing in classical languages (headed by Hrvoje Gračanin)
3. Practice of the research of cult and religious phenomena (headed by Trpimir Vedriš)
4. Ancillary historical sciences I (headed by Mirjana Matijević-Sokol)
5. Ancillary historical sciences II (headed by Mirjana Matijević-Sokol)
6. Methodology of archaeological research (headed by Krešimir Filipec)
7. Cartographic sources for pre-modern history (headed by Dubravka Mlinarić)
8. Pre-modern historical demography (headed by Nenad Vekarić)
9. Critical reading, interpretation and editing of early modern Croatian texts (headed by Amir Kapetanović)
10. German paleography (headed by Sanja Lazanin)
11. Ottoman Turkish paleography and diplomatics (headed by Nenad Moačanin)
12. Italian paleography (headed by Snježana Husić)
13. Slavic paleography (headed by Mateo Žagar)
14. Hungarian paleography (headed by Sándor Bene)
15. Croatian pre-modern Latinity (headed by Irena Bratičević)
16. Commenting medieval literary texts (headed by Nenad Ivić)
17. Introduction to Christian iconography (headed by Dino Milinović)

### **d. Optional courses (up to 9 ECTS)**

The PhD student is required to enter optional courses up to a total of 9 ECTS credits. Optional courses can be listened to in all semesters of the study, depending on other study obligations. The PhD student can enter some of the basic courses or skills courses within the Doctoral Study that

they have not listened to previously as a optional course. They can enter optional courses taught in all doctoral studies at the University of Zagreb, i.e. they have full facultativeness within the University. Attending the courses taught outside the University, including the doctoral studies abroad, has to be approved by the Doctoral Study Council. Preferably, the optional course should serve their doctoral dissertation.

### **MANDATORY FORMS OF WORK (36 ECTS)**

Mandatory forms of work include a variety of activities related to scientific research practice. The PhD student is required to fulfill certain obligations from each of the mandatory forms of work listed below. The fulfillment of obligations is controlled by heads of the modules, and ultimately, the Doctoral Study Council. The mandatory forms of work include:

- a. Doctoral Workshop (12 ECTS)
- b. Round table (discussion groups) (8 ECTS)
- c. Academic Practice (12 ECTS)
- d. Lecture Series attendance (4 ECTS)

#### **a. Doctoral Workshop I-IV (by semester from II to V semester; 12 ECTS)**

Doctoral Workshop is organized once per semester for a period of 5 hours. At the beginning of each academic year, the heads of Doctoral Workshops for the current school year are appointed. A discussion of the synopses of doctoral dissertations and their public defense is planned for the first workshop, the report on the progress of the research and writing of a dissertation for the second and the third workshops, and the presentation and defense of a chapter from a doctoral dissertation for the fourth workshop. All PhD students and their mentors are required to participate in Doctoral Workshops, and all interested teachers on the Doctoral Study may also participate.

#### **b. Round Table (discussion groups; 8 ECTS)**

Round Table serves to connect students and researchers, rotate a large number of prominent researchers who can present their results within the Doctoral Study, create a forum in the field for a well-argued, scientific debate. This form of discussion has proved to be extremely productive within the current doctoral studies in Medieval Studies and Early Modern Period Studies, and we maintain it also in the proposed Doctoral Study. Round Table will be held at least twice in the first year, for a period of 5 hours. The organization of the Round Table is a responsibility of the Head of the Doctoral Study. Round Table is organized around topics defined by the Doctoral Study Council at the beginning of the academic year, according to the needs and interests of enrolled PhD students (periodization problems, problems of identity, social stratification, urban history, military history, gender history, important theoretical paradigms in the humanities, etc.). Round Table consists of three introductory lectures by prominent keynote speakers (20-30 minutes), followed by a discussion. Each presenter will be asked to choose one important text on given research problems (up to 30 pages, in Croatian or foreign languages), which will read by PhD students before the Round Table as to be able to participate in the discussion in a more quality manner. The PhD student is required to write a two-page review on the problems discussed as a confirmation that they have participated in the Round Table. Reviews are read and evaluated by organizers of the Round Table. The PhD student is required to participate in two Round Tables during the first year of study.

#### **c. Academic Practice (12 ECTS)**

The purpose of the Academic Practice is the acquisition and improvement of research and, depending on the PhD students' willingness, professional and organizational competences. Academic Practice includes:

- one mandatory presentation at the international conference;
- mandatory publication of one internationally peer-reviewed research paper;
- mandatory publication during the study of two reviews/reports on research works and/or conferences in domestic or foreign scientific publications.

The academic community evaluates its own work through reviews and reports. In order to write a review/report, knowledge, analyticality, criticality and responsibility are necessary. To have a review or report accepted for publication in a peer-reviewed journal is a proof that their author has reached the required level of skills and that is capable to critically evaluate the work of others.

Academic Practice can also consist of:

**- periodical or regular participation in the frontal teaching and other teaching activities on undergraduate and graduate levels**

Inclusion of the PhD student in the teaching on the mentioned levels brings multiple benefits. It provides them with a possibility to acquire and develop communication, educational, pedagogical and didactic skills, and induces them summarize the results of their own work and make the presentation appropriate to the audience. The audience in turn gets firsthand acquainted with the process and results of research work on a particular type of sources and historical problems. All is in accordance with the intention to preserve the quality and quantity of the academic courses in the circumstances of lack of funds for the permanent employment of higher education research staff.

**- participation in preparation of educational field trips on all study levels**

Preparation of educational field trips for students of undergraduate or graduate study levels has the same advantages as in the previous paragraph, with the shift to the specific requirements of teaching outside the home institution. Participation in the preparation of educational field trips for PhD students' group to which the PhD student belongs includes a maximum activation of their own knowledge and experience from the field, and the obligation to guide and inform colleagues exposes them directly to the need to respond to their colleagues' critical thinking.

**- participation in preparation of a scientific symposium**

Experience in preparation of a scientific symposium is necessary and useful to the person who reaches for the high academic status of Doctor of Philosophy. PhD students acquaint themselves with the functioning of research institutions, requirements and equipment of academic gatherings, develop the necessary communication and organizational skills in relation to colleagues and the administration, acquire protocolary experience and skills, and establish personal contacts with their colleagues/peers.

The type of academic practice performed by the PhD student is assessed according to the table and entered in the diploma supplement. It will form an important item in the PhD student's professional curriculum. On the suggestion of the PhD student's study advisor Doctoral Study Council can, in a particular case, accept and approve the type of academic practice, which is not explicitly specified in the Proposal. Academic Practice obligations are not linked to individual semesters. The performance of obligations is confirmed by the module head, based on the submitted documents, and the grading is accomplished within a specified framework of 12 credits for the entire Academic Practice. Some semesters or part of classes PhD students may accomplish by attending any of university studies or research institutions abroad. Classes abroad chosen by the PhD student must serve the doctoral dissertation. Study workload for classes abroad is converted by the Doctoral Study Council into ECTS credits on a case-by-case basis.

***Equivalents:***

Participation in one international scientific symposium can be supplanted with:

1. participation in one national scientific symposium with international participation, or
2. participation in one national scientific symposium and participation in organization of one scientific symposium.

Publication of internationally peer-reviewed research papers can be supplanted with two or three papers with a different classification:

1. one original research paper with a national peer-review and one review/report in a scientific journal,
2. one professional paper and two reviews/reports in a scientific journal.

#### **d. Lecture Series (4 ECTS)**

The intention of the Study is that Lecture Series within the Doctoral School becomes a traditional event (even the most eminent one) in the historians' community in Croatia. Prominent researchers to take part, scientists who have just published an important monograph and want to present an important argument or the like are intended to take part in Lecture Series. Lectures will be organized at least 3 times a year, and at least part of the lecture will be announced at the beginning of the study year. At the beginning of the study year each module proposes several lectures topics for the current year, and of the offered, the Doctoral Study Council selects three. PhD students are required to listen to, at a minimum, four individual lectures of their choice throughout the study, which they have to prove by writing two-page reports on the heard lectures and submitting them to the Head of the module. Over time, it is possible to have Lecture Series branched into various disciplinary or subdisciplinary series. Attendance of the Lecture Series is monitored by the Head of the module.

#### **WORK ON DOCTORAL DISSERTATION (108 ECTS)**

PhD student perform the research that is outlined by synopsis and writes a dissertation in consultation with the supervisor and other competent teachers.

## WORKLOAD TABLE

NB: Classes are marked in bold. Mandatory forms of work are marked in italics. Asterisk (\*) marks obligations that are not strictly connected to a specific semester but could be spread to the entire curriculum. Work on doctoral dissertation is marked in plain letters. Work on doctoral dissertation involves three basic forms of work: work with a mentor (*privatissimum*), independent research work, and composition of a doctoral dissertation.

Semester	Course	Hours	ECTS
I.	<b>Basic course 1</b>	30 L	<b>5</b>
	<b>Skills 1</b>	15 S + 15 T	<b>4</b>
	<b>Skills 2</b>	15 S + 15 T	<b>4</b>
	<b>Optional courses (minimum two)</b>		<b>9</b>
	<i>Round Table 1</i>		<b>4</b>
	<i>Academic Practice, Lecture Series (minimum 4)</i>		<b>12+4</b>
II.	<b>Basic course 2</b>	30 L	<b>5</b>
	<b>Basic course 3</b>	30 L	<b>5</b>
	<b>Skills 3</b>	15 S + 15 T	<b>4</b>
	<i>Round Table 2</i>		<b>4</b>
	<i>Doctoral Workshop I (synopsis)</i>		<b>3</b>
III.	<i>Doctoral Workshop II</i>		<b>3</b>
	Work on doctoral dissertation		<b>26</b>
IV.	<i>Doctoral Workshop III</i>		<b>3</b>
	Work on doctoral dissertation		<b>26</b>
V.	<i>Doctoral Workshop IV (chapter)</i>		<b>3</b>
	Work on doctoral dissertation		<b>28</b>
VI.	Work on doctoral dissertation		<b>28</b>
<b>TOTAL CLASSES (3.1.2.) - 20%</b>			<b>36</b>
TOTAL MANDATORY FORMS OF WORK (3.1.3.) - 20%			<b>36</b>
TOTAL WORK ON DOCTORAL DISSERTATION (3.1.4.) - 60%			<b>108</b>
<b>TOTAL ECTS</b>			<b>180</b>

**SCHEMATIC REPRESENTATION OF COURSES BY MODULES, OR PERIODS**

**a. BASIC COURSES**

	<b>Ancient history</b>	<b>Medieval Studies</b>	<b>Early modern period</b>
<b>Historical courses group</b>	<b>A.5.1.</b> Political and economic history of the ancient world	<b>A.5.6.</b> Medieval and early modern political and economic history	
	<b>A.5.2.</b> Social and cultural history of the ancient world	<b>A.5.7.</b> Social and cultural history of the Medieval and Early Modern period	
	<b>A.5.3.</b> History of the oldest peri-Mediterranean languages and literatures	<b>A.5.8.</b> Medieval and early modern Ottoman history	
	<b>A.5.17.</b> Theory and methodology of history		
<b>Interdisciplinary courses group</b>	<b>A.5.4.</b> State of the research of prehistory and antiquity in historical sciences	<b>A.5.9.</b> Croatian neo-Latin literature	
	<b>A.5.5.</b> State of the interdisciplinary research of the ancient world	<b>A.5.10.</b> Slavic philology	
		<b>A.5.11.</b> Older Croatian literature: research approaches	
		<b>A.5.12.</b> State of the research of the Middle Ages	
	<b>A.5. 13.</b> History of Roman law		
	<b>A.5.14.</b> Pre-modern heritage management		
	<b>A.5.15.</b> Pre-modern art history		
<b>A.5.16.</b> Introduction to the architecture of the pre-modern period			

**b. SKILLS COURSES FOR THE RESEARCH OF THE PRE-MODERN PERIOD**

<b>Ancient history</b>	<b>Medieval Studies</b>	<b>Early modern period</b>
<b>A.5.19.</b> Egdotics of the historcal writing in classical languages		
<b>A.5.20.</b> Practice of the research of cult and religious phenomena		
<b>A.5.21.</b> Ancillary historical sciences I		
<b>A.5.18.</b> Epigraphy of the early peri-Mediterranean civilizations	<b>A.5.22.</b> Ancillary historical sciences II	
<b>A.5.23.</b> Methodology of archaeological research		
<b>A.5.24.</b> Carthographic sources for pre-modern history		
<b>A.5.25.</b> Pre-modern historical demography		
	<b>A.5.33.</b> Commenting medieval literary texts	<b>A.5.26.</b> Critical reading, interpretation and editing of early modern Croatian texts
	<b>A.5.27.</b> German paleography	
	<b>A.5.28.</b> Ottoman Turkish paleography and diplomatics	
	<b>A.5.29.</b> Italian paleography	
	<b>A.5.30.</b> Slavic paleography	
	<b>A.5.31.</b> Hungarian paleography	
	<b>A.5.32.</b> Croatian pre-modern Latinity	
<b>A.5.34.</b> Introduction to Christian iconography		