

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES,
UNIVERSITY OF ZAGREB
DEPARTMENT OF SOCIOLOGY**

**POSTGRADUATE
DOCTORAL
STUDY
PROGRAMME
IN SOCIOLOGY**

DOCTORAL STUDY PROGRAMME IN SOCIOLOGY

1. INTRODUCTION

1.1. Reasons for initiating the study programme

The Doctoral study programme in sociology has been established on the principles of the Bologna process pursuant to the Regulations on Doctoral Studies at the University of Zagreb and its quality is based on the experience and scientific accomplishments of all the participants in the realization of this study programme. It promotes close cooperation with other universities and institutes in the country and abroad. The Doctoral study programme in sociology presents the continuation of education of sociologists who have completed an undergraduate and a graduate study programme in sociology, i.e., who have completed a four-year study programme in sociology if they studied according to the educational programmes that were effective up to the academic year 2005/2006.

The Doctoral study programme in sociology (Ph.D.) is a part of lifelong education of sociologists, at the same time being the highest level of scientific advanced training in sociology, and it prepares sociologists for the most complex scientific-research and professional tasks, independent scientific work as well as for an academic career. The study programme is not limited to a single scientific field of sociology, but instead includes diverse basic and applied areas of sociology. A particular emphasis is placed on a detailed presentation of the sociological scientific methodology and the problems of sociological measurements as well as on the latest insights and research paradigms related to specific domains of sociological theoretical articulation. The study programme includes a detailed analysis of current research projects conducted in Croatia and abroad, the participation of the noteworthy scientists specialized in specific domains as well as the cooperation with the most prominent world scientists. The method of realization of this postgraduate doctoral study programme contributes to the general advancement of the postgraduate education in Croatia, improves the quality of scientific-research work, effectuates the comparability of this postgraduate doctoral study programme with similar programmes of general profile at other European and world universities, and therefore makes it competitive in relation to other study programmes in the region.

The Doctoral study programme in sociology is primarily *a scientific-research study* programme which indicates that this programme is organizationally related to the immediate scientific-research work of students, i.e., that the study programme is realized during and within the process of research work on scientific-research projects and that the active individual supervision focusing on the specific scientific field of the student's interest is essential for the realization of the programme. The postgraduate doctoral study programme students become actively involved (1) in the scientific-research work, the writing of scientific reports and papers, seminar papers and seminars thesis (2) in the organization of scientific expert knowledge bases, scientific gatherings, presentations at scientific conferences (colloquia, round tables, conferences and symposia) and other modes of intensive knowledge exchange, (3) in the teaching activities, i.e., (1) in the production, (2) organization and (3) dissemination of

knowledge. The programme in particular encourages students to read and critically review the latest scientific literature.

The doctoral study programme is structured as to ensure and enable guidance (supervision) and monitoring (academic oversight) of students. The organisation of the study programme emphasises individual and group research work which forms a basis for dissertations and which is conducted under the mentorship aimed at inciting authentic scientific work and maximum independence students' scientific activities. Therefore, the study programme is based on individual curricula (*Privatissimum*) which are being specifically devised for each student.

1.2. The proposer's previous experience in realization of postgraduate studies

The Department of Sociology at the Faculty of Humanities and Social Sciences of the University of Zagreb is the centre for the development of a new generation of young scientists, especially young doctors of science. Almost all the members of the academic and teaching staff in the field of sociology working at universities in Croatia have obtained their doctorates at the Department of Sociology at the Faculty of Humanities and Social Sciences of the University of Zagreb and so far 118 persons have obtained their doctorate in sociology. The first postgraduate study programme in sociology was initiated by the Department of Sociology in the academic year 1967/68 and the programme focused on the problems of the modern society development. The Department of Sociology has continued to conduct postgraduate study programmes since the academic year 1967/68 and from that time on 447 students have entered the programme. The cycles of the postgraduate study programme are thematically articulated in relation to the interests of students as well as to the contemporary theoretical and social issues. According to these principles the following study programmes have been organized: Sociology of culture, Industrial sociology, Interdisciplinary study of socialism. Early programmes of postgraduate studies in sociology were intended to provide advanced training for graduate sociologists and the study itself was structured as a two-year master's programme. During the 1980s the programme of postgraduate master's studies was considerably modernized, the number of topics and courses increased, the number of hours was increased to approximately one hundred per semester, associates from other faculties and universities started to participate in the teaching programme along with the first visiting lecturers. In the second half of the 1980s, three new thematic courses were introduced within the postgraduate study programme: sociology of religion, sociology of migration and social ecology. In the academic year 2000/2001, a postgraduate scientific programme in sociology started as a two-year master's programme aimed at obtaining the scientific degree of a master of science and as a three-year doctoral programme for candidates with a master's degree. Along with the independent organization of postgraduate studies, the Department of Sociology together with the Faculty of Law and the School of Medicine in Zagreb jointly organized the postgraduate study of gerontology.

The Interuniversity doctoral study programme from the academic year 2006/2007 to the academic year 2011/2012 introduces the Bologna system and streamlines the study programme towards the scientific-research work. The holder of the doctoral study programme and the

authorised institution for conducting the procedure of the election to a scientific title in the field of sociology was the Department of Sociology of the Faculty of Humanities and Social Sciences of the University of Zagreb, which together with the Department of Sociology of the University of Zadar, the Department of Sociology of the Faculty of Philosophy of the University of Split, the Institute for Social Research in Zagreb, the Institute for International Relations in Zagreb, the Institute for Migration and Ethnic Studies in Zagreb and the Social Policy Institute of the Faculty of Law in Zagreb organised a joint interuniversity doctoral study programme in sociology. Such a wide cooperation framework ensured internationally recognisable and sufficiently extensive research which enables a wider choice of dissertation mentors and the academic (internal) dissertation quality control.

University teaching staff and sociologists researchers from all departments, the study programme in sociology from Zagreb and other universities and research institutes in Croatia as well as numerous eminent visiting scientists from Europe and the USA have regularly participated in the postgraduate study programmes in sociology as course holders, visiting lecturers or as members of master's and doctoral theses committees.

1.3. Openness towards student mobility

Comparability of the Doctoral study programme in sociology with other similar doctoral studies globally but especially in Europe enables students to transfer their ECTS credits, facilitates the collaboration with foreign experts in joint research projects and programmes and provides further possibilities for doctoral students exchange. The cooperation with foreign experts on common research projects, the possibility of acquiring ECTS credits within other study programmes through elective courses, the possibility of transfer from a foreign doctoral study programme to the Doctoral study programme in sociology as well as the inclusion of the programme in the Doctoral School of the University of Zagreb, opens additional possibilities of education, mobility of students and teachers, cooperation and student exchange.

The study is naturally also open toward all the other doctoral studies in Croatia, both in terms of the availability of its elective courses to students of other doctoral programmes as well as in terms of the possibility for the students of the Doctoral study programme in sociology to obtain their ECTS credits by taking elective courses within the programmes of other doctoral study programmes which ensures interdisciplinary collaboration with other related postgraduate study programmes.

The doctoral study programme up to now also allowed and realised a few transfers from foreign doctoral study programmes to the Doctoral study programme in sociology at the Department of Sociology of the Faculty of Humanities and Social Sciences of the University of Zagreb and vice versa, and the new programme will retain and improve this practice.

1.4. The possibility of full or partial integration of the study programme into a joint study programme conducted in collaboration with foreign universities

The Doctoral study programme in sociology enables student mobility and an easy transfer of ECTS credits acquired at other European universities. Similarly, there is a possibility of organizing and realising a joint study programme that will be run in collaboration with foreign universities in particular with the Department of Sociology of the Faculty of Philosophy of the Ss. Cyril and Method University in Skopje whereby an agreement on cooperation on an individual level already exist. Professor Ilija Aceski, Ph.D. will be included into the teaching process from the beginning while further cooperation aimed at the establishment of the joint study programme will be developed.

2. GENERAL

2.1. The name of the study programme and the scientific domain, the field and the branch it belongs to

The name of the study programme is the Postgraduate doctoral study programme in sociology. It belongs to the scientific domain of social sciences and the field of sociology.

2.2. Institutions realising the programme

The holder and the proposer of the doctoral study programme is:

the Department of Sociology of the Faculty of Humanities and Social Sciences of the University of Zagreb

which has the status of an institution authorised for the implementation of the procedure for the election to the scientific titles in the field of sociology, i.e., the authority to conduct the procedure for obtaining a doctorate and it has organized and conducted postgraduate studies so far. The Doctoral study programme in sociology is based on the tradition of the Croatian sociology and it further promotes it.

In order to ensure commonly accepted excellence criteria and maximise the student exchange with other world universities the Doctoral study programme in sociology is envisaged as a part of

the Doctoral School of the University of Zagreb.

The Doctoral School of the University of Zagreb will integrate the Doctoral study programme in sociology based on the criteria of excellence into the common research programme system, and the system of University scholarships and international student exchange (among doctoral schools) thus enabling simpler and faster networking of universities in the European Higher Education Area. A doctoral study programme organized in this manner enables the establishment of the European academic centre of excellence which further ensures favourable conditions for further processes of European academic integrations through the institution of international modular doctoral studies and opening of greater possibilities for foreign students to attend various study programmes in our country.

2.3. Institutional strategy for the development of the doctoral programme

The general strategy for the development of the Doctoral study programme in sociology is based on the cooperation with other doctoral study programmes at the Faculty of Humanities and Social Sciences of the University of Zagreb as well as with other doctoral study programmes within the University of Zagreb. Joining the Doctoral School of the University of Zagreb sets prerequisites with respect to the excellence of the study programme and facilitates possibilities of cooperation with other doctoral study programmes in Europe and globally, i.e. ensures scholarships for foreign and Croatian students. The Doctoral study programme in sociology

will qualify students for an independent scientific-research work, and provide them with maximum conditions for dissemination of their work through an intensive teaching process including mentorship.

The Doctoral study programme in sociology is an integral part of the educational activities of the Department of Sociology of the Faculty of Humanities and Social Sciences of the University of Zagreb which implies that the students of the Doctoral study programme in sociology will be included in various segments of the teaching programme of the undergraduate study programme of sociology in order to gain the experience of transferring their knowledge from the field of expertise that they are supposed to develop in the course of their doctoral study. Furthermore, the doctoral study programme will include various activities as an extension to the central segment of the scientific-research work of the doctoral students, such as the publication of scientific papers, presentations of various parts of own research, participation at summer schools, specialist seminars and professional conferences in Croatia and abroad. The proposed doctoral study programme intends to attract most promising students from Croatia and the neighbouring countries and to connect with similar European studies in terms of programme (joint study programmes) through the exchange of students, teaching staff and researchers.

A more intensive institutional development is also expected through the exchange of lecturers, researchers and doctoral students within a few common research programmes within the research framework Agenda 2020. The main strategic goal of the development of the Doctoral study programme in sociology is achieving the doctoral programme quality level that will attract most promising students from Croatia and neighbouring countries.

2.4. The innovativeness of the doctoral programme

A long-established tradition of organizing and conducting various postgraduate programmes of scientific education (since the academic year 1967/68) through the curricula that have constantly been improved, expanded, updated and brought in line with similar programmes in foreign countries, ensures that this new doctoral programme will likewise use the criteria of excellence and contemporary developments in sociological science and the related disciplines. The proposed doctoral study programme applies the principles of similar programmes in the world while at the same time it also acknowledges the specific characteristics of the Croatian context by offering the integration of two approaches: on the one hand the programme retains the profile of general research educational programme for sociologists and offers the possibility of obtaining a doctoral degree in a specific field of sociology, while on the other hand it enables doctoral students to devise their individual curricula choosing their elective courses, and to develop their own educational-research programme of study, according to which they will eventually specialize in a particular field of sociology under the guidance of their advisors through the selection of educational contents of the doctoral programme. We expect that the development of the Department of Sociology in terms of personnel and research with a close cooperation with other European research and educational centres will enable the organization of a more specialized postgraduate programme that will be conducted along with this doctoral study programme.

2.5. Entry requirements

The candidates may enrol into the Doctoral study programme in sociology according to the following conditions:

- The candidates who have a university degree in sociology: graduate (masters profession) or "pre-Bologna" graduate (four years) study programme in sociology, with the grade point average equal to or above 4, as well as those who achieved the grade point average equal to or above 3 provided that they have published at least one (1) scientific paper (a1 or a2 or a3).
- the candidates who have completed a graduate or an undergraduate (the former four-year programme) in the field of social sciences, humanities, biomedicine or other sciences with the grade point average equal to or above 4 provided that they have published at least one (1) scientific paper (scientific papers (a1) published in internationally recognised journals and publications [an international editorial board and international reviewers or a citation in the bibliographic database in accordance with the list of the National Council for science – OG 84/2005] and other national journals equal to them by quality), which testifies on a candidate's skills of analysing social phenomena, and with the condition that ***before enrolling into the programme*** the candidate passes differential exams in Statistics Basics, Methods of Sociological research, Classical sociological Theories, Contemporary Sociological Theories and one of specialised sociologies. The Doctoral study council will determine differential exams for each candidate depending on the field of the previously finished study programme.
- for candidates transferring from another doctoral study programme in sociology, the Doctoral study council will, based on a supported request, make a decision on recognising a part of the study programme and pursuant to that approve the enrolment.
- for candidates who obtained a master's degree in social sciences, the field of sociology, within the study system prior to 2005 the Doctoral study council, will based on a supported request, make a decision on recognising a part of the study programme and pursuant to that approve the enrolment.

Before enrolling in the doctoral studies there is interview with each candidate, which is a mandatory part of the enrollment process.

Required documents:

- a written application to the call for applications to the study programme,
- a certified copy of the diploma or the resolution on nostrification of a foreign diploma (the graduate study programme diploma from the study system prior to 2005 is equivalent to the graduate study programme diploma),
- a transcript of records from the graduate study programme and the grade point average,

- a short biography,
- a description of research interests (max. 1800 characters),
- copies of published papers and summaries of communications,
- a copy of the certificate of nationality or an equivalent document for foreigners,
- if differential exams need to be taken, a transcript of records of differential exams.

2.6. Criteria and procedures for the selection of candidates

During the selection procedure for enrolment into the study programme each candidate will be interviewed and the interview, together with the submitted documentation, will be used as a basis for ranking. Based on the requirements stated in the section 2.5 and the interview results, candidates will be ranked on a list. Since the maximum number of the admitted students per academic year is 15, if there is a larger number of applicants, 15 most successful candidates according to the ranking list will be selected for admission.

2.7. Competences acquired by students after completing the programme, possibilities for the continuation of scientific-research work, possibilities for the post-doctoral advanced training, opportunities for employment in the public and private sector

The Doctoral study programme in sociology educates specialists who will be able to directly contribute to the development of the Croatian society, to the improvement of the quality of specialist knowledge in the field of sociology and to the free mobility of labour in the European Union. Upon the completion of the study programme, students will be able to equally participate in interdisciplinary research teams as well as to critically analyse, methodologically examine and knowledgeably interpret each and every research issue that requires or may be observed through social expertise.

The Doctoral study programme in sociology is an academic programme that is structured in such a manner as to ensure the acquirement of competencies needed for different careers both in the public and in the private sector, thus enabling students to work in different professional domains ranging from academic education, state administration, social work, health and social care, through journalism, advertising business, public relations management, development of media materials, diplomatic service to knowledge management and advisory services.

The quality of this programme along with the organisation system of the study programme enables students to continue their postdoctoral education at any European or world university.

The Doctoral study programme in sociology is based on the tradition of Croatian sociology and it continues to uphold this tradition.

Unlike the undergraduate and the graduate study programme, the Doctoral study programme in sociology is entirely individualized, exclusively focused on the latest scientific insights and concentrated on the training of qualified and independent specialists with the level of education

which meets the recognized world standards of doctoral education in Western Europe and the USA. The quality of the completed programme along with its constant comparison and adjustment to similar programmes in foreign countries will ensure the competitiveness of the domestic scientific personnel beyond the limits of the Croatian labour market.

3. PROGRAMME DESCRIPTION

3.1. The structure and organization of the doctoral programme. The organization of the full-time and part-time study

The doctoral study for students enrolled in the full-time study generally lasts three years, and for justified reasons, decided upon by the Council for doctoral studies, can be, with justifications, extend to five years. The doctoral study for students enrolled in the part-time lasts up to five years, and for justified reasons, decided upon by the Council for doctoral studies, can be, with justification, extend to seven years. Student obligations are represented in ECTS credits and in the course of the doctoral study each student has to obtain the minimum of 180 ECTS credits.

At the registration for the doctoral study, an advisor is assigned to each student and this advisor counsels students concerning the selection of courses, selection of a supervisor, assists them in their preparations for the fulfilment of the obligations related to the study programme and similar.

3.1.1. Privatissimum

The programme of the doctoral study is adequately adjusted to each student according to his/her scientific-research orientation. Every student has his/her advisor who advises the student on the creation of an individual programme of study, the so-called Privatissimum, which is specifically devised for each year of the study. The advisor confirms with a signature his/her approval of the proposed study plan (Privatissimum) for each semester. The proposed Privatissimum is approved by the Doctoral study council and once it has been approved it becomes the official study plan and programme for a particular student and the study has to be performed pursuant to it.

Depending on the semester, Privatissimum includes classical group teaching, consultative classes with a supervisor, colloquium, as well as mentorship during the preparation of the doctoral dissertation. Work with a supervisor will be held regularly throughout the course of the study as well as during the preparation of the doctoral dissertation. The organization of the doctoral study ensures constant supervision as well as support throughout the entire study which is suited to individual student needs.

3.1.2. Mentorship

The Doctoral study programme in sociology includes three types of mentorship:

1. *Advisor* – in creating Privatissimum for each semester. (Guidance in creating an individual curriculum.)
2. *Individual/consultative classes* (Consultations on a particular topic – consultative classes with a mentor.)
3. *Doctoral dissertation supervisor*

3.1.2.1. Advisor

- a) (a supervisor advisor) Guidance in creating an individual curriculum

At the registration for the doctoral study each student is assigned an advisor who counsels him/her on the selection of courses, the choice of a dissertation supervisor and assists the student in the preparations for the fulfilment of the obligations related to the study programme etc. An advisor can be any lecturer participating in the study programme realisation, and who has been approved as an advisor by the Doctoral study council. The most important activity of an advisor is counselling and help in relation to:

Creating an individual curriculum (Privatissimum)

The programme of the doctoral study is adequately adjusted to each student according to his/her scientific-research orientation and intentions. Every student has his/her advisor who advises the student on the creation of an individual programme of study, the so-called Privatissimum, which is specifically devised for each year of the study. The advisor confirms with his/her signature the approval of the proposed study plan (Privatissimum) for each semester. Privatissimum is approved by the Doctoral study council. Each student is liable to create his/her individually study programme (with the help of his/her advisor who has to undersign it). Once Privatissimum is approved by the Doctoral study council it becomes obligatory for a student.

During the first year of the study (the first two semesters) the individual plan (Privatissimum) includes group classes which each student chooses from the study offer (all offered courses within the doctoral study programme are elective). Those courses offered as elective courses which are not chosen by at least three students will not be performed in this form, and students can choose them in the second year as individual/consultative classes.

In other years the programme includes individual/consultative classes: in the third, the fourth and the fifth semester 2x15 hours, i.e. maximum 30 hours per semester, and in the sixth semester the maximum of 3x15 hours, i.e. 45 hours of individual/consultative classes.

At the end of each semester, the advisor writes a short report on the student's work and writes ECTS credits obtained by the student into the student book. If the advisor writes a negative report on the student in two consecutive semesters, the Doctoral study council individually interviews the advisor and the student, and assesses the future course of study of the candidate in question, which includes either changing the advisor or the termination of the study.

The advisor can be changed by choosing a dissertation supervisor (who automatically becomes the new advisor), and in addition to that a student has right to change the advisor only once during the study but justified and concrete reasons have to be presented to the Doctoral study council.

3.1.2.2. Individual/consultative classes (Consultations on a particular topic)

All participants of individual /consultative classes (lecturers and students) are liable to submit a written report on the performed classes. ***The result of individual/consultative classes is always a seminar paper defended at a colloquium.*** Individual/consultative classes are conducted by doctoral study lecturers, and are verified by the Doctoral study council. Exceptionally students can realise individual/consultative classes with a lecturer who does not participate in the doctoral study programme teaching process but it requires the approval of the Doctoral study council.

During semesters III, IV and V, a student can, in agreement with the advisor, realise individual/consultative classes from maximum 2 courses, i.e. 30 hours of individual/consultative classes which amounts to (2x10) 20 ECTS credits. Consequently, 30 ECTS credits of an individual semester can be acquired through individual/consultative classes and through work within a colloquium or only through a colloquium. Therefore, a student can but does not have to, attend consultative classes with a supervisor, it is important to realise required ECTS credits, i.e. to realise activities determined by the individual programme - Privatissimum.

3.1.2.3. (Doctoral dissertation supervisor) Dissertation writing

For the purpose of writing a dissertation within the Doctoral study programme in sociology a student has right to be assigned a supervisor who assists him/her in preparing and defending the theme and synopsis, writing and participated in preparation and defending the topic and the synopsis after which the Doctoral study council proposes to the Department council and the Faculty council the official dissertation supervisor.

A dissertation supervisor can be any lecturer within the doctoral study programme. Lecturers of the doctoral study programme are automatically included in the supervisors list. Exceptionally, when needed and if the Doctoral study council agrees with it, a supervisor can also be any sociologist who, pursuant to the Science Act, has an adequate research title. Once a supervisor is chosen for that function, he/she is registered in the supervisors list of the doctoral study programme and a special agreement is signed with him/her. Once a person is appointed a dissertation supervisor he/she automatically becomes an advisor for creating Privatissimum. A supervisor has to be approved by the Doctoral study council.

Pursuant to the Regulations on the Doctoral Study at the University of Zagreb, the person who can be appointed a supervisor needs to a sociologist who:

1. is elected to at least a scientific-and-teaching title of an assistant professor or the title of a scientific associate, or an equivalent title if the supervisor has obtained the academic title abroad;
2. a head or a member of a scientific-research project, i.e. an active researcher in the field of research the doctoral dissertation belongs to;

3. a person active and relevant in the international scientific community and who in the last five years has published scientific papers related to the topic of the doctoral research in question.

4. with the approval of the Doctoral study council, exceptionally a supervisor can also be a professor emeritus.

A supervisor who is not an employee of the University of Zagreb or one of its constituents needs to enter into an agreement on cooperation and his/her liabilities with the Dean of the Faculty of Humanities and Social Sciences.

3.1.3. The course of study

3.1.3.1. Work on the scientific-research project leading to the final defending of the dissertation

Scientific-research work is the most important part of the doctoral study programme, and most time is allocated to it. All activities within the study programme lead to the ultimate aim of writing and defending the dissertation.

3.1.3.2.. First year of the study

During the first year group classes are organised. By regular attendance at the classes and the fulfilment of requirements related to those classes, students acquire the maximum of 20 credits per semester, i.e., the maximum of 40 credits for the first year of study.

During the first year of study, group classes in the form of theoretical and research workshops are conducted.

- The study programme offers ***theoretical and research workshops*** students choose from depending on their interests and themes determined by their research plan and projects they participate in.
- Each workshop, depending on the students' load, offers a certain number of ***ECTS credits*** (Cf. the programme).
- Each student needs to enrol into ***at least 2*** workshops per semester.
- The remaining ECTS credits need to be obtained by ***presenting at a colloquium*** or by enrolling into another workshop per semester.

During the first year of study the individual programme in addition to study obligations (organising an annual conference, network communication and similar) includes participation in group classes in the duration of maximum 72 hours during the first year of study (36 hours per semester). Attending and the fulfilment of requirements related to classes (seminar papers and passing the exam) results in maximum 20 credits per semester, i.e. 40 credits for the first year of study. Students accumulate at least 20 ECTS credits per semester by participating in workshops. Since successful fulfilment of study obligations implies accumulating 30 ECTS credits per semester, the remaining 10 ECTS credits need to be obtained by presenting at a colloquium or enrolling into one more workshop. Therefore, students can but do not have to

obtain all required ECTS credits per semester by attending classes and participating in a workshop.

Workshops are not the same as a traditional classroom. In the workshops, students, with the help of teachers, work on specific tasks, what results with seminar papers and research reports, in short, load per student is much higher than in traditional learning, which is evaluated through ECTS credits.

3.1.3.3. The course of the study after the first year of the programme

As stated in the description of the individual/consultative classes, during semesters III, IV, V and VI, the student, in agreement with the advisor, needs to attend individual/consultative classes from maximum 2 courses, i.e. 30 hours of individual/consultative classes, which amounts to 20 ECTS credits. Regular attendance and writing a seminar paper in the individual/consultative classes results in 20 credits per semester. Since each chosen course conducted through consultative classes with a supervisor carries 10 ECTS credits, this implies that each student attends maximum 2 courses of consultative classes with a supervisor per semester. 30 ECTS credits of an individual semester can be acquired through individual/consultative classes and by defending a seminar paper within a colloquium or only through defending a seminar paper within a colloquium. Therefore, a student can but does not have to attend individual/consultative classes. ECTS credits can be accumulated through individual/consultative classes or through a colloquium.

3.1.3.4. Colloquium

There is one colloquium per semester, which makes a total of 6 colloquia throughout the course of the entire study.

The holding of a colloquium has to be announced early enough to provide students with sufficient time to prepare. Students who wish their activities performed outside the doctoral study (writing papers or participating in a research project) to be recognised as activities within the study programme have to present their work to a committee in a colloquium. At the colloquium at the end of the second semester the dissertation topic (and the form DRSC1) is defended and the approval of the dissertation and the appointment of the supervisor are initiated. Individual research and papers being written, as well as seminar papers written in collaboration with a supervisor in the individual/consultative classes can be presented at a colloquium. At least three colloquia during the study (in semesters III, IV, V and VI) have to be directly related to the dissertation work. At a colloquium, the research or the paper thematically related to the dissertation or a part of the dissertation research work can be presented. Depending on the theme of an individual presentation, more than one committee can participate in a colloquium. All colloquia are public and on them may attend all doctoral students, as well as the interested academic public.

The colloquium committee consists of lecturers to whom activities based on which ECTS credits are to be acquired are presented. Doctoral study programme students present their work (for which they want ECTS credits to be recognised) using modern technology (Power Point

presentations) in the form of a 20-minute lecture followed by a discussion. All students enrolled into the study semester for which the colloquium is organised are liable to participate, and not only students who present at the colloquium.

The proposal of the theme and the summary of the work to be presented at the colloquium are agreed on by the student and the advisor, and the proposal becomes an integral part of *Privatissimum*. By accepting *Privatissimum*, the Doctoral study council accepts an individual theme of the presentation at the colloquium.

Students and their advisors participate in the discussion at the colloquium. Students edit proceedings from the colloquium (either texts or presentation slides) which are always published in an electronic version on the Internet pages of the doctoral study programme.

A seminar paper, article or a chapter, or a conference presentation (written as if for publishing and presented in a 20-minute presentation) defended at a colloquium carries 5 ECTS credits. The participation in a colloquium carries 1 ECTS credit.

3.1.3.5. Annual conferences

The doctoral study programme envisages organising an annual conference at the end of the summer semester each year at which best students, seminar papers and presentations from colloquia are rewarded. At annual conferences, in addition to guest lecturers' presentations, all rewarded works are presented as well. At these conferences the best lecturer of the study programme is rewarded as well and invited to hold a presentation. Annual conferences are public and last one day. Works to be presented at annual conferences are proposed by lecturers and students, and the decision on awards and presentations are made by the Doctoral study council. Awards are regulated by a special Rulebook on awards at the Doctoral study programme in sociology (that will be published at the study programme internet pages).

3.1.3.6. Defending the doctoral dissertation topic and synopsis (Form DRSC1)

A student submits the proposal of the dissertation topic and synopsis during the second semester. This topic proposal is delivered on the University form DRSC1 and it contains the following:

- Student's general data and contact information
 - Work experience: (chronologically from the latest to the earliest)
- Supervisor's competences
 - The list of up to five published relevant works in the last five years
- Topic elaboration
 - A summary in the Croatian language (maximum 1000 characters with spaces)
 - A summary in the English language (maximum 1000 characters with spaces)
 - An introduction and an overview of previous research (recommended: 7000 characters with spaces)
 - The research aim and hypotheses (recommended: 700 characters with spaces)
 - Materials, respondents, methodology and research plan (recommended: 6500 characters with spaces)

- Expected scientific contribution of the proposed research (recommended: 500 characters with spaces)
- Citation bibliography (maximum 30 references)
- Estimated total proposed research costs (in HRK)
- Proposed financing sources
 - National financing
 - International financing
 - Other types of projects
 - Personal financing
- Data on the sitting of the Ethical committee on which the research proposal is approved

The dissertation topic and synopsis are defended in front of the committee appointed by the Doctoral study council. The committee has minimum 3 and maximum 5 members. The dissertation supervisor is a committee member. The committee members need to be elected to the title of an assistant professor or higher, i.e. a senior scientific associate or higher. The committee organises a colloquium related to the topic proposal and synopsis. This colloquium is held either at the end of the second or the third semester. Successfully held colloquium related to the doctoral work topic and synopsis carries 5 ECTS credits.

If the committee during the dissertation writing determines that the student in question does not meet the scientific work criteria, it convenes an extraordinary meeting at which always the supervisor and the student need to be present. Possible resolutions to the problem are determined at the meeting. A possible final consequence can also be the termination of the procedure of acquiring a doctoral degree. In any case, the student has a right to require convening of a new committee with new members which are informed about the issue and they assess the work. The new committee talks to the members of the first committee, the supervisor, the advisor and the student and reaches a decision on the continuation of the study. The decision is final.

During the fourth study semester, the study programme envisages defending a seminar paper, an article or a chapter, or a conference presentation related to the accepted dissertation topic (written as if for publishing and presented in a 20-minute presentation) within a colloquium which carries 5 ECTS credits.

A seminar paper, an article or a chapter, or a conference presentation (written as if for publishing and presented in a 20-minute presentation) defended at a colloquium in the fifth semester should elaborate on the registered dissertation methodology issues, while the colloquium in the sixth semester envisages presenting and defending a chosen excerpt from the future dissertation (written as if for publishing and presented in a 20-minute presentation). Each named activity in the fifth, i.e. the sixth study semester carries 5 ECTS credits. The intensive process of dissertation writing takes place in the sixth study semester and it carries 20 ECTS credits.

3.1.3.7. The final defence of the doctoral dissertation

Pursuant to the Regulations on doctoral study at the University of Zagreb, a student initiates the procedure of accepting the doctoral dissertation topic by submitting an application which includes student's general data, a biography and a list of his/her works, the title of the proposed theme, data on the proposed supervisor and his competencies, topic elaboration and the expected scientific contribution of the proposed research and the estimated total proposed research costs and a statement that he/she has not registered the doctoral dissertation with the same topic at another study programme at the University or at another university. The doctoral dissertation topic is registered using the form of the University of Zagreb.

The relevant body appoints the committee for evaluating the topic and proposing a supervisor. It consists of three or five members, whereby at least one member is not a lecturer at the study programme or an employee of the constituent which is the study programme holder. The proposed supervisor cannot be appointed into the committee for evaluating the dissertation.

Before initiating the procedure for the final defence of the dissertation, i.e. at submitting the doctoral dissertation, a student has to obtain a confirmation using a prescribed form that he/she has fulfilled and properly regulated all previous obligations determined by the study programme.

3.1.4. Student activities within the programme of the doctoral study

- the participation in group classes during the first year of the study, and individual/consultative classes during the second and the third year;
- regular work with an advisor;
- work with a supervisor related to the dissertation topic;
- participating in semestral colloquia;
- participating in the work and organising an annual conference;

3.1.5. Student activities outside the direct programme of the doctoral study

The doctoral study programme encourages further advanced training at foreign universities during the doctoral study programme including summer schools, multi-week seminars, and student exchange semesters and similar (a written report on the further advanced training needs to be submitted, and the number of recognised ECTS credits will be the same as the organiser of the further advanced training prescribed). In case the organiser of further advanced training does not issue a transcript of ECTS credits the Doctoral study council will decide on the number of ECTS credits based on the content of further advanced training, and the maximum is 5 ECTS credits).

3.2. The list of elective theoretical and research workshops with the number of hours of active teaching necessary for their realization and the number of ECTS credits

DOCTORAL STUDY PROGRAMME IN SOCIOLOGY 2013/2014

Common name of all theoretical workshops: THEORETICAL MODELS IN CONTEMPORARY SOCIOLOGY

<i>Holder</i>	<i>Course</i>	<i>Lecturer(s)</i>	<i>Hours</i>	<i>ECTS</i>	<i>Assessment</i>
Professor VJEKOSLAV AFRIĆ, Ph.D.	DISCOURSE ANALYSIS	Vjekoslav Afrić, Zorana Šuljug Vučica	12 hours	10 ECTS credits	written seminar paper, defended orally
Fellow of the Croatian Academy of Sciences and Arts IVAN CIFRIĆ	SOCIETY AND ENVIRONMENT	Ivan Cifrić, Krešimir Kufrin, Vladimir Lay, Tijana Trako Poljak	12 hours	10 ECTS credits	Oral exam or a successfully defended written assignment
Fellow of the Croatian Academy of Sciences and Arts IVAN CIFRIĆ	SOCIOLOGY OF RELIGION	Ivan Cifrić, Ankica Marinović, Dinka Marinović Jerolimov, Krunoslav Nikodem	12 hours	10 ECTS credits	Oral exam or a successfully defended written assignment
Professor OGNJEN ČALDAROVIĆ, Ph.D.	CONTEMPORAR Y SOCIOLOGY AND URBAN SOCIETY	Ognjen Čaldarović, Jana Šarinić	12 hours	10 ECTS credits	Written seminar paper related to the course theme; paper is defended and assessed orally

<i>Holder</i>	<i>Course</i>	<i>Lecturer(s)</i>	<i>Hours</i>	<i>ECTS</i>	<i>Assessment</i>
Professor OGNJEN ČALDAROVIĆ, Ph.D.	10674 RISK SOCIETY AND REFLEXIVE MODERNITY	Ognjen Čaldarović, Jana Šarinić	12 hours	10 ECTS credits	Written seminar paper related to the course theme; paper is defended and assessed orally
Professor BRANKA GALIĆ, Ph.D.	GENDER, WOMEN'S MOVEMENTS AND FAMILY	Branka Galić	12 hours	10 ECTS credits	
Professor ANČI LEBURIĆ, Ph.D.	MIXED METHODOLOG Y as RESEARCH TREND	Anči Leburić	12 hours	10 ECTS credits	Seminar paper and oral exam
Professor MILAN MESIĆ, Ph.D.	Sociological Types Construction - Examples Of Refugees And Repatriates	Milan Mesić	12 hours	10 ECTS credits	Seminar presentation, written seminar paper
Professor OZREN ŽUNEC, Ph.D. MIRKO BILANDŽIĆ, Ph.D., assistant professor	NATIONAL SECURITY SOCIOLOGY	Ozren Žunec, Mirko Bilandžić	12 hours	10 ECTS credits	Seminar paper (review article, authentic scientific work) and defining the paper orally

Research workshops:

<i>Holder</i>	<i>Workshop</i>	<i>Lecturer(s)</i>	<i>Hours</i>	<i>ECTS</i>	<i>Assessment</i>
Professor VJEKOSLAV AFRIĆ, Ph.D.	Discourse Analysis – Doctoral Workshop	Vjekoslav Afrić, Zorana Šuljug Vučica	12 hours	10 ECTS credits	Reporting on the conducted research
DRAGAN BAGIĆ, Ph.D., assistant professor	10671 Doctoral Workshop – Research Planning	Dragan Bagić	12 hours	10 ECTS credits	Described in modes of workshop knowledge assessment
DRAGAN BAGIĆ, Ph.D., assistant professor	10672 Doctoral Workshop – Dissertation Structuring	Dragan Bagić	12 hours	10 ECTS credits	Described in modes of workshop knowledge assessment
Professor BRANKA GALIĆ, Ph.D.	Gender And Society (Workshop Within The Course Gender, Women's Movements And Family)	Mirjana Adamović, Branka Galić, Marija Geiger	12 hours	10 ECTS credits	Empirical work related to the workshop theme
Professor KREŠIMIR KUFRIN, Ph.D.	10677 Qualitative Research – Grounded Theory	Krešimir Kufirin	12 hours	10 ECTS credits	Three short written assignments and an oral exam
Professor ANČI LEBURIĆ, Ph.D. ; Professor VJEKOSLAV AFRIĆ, Ph.D.	10676 Empirical Sociology As A Research Case Study: Strategy In The Urban Area Of The City Of Split	Anči Leburić; Vjekoslav Afrić	12 hours	10 ECTS credits	Orally defending research notes related to workshop theme

<i>Holder</i>	<i>Workshop</i>	<i>Lecturer(s)</i>	<i>Hours</i>	<i>ECTS</i>	<i>Assessment</i>
Assistant professor PETRA RODIK, Ph.D.	Introduction And Practical Work In The Qualitative Data Analysis Software	Petra Rodik	12 hours	10 ECTS credits	Described in modes of workshop knowledge assessment
ADRIJANA ŠULJOK, Ph.D. scientific associate	Doctoral Workshop – Introduction To Scientific Communication	Adrijana Šuljok	12 hours	10 ECTS credits	Described in modes of workshop knowledge assessment

Sociologija religije 10678

Sociologija tijela 10679

Potrošačko društvo i kultura 10680

Suvremeni medijski studiji 10681

Rod, ženski pokreti i obitelj 10682

Dekonstrukcija socioloških tipova 10683

Društvo i okoliš 10684

3.3. Compulsory and elective student activities (participation in colloquia and annual conferences, and criteria for their ECTS credit value).

At *colloquia* the following works can be presented:

- A paper prepared for publishing in a foreign or a Croatian magazine
- A chapter prepared for publishing in foreign or Croatian proceedings or a book with multiple authors
- A paper prepared for presentation at an international or a Croatian gathering (workshop, round table, conference, congress or similar).

(a paper prepared for publishing or presentation is a paper that has been written but has not been sent to a journal/conference yet and it has not been reviewed)

The purpose of the colloquium is to help students make their paper, chapter or a presentation at a conference of as high quality as possible. (A successfully defended colloquium carries 5 ECTS credits).

Only rewarded colloquia (seminars or defended dissertation topics and synopses, or prepared papers, chapters and presentations) are presented at *annual conferences*. The conference committee consists of three lecturers and three students. Students who are members of a conference committee are not allowed to present at the conference whose committee they are in.

3.4. Description of offered theoretical workshops

3.4.1. Description of each individual workshop from the list of offered theoretical workshops related to the theme *THEORETICAL MODELS IN CONTEMPORARY SOCIOLOGY*:

in alphabetical order of surnames of lecturers (associates):

Theoretical workshop name: THEORETICAL MODELS IN CONTEMPORARY SOCIOLOGY

Course title: DISCOURSE ANALYSIS

Course holder's name and surname: Professor VJEKOSLAV AFRIĆ, Ph.D.

Course lecturer's name and surname: Vjekoslav Afrić, Zorana Šuljug Vučica

Teaching language: Croatian

Duration: summer semester, 12 hours

Course content:

The course will present the constructivist approach, the relationship of language and sociology and historical development of discourse analysis, i.e. discourse as a form of social interaction of linguistic analyses (phonemes, morphemes, semantemes), mythemes up to discourse formation (Foucault). In particular, the so-called Foucault's discourse analysis will be presented such as "Disposition discourse analysis" and the development of "Critical discourse analysis" through detailed analysis of Fairclough's three-dimensional model (discourse practice – text – social practice); intertextuality, and interdiscursiveness and Van Dijk's triangle discourse-cognition-society in individual context models.

Development of general and specific competences (knowledge and skills):

In addition to a more thorough understanding of the relationship of qualitative and quantitative analysis, students will acquire skills of understanding discourses and discourse roles in the construction of social reality, as well as skills of making the difference among various levels of analysis in relation to various social practices. Therefore, understanding discourse as a mode of social practice will develop students' skills of applying discourse and critical-discourse analyses in sociological research.

Students will master knowledge and skills in the area of sociology of language.

Teaching modes:

The course will include 12 hours of group teaching, as a workshop, which means that each student during class receives the instruction, and assistance for a seminar paper / research, which will make independently, and defend it publicly before the committee.

Compulsory reading list for the study programme participation and examination:

1. Bondarouk, T.; Ruël, H. J. M. (2004). Discourse Analysis: Making Complex Methodology Simple. U: Leino, T.; Saarinen, T.; Klein, S. (eds.) *Proceedings of the 12th European Conference on Information Systems (ECIS)*. June 14-16. 2004. Turku Finland.
2. Bryman, A.; Burgess, R. G. (eds.) (1994). *Analyzing Qualitative Data*. London, New York: Routledge.
3. Cramer, D. (2003). *Advanced Quantitative Data Analysis*. Maidenhead: Open University Press.

4. De Beaugrande, R. (2006). *Critical Discourse Analysis: History, Ideology, Methodology*. Fakulteta za humanistične studije, Univerza na Primorskem.
5. Diaz-Bone, R.; Bührmann, A. D.; Gutiérrez Rodríguez, E.; Schneider, W.; Kendall, G.; Tirado, F. (2007). *The Field of Foucaultian Discourse Analysis: Structures, Developments and Perspectives*. FQS.8(2).
6. Fairclough, N. (2003b). "The Discourse of New Labour: Critical Discourse Analysis". U: Wetherell, M.; Taylor, S.; Yates, S. J. (eds.) *Discourse as Data: A Guide for Analysis*. London, Thousand Oaks, New Delhi: Sage Publication. 229-266.
7. Fairclough, N. (2004). "Semiotic Aspects of Social Transformation". U: Rogers, R. (ed.) *An Introduction to Critical Discourse Analysis in Education*. New Jersey, London. Lawrence Erlbaum Associates.
8. Fairclough, N. (2004). *Analysing discourse: Textual Analysis for Social Research*. London, New York: Routledge.
9. Foucault, M. (2010). *Vladanje sobom i drugima* (prijevod: Zlatko Wurzberg) Zagreb: Antibarbarus.
10. Gill, R. (2000). „Discourse Analysis“. U: Bauer, M.W.; Gaskell, G. (eds.) *Qualitative Researching with Text Image and Sound: Practical Handbook*. London: Sage Publications. 172-190.
11. Heritage, J. (2004). "Conversation Analysis and Institutional Talk: Analysing Data". U: Silverman, D. (ed.) *Qualitative Research. Theory, Method and Practice*. 2nd Edition. London, Thousand Oaks, New Delhi: SAGE Publications. 222-245.
12. Krippendorff, K. (2004). *Content Analysis: An Introduction to Its Methodology*. Thousand Oaks, London: SAGE.
13. Leburčić, A.; Afrić, V.; Dadić, M. i dr. (2011). *Diskurzivna analiza: kvalitativni pristup u istraživanju medija*. Metodološka biblioteka. Edicija Metodološke teme. Knjiga br. 1. Split: Redak.
14. Reisigl, M. (2008). "Analyzing Political Rhetoric". U: Wodak, R.; Krzyżanowski, M. (eds.) *Qualitative Discourse Analysis in the Social Sciences*. New York: Palgrave Macmillan. 96-120.
15. Sacks, H. (2006). "The Baby Cried, the Mommy Picked it up". U: Jaworski, A., Coupland, N. (eds.) *The Discourse Reader*. London, New York: Routledge. 239-245.
16. Van Dijk, A. Teun (1995). "Discourse Analysis as Ideology Analysis", In: C. Schäffner & A. Wenden (Eds.), *Language and Peace*. (pp. 17-33). Aldershot: Dartmouth Publishin.
17. Van Dijk, T. (1985). "Structures of News in the Press". In: van Dijk, (Ed.) *Discourse and Communication*. Berlin: De Gruyter, 1985, pp. 69-93.
18. Wengraf, T. (2001). *Qualitative Research Interviewing: Biographic Narrative and Semi-structured Methods*. Thousand Oaks, London: SAGE.
19. Wooffitt, R. (2003). "Researching Psychic Practitioners: Conversation Analysis". U: Wetherell, M.; Taylor, S.; Yates, S. J. (eds.) *Discourse as Data: A Guide for Analysis*. London, Thousand Oaks, New Delhi: The Open University and Sage Publication. 49-92.

Recommended additional reading list:

1. Baudrillard, J. (2001). *Simulacija i zbilja*. Zagreb: Jesenski i Turk, Hrvatsko sociološko društvo.
2. Levi-Strauss, C. (1960). *Tužni tropi* (prijevod Srećko Đamonja). Zagreb: Zora.
3. Liddicoat, A. J. (2007). *Introduction to Conversation Analysis*. London: Continuum.

4. Propp, Vladimir Jakovlevič (1982). *Morfologija bajke* (preveli Petar Vujičić, Radovan Matijašević, Mira Vuković). Beograd: Prosveta.
5. Rogan, A. I.; De Kock, D. M. (2004). "Chronicles From the Classroom: Making Sense of the Methodology and Methods of Narrative Analysis". *Qualitative Inquiry*. 11(4): 628-649.
6. Ten Have, P. (2004). *Methodological Issues in Conversation Analysis*. University of Amsterdam (Methodologicalissues.pdf)
7. Boje, D. M. (2001). *Narrative Methods for Organizational and Communication Research*. London: SAGE.
8. Franzosi, R. (1998). "Narrative Analysis – Or Why (And How) Sociologists Should be Interested in Narrative". *Annual Review of Sociology*. Vol. 24. 517-554.
9. Saldana, J. (2009). *The Coding Manual for Qualitative Researchers*. London: SAGE.
10. Schneider, Daniel K. (2005). *Qualitative Data Analysis*. TECFA, University of Geneva.
11. Silverman, H. (1993). *Interpreting Qualitative Data: Methods for Analyzing Talk, Text, and Interaction*. London: Sage Publications.
12. Koester, A. (2010). *Workplace Discourse*. London, New York. Continuum.
13. Lewis, C.; Ketter, J. (2004). "Learning and Social Interaction: Interdiscursivity in a Teacher and Researcher Study Group". U: Rogers, R. (ed.) *An Introduction to Critical Discourse Analysis in Education*. New Jersey, London. Lawrence Erlbaum Associates. 117-146.
14. Maynard, D. W.; Clayman, S. E. (2003). *Ethnomethodology and Conversation Analysis* (2003aMaynard_Clayman_EM_CA.pdf).
15. McHoul, A.; Grace, W. (1993). *A Foucault Primer, Discourse, Power and the Subject*. Melbourne University Press (A_Foucault_Primer.pdf)
16. Ruiz Ruiz, J. (2009). *Sociological Discourse Analysis: Methods and Logic*. FQS. 10(2) art.26.
17. Stillar, G. F. (1998). *Analyzing Everyday Texts: Discourse, Rhetoric and Social Perspectives*. Thousand Oaks, London, New Delhi: Sage Publications.
18. Talja, S. (1999). *Analyzing Qualitative Interview Data: The Discourse Analytic Method*. University of Tampere, Finland.

Course credit value:

- 10 ECTS credits

Assessment procedure:

- written seminar paper on the theme related to the course programme; paper is defended and assessed orally

Method of monitoring the quality and efficiency of course realization:

In compliance with the general monitoring system of the quality of instruction at the Faculty of Humanities and Social Sciences of the University of Zagreb, course program and its performance will be evaluated by an anonymous student's evaluation.

Theoretical workshop name: THEORETICAL MODELS IN CONTEMPORARY SOCIOLOGY

Course title: SOCIETY AND ENVIRONMENT

*Course holder's name and surname: Fellow of the Croatian Academy of Sciences and Arts
IVAN CIFRIĆ*

*Course lecturer's name and surname: Ivan Cifrić, Krešimir Kufrin, Vladimir Lay, Tijana Trako
Poljak*

Teaching language: Croatian

Duration: summer semester 2013/2014, total 12 hours of teaching

Course content:

The relationship of the society and the environment is analysed at three levels that form certain modules of developing the issue: from general elaboration of the relationship of the social and the environmental system, through various operationalizations of that relationship in sociological and related research, up to the final focus on the analysis of a concrete social-environmental issue and the modes the society deals with it.

The three modules/levels are the following:

1. The historical and the contemporary relationship of the society and the environment (Ivan Cifrić)
2. The theoretical-conceptual starting point and operational grounds for social-environmental research (Krešimir Kufrin) and
3. Climate change sociology (Vladimir Lay).

The course contents will be realised in the following way:

1. By problematizing the historical context of the relationship of the nature (environment) and the society (Radkau, Hughes, Simmons) – in premodern and modern societies, rural and industrial – and current theoretical viewpoints on the changes within the society and the environment in relation to the issue of survival (Diamond) and development perspectives. The issues related to the role of the three subsystems will be emphasised: the social system, the environmental system and the technological system, sustainable development (Simonis, Cifrić), landscape, environmental ethics (Armstrong/Botzler, Küng), environmental movements (Köster), turning points (Uekoetter) etc. The issue of development and the crisis is analysed as a civilization issue, and the conflicts between the nature and the society as a cultural conflict and a crisis of the developmental paradigm. The thesis on the need for a change in the orientation, the understanding of natural time and the social-environmental metabolism as crucial for a change in the neoliberal capitalist society is elaborated on.

2. As a presentation and a discussion of theoretical-conceptual starting points and operational grounds of most influential approaches in sociological and related research of the relationship between the society and the environment. The most attention will be given to the approaches aimed at research of paradigmatic value changes, i.e. social-environmental orientations and similar constructs (Dunlap and Van Liere, Milbrath, Weigel and Weigel, Inglehart, Thompson and Baritin, Cifrić et al. etc.). Research of viewpoints on various specific aspects of social-environmental issues, various manifestations of proenvironmental behaviour and informedness (knowledge on the environment) will be, due to its complexity and diversity, presented as an overview and a classification without a detailed analysis.
3. As the issue of the social construction of climate changes: social participants and their interpretations, global warming, climate change and interests – comparative analysis of interests, social arena and methodology of the production of the importance of the theme "climate change"; contemporary analytical data on causes and consequences of global warming and climate change; the role of participants of general good – science and politics in the interpretation and „processing“ of climate changes; the plan for future – decarbonisation of the society and „post-carbon“ society; the project "Climagine" – the plan of recognising the climate change problem and the plan of adaptation in the Šibenik-Knin County.

The lectures will in addition to the *theoretical elaboration* of the problem, also present results of *empirical research*.

Development of general and specific competences (knowledge and skills):

Students who successfully finish the course will:

- acquire additional knowledge on contemporary social-environmental issues and theoretical approaches in the relationship of the society and the environment (nature), and in particular on the issues of the development and the environment;
- realise that the environment is a product of culture which affects the nature and that the development of the society (social system) is possible within the limits of the natural environmental system: in the theoretical approach the nature is the fundamental system on which other systems are based: economic, social, political and moral subsystems;
- be able to determine theoretical-conceptual starting points of the most influential approaches to sociological and related research of the relationship of the society and the environment;
- be able to assess instruments used for social environmental research; and
- be able to develop a theoretical concept and select the type of instruments adequate for various social-environmental research;
- be able to understand complex social-environmental processes such as global warming and climate change, extinction of species and biological diversity reduction, reduction of drinkable water quantities on the global level and similar;
- learn to interpret causes and consequences of the named and similar complex social-environmental processes from a sociological perspective;

- learn to make an empirical research draft on the named and related themes.

Teaching modes:

The course will include 12 hours of lectures with discussions with students after each lecture.

Reading list

First part of the programme:

Compulsory reading list for the study programme participation and examination:

1. Cifrić, Ivan (2003). *Ruralni razvoj i modernizacija*. Zagreb: IDIZ (pogl. I-III)
2. Diamond, Jared (2005). *Kolaps. Kako se društva odlučuju za propast ili uspjeh?* Zagreb: Algoritam.
3. Glaser, Marion; Krause, Gesche; Ratter, Beate M. W.; Welp, Martin /ed/ (2012). *Human-Nature Interactions in the Anthropocene. Potentials of Social-Ecological Systems Analysis*. London: Routledge.
4. Redclift, M., Woodgate G. (1977). *The International Handbook of Environmental Sociology*. Cheltenham (UK); Northampton (MA): Edward Elgar.
5. Simmons, Ian G. (2010). *Globalna povijest okoliša*. Zagreb: Disput.
6. Delort, R./Walter, F. (2002). *Povijest europskog okoliša*. Zagreb: Barbat.

Recommended additional reading list:

1. Cifrić, Ivan (2002). *Okoliš i održivi razvoj*. Zagreb: HSD i Zavod za sociologiju.
2. Cifrić, Ivan (2003). *Ruralni razvoj i modernizacija*. Zagreb: IDIZ. (pogl. I, II i III).
3. Cifrić, Ivan (2012). *Leksikon socijalne ekologije*. Zagreb: Školska knjiga.
4. Glaeser, Bernhard; Teherani-Krönnes, Parto /Hrsg/. (1992). *Humanökologie und Kulturökologie*. Opladen Westdeutscher Verlag.
5. Görg, Christoph (1989). *Gesellschaftliche Naturverhältnisse*. Münster: Westfälisches Dampfboot.
6. Groß, Mathias /Hrsg./. (2011). *Handbuch Umweltsoziologie*. Wiesbaden: VS Verlag für Sozialwissenschaften / Springer Fachmedien GmbH.
7. Hannigan, J. (2006). *Environmental Sociology*. London. Routledge.
8. Hamm, Bernd; Smandych, Russell /eds/. (2005). *Cultural Imperialism. Essays on the Political Economy of Cultural Domination*. Toronto: Brodview Press.
9. Köster, Viola (2012). *Umwelt-NGOs. Die Wirkungen und Nebenwirkungen ihrer Professionalisierung*. Münster. LIT.
10. Meadows, Donella; Randers, Jorgen; Meadows Dennis. (2004). *Limits to Growth. The 30-Year Update*. London: Earthscan.

11. Parsons, Howard, L. (1977). *Marx and Engels on Ecology*. Westport, Connecticut; London, England: Greenwood Press.
12. Ponting, C. (1993). *A Green History of the World*. New York: Penguin Books.
13. Radkau, Joachim (2011). *Die Ära der Ökologie. Eine Weltgeschichte*. München: Beck.
14. Redclift, Michael / Woodgate Graham (1997). *The International Handbook of Environmental Sociology*. Cheltenham, UK; Northampton (MA) USA: Edward Elgar.
15. Simmons, Ian G. (2010). *Globalna povijest okoliša*. Zagreb: Disput.
16. Uekoetter, Frank /ed/. (2010). *The Turning Points of Environmental History*. Pittsburgh: University of Pittsburgh Press
17. Worster, Donald (1995/1977). *Nature's Economy*. Cambridge: University Press.

Second part of the programme

Compulsory reading list for the study programme participation and examination:

1. Cifrić, Ivan (1990). *Ekološka adaptacija i socijalna pobuna*. Zagreb: Radničke novine.
2. Dunlap, Riley; Van Liere, Kent D.; Mertig; Angela G.; Jones, Robert Emmet (2000). „Measuring Endorsement of the New Ecological Paradigm: A Revised NEP Scale“. *Journal of Social Issues*, 56(3):425–442.
3. Gray, David. B. (1985). *Ecological Beliefs and Behaviors: Assessment and Change*. Westport, CT: Greenwood Press.
4. Inglehart, Ronald (1995). „Public Support for Environmental Protection: Objective Problems and Subjective Values in 43 Societies“. *Political Science and Politics*, 28(1):57-72.
5. Kufrin, Krešimir (2002). „Skala nove ekološke paradigme – još jedna provjera i pokušaj revizije“. *Socijalna ekologija*, 11(4):277–296.
6. Milbrath, Lester W. (1985). „Culture and the Environment in the United States“. *Environmental Management*, 9(2):161-172.
7. Thompson, Suzanne C. Gagnon; Barton, Michelle A. (1994). „Ecocentric and anthropocentric attitudes toward the environment“. *Journal of Environmental Psychology*, 14:149–157.
8. Weigel, Russel; Weigel, Joan (1978). „Environmental Concern: The Development of a Measure“. *Environment and Behaviour*, 10:3–15.

Recommended additional reading list:

1. Domac, Julije; Kufrin, Krešimir; Šegon, Velimir (2004). „Obnovljivi izvori energije i energetska efikasnost: Stavovi i mišljenja stanovnika Zagreba i Rijeke“. *Socijalna ekologija*, 13(3–4):347–364.

2. Dunlap, Riley E.; Van Liere, Kent D. (1978). „The "New Environmental Paradigm": A Proposed Measuring Instrument and Preliminary Results“. *Journal of Environmental Education*, 9:10–19.
3. Dunlap, Riley E. (2008). „The New Environmental Paradigm Scale: From Marginality to Worldwide Use“. *Journal of Environmental Education*, 40(1):3-18.
4. Dunlap, Riley E.; York, Richard (2008). „The Globalization of Environmental Concern and the Limits of the Postmaterialist Values Explanation: Evidence from Four Multinational Surveys“. *The Sociological Quarterly*, 49(3):529–563:
5. Fransson, Niklas; Gärling, Tommy (1999). „Environmental Concern: Conceptual Definitions, Measurement Methods, and Research Findings“. *Journal of Environmental Psychology*, 19(4):369-382.
6. Jiménez Sánchez, Manuel; Lafuente, Regina (2010). „Defining and Measuring Environmental Consciousness“. *Revista Internacional de Sociología*, 68(3):731–755.
7. Kaiser, Florian G.; Wolfing, Sybille; Fuhrer, Urs (1999). „Environmental Attitude and Ecological Behaviour“. *Journal of Environmental Psychology*, 19:1–19.
8. Klineberg, Stephen L.; McKeever, Matthew; Rothenbach, Bert. (1998). „Demographic Predictors of Environmental Concern: It Does Make a Difference How it's Measured“. *Social Science Quarterly*, 79:734–753.
9. Kufrin, Krešimir (1996). „Ekološki stavovi i spremnost za ekološki angažman“. *Socijalna ekologija*, 5(1):1–20.
10. Kufrin, Krešimir (2003). „Mjerenje ekološke informiranosti: konceptualni i operacionalni pristupi i problemi dosadašnjih istraživanja“. *Socijalna ekologija*, 12(1–2):1–26.
11. Kufrin, Krešimir; Domac, Julije; Šegon, Velimir (2004). „Informiranost o obnovljivim izvorima energije i energetskej efikasnosti“. *Socijalna ekologija*, 13(3–4):325–345.
12. Schaffrin, André (2011). „No Measure without Concept. A Critical Review on the Conceptualization and Measurement of Environmental Concern“. *International Review of Social Research*, 1(3):11–31.
13. Štulhofer, Aleksandar; Kufrin, Krešimir (1996). „Od obilja do altruizma i druge ekološke priče: Postmaterijalistički sindrom i ekološke vrijednosti u Hrvatskoj“. *Socijalna ekologija*, 5(2):171–184.

Third part of the programme

Compulsory reading list for the study programme participation and examination:

1. Beck, U. (2010). *Climate for Change, or How to Create a Green Modernity?*, Theory Culture & Society, 2010. Vol. 23(2-3), pp.254-266, Sage, London
2. Bell, D. (2010). „Justice and the Politics of Climate Change“, u Lever—Tracy, C. Ed. (2010). *Routledge Handbook of Climate Change and Society*, Routledge, New York

3. Giddens, A. (2009). *The Politics of Climate Change*, Polity Press, Cambridge
4. Lay, V., Kufrin, K., Puđak, J. (2007). *Kap preko ruba čaše – Klimatske promjene Svijet i Hrvatska*, Zagreb: Hrvatski Centar Znanje za Okoliš
5. Orr, S. R. (2011). *Reimagining Global Climate Change: Alternatives to the UN Treaty Process*, Global Environmental Politics, MIT Press, no.4, pp.134-138
6. Pettenger, M., ed. (2007). *The Social Construction of Climate Change*, Ashgate Publishing Limited, Hampshire,
7. Urry, J. (2011). *Climate Change and Society*, Polity Press, Cambridge

Recommended additional reading list:

1. Dietz, N. J., Broadbent, J. (2008). *Workshop on Sociological Perspectives on Global Climate*, Natural Science Foundation,
2. Dunlap, R. E., McRight, A. M. (2010). „Climate Change Denial: Sources, Actors, and Strategies“, u *Routledge International Handbook of Climate Change and Society*, Lever-Tracy, C. ed., Routledge Press, pp.240-259
3. Grundmann, R., Stehr, N. (2010). „Climate Change: What Role for Sociology? A Response to Constance Lever-Tracy“, *Current Sociology*, nov. 2010., vol. 58(6): 897-910, Sage publication
4. Heyward, C. (2012). „A Growing Problem? Dealing in Population Increases in Climate Justice“, *Ethical Perspectives*, no.4, pp. 703-732 Press, Cambridge, United Kingdom and New York, NY, USA, 996 pp.
5. Lahsen, M. (2007). „Trust Through Participation? Problems of Knowledge in Climate Change Making“, u Pettenger, M. ed. (2007.) *Social Construction of Climate Change*, Ashgate Publishing Limited, Hampshire, pp.173-197
6. McCright, A. M., Dunlap, R.E. (2000). „Challenging Global Warming as Social Problem“, *Social Problems*, no.47, pp.499-522
7. Murphy R., Murphy, M. (2012). „The Tragedy of the Atmospheric Commons: Discounting Future Costs and Risks in Pursuit of Immediate Fossil-Fuel Benefits“, *Canadian Review of Sociology*, no. 3, pp. 247-270
8. MZOPUG (2010). *Peto nacionalno izvješće Republike Hrvatske prema Okvirnoj konvenciji Ujedinjenih naroda o promjeni klime*, Ministarstvo okoliša, prostornog uređenja i graditeljstva, Zagreb
9. Puđak, J. (2008). „Klimatske promjene i društvene uloge znanosti i politike“, *Društvena istraživanja*, vol.18, no.1-2: str. 263-285
10. Shove, E. (2010). „Social Theory and Climate Change: Questions Often, Sometimes and Not Yet Asked“, *Theory Culture Society* 2010 27: 277-288.
11. Soron, D. (2010). „Capitalism versus Nature: Eco-Socialist Approaches to climate crisis“, u Lever-Tracy,C. ed. (2010.) *Routledge Handbook of Climate Change and Society*, Routledge, New York, pp.78-94

12. Stern, N. (2007). *The Economics of Climate Change: The Stern Review*, Cambridge University Press, Cambridge

Course credit value: 10 ECTS credits

Assessment procedure:

The exam includes an oral assessment based on the reading list. Students can take the exam (a) in the form of three preliminary exams assessed separately and the final grade is the average grade of the three preliminary exams, or (b) in the form of one exam taken before teachers who determine the final grade.

Method of monitoring the quality and efficiency of course realization:

In compliance with the general monitoring system of the quality of instruction at the Faculty of Humanities and Social Sciences of the University of Zagreb, course program and its performance will be evaluated by an anonymous student's evaluation.

Theoretical workshop name: THEORETICAL MODELS IN CONTEMPORARY SOCIOLOGY

Course title: SOCIOLOGY OF RELIGION

*Course holder's name and surname: Fellow of the Croatian Academy of Sciences and Arts
IVAN CIFRIĆ*

*Course lecturer's name and surname: Ivan Cifrić, Ankica Marinović, Dinka Marinović
Jerolimov, Krunoslav Nikodem*

Teaching language: Croatian

Duration: summer semester, 12 hours

Course content:

Within the theoretical workshop on the sociology of religion the following four thematic units will be elaborated through individual sessions of lectures:

1. Modern society and religion: The introductory lecture analyses the hypothesis on the correlation between social and religious changes in the global and the Croatian society as well as their theoretical reflections. In terms of specific topics, this introductory lecture will deal with the world tendencies of globalization and world polycentricism on the one hand and the postmodern sacrality, de-secularization and the return of the sacred on the other hand. Potentials of religiosity for conflict and dialogue and the characteristics of religious identity in the Croatian society will be analysed based on empirical research results.
2. Contemporary sociological theories in the sociology of religion: Starting from the classical theoretical foundations of the sociology of religion, current theories in the sociology of religion will be demonstrated through a thematic-theoretical presentation of the development of sociology of religion: sociology of knowledge and symbolic interactionism, the influence of Marxism and the Frankfurt school, the secularization theory, feminism and gender relations, the rational choice theory, the concept of religion as a collective memory.
3. New religious movements: The genesis, characteristics and phenomenology of recent Christian and non-Christian religious movements in the world and the Croatian society will be presented. Particular emphasis will be given to the analysis of the specific characteristics of this type of religiosity and organization in relation to the traditional ecclesiastic religiosity. The advantages of the qualitative methodology in the research of new religious movements will be elaborated based on current research results.
4. Religiosity in Croatia – an overview of empirical research projects: An overview of previous research work on religiosity in Croatia will be presented, with a critical and a comparative analysis of the results of the research projects conducted in the 1970s along with the particular emphasis on the results of the research projects conducted after

the 1990s. This comparative overview will be presented in relation to theoretical, methodological and thematic aspects.

Development of general and specific competences (knowledge and skills):

Within the programme of this course, students will gain additional knowledge on contemporary sociological theories, characteristics of religiosity in the Croatian society as well as on methods and techniques related to empirical research work that focuses on religiosity. Furthermore, they will improve their ability to independently conduct critical analysis of empirical data and express them in theoretical terms, and their ability to frame concepts and instruments for empirical research on religiosity.

Teaching modes:

The course will be conducted through lectures and discussions within seminars. Students will present their theses for a seminar discussion or prepare a paper for a scientific conference.

Compulsory reading list for the study programme participation and examination:

1. Knoblauch, Hubert (2004). *Sociologija religije*. Zagreb, Demetra.
2. Casanova, Jose (1994). *Public Religions in the Modern World*. Chicago, The University of Chicago Press.
3. Davie, Grace (2005). *Religija u suvremenoj Europi. Mutacija sjećanja*. Zagreb, Golden marketing-tehnička knjiga.
4. Hunt, Stephen J. (2003). *Alternative Religions. A Sociological Introduction*. Aldershot, Ashgate.
5. Dobbelaere, Karel (2002). *Secularization: An Analysis at Three Levels*. Bruxelles, Peter Lang.
6. Taylor, Charles (2011). *Doba sekularizacije*. Beograd, Albatros plus.

Recommended additional reading list:

1. *Religije svijeta*. Enciklopedijski priručnik. (1991). Zagreb, Kršćanska sadašnjost.
2. Vrcan, Srđan (2001). *Vjera u vrtlozima tranzicije*. Split, Dalmatinska akcija.
3. „Društvene i religijske promjene“ (2005). Tematski broj *Sociologija sela*. 168 (2). Zagreb.
4. Baloban, Josip (ur.) (2005). *U potrazi za identitetom. Komparativna studija vrednota: Hrvatska i Europa*. Zagreb, Golden marketing-tehnička knjiga.
5. Marinović Jerolimov, Dinka; Zrinščak, Siniša i Borowik, Irena (ur.) (2004). *Religion and Patterns of Social Transformation*. Zagreb, IDIZ.
6. Tadić, Stipe (2002). *Tražitelji svetoga. Prilog fenomenologiji eklezijalnih pokreta*. Zagreb, Institut društvenih znanosti Ivo Pilar.
7. Tomka, Miklos; Zulehner, Paul M. (1999). *Religion in den Reformlandern Ost(Mittel)Europas*. Wien, Schwabenverlag.
8. Campiche, Ronald J. (2004). *Die Zwei Gesichter der Religion. Faszination und Entzauberung*. Zurich, Theologischer Verlag.
9. Beckford, James (2003). *Social Theory and Religion*. Cambridge, Cambridge University Press.

10. *Enciklopedija novih religija: nove religije, sekte, duhovni pokreti.* (2005). Zagreb, Naklada Ljevak.
11. Pickel, Gert; Sammet, Kornelia (ur.) (2012). *Transformations of Religiosity; Religion and Religiosity in Eastern Europe 1989-2010.* Springer VS, Wiesbaden.
12. Mardešić, Željko (2007). *Rascjep u svetome.* Kršćanska sadašnjost, Zagreb.

Course credit value:

10 ECTS credits

Assessment procedure:

The exam consists of an oral assessment or defending a written assignment.

Method of monitoring the quality and efficiency of course realization:

In compliance with the general monitoring system of the quality of instruction at the Faculty of Humanities and Social Sciences of the University of Zagreb, course program and its performance will be evaluated by an anonymous student's evaluation.

Theoretical workshop name: THEORETICAL MODELS IN CONTEMPORARY SOCIOLOGY

Course title: CONTEMPORARY SOCIOLOGY AND URBAN SOCIETY

Course holder's name and surname: Professor OGNJEN ČALDAROVIĆ, Ph.D.

Course lecturer's name and surname: Ognjen Čaldarović, Jana Šarinić

Teaching language: Croatian

Duration: winter semester, 12 hours

Course and workshop content:

Studying urban phenomena has been the basic research interest of sociology since its beginnings up to present. Contemporary civilization is increasingly becoming a global „urban society“, and for the first time in human history the majority of population lives in cities. At analysing transformations of cities and the creation of „urban society“, contemporary urban sociology increasingly uses concepts such as the space of flows, the space of places, instrumental space, non-places, timeless time, compressed space and time, mobility and globalisation.

The course will present most significant contemporary authors and their basic concepts, for instance Giddens, Castells, Bauman, Bassand, Harvey, Soja, Sassen and others, who place the phenomenon of (hyper) urbanisation, the development of global cities and big, even transnational, urban areas into the centre of their contemplation and research activities.

The workshop will present various concepts of contemporary urban sociology and possibilities of their application to analysis of contemporary cities (public areas, the process of metropolisation, gentrification, new modes of urban planning, residential building etc.). Students will develop their own conceptualisation of a certain urban phenomenon and the mode in which it could be researched.

Development of general and specific competences (knowledge and skills):

Students will acquire needed knowledge and competencies in the area of contemporary analysis of urban processes and their consequences and will be able to study the named phenomena, conduct independent research and contribute to the pool of cognitions in the field of urban sociology.

Teaching modes:

The course will be conducted through 12 hours of teaching with discussions with students and students' individual seminar papers. The paper will be reviewed by lecturers and formed into a scientific paper that can be offered for publishing to scientific journals in the field of social sciences.

Compulsory reading list for the study programme participation and examination:

1. Augé, M. (2001). *Nemjesta*. Karlovac: Biblioteka Psefizma.
2. Castells, M. (1989). *The Informational City: Information Technology, Economic Restructuring, and the Urban-Regional Process*. Basil Blackwell.
3. Castells, M. (2000). *Uspon umreženog društva*. (Informacijsko doba, svezak 1). Zagreb: Golden marketing.
4. Čaldarović, O. (2012). *Čikaška škola urbane sociologije*. Zagreb: Jesenski & Turk
5. Čaldarović, O., Šarinić, J. (2010). „Socijalna važnost prirode u urbanom kontekstu“. *Društvena istraživanja* 19 (4-5: 733-749), ISSN 1330-0288, UDK 1:3/33.
6. Čaldarović, O. (2011). *Urbano društvo na početku 21.stoljeća – osnovni sociološki procesi i dileme*. Zagreb: Jesenski i Turk, HSD.
7. Čaldarović, O., J. Šarinić (2008). „Suvremena komunikacijska tehnologija i urbana, sredina-prostor, mjesta, vrijeme“. *Socijalna ekologija*, XVII(4):331-343.
8. Čaldarović, O., Šarinić, J. (2008). „First signs of gentrification? Urban regeneration in the transitional society: The Case of Croatia“. *Sociologija i prostor*. (181-182) 3-4: 369-383.

Recommended additional reading list:

1. Anderson, E. (2011). *The Cosmopolitan Canopy: Race and Civility in everyday life*. New York, London: W. W. Norton & Company.
2. Čaldarović, O. (1985). *Urbana sociologija. Socijalna teorija i urbano pitanje*. Zagreb: Globus.
3. Čaldarović, O. (1989). *Društvena dioba prostora*. Zagreb: Sociološko društvo Hrvatske.
4. Čaldarović, O. (1987). *Suvremeno društvo i urbanizacija*. Zagreb: Školska knjiga.
5. Čapo, J., Gulin Zrnić, V., ur. (2011). *Mjesto, nemjesto – interdisciplinarna promišljanja prostora i kulture*. Zagreb: Institut za etnologiju i folkloristiku.
6. Dear, M. (2005). „Los Angeles and the Chicago School: Invitation to a Debate“ u Lin, J. i Mele, Ch. eds. *The Urban Sociology Reader*. Routledge.
7. Dear, M. J. (2000). *The Postmodern Urban Condition*. Blackwell Publishers.
8. Fainstein, S. S. (2010). *The Just City*. Cornell University Press.
9. Gulin Zrnić, V. (2009). *Kvartovska spika*. Zagreb: Jesenski i Turk.
10. Harvey, D. (1990). *The Condition of Postmodernity. An Enquiry into the Origins of Cultural Change*. Cambridge and Oxford: Blackwell Publishing.
11. Harvey, D. (2012). *Rebel Cities. From the Right to the City to the Urban Revolution*. London, New York: Verso.
12. Knežević, S. (1996). *Zagrebačka Zelena potkova* Zagreb: Školska knjiga.
13. Knežević, S. (2012). *Zagreb: grad, memorija, art*; Zagreb: Meandar.
14. Low, S. M., ur. (2006). *Promišljanje grada*. Zagreb: Jesenski&Turk (str. 7-59)
15. Marcuse, P. et al. (2009). *Searching for the Just City: Debates in urban theory and practice*. New York: Routledge.
16. Mišetić, A. (2004). *Gradski rituali - Retradicionalizacija društvenog života u hrvatskim gradovima nakon 1990*. Zagreb: Hrvatska sveučilišna naklada.
17. Mumford, L. (1986). *Grad u historiji*. Zagreb: Naprijed.
18. Prelog, M., (1973). *Prostor-vrijeme*. Zagreb: Društvo historičara umjetnosti Hrvatske.
19. Rogić, I. (1990). *Stanovati i biti*. Zagreb: Sociološko društvo Hrvatske.
20. Soja, Ed. (1996). *Thirdspace. Journeys to Los Angeles and other real-and-imagined places*. Blackwell Publishing.

21. Soja, Ed. (1989). *Postmodern Geographies. The Reassertion of Space in Critical Social Theory*. London-New York: Verso
22. Soja, E. W. (2000). *Postmetropolis. Critical Studies of Cities and Regions*. Blackwell Publishing.
23. Soja, Ed. (2010). *Seeking Spatial Justice*. Minneapolis: University of Minnesota Press.
24. Zukin, Sh. (2010). *Naked City: The death and life of authentic urban places*. Oxford University Press.

Course credit value:

- 10 ECTS credits

Assessment procedure:

- a written seminar paper on a chosen theme related to the course programme; the paper is submitted, defended orally and assessed
- independent research on a chosen and approved theme related to the course
- an essay on a relevant theme based on contemporary literature chosen in agreement with lecturers;

Method of monitoring the quality and efficiency of course realization:

In compliance with the general monitoring system of the quality of instruction at the Faculty of Humanities and Social Sciences of the University of Zagreb, course program and its performance will be evaluated by an anonymous student's evaluation.

Theoretical workshop name: THEORETICAL MODELS IN CONTEMPORARY SOCIOLOGY

Course title: RISK SOCIETY AND REFLEXIVE MODERNITY

Course holder's name and surname: Professor OGNJEN ČALDAROVIĆ, Ph.D.

Course lecturer's name and surname: Ognjen Čaldarović, Jana Šarinić

Teaching language: Croatian

Duration: summer semester, 12 hours

Course and workshop content:

Within the course, students are introduced to basic knowledge in the field of sociology of risk. Special attention is given to the theoretical approach of Anthony Giddens (reflexive modernity, culture of risk), basic categories and definitions of „risk society“ (U. Beck) and insecurity of life in the current modernity (Z. Bauman). Students will learn about results of sociological and related research of risk, aspects of the perception of risk, methods of social judgment and risk management, aspects of individual risk taking, public attitudes towards risks and the role of media, and global risk dimensions (such as terrorism and similar). Within the workshop the results of research on various modes of risk in the contemporary society with the analysis of applied research methods will be presented and the discussion on research results conducted. Special emphasis will be put on risk research in Croatia and the region. Students will make their own conceptualisation of research of a certain mode of risk.

Development of general and specific competences (knowledge and skills):

Students will master required knowledge and competences in the field of risk and will be able to study the named phenomena, conduct independent research and contribute to the pool of cognition in the field of contemporary special sociology. Knowledge and skills acquired within the course can be applied to risk analysis of various aspects of social consequences of applied technology in the wide sociological risk analysis as a social structure element.

Teaching modes:

The course will be conducted through 12 hours of teaching with discussions with students and writing of students' individual seminar papers. Papers will be reviewed by lecturers and formed into scientific papers that can be offered for publishing to scientific journals in the field of social sciences.

Compulsory reading list for the study programme participation and examination:

1. Bek (Beck), U. (2001). *Rizično društvo. U susret novoj moderni*. Beograd: Filip Višnjić.
2. Bauman, Z. (2011). *Tekuća modernost*. Zagreb: Pelago.

3. Čaldarović, O. (1995). *Socijalna teorija i hazardni život. Rizici i suvremeno društvo*. Zagreb: Hrvatsko sociološko društvo, „Razvoj i okoliš“, biblioteka časopisa "Socijalna ekologija".
4. Čaldarović, O., Rogić, I., Subašić, D., ur. (1997). *Kako živjeti s tehničkim rizikom?*. Zagreb APO–Agencija za posebni otpad.(poglavlje 2, 3, 6 i 7).
5. Čaldarović, O. (2012). *Prema društvu uspješno reguliranog rizika?* Zagreb: Biblioteka „Razvoj i okoliš“.
6. Giddens, A. (1990). *The Consequences of Modernity*. Stanford: Stanford University Press.
7. Slovic, P. (2007). *The Perception of Risk*. London:EarthScan.

Recommended additional reading list:

1. Adams, J. (1995). *Risk*. UCL Press: London.
2. Bauman, Z. (2010). *Fluidni strah*. Novi Sad: Mediterran pub.
3. Douglas, M. (1992). *Risk and Blame*. Essays in Cultural Theory, Routledge: London.
4. Giddens (2009). *The Politics of Climate Change*. Polity.
5. Giddens, A. (1991). *Modernity and Self-Identity*. Stanford: Stanford University Press.
6. Kasperson, J. X. i Kasperson, R. eds. (2001). *Global Environmental Risk*. Tokyo: Earthscan.
7. Lofstedt, R. E. i Frewer, L., eds. (2004). *Risk and Modern Society*. London: Earthscan.

Course credit value:

- 10 ECTS credits

Assessment procedure:

- a written seminar paper on the chosen theme related to the course programme; the paper is submitted, defended orally and assessed
- independent research on a chosen and approved theme related to the course
- an essay on a relevant theme based on contemporary literature chosen in agreement with lecturers;

Method of monitoring the quality and efficiency of course realization:

In compliance with the general monitoring system of the quality of instruction at the Faculty of Humanities and Social Sciences of the University of Zagreb, course program and its performance will be evaluated by an anonymous student's evaluation.

Theoretical workshop name: THEORETICAL MODELS IN CONTEMPORARY SOCIOLOGY

Course title: GENDER, WOMEN'S MOVEMENTS AND FAMILY

Course holder's name and surname: Professor BRANKA GALIĆ, Ph.D.

Course lecturer's name and surname: Branka Galić

Teaching language: Croatian

Duration: 12 hours

Course content:

The course provides an introduction to theoretical and empirical analysis as well as research of gender and sexual dimensions of society, with the problem of gender asymmetry caused by sociocultural values, ideologies, symbols and social practice at micro and macro structural levels of the society, i.e. with socio-cultural construction of sexuality, sexual/gender identities, gender, family, partner relations and feminist discourse, in the wider area of theoretical, comparative-analytical and research sociological and sexological knowledge, understanding and the analysis of the following phenomena: human sexes, sexual/gender relations of women, men and sexual minorities, marriage, family, kinship, partner relations and various alternative modes of human intimate and (pro)active communities. Through seminars and research, doctoral students contribute to detecting and building analytical tools for theoretical and empirical research used in the analysis of social regulation of gender relations within the society, family and sexuality and understanding and/or changing personal, family, partner and professional relations, as well as relations between women and men in the society in the widest sense.

In the context of transitional transformations of the Croatian society, European integrations, globalisation aspects of development, new identities and social stratifications, gender and feminist discourses have become an inevitable subject matter within cultural, political and educational agenda worldwide. What does it mean to be a «woman», a «man» or to have a «transgender» identity? How do these identities and their mutual relations change within the social context? How are they shaped by the society? To what extent do different social/cultural expectations related to gender groups condition social stratification, power asymmetry, allocation of resources and sexism in different aspects of life for different gender groups? Questions of socialisation, the shaping and learning of social roles, social mechanisms for the creation of prejudices, assignation of social labels and inciting sexism will be analysed in this context. The central concepts related to the definition of gender roles and relations in various theoretical concepts as well as feminist critiques of postmodern approaches will be presented. Special emphasis will be placed on the problems of violence against women and abuse of women, sex victimisation and trafficking of women, on issues related to reproductive rights, contraception and the latest reproductive technologies, women in politics, women at home and in the labour market, women's movements in the third world, women and media, women in the global perspective, transformation of marriage, sexual orientations and men's gender studies,

and queer identities. The role and contribution of feminist theories and movements in the discovery and deconstruction of different forms of sexism and gender stratification will also be analysed. Feminist critique of mainstream sociology as well as the feminist approaches to concepts of identity, difference, representation, power, sexuality, etc. will be presented. The nature and the degree of transformation which has been achieved in certain segments of social changes, the feminist vision of social justice and the strengthening of the strategies of democracy contributing to the gender-egalitarian development of the society will be demonstrated and discussed.

Development of general and specific competences (knowledge and skills):

General competences:

- interdisciplinarity, theoretical, comparative-analytical and research competences and critical analysis of sexual/gender dimensions and psycho-social aspects of human sexuality;
- modelling, creation and development of the analytical framework for the deconstruction of gender asymmetry within socio-cultural patterns of the society
- application of established and developed models in professional discourse as well as in different aspects of economic, political, public life, and personal, i.e. private life.

Specific competences:

Using acquired theoretical and empirical knowledge and skills in professional work in developing sensibility to gender/sexual characteristics, phenomena of sexism and gender/sexual discrimination, application of gender-sensitive education, creating and conducting applied research and developmental planning; professional analyticity in the field of sex/gender, family, partner relations and feminism; professional sociological work in all types of research institutions, government and non-government associations dedicated to gender groups, women and sexual minorities in the society; educational work and teaching in the field of gender/sex, family, partner relations, reproductive and sexual health; counselling work in the field of sexual health and education on human sexuality; public opinion polls in the named field for the purpose of informing the public, companies and state institutions, public and private agencies and non-governmental organisations; professional expertise for the purpose of social planning, development and media.

Teaching modes:

The programme of this course will be realized through 8 hours of lectures and 4 hours of seminars/practical classes along with the discussions that will be held with students+*student independent seminar papers*;

Compulsory reading list for the study programme participation and examination:

1. Adamović, Mirjana (2011). *Žene i društvena moć*. Zagreb: Plejada i Institut za društvena istraživanja.
2. Castells, M. (2002). „Kraj patrijarhalnosti: Društveni pokreti, obitelji i spolnost“, u: *Moć identiteta*. Zagreb: Golden marketing.
3. Galić, Branka (2012). „Promjena seksističkog diskursa u Hrvatskoj? Usporedba rezultata istraživanja 2004. i 2010. godine“, *Socijalna ekologija* 21(2):155-177.
4. Kamenov, Ž., Galić, B. (ur.) *Rodna ravnopravnost i diskriminacija u Hrvatskoj. Istraživanje percepcije, iskustva i stavova o rodnoj diskriminaciji*. Zagreb: Vlada RH. Ured za ravnopravnost spolova.
5. Galić, Branka (2011). „Žene i rad u suvremenom društvu - značaj "orodnjenog" rada“, *Sociologija i prostor*, Vol. 49, No. 189 (1): 25-49.
6. Galić, Branka (2011). „Reprodukcija i društvena kontrola: reproduktivni status žena u Hrvatskoj i stavovi o njihovim reproduktivnim pravima“, U: Radačić, Ivana i Vince Pallua, Jelka (Ur.) *Ljudska prava žena. Razvoj na međunarodnoj i nacionalnoj razini 30 godina nakon usvajanja Konvencije UN-a o uklanjanju svih oblika diskriminacije žena*. Zagreb: Institut društvenih znanosti Ivo Pilar. str. 297-317.
7. Giddens, Anthony (2007). „Obitelj i intimni odnosi, Rod i spol“ (poglavlja), U: *Sociologija*: Zagreb, Nakladni zavod Globus.
8. Haralambos, Michael, Holborn, Martin (2002). *Sociologija. Teme i perspektive*. Zagreb: Golden marketing, str. 126-196 (poglavlje 3: Spol i rod).
9. Milojević, I., Markov, S. (ur.) *Uvod u rodne teorije*. Novi Sad: Mediterran Publishing.
10. Ritzer, G. (1997). (ur.) „Suvremena feministička teorija“, u: *Suvremena sociološka teorija*. Zagreb: NZ Globus, str. 297-343.

Recommended additional reading list:

1. Anselmi, Diana L. & Law, Anne L. (Eds.) (1998). *Questions of Gender. Perspectives & Paradoxes*. The McGraw-Hill Companies.
2. de Beauvoir, Simone (1981). *Drugi pol I i II*. Beograd: BIGZ.
3. Brownmiller, S. (1995). *Protiv naše volje*. Zagreb: Zagorka.
4. Butler, Judith (2000). *Nevolje s rodom*. Zagreb: Ženska infoteka.
5. CESI (2007). *Nasilje ne prolazi samo od sebe. Izvještaj o istraživanju rodno uvjetovanog nasilja u adolescentskim vezama u Republici Hrvatskoj*. Zagreb
6. Galić, Branka i Geiger, Marija (2006). „Valorizacija ženskog. Rodni aspekti odnosa spram okoliša“. *Socijalna ekologija*, 15(4):339-355.

7. Galić, Branka i Nikodem, Krunoslav (2009). „Percepcija rodih jednakosti i šansi pri zapošljavanju u hrvatskom društvu. Pogled nezaposlenih žena“, *Revija za socijalnu politiku*, 16(3):25-271.
8. Galić, Branka (2008). „Rodni identitet i seksizam u hrvatskom društvu“. U: Cifrić, Ivan (ur). *Relacijski identiteti. Prilozi istraživanju identiteta hrvatskog društva*. Zagreb: Razvoj i okoliš. Str. 153-185.
9. Galić, Branka, Buzov, Ivanka, Bandalović, Gorana (2009). „Ženske uloge u obitelji u hrvatskom društvu – retradicionalizacija i/ili modernizacija“, U: Milić, Anđelka i Tomanović, Smiljka (ur.) *Porodice u Srbiji danas u komparativnoj perspektivi*, Beograd: Institut za društvena istraživanja Filozofskog fakulteta. Str. 187-200.
10. Galić, Branka i Nikodem, Krunoslav (2006). „Ne/razlomljeni identiteti. Seksizam i religioznost u hrvatskom društvu“. *Socijalna ekologija*, 15(1-2):81-103.
11. Galić, Branka (2004). „Seksistički diskurs rodnog identiteta“. *Socijalna ekologija*, 13(3-4):305-325.
12. Galić, Branka (2006). „Stigma ili poštovanje? Reproductivni status žena u Hrvatskoj i šire“. *Revija za sociologiju*, 37(3-4):149-164.
13. Galić, Branka (2006). „Ženska tijela, reprodukcija i društvena stigmatizacija žena“. *Kruh i ruže*, 30:23-33. Ženska infoteka.
14. Galić, Branka (2002). „Moć i rod“. *Revija za sociologiju*, 33(3-4):225-238.
15. Giddens, Anthony (2007). „Rod i spolnost“, U: *Sociologija*. Zagreb: Globus. Str. 104-140.
16. Inglehart, R., Norris, P. (2003). *Rising Tide. Gender Equality and Cultural Change around the World*. Cambridge University Press.
17. Irigaray, L. (1999). *Ja, ti, mi: za kulturu razlike*. Zagreb: Ženska infoteka.
18. Jackson, Stevi & Scott, Sue (Eds.) (2002). *Gender. A Sociological Reader*. London and New York: Routledge.
19. Kunac, S. & Sarnavka, S. (2006). *Nevinost bez zaštite. "Ženska" percepcija medijskih sadržaja*. Zagreb: B.a.b.e.
20. Leinert Novosel, Smiljana (1999). *Žena na pragu 21. stoljeća: između majčinstva i profesije*. Ženska grupa TOD
21. Lipsitz Bem, Sandra (1993). *The Lenses of Gender. Transforming the Debate on Sexual Inequality*. New Haven and London: Yale University Press.

22. Ortner, Sherry B. (1974). „Is Female to Male as Nature is to Culture“, in: Zimbalist Rosaldo, Michelle & Lamphere, Louise (Ed.) *Woman, Culture, Nature*. Stanford: Stanford University Press. P. 67-89.
23. Pateman, Carol (2000). *Spolni ugovor*. Zagreb: Ženska infoteka
24. Phillips, Anne (2001). *(O)rađanje demokracije*. Zagreb: Ženska infoteka.
25. Perrons, D., Fagan, C., McDowell, L., Ray, K., Ward, K. (eds.) (2006). *Gender Division and Working Time in the New Economy. Changing Patterns of Work, Care and Public Policy in Europe and North America*. Cheltenham and Northampton: Edward Elgar Publishing.
26. Prpić, Katarina, Oliviera, Luisa, Hemlin, Sven (ed.) *Women in science & technology*. Zagreb: Institute for Social Research, Sociology of Science and Technology Network of the European Sociological Association.
27. Relja, R., Galić, B. i Despotović, M. (2009). „Položaj žena na tržištu rada grada Splita“. *Sociologija i prostor*, Vol. 47, No. 3 (185) str. 217-239.
28. Rowbotham, S. (1983). *Svest žene – svet muškarca*. Beograd: SIC.
29. Saltzman Chafetz, Janet /ed./ (1999). *Handbook of the Sociology of Gender*. New York, Boston, Dordrecht, London, Moscow: Kluwer Academic / Plenum Publishers.
30. Stanley, Liz & Wise, Sue. (2002). „What's wrong with socialization?“ U: Jackson, Stevi & Scott, Sue (Eds.) *Gender. A sociological reader*. London and New York: Routledge, str. 273-279.
31. Stanley, Liz (2002). „Should "sex" really be "gender" - or "gender" really be "sex"“? U: Jackson, Stevi & Scott, Sue (Eds.) *Gender. A sociological reader*. London and New York: Routledge, str. 31-41.
32. Stockard, Jean (1999). „Gender Socialization“, U: Saltzman Chafetz, Janet (Ed.) *Handbook of the Sociology of Gender*. New York, Boston, Dordrecht, London, Moscow: Kluwer Academic / Plenum Publishers, str. 215-229.
33. Tomić-Koludrović, Inge i Kunac, Suzana (2000). *Rizici modernizacije: žene u Hrvatskoj devedesetih*. Split: Udruga građana Stope nade.
34. Topolčić, Davor (2001). „Muškarci to ne rade: rodno segregirana podjela rada u obitelji“. *Društvena istraživanja*, 10(4-5):767-789.
35. Žene na tržištu rada. (2005). *Kruh i ruže*, Broj 26. Zagreb: Ženska infoteka.
36. Walby, Sylvia (2005). *Rodne preobrazbe*. Zagreb: Ženska infoteka.
37. Yuval-Davis, N. (2002). *Rod i nacija*. Zagreb: Ženska infoteka.

Course credit value:

- 10 ECTS credits

Assessment procedure:

- written seminar paper on the chosen theme related to the course programme; the paper is defended orally and assessed; an oral exam based on the selection from the obligatory and additional reading list

Method of monitoring the quality and efficiency of course realization:

In compliance with the general monitoring system of the quality of instruction at the Faculty of Humanities and Social Sciences of the University of Zagreb, course program and its performance will be evaluated by an anonymous student's evaluation.

Theoretical workshop name: THEORETICAL MODELS IN CONTEMPORARY SOCIOLOGY
Course title: MIXED METHODOLOGY as RESEARCH TREND

Course holder's name and surname: Professor ANČI LEBURIĆ, Ph.D.

Course lecturer's name and surname: Anči Leburic

Teaching language: Croatian

Duration: winter semester, 12 hours

Course content:

- Current trends in the world methodology: implications on using the so-called mixed methodologies (integrative, interactive) as a trend gaining strength within sociological disciplines.
- Identification of key methodological issues in the empirical sociology in Croatia.
- Critical analysis of methodological trends and current developmental aspects of empirical sociology (alternative methodological protocols, research work informatization processes and other).
- Mixed methodological models as a combination and integration of more approaches in all phases of the research process: in conceptualisation, data collection, analysis and interpretation.
- Combining the quantitative and the qualitative approach, strategies, methods, methodologies, data analyses etc. in sociological research.
- Interdisciplinary methodological possibilities of sociological research of social, cultural, political and a number of other phenomena.
- Methodological research and future development (perspectives, conditions in the EU).

Development of general and specific competences (knowledge and skills):

- Understanding latest contemporary tendencies in the methodology in the field of social sciences, especially in the European research area.
- Ability to articulate, analyse and conduct a critical analysis of recent methodological approaches.
- Ability to understand the social role and the meaning of various methodological approaches and contemporary methodological strategies.
- Ability to understand and recognise current tendencies (difficulties, inconsistencies, lack of ethics and other) in the contemporary methodology in the field of social sciences.
- Skills in treating, forming and evaluating interdisciplinary, integrative and interactive research approaches to sociological projects.

- Improved skills in the construction and application of mixed sociological analyses and empirical research.

Teaching modes:

Teaching is conducted in the form of 12 hours of interactive lessons in which students discuss, comment and argue on previously determined themes, asking the lecturer questions and discussing the planned lecture theme for which previous preparation, relevant literature reading, contemplation and similar is recommended.

Compulsory reading list for the study programme participation and examination:

1. Leburic, A. (1996). „Metodološki aspekti sociološkog empirijskog istraživanja društvenih fenomena“. U *Teorijski izazovi i dileme: prilog sociologiji hrvatskog društva*. Zadar: FF.
2. Leburic, A. (2001). „Integracija kvalitativnih i kvantitativnih aspekata: perspektive empirijskih istraživanja otoka“. *Sociologija sela*. 39(1/4):189-210.
3. Leburic, A. (2001). „Metodološka strategija istraživanja životnih stilova mladih krajem devedesetih“, str.77-105. U Tomić-Koludrović, I. & A. Leburic, *Skeptična generacija*. Zagreb: AGM.
4. Leburic, A. (2010). „Područja susreta arhitekture i sociologije“ (Gradske priče: Krićka analiza razvoja). *Čovjek i prostor*. 09-10(676-677):55-56.
5. Leburic, A.; I. Zalović-Troskot (2002). „Feministićka metodologija kao posebna znanstvena disciplina“. *Radovi – razdio filozofije, psihologije, sociologije i pedagogije*. Zadar: Sveučilište u Splitu. Filozofski fakultet Zadar. Vol.41(18):233-251.

Recommended additional reading list:

1. Bryman, A. (1996). *Quantity and Quality in Social Research*. London & New York: Routledge.
2. Burgess, Robert G. & A. Murcott, edit. (2001). *Developments in Sociology*. Harlow: Prentice Hall-Pearson Education.
3. Creswell, J.W. (2003). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Thousand Oaks, London, New Delhi: SAGE Publication.
4. Goldthorpe, J. (2000). *On Sociology: Numbers, Narratives and the Integration of Research and Theory*. Oxford: Oxford University Press.
5. Grbich, C. (2004). *New Approaches in Social Research*. London, Thousand Oaks, New Delhi: SAGE Publications.
6. Hallowell, N. Lawton, J. & S. Gregory, eds. (2004). *Reflecting on Research: The Realities of Doing Research in the Social Sciences*. Buckingham: Open University Press.
7. Layder, D. (1993). *New Strategies in Social Research-An Introduction and Guide*. Cambridge: Polity Press.
8. Leburic, A.; J. Bajić (2012). „Mix Methodology as a Convenient Solution to the Dilemma of Qualitative and Quantitative Research in Education“. In *Paradigms and Research of Educational Practice*. McDermott, J. C.; Kington, A.; Matulćikova, M. (eds.) Pg.43-61. Los Angeles, USA: Antioch University Los Angeles, Department of Education.

9. Leburić, A.; N. Kljaković-Šantić (2004). „Etnometodološko konceptualiziranje sociološkog istraživanja“. Acta Iadertina – časopis Odjela za filozofiju, Odjela za pedagogiju i Odjela za sociologiju. Zadar: Sveučilište u Zadru. Vol.1 (br.1.):65-85.
10. Leburić, A.; Z. Šuljug (2008). „Metodološki aspekti istraživanja jezika kao društvenog fenomena“. U *Zborniku radova Filozofskog fakulteta u Splitu*. God. 1. Br. 1. Split: Sveučilište u Splitu, Filozofski fakultet.
11. Leburić, A.; I. Vlaić (2012). „New Methodological Approaches in Urban Researches“. In *Rethinking Urbanism*. Karać, Z. (edit.) Pg.101-104. Zagreb: Croatian Architects' Association, Faculty of Architecture – University of Zagreb, Croatian Chamber of Architects.

Course credit value:

- 10 ECTS credits

Assessment procedure:

Before taking the exam, students send the lecturer by e-mail an independent seminar paper which is a research proposal of a potential sociological project which can be articulated as a doctoral dissertation research topic proposal or otherwise articulated potential research theme. The oral exam consists of defending the paper orally which includes assessing the paper's methodological articulation, integrity, creativity and other important sociological aspects (such as for instance research theme relevance, previous empirical research achievements assessments, critical observation on applicable methodological concept etc.).

Method of monitoring the quality and efficiency of course realization:

In compliance with the general monitoring system of the quality of instruction at the Faculty of Humanities and Social Sciences of the University of Zagreb, course program and its performance will be evaluated by an anonymous student's evaluation.

Theoretical workshop name: **THEORETICAL MODELS IN CONTEMPORARY SOCIOLOGY**
Course title: **SOCIOLOGICAL TYPES CONSTRUCTION - EXAMPLES OF REFUGEES AND REPATRIATES**

Course holder's name and surname: Professor MILAN MESIĆ, Ph.D.

Course lecturer's name and surname: Milan Mesić

Teaching language: Croatian

Duration: winter semester, 12 hours

Course content:

Introduction to refugees studies. Definition of political refugees within conventions. Sociological definition of refugees (forced migrants). Deconstruction of the unique definition of a refugee. Dynamics, various experiences and perspectives of refugees. Quantitative and qualitative research of refugees. Construction of sociological types of refugees (based on the course lecturer's empirical findings and sociological imagination). The conventional concept of refugees repatriation and repatriates. Critical reconceptualization of repatriation, home and repatriates. Family strategies of return - transnationalism. Deconstruction of the concepts of repatriates - non-repatriates. Construction of sociological types of repatriation and repatriates (based on the course lecturer's empirical findings and sociological imagination).

Seminar and practical student work in deconstruction of unique concepts (for instance students, the young, women, soldiers, patriots etc.).

Development of general and specific competences (knowledge and skills):

Critical review of theories, concepts and conventional concepts (refugees and repatriates). Developing sociological imagination in facing life problems of refugees and repatriates, instead of exclusively relying on (representative) quantitative „results“ and the sole qualitative description and the narration. Accepting a critical approach and multiple perspectives as a prerequisite of postmodern deconstruction of established concepts and the construction of (sociological) types (refugees and repatriates).

Teaching modes:

8 hours of lectures and 4 hours of seminars/practical work in sociological types construction. Depending on the number of participants, student will, individually or in groups, attempt to construct their typologies of some social phenomenon (for instance: students, youth, women, soldiers, patriots etc.) based on various criteria.

Compulsory reading list for the study programme participation and examination:

1. Mesić, Milan; Bagić, Dragan (2011). *Manjinski povratak u Hrvatsku - Studija otvorenog procesa*. Zagreb: UNHCR. (dostupno on-line)

2. Valenta, Marko; Mesić, Milan; Strabac, Zan (2011). "Bosnian Croats in Croatia: 'Ethnicity Privileged Migrants, 'Culturally Distant Co-ethnics' or 'Croats as any other Croats'?", in: Valenta, Marko and Sabrina P. Ramet (eds.) *The Bosnian Diaspora, Integration in Transnational Communities*. AHGATE, 281-300.
3. Mesić, Milan; Bagić, Dragan (2007). *Održivost manjinskog povratka u Hrvatskoj*. Zagreb: UNHCR. (dostupno on-line na web stranici UNHCR-a).
4. Mesić, Milan (2007). „Metodološki kozmopolitizam versus metodološki nacionalizam“, *Revija za Sociologiju*, (38) 1-2: 71-83.
5. Mesić, Milan (1996). *Ljudi na čekanju – pogledi na povratak: hrvatske i bosansko-hercegovačke izbjeglice i raseljenici*. Zagreb: Sociološko društvo Hrvatske.
6. Mesić, M. (1995). "Types of Refugees - Croatian and Bosnian-Herzegovinian Experiences", *Društvena istraživanja*, (4) 4-5: 657-75.
7. Mesić, M. (1993). "Izbjeglice i izbjegličke studije (Uvodu problematiku)", *Revija za socijalnu politiku*, (1) 2: 113-23.
8. Mesić, M. (1992). *Osjetljivi i ljuti ljudi: hrvatske izbjeglice i prognanici*. Zagreb: Ured za prognanike i izbjeglice Vlade RH, Institut za migracije i narodnosti.

Recommended additional reading list: subsequently

Course credit value:

- 10 ECTS credits

Assessment procedure:

- 1) seminar presentation of a sociological typology draft
- 2) written seminar paper in agreement with the course holder

Method of monitoring the quality and efficiency of course realization:

In compliance with the general monitoring system of the quality of instruction at the Faculty of Humanities and Social Sciences of the University of Zagreb, course program and its performance will be evaluated by an anonymous student's evaluation.

Theoretical workshop name: **THEORETICAL MODELS IN CONTEMPORARY SOCIOLOGY**
Course title: NATIONAL SECURITY SOCIOLOGY

Course holder's name and surname: Professor OZREN ŽUNEC, Ph.D., MIRKO
BILANDŽIĆ, Ph.D., assistant professor

Course lecturer's name and surname: Ozren Žunec, Mirko Bilandžić

Teaching language: Croatian

Duration: summer semester, 12 hours

Course content:

Contemporary concepts of national security issues are substantially wider than traditional concepts of national security as a question of defence and the use of the military in armed conflicts. Those concepts deal with defining total interests and strategies of development of the society and its defence from threats. Therefore in the creation of those concepts, participation of not only a series of political institutions and the wider public but also the academia is expected. Security studies, as an individual scientific-research framework, put emphasis on the study of national (and international) security and the study primarily refers to interdisciplinary scientific research of national security. The newly shaped security architecture caused significant social and political changes which accompanied with changes in contemporary national, regional and international security situation represent a unique system. In contemporary democratic countries, including the Republic of Croatia as well, equal participation and even certain dominance of civil scientific research in the field of national security has long become a social and civilisation standard. The national security is the basic security category. The standard unit of security in contemporary conditions is the security of the contemporary national state (national security) which determines all other categories of security. The national security certainly determines total social, economic, political, military, environmental and other trends and processes and the mode, the quality and the contemporary human life conditions. These topics occupy the attention of contemporary people in the political, economic but also the total social context. For that reason the national security deserves scientific-research attention, study and teaching using other scientific rules, standards and achievements in the field. The national security as one of the functions of the society is therefore a legitimate sociological research object. On the other hand, establishing the system and the functioning of the national security are based on social values and norms and are inseparable from them, so sociological analysis of these relationships is a crucial element of their understanding.

The lectures within the course *National security sociology* will be dedicated to a wide range of themes within the relationship of the national security system and the society and will include the following issues:

1. Scientific interdisciplinary research of the national security. Security studies evolution: strategic studies, security studies, critical security studies. An overview of the development of sociological research on the national security system, the military and related institutions and phenomena.
2. The traditional and the modern national security perception. The new world order, globalization and redefining national security parameters. The concept and the content of the national security. National security fields: social, economic, political, military and environmental field. Societal and human security.
3. The national security system as the society and state institution. Principles, characteristics, functions, types and modes of the system and organisation of the national security. Social values and norms and the national security. Modes of decision making. National security politics and strategies. National and public interests.
4. Instruments and institutions of the national security: the military, paramilitary organisations, intelligence systems, (international) politics and diplomacy, economic national security instruments.
5. National and (international security) paradoxes: security and defence dilemmas; societal security dilemma.
6. The national security and social and political phenomena: the liberal democracy concept; the political delict concept; civil society; religion; ethics; legal state; media and public opinion.
7. Threats to the national security. Threat to the national (and the international) security caused by societal reasons. Pathology of democracy: systemic political corruption. Contemporary world opposites as causes of threat to the national security: terrorism as the central national and international security (threatening) phenomenon of contemporary time: terror and terrorism; structure of terrorism-causes, terroristic acts, antiterrorism, „terrorising terrorism“; terrorism typology; paradox of terrorism: wars, ethnic conflicts, mass destruction weapons etc. Aggressiveness, aggression, the society and the culture. War as a social phenomenon and social activity. War and the social values and norms system. War consequences: social and political changes, influence of war on values and norms, the status and social groups relations.
8. The national security system abuse: national security system politisation and its consequences; diplomacy instrumentalisation and international political and international legal consequences; society militarisation.
9. The national and the international security; international security institutions: the UN, NATO, the EU, the OESS, the IMF, the World Bank Group, OPEC etc.
10. The national security of the Republic of Croatia.

Development of general and specific competences (knowledge and skills):

Students will acquire knowledge and skills needed for a competent analysis of the social meaning and societal dimensions of the national security and will be qualified for independent research of institutions and phenomena in the field.

Teaching modes:

1. The course is realised as 8 hours of lectures and 4 hours of seminars with discussions with students plus an independent seminar paper according to the following syllabus:
2. *First meeting:* The concept of security in social theories. The concept and the content of the national security. The contemporary perspective on the national security. The system, institutions and instruments of the national security. The national security system misuse. Security and defence dilemma. Societal security dilemma.
3. *Second meeting:* Transformation of primacy of national security instruments. The economic dimension of the national security and instruments of realising the economic dimension of the national security; business intelligence (business information management) and the corporate security.
4. *Third meeting:* Terrorism as the central contemporary national and international security (threatening) phenomenon: terror and terrorism; structure of terrorism-causes, terroristic acts, antiterrorism, „terrorising terrorism“; paradox of terrorism. Islam and politics. Political Islam (Islamism) and terrorism. Societal and strategic dimensions of suicidal terrorism.
5. *Fourth meeting:* The national security of the Republic of Croatia. The Republic of Croatia and Euro-Atlantic integrations. Europeanisation of the security discourse of the Republic of Croatia.

Seminars will be conducted based on the students' choice of particular topics agreed on with students before the beginning of lectures. In addition to the students' choice the offer of seminar themes includes the following fields:

- Security and social theories (realism, liberalism, constructivism, (post)structuralism, transitology etc.)
- Societal dimensions and strategic impacts of suicidal terrorism
- Theory of conflict, theory of power and terrorism
- Societal conditions and securitisation consequences
- Security sociology: Paris school of security studies
- Theory of state and security: redefined role of the state (national security privatisation, terrorism, risk society)
- Security phenomena as a factor of restructuring sources of social power

Compulsory reading list for the study programme participation and examination:

1. Bilandžić, Mirko (2010). *Sjeme zla: elementi sociologije terorizma*. Zagreb-Sarajevo: Plejada i Synopsis.
2. Cavelti, Dunn Myriam; Mauer, Victor (2010). (eds.) *The Routledge Handbook of Security Studies*, Abingdon/New York: Routledge Taylor & Francis Group.

3. Collins, Alan. (2010). (ur.) *Suvremene sigurnosne studije*. Zagreb: Centar za međunarodne i sigurnosne studije Fakulteta političkih znanosti Sveučilišta u Zagrebu i Politička kultura.
4. Creighton, Colin ; Shaw, Martin (1987). (eds.) *The Sociology of War and Peace*. Dobbs Ferry, N.Y.: Sheridan House.
5. Caforio, Giuseppe (1998). (ed.) *The Sociology of the Military*. Cheltenham: Edward Elgar Publishing Limited.
6. Singer, W. Peter (2008). *Corporate Warriors: The Rise of the Privatized Military Industry*. Ithaca: Cornell University Press.
7. Žunec, Ozren (2007). *Goli život: socijetalne dimenzije pobune Srba u Hrvatskoj*. Zagreb: Demetra.

Recommended additional reading list:

1. Avant, D. D. (2005). *The Market for Force: The Consequences of Privatizing Security*. Cambridge/New York: Cambridge University Press.
2. Bilandžić, M. (2005). *Sjeverna Irska između rata i mira*. Zagreb: Golden marketing-Tehnička knjiga.
3. Bilandžić, M. (2008). *Poslovnoobavještajno djelovanje: business intelligence u praksi*. Zagreb: AGM.
4. Blakeley, R. (2009). *State Terrorism and Neoliberalism: The North in the South*. London, New York: Routledge.
5. Boot, K.; Wheeler, J. N. (2008). *The Security Dilemma: Fear, Cooperation and Trust in World Politics*. New York: Palgrave Macmillan.
6. Buzan, B.; Hansen, L. (2009). *The Evolution of International Security Studies*. Cambridge: Cambridge University Press.
7. Cronin, K. A. (2009). *How Terrorism Ends: Understanding the Decline and Demise of Terrorist Campaigns*. Princeton and Oxford: Princeton University Press.
8. Furedi, F. (2009). *Poziv na teror: Rastuće carstvo nepoznatog*. Zagreb: Naklada Ljevak.
9. Gerges, A. F. (2005). *The Far Enemy: Why Jihad Went Global*. Cambridge/New York: Cambridge University Press.
10. Gerges, A. F. (2011). *The Rise and Fall of Al Qaeda*. New York: Oxford University Press.
11. Jackson, R.; Murphy, E.; Poynting, S. (2010). (eds.) *Contemporary State Terrorism: Theory and practice*. London, New York: Routledge.
12. Kuhlmann, J.; Callaghan, J. (2000). (eds.) *Military and Society in 21st Century Europe: Comparative Analysis*. Hamburg: LIT.
13. Mikac, R. (2008). *Afganistan: Nikad završen sukob*. Zagreb: Naklada Jesenski i Turk.

14. Owen, M. (2012). (with Maurer, Kevin) *No Easy Day: The Autobiography of a Navy SEAL*. New York: Penguin Books.
15. Pape, A. R.; Feldman, K. J. (2010). *Cutting the Fuse: The Explosion of Global Suicide Terrorism and How to Stop It*. Chicago and London: The University of Chicago Press.
16. Risley, S. (2006). *The Sociology of Security: Sociological Approaches to Contemporary and Historical Securitization*, Paper presented at the annual meeting of the American Sociological Association, Montreal Convention Center, Montreal, Quebec, Canada, Aug 10, 2006, http://www.allacademic.com/meta/p105192_index.html.
17. Tatalović, S.; Grizold, A; Cvrtila V. (2008). *Suvremene sigurnosne politike: Države i nacionalna sigurnost početkom 21. stoljeća*. Zagreb: Golden marketing-Tehnička knjiga. Vukadinović, R. (1998). *Međunarodni politički odnosi*, Zagreb: Barbat.
18. Waltz, K. N. (1998). *Čovjek, država i rat. Teorijska analiza*. Prev. Damir Grubiša. Zagreb: Barbat – Institut za međunarodne odnose.
19. Wilkinson, P. (2011). *Terrorism versus Democracy: The liberal state response*. Third edition, Abingdon/New York: Routledge.
20. Williams, D. P. (2008). (ed.) *Security Studies: An Introduction*. London and New York: Routledge, Taylor & Francis Group.

Course credit value:

- 10 ECTS credits

Assessment procedure:

- Writing an exam paper which can be categorised as a professional paper, a review article or an authentic scientific paper and the discussion with a student.

Method of monitoring the quality and efficiency of course realization:

In compliance with the general monitoring system of the quality of instruction at the Faculty of Humanities and Social Sciences of the University of Zagreb, course program and its performance will be evaluated by an anonymous student's evaluation.

3.4.2. The description of each research workshop from the list of offered research workshops: in alphabetical order of surnames of lecturers (associates):

WORKSHOPS

Workshop name: DISCOURSE ANALYSIS-DOCTORAL WORKSHOP

Workshop theme: DISCOURSE ANALYSIS-DOCTORAL WORKSHOP

Workshop holder's name and surname: Professor VJEKOSLAV AFRIĆ, Ph.D.

Workshop lecturer's name and surname: Zorana Šuljug Vučica, Vjekoslav Afrić

Teaching language: Croatian

Duration: summer semester, 12 hours

Course content:

Within the workshop the results of the conducted discourse analysis, analytical procedures of the discourse analysis will be presented and students will be encouraged to conduct own research using „Discourse analysis“, i.e. „Critical discourse analysis“.

Development of general and specific competences (knowledge and skills):

In addition to a deeper understanding of the relations of qualitative and quantitative analysis, students will acquire the ability of understanding discourses and their roles in the construction of social reality, as well the ability of differentiation of various levels of analysis in relation to various social practices. Therefore, by understanding discourse as a form of social practice, students will develop the skills of application of discourse and critical-discourse analysis in sociological research.

Students will acquire required knowledge and skills in the field of sociology of language.

Teaching modes:

The teaching will be conducted in the form of 4 hours of lessons in the workshop and 8 hours of practical work with students within the workshop with the discussion with students and independent student seminar papers.

Compulsory workshop reading list:

1. Bondarouk, T.; Ruël, H. J. M. (2004). Discourse Analysis: Making Complex Methodology Simple. U: Leino, T.; Saarinen, T.; Klein, S. (eds.) *Proceedings of the 12th European Conference on Information Systems (ECIS)*. June 14-16. 2004. Turku Finland.
2. Bryman, A.; Burgess, R. G. (eds.) (1994). *Analyzing Qualitative Data*. London, New York: Routledge.
3. Cramer, D. (2003). *Advanced Quantitative Data Analysis*. Maidenhead: Open University Press.
4. De Beaugrande, R. (2006). *Critical Discourse Analysis: History, Ideology, Methodology*. Fakulteta za humanistične študije, Univerza na Primorskem.

5. Diaz-Bone, R.; Bührmann, A. D.; Gutiérrez Rodríguez, E.; Schneider, W.; Kendall, G.; Tirado, F. (2007). *The Field of Foucaultian Discourse Analysis: Structures, Developments and Perspectives*. FQS.8(2).
6. Fairclough, N. (2003b). "The Discourse of New Labour: Critical Discourse Analysis". U: Wetherell, M.; Taylor, S.; Yates, S. J. (eds.) *Discourse as Data: A Guide for Analysis*. London, Thousand Oaks, New Delhi: Sage Publication. 229-266.
7. Fairclough, N. (2004). "Semiotic Aspects of Social Transformation". U: Rogers, R. (ed.) *An Introduction to Critical Discourse Analysis in Education*. New Jersey, London. Lawrence Erlbaum Associates.
8. Fairclough, N. (2004). *Analysing discourse: Textual Analysis for Social Research*. London, New York: Routledge.
9. Foucault, M. (2010). *Vladanje sobom i drugima* (prijevod: Zlatko Wurzburg) Zagreb: Antibarbarus.
10. Gill, R. (2000). „Discourse Analysis“. U: Bauer, M.W.; Gaskell, G. (eds.) *Qualitative Researching with Text Image and Sound: Practical Handbook*. London: Sage Publications. 172-190.
11. Heritage, J. (2004). "Conversation Analysis and Institutional Talk: Analysing Data". U: Silverman, D. (ed.) *Qualitative Research. Theory, Method and Practice*. 2nd edition. London, Thousand Oaks, New Delhi: SAGE Publications. 222-245.
12. Krippendorff, K. (2004). *Content Analysis: An Introduction to Its Methodology*. Thousand Oaks, London: SAGE.
13. Leburčić, A.; Afrić, V.; Dadić, M. i dr. (2011). *Diskurzivna analiza: kvalitativni pristup u istraživanju medija*. Metodološka biblioteka. Edicija Metodološke teme. Knjiga br.1. Split: Redak.
14. Reisigl, M. (2008). "Analyzing Political Rhetoric". U: Wodak, R.; Krzyżanowski, M. (eds.) *Qualitative Discourse Analysis in the Social Sciences*. New York: Palgrave Macmillan. 96-120.
15. Sacks, H. (2006). "The Baby Cried, the Mommy Picked it up". U: Jaworski, A., Coupland, N. (eds.) *The Discourse Reader*. London, New York: Routledge. 239-245.
16. Van Dijk, A. Teun (1995). "Discourse Analysis as Ideology Analysis", In: C. Schäffner & A. Wenden (Eds.), *Language and Peace*. (pp. 17-33). Aldershot: Dartmouth Publishin.
17. Van Dijk, T. (1985). "Structures of News in the Press". In: van Dijk, (Ed.) *Discourse and Communication*. Berlin: De Gruyter, 1985, pp. 69-93.
18. Wengraf, T. (2001). *Qualitative Research Interviewing: Biographic Narrative and Semi-structured Methods*. Thousand Oaks, London: SAGE.
19. Wooffitt, R. (2003). "Researching Psychic Practitioners: Conversation Analysis". U: Wetherell, M.; Taylor, S.; Yates, S. J. (eds.) *Discourse as Data: A Guide for Analysis*. London, Thousand Oaks, New Delhi: The Open University and Sage Publication. 49-92.

Recommended additional reading list:

1. Baudrillard, J. (2001). *Simulacija i zbilja*. Zagreb: Jesenski i Turk, Hrvatsko sociološko društvo.
2. Levi-Strauss, C. (1960). *Tužni tropi* (prijevod Srećko Đamonja). Zagreb: Zora.
3. Liddicoat, A. J. (2007). *Introduction to Conversation Analysis*. London: Continuum.
4. Propp, Vladimir Jakovlevič (1982). *Morfologija bajke* (preveli Petar Vujičić, Radovan Matijašević, Mira Vuković). Beograd: Prosveta.

5. Rogan, A. I.; De Kock, D. M. (2004). "Chronicles From the Classroom: Making Sense of the Methodology and Methods of Narrative Analysis". *Qualitative Inquiry*. 11(4): 628-649.
6. Ten Have, P. (2004). *Methodological Issues in Conversation Analysis*. University of Amsterdam (Methodologicalissues.pdf)
7. Boje, D. M. (2001). *Narrative Methods for Organizational and Communication Research*. London: SAGE.
8. Franzosi, R. (1998). "Narrative Analysis – Or Why (And How) Sociologists Should be Interested in Narrative". *Annual Review of Sociology*. Vol. 24. 517-554.
9. Saldana, J. (2009). *The Coding Manual for Qualitative Researchers*. London: SAGE.
10. Schneider, Daniel K. (2005). *Qualitative Data Analysis*. TECFA, University of Geneva.
11. Silverman, H. (1993). *Interpreting Qualitative Data: Methods for Analyzing Talk, Text, and Interaction*. London: Sage Publications.
12. Koester, A. (2010). *Workplace Discourse*. London, New York. Continuum.
13. Lewis, C.; Ketter, J. (2004). "Learning and Social Interaction: Interdiscursivity in a Teacher and Researcher Study Group". U: Rogers, R. (ed.) *An Introduction to Critical Discourse Analysis in Education*. New Jersey, London. Lawrence Erlbaum Associates. 117-146.
14. Maynard, D. W.; Clayman, S. E. (2003). *Ethnomethodology and Conversation Analysis* (2003aMaynard_Clayman_EM_CA.pdf).
15. McHoul, A.; Grace, W. (1993). *A Foucault Primer, Discourse, Power and the Subject*. Melbourne University Press (A_Foucault_Primer.pdf)
16. Ruiz Ruiz, J. (2009). *Sociological Discourse Analysis: Methods and Logic*. FQS. 10(2) art.26.
17. Stillar, G. F. (1998). *Analyzing Everyday Texts: Discourse, Rhetoric and Social Perspectives*. Thousand Oaks, London, New Delhi: Sage Publications.
18. Talja, S. (1999). *Analyzing Qualitative Interview Data: The Discourse Analytic Method*. University of Tampere, Finland.

Workshop credit value:

- 10 ECTS credits

Assessment procedure:

- a report on the conducted research.

Method of monitoring the quality and efficiency of workshop realization:

In compliance with the general monitoring system of the quality of instruction at the Faculty of Humanities and Social Sciences of the University of Zagreb, course program and its performance will be evaluated by an anonymous student's evaluation.

Workshop name: DOCTORAL WORKSHOP – RESEARCH PLANNING

Workshop theme: PROCESS OF RESEARCH TOPIC SELECTION AND TOPIC ANALYSIS APPROACH

Workshop holder's name and surname: DRAGAN BAGIĆ, Ph.D., assistant professor

Workshop lecturer's name and surname: Dragan Bagić, Ph.D., assistant professor

Teaching language: Croatian

Duration: (12 hours of work with students at the Faculty premises + independent work with students on research related to the workshop topic)

The workshop would be conducted in the second semester of doctoral study.

Course content:

The main aim of the workshop is to help doctoral study programme students, through interactive group work, in the planning of their doctoral research. Doctoral study programme students enrol into the doctoral study with a certain idea about the doctoral dissertation theme, but those themes are rarely structured into concrete and precise research synopsis. The process of planning a research and placing the research interest into a relevant theoretical and methodological framework presents the most important phase of writing a doctoral dissertation. In the process, the supervisor plays a major role but doctoral study programme students often find it difficult to find an adequate person for a supervisor before they more precisely define their research interests and the dissertation topic and approach. This workshop should complement doctoral students' work with a supervisor, i.e. help students to determine their research interests more precisely before they choose a supervisor.

In the introductory workshop (2 hours), the lecturer will present types of research strategies in dissertations while other workshops will be devoted to presenting research interests and students' doctoral research drafts with an interactive critical evaluation by the lecturer and other students. Each student will in 15 minutes present their research interests, research topics he/she considers and possible research drafts, while in the following 30 minutes other students and the lecturer will ask questions, give comments, proposals and critiques.

Taking into consideration the abovementioned, maximum of 10 students can participate in a group. If there are more doctoral study programme students, the teaching process will be organised in more groups.

In addition to comments on own research draft, the aims of this workshop are realised also through other students' research draft analysis, which contributes to the total research competencies of students unrelated to the concrete research theme they plan to develop.

The ultimate aim of the workshop is increasing the quality of reported dissertation themes and consequently increasing the quality of dissertations.

Development of general and specific competences (knowledge and skills):

The following general and specific competences will be developed:

- Recognising relevant research topics and problems
- Ability of placing research questions into the theoretical sociological framework

- Ability of placing research questions into the methodological framework
- Ability of connecting theoretical concepts and research methods
- Ability of forming a unique scientific research draft

Workshop mode:

- 2 hours of introductory lecture
- 10 hours of interactive discussions on doctoral research drafts

Compulsory workshop reading list:

Dunleavy, Patrick (2005). *Kako napisati disertaciju?*. Zagreb: Fakultet političkih znanosti.

Recommended additional reading list:

Workshop credit value:

- 10 ECTS

Assessment procedure:

In order to obtain credits within the workshop students have to meet the following requirements:

- Regular attendance at lectures
- Preparation and presentation of own research interests and ideas on doctoral research
- Preparation of the revised doctoral research draft based on comments and suggestions
- Active participation in the discussion on the research drafts of other students.

The lecturer will note attendance and participation of each student.

Method of monitoring the quality and efficiency of workshop realization:

In compliance with the general monitoring system of the quality of instruction at the Faculty of Humanities and Social Sciences of the University of Zagreb, course program and its performance will be evaluated by an anonymous student's evaluation.

Workshop title: DOCTORAL WORKSHOP – STRUCTURING A DOCTORAL DISSERTATION

Workshop topic: SELECTING A RESEARCH TOPIC AND AN APPROACH TO THE TOPIC ANALYSIS

Workshop holder's name and surname: DRAGAN BAGIĆ, Ph.D., assistant professor

Workshop lecturer's name and surname: Dragan Bagić, Ph.D., assistant professor

Workshop language: Croatian

Duration: (12 hours of work with students in a group at the Faculty premises + individual student work on research activities related to the workshop topic)

Workshop content:

The main objective of the workshop is to help students to structure the content of their doctoral dissertation and to organise the strategy of presenting the research results and the arguments proving or disputing the main thesis. The workshop is organized in the fourth semester when the majority of doctoral students is expected to have a precisely defined outline of their research plan and, preferably, that they have already conducted their research activities, followed by the analysis and the interpretation of research results and the actual writing process.

The workshop contains the initial lecture on the strategies of structuring doctoral dissertations, and on presenting the examples of doctoral dissertation structures and it also contains a debate and practical experience and difficulties of students in structuring their doctoral theses.

Each participant will have a task of analysing the strategy of structuring an actual doctoral dissertation (from a list supplied by the lecturers of the study programme) and presenting the conclusions and comments to other workshop participants. In that way, all the participants will gain insight into a certain number of real dissertations and have the experience of a critical analysis of the structuring of doctoral dissertations.

Development of general and specific competences (knowledge and skills)

The following general and specific competences will be developed:

- Knowledge on strategies of structuring the argumentation and presentation in scientific papers
- Acquaintance with usual strategies of structuring dissertations in Croatian sociology
- Critical analysis skill applied to dissertation structuring

Workshop modes:

- 2 hours of the introductory lecture
- Analysing the structure of actual dissertations – individual work
- 10 hours of interactive discussion on the examples of structures of actual dissertations and a debate on the applicability of individual models for doctoral students.

Compulsory reading list for the workshop:

Dunleavy, Patrick (2005). *Kako napisati disertaciju?*. Zagreb: Fakultet političkih znanosti.

Recommended additional reading list:

Workshop credit value:

- 10 ECTS

Assessment procedure:

In order to earn credits within this workshop, the participant is to fulfil the following requirements:

- Regular class attendance
- Applying and presenting the critical analysis of structuring an actual dissertations, commenting on its applicability to his/her own doctoral dissertation
- Active participation in the debate on strategies of structuring doctoral dissertations.

The lecturer will take notes on the attendance and the activity of each participant.

Method of monitoring the quality and efficiency of workshop realization:

In compliance with the general monitoring system of the quality of instruction at the Faculty of Humanities and Social Sciences of the University of Zagreb, course program and its performance will be evaluated by an anonymous student's evaluation.

Workshop title: GENDER AND SOCIETY (WORKSHOP RELATED TO THE COURSE „GENDER, WOMEN'S MOVEMENTS AND FAMILY“)

Workshop topic: GENDER AND SOCIETY (WORKSHOP RELATED TO THE COURSE „GENDER, WOMEN'S MOVEMENTS AND FAMILY“)

Workshop holder's name and surname: Professor BRANKA GALIĆ, Ph.D.

Workshop lecturer's name and surname: Mirjana Adamović, Branka Galić, Marija Geiger

Workshop language: Croatian

Duration: (12 hours of work with students in a group at the Faculty premises + individual student work on research activities related to the workshop topic)

Workshop content:

Workshops *Gender and society* are directly connected to the course *Gender, women's movements and family* within the Doctoral study programme since they are conceived as a form of possible empirical problematization and operationalization of the topics related to the content of the course *Gender, women's movements and family*. Therefore, they can be elected if the course *Gender, women's movements and family* has previously been selected. Workshops will enable the operationalization of individual research topics from the field of gender sociology, family sociology as well as feminist theories and movements, using above all the qualitative methodology. Doctoral students will be introduced to the possibilities and analytical reaches of certain methods such as the narratives analysis and the discourse analysis which enable special focus on the specific and sensitive topics which are not always easy to research using the quantitative methodology, such as a questionnaire using a large representative samples. The above mentioned applies especially to topics of family violence, sexual violence, prostitution and human trafficking, reproductive rights, heterosexual social norms as well as workplace mobbing related to sex/gender and other topics.

Development of general and specific competences (knowledge and skills):

General competences result from the general competences of the course *Gender, women's movements and family*, since the participation in these workshops is subject to the election of the course *Gender, women's movements and family*.

Specific competences are the specific knowledge and skills related to the recognition and detection of actual gender problems related to gender, family and women's movements and that can be burdened by sexist and neosexist matrices.

(Cf. Competencies in the description of the course *Gender, women's movements and family*)

Workshop modes:

Workshops are realized through 2 hours of the introductory lecture and 10 hours of practical work with participants.

Compulsory and additional reading list for the workshop:

(Competencies in the description of the course *Gender, women's movements and family*)

Workshop credit value:

- 10 ECTS

Assessment procedure

- a written research paper on the workshop topic; the paper is defended orally and assessed within the course *Gender, women's movements and family*

Method of monitoring the quality and efficiency of realization:

In compliance with the general monitoring system of the quality of instruction at the Faculty of Humanities and Social Sciences, University of Zagreb.

Workshop title: QUALITATIVE RESEARCH METHODS – GROUNDED THEORY

Workshop topic: QUALITATIVE RESEARCH METHODS – GROUNDED THEORY

Workshop holder's name and surname: Professor KREŠIMIR KUFRIN, Ph.D.

Workshop lecturer's name and surname: Krešimir Kufrin

Workshop language: Croatian

Duration: summer semester; (12 hours of work with students in a group at the Faculty premises + individual student work on research activities related to the workshop topic)

Workshop content:

The participants will be introduced to theoretical and professional-contextual sources, epistemological assumptions, historical background, principles and research techniques of Grounded Theory (GT), one of the latest theoretical and methodological orientations within the contemporary qualitative methodology applied in social sciences which is increasingly gaining importance.

After familiarizing the students with the basic assumptions of GT, specific characteristics of particular trends within GT will be analysed, its advantages, limitations as well as the objections which have been raised with regard to GT will be discussed, both from the perspective of the quantitative research orientation and of other quantitative research traditions.

Based on the analysis of recent research papers, the participants will be introduced to chosen examples of application of GT in the analysis of social phenomena. In analysing seminar papers, a special focus will be placed on the presentation of the results of GT research in scientific papers, i.e. the elements which these papers must contain so their quality and research scope can be assessed.

In the end, exercises of data collection and processing will enable the participants to develop the skills of text coding, conceptualization and development of a "grounded theory".

Development of general and specific competences (knowledge and skills):

After the successfully passed exam, the participants will:

- have the knowledge of theoretical grounds, principles, methodological assumptions and research techniques of the GT approach;
- have the knowledge of the main authors credited for the development of GT and will be able to determine the differences within their approaches;
- be able to assess the works presenting the results of a research conducted by using the GT approach;
- be able to assess the pertinence of GT use in researching social phenomena;
- be able to independently plan and implement a research based on the GT approach, i.e. collect, analyse and conceptualize data in a valid manner as well as to formulate a "grounded theory".

Workshop mode:

4 hours of the introductory lecture, 4 hours of seminar discussions on chosen texts, 4 hours of practical work with participants on the application of the GT approach on actual empirical data.

Compulsory reading list for the workshop:

Exam reading list:

1. Bryant, Antony (2003). „A Constructivist Response to Glaser“. *Forum: Qualitative Social Research*, 4(1):Art. 15.
2. Charmaz, Kathy (1998). „Grounded Theory: Objectivist and Constructivist Methods“. U: Denzin, Norman K.; Lincoln, Yvonna S., Eds. (1998), *Strategies of Qualitative Inquiry* (pogl. 19, str. 509-535). Thousand Oaks; London; New Delhi: SAGE Publications.
3. Corbin, Juliet; Strauss, Anselm (1990). „Grounded Theory Research: Procedures, Canons, and Evaluative Criteria“. *Qualitative Sociology*, 13(1):3-21.
4. Denscombe, Martyn (2007). *The Good Research Guide for Small-Scale Social Research Projects* (pogl. 6, str. 88–106; pogl. 14, str. 286–315). Maidenhead: Open University Press.
5. Glaser, Barney G. (2002). „Constructivist Grounded Theory?“ *Forum: Qualitative Social Research*, 3(3):Art. 12.
6. Glaser, Barney G.; Strauss, Anselm L. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Chicago: Aldine.
7. Jeđud, Ivana (2007). „Alisa u zemlji čuda – kvalitativna metodologija i metoda utemeljene teorije“. *Hrvatska revija za rehabilitacijska istraživanja*, 43(2):83-101.
8. Kelle, Udo (2005). „"Emergence" vs. "Forcing" of Empirical Data? A Crucial Problem of "Grounded Theory" Reconsidered“. *Forum: Qualitative Social Research*, 6(2):Art. 27.
9. Puddephatt, Antony J. (2006). „Special: An Interview with Kathy Charmaz: On Constructing Grounded Theory“. *Qualitative Sociology Review*, 2(3):5-20.
10. Saldaña, Johnny (2009). *The Coding Manual for Qualitative Researcher*. Thousand Oaks; London; Singapore; New Delhi: SAGE Publications.
11. Vučković Juroš, Tanja (2011). „Reporting on the Issues of Research Rigour and Ethics: The Case of Publications Using Qualitative Methods in the Croatian Social Science Journals“. *Revija za sociologiju*, 41(2): 161–184.

Seminar reading list:

1. Abrahamsson, Kajsa Henning; Berggren, Ulf; Hallberg, Lillemor R.-M.; Carlsson, Sven G. (2002). „Ambivalence in Coping with Dental Fear and Avoidance: A Qualitative Study“. *Journal of Health Psychology*, 7(6):653–664.
2. Aronson, Pamela. (2003). „Feminists or "Postfeminists": Young Women's Attitudes toward Feminism and Gender Relations“. *Gender & Society*, 17(6):903–922.

3. Banks, Stephen P.; Louie, Esther; Einerson, Martha (2000). „Constructing Personal Identities in Holiday Letters“. *Journal of Social and Personal Relationships*, 17(3):299–327.
4. Blase, Joseph J. (1982). „A Social–Psychological Grounded Theory of Teacher Stress and Burnout“. *Educational Administration Quarterly*, 18(11):93–113.
5. Conrad, Clifton F. (1978). „A Grounded Theory of Academic Change“. *Sociology of Education*, 51(2):101–112.
6. Coyne, Imelda; Cowley, Sarah (2006). „Using Grounded Theory to Research Parent Participation“. *Journal of Research in Nursing*, 11(6):501–515.
7. Daly, Kerry (1993). „Reshaping Fatherhood:: Finding the Models“. *Journal of Family Issues*, 14(4):510–530.
8. Devers, Edie; Robinson, Katherine Morton (2002). „The Making of a Grounded Theory: After Death Communication“. *Death Studies*, 26(3):241–253.
9. Edin, Kerstin E.; Lalos, Ann; Högberg, Ulf; Dahlgren, Lars (2008). „Violent Men: Ordinary and Deviant“. *Journal of Interpersonal Violence*, 23(2):225–244.
10. Eriksson, Carola; Salander, Pär; Hamberg, Katarina (2007). „Men's Experiences of Intense Fear Related to Childbirth Investigated in a Swedish Qualitative Study“. *The Journal of Men's Health & Gender*, 4(4):409–418.
11. Firmin, Michael W.; Burger, Amanda; Blosser, Matthew (2007). „Cognitive Responses of Students Who Witness Classroom Cheating“. *Journal of Instructional Psychology*, 34(2):110–116.
12. Gehrke, Nathalie J. (1982). „Teacher's Role Conflicts: A Grounded Theory–in–Process“. *Journal of Teacher Education*, 33(1):41–46.
13. Knight, Sarah; Nunkoosing, Karl; Vrij, Aldert; Cherryman, Julie (2003). „Using Grounded Theory to Examine People's Attitudes Toward How Animals Are Used“. *Society & Animals*, 11(4):307–327.
14. Kylmä, Jari; Vehviläinen-Julkunen, Katri; Lähdevirta, Juhani (2001). „Hope, Despair and Hopelessness in Living with HIV/AIDS: A Grounded Theory Study“. *Journal of Advanced Nursing*, 33(6):764–775.
15. Morgan, Elizabeth M.; Zurbriggen, Eileen L. (2007). „Wanting Sex and Wanting to Wait: Young Adults' Accounts of Sexual Messages from First Significant Dating Partners“. *Feminism & Psychology*, 17(4):515–541.
16. Plummer, Carol A.; Eastin, Julie (2007). „The Effect of Child Sexual Abuse Allegations/ Investigations on the Mother/Child Relationship“. *Violence Against Women*, 13(10):1053–1071.
17. Polaschek, Devon L. L.; Hudson, Stephen M.; Ward, Tony; Siegert, Richard J. (2001). „Rapists' Offense Processes: A Preliminary Descriptive Model“. *Journal of Interpersonal Violence*, 16(6):523–544.
18. Reichert, Tom; Ramirez, Artemio (2000). „Defining Sexually Oriented Appeals in Advertising: A Grounded Theory Investigation“. *Advances in Consumer Research*, 27(1):267–273.
19. Rennie, David L.; Brewer, Lynne (1987). „A Grounded Theory of Thesis Blocking“. *Teaching of Psychology*, 14(1):10–16.
20. Ricketts, Thomas; Macaskill, Ann (2004). „Differentiating Normal and Problem Gambling: A Grounded Theory Approach“. *Addiction Research & Theory*, 12(1):77–87.
21. Rogers, Anna (2005). „Chaos to Control: Men's Magazines and the Mastering of Intimacy“. *Men and Masculinities*, 8(2):175–194.

22. Rogers, Jackie Krasas; Henson, Kevin D. (1997). „Hey, Why Don't You Wear a Shorter Skirt?": Structural Vulnerability and the Organization of Sexual Harassment in Temporary Clerical Employment“. *Gender & Society*, 11(2):215–237.
23. Saarikallio, Suvi; Erkkilä, Jaakko (2007). „The Role of Music in Adolescents' Mood Regulation“. *Psychology of Music*, 35(1):88–109.
24. Suter, Elizabeth A.; Daas, Karen L.; Bergen, Karla Mason (2008). „Negotiating Lesbian Family Identity via Symbols and Rituals“. *Journal of Family Issues*, 29(1):26–47.
25. Ward, Tony; Loudon, Kirsten; Hudson, Stephen M.; Marshall, William L. (1995). „A Descriptive Model of the Offense Chain for Child Molesters“. *Journal of Interpersonal Violence*, 10(4):452–472.

Recommended additional reading list:

1. Becker, Howard S. (2009). „How to Find Out How to Do Qualitative Research“. *International Journal of Communication*, 3:545–553.
2. Božić, Jasmina (2010). *Kako nastavnici Filozofskog fakulteta u Zagrebu razumiju Bolonjski proces?: Teorija lokalnog diskursa o Bolonjskom procesu generirana pristupom utemeljene teorije [doktorska disertacija]*. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu.
3. Charmaz, Kathy (1991). *Good Days, Bad Days: The Self in Chronic Illness and Time*. New Brunswick, N. J.: Rutgers University Press.
4. Charmaz, Kathy (2006). *Constructing Grounded Theory: A Practical Guide Though Qualitative Analysis*. Thousand Oaks; London; New Delhi: SAGE Publications.
5. Corbin, Juliet; Strauss, Anselm (2008). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. Los Angeles: Sage Publications, Inc.
6. Dey, Ian (1999). *Grounding Grounded Theory: Guidelines for Qualitative Inquiry*. San Diego; London; Boston; New York; Sydney; Tokyo; Toronto: Academic Press.
7. Kelle, Udo (1997). „Theory Building in Qualitative Research and Computer Programs for the Management of Textual Data“. *Sociological Research Online*, 2(1), <http://www.socresonline.org.uk/socresonline/2/2/1.html>
8. Pandit, Naresh R. (1996). „The Creation of Theory: A Recent Application of the Grounded Theory Method“. *Qualitative Report*, 2(4). Available on line at <http://www.nova.edu/ssss/QR/QR2-4/pandit.html>

Workshop credit value:

- 10 ECTS

Assessment procedure:

1. oral exam (accounts for 40% of the final grade; this exam will focus on the assessment of the students' knowledge of the theoretical and methodological assumptions of Grounded Theory exposed in the compulsory reading material for the exam);
2. assessment of the students' ability to use techniques in the GT data analysis (accounts for 30% of the final grade);
3. three short written reports (accounts for 30% of the grade; a critical overview of the papers presenting the results of a research conducted by means of GT approach; length: up to 5 pages, line spacing 1.5; defended during the oral exam; submission deadline: the first report during the second course session; the second report during the third course session, the third report at least seven days prior to the oral exam).

Method of monitoring the quality and efficiency of realization:

In compliance with the general monitoring system of the quality of instruction at the Faculty of Humanities and Social Sciences of the University of Zagreb, course program and its performance will be evaluated by an anonymous student's evaluation.

Workshop title: CASE STUDY RESEARCH METHOD

Workshop topic: EMPIRICAL SOCIOLOGY AS A RESEARCH CASE STUDY:
STRATEGY IN THE URBAN AREA OF THE CITY OF SPLIT

Workshop holder's name and surname: Professor ANČI LEBURIĆ, Ph.D.; Professor
VJEKOSLAV AFRIĆ, Ph.D.

Workshop lecturer's name and surname: Anči Leburić; Vjekoslav Afrić

Workshop language: Croatian

Duration: summer semester, 12 hours of work with students in the Faculty premises; students are organized in smaller groups based on their interest for specific research subjects: tasks are distributed according to imaginary methodological roles in realized research projects in Split, they are presented and a critical debate is organized on methodological aspects of published sociological research, and potential strategic characteristics of methodological approaches in these projects are constructed.

Workshop content:

I. Theoretical and methodological content of the workshop:

- Models of methodological (re)structuring of the sociological research community.
- Critical rethinking of methodological principles and practice in sociological research and rethinking of interrelations between the context and the method, the cause and the meaning etc.
- Debates on quantitative and qualitative research in the context of development of sociological methodology.
- Relationship between methodology and dominant sociological theories and possibilities of case study strategies construction.
- Terminological difficulties, conflicts of different backgrounds in the framework of treating case studies as a methodological phenomenon.
- Research freedoms, importance and predominance of research questions over paradigms in research strategy conceptualized as a case study.
- Possibilities of founding and developing the so-called special methodologies as sub methodological branches, interacting with the so-called special sociological disciplines in case study research.

II. Empirical content of the workshop:

Students are organized into several groups and each group prepares its own observations and comments on actual empirical sociological research published in the last decade in the urban area of Split. It is possible to choose several (up to three) pieces of empirical research published in the last decade from the compulsory reading list for this course given below.

Development of general and specific competences (knowledge and skills):

- Practical ability to apply, analyse and interpret various types of sociological research and similar analyses based on acquired methodological knowledge.
- Independence and consistency related to the understanding of the different types of the analyses of sociological data and other similar material.
- Skills related to methodological contextualization of the current social issues, phenomena, processes or relations.
- Ability to problematize the discussion and unsolved difficulties in the context of relations between the qualitative and the quantitative in research sociological fields in general.
- Ability to conceive and evaluate interdisciplinary, integrative and interactive research approaches in sociological projects.
- Understanding, explaining and projecting key issues of social development, based on the analysis and research of available empirical data.
- Ability to contextualize each or at least most social problems, phenomena, processes or relations in a methodological sense.

Workshop mode:

The courses are realized through 4 hours of introductory lectures and 8 hours of practical work in the workshop with all the participants. The students are then organized into smaller groups and they agree on the research topic, empirical data and the list of empirical studies published and conducted in the last decade presented below. Every published empirical study with annexes contains examples of constructed questionnaires, protocols as well as the complete empirical and analytical data relevant for the application and analysis during workshops. All empirical data are analysed from the methodological point of view, commented, systematized in the form and according to methodological elements of a research case study strategy during workshops.

Compulsory reading list for the workshop:

I. Theoretical-methodological literature:

1. Leburić, A. (1997). *Case study istraživanje – kompleksan metodološki pristup u sociologiji*. Zagreb: Filozofski fakultet.
2. Leburić, A.; Afrić, V. i dr. (2011). *Diskurzivna analiza: kvalitativni pristup u istraživanju medija. Metodološka biblioteka*. Edicija *Metodološke teme*. Knjiga br.1. Split: Redak.
3. Leburić, A., I. Kamber (2000). „Perspektive fokus grupa kao sociološke istraživačke metode“. *Radovi – razdio filozofije, psihologije, sociologije i pedagogije*. Zadar: Sveučilište u Splitu. Filozofski fakultet Zadar. Vol.39(16):193-211.
4. Leburić, A., M. Sladić (2004). „Metode istraživanja Interneta kao novoga medija“. *Acta Iadertina – časopis Odjela za filozofiju, Odjela za pedagogiju i Odjela za sociologiju*. Zadar: Sveučilište u Zadru. Vol.1(br.1.):45-64.

II. Empirical research (each group of students chooses up to three studies):

1. Leburić, Anči; Čokolić, Sanja; Žaja, Marina (2013). *Invalidnost tolerancije*. Biblioteka: *Istraživačke studije*, knjiga br.17. Split: Redak.
2. Leburić, Anči; Bajić, Jasmina; Šverko, Ivana (2012). *Dizajn kao životni kontekst*. Biblioteka: *Istraživačke studije*, knjiga br.16. Split: Redak.
3. Leburić, Anči; Ljubetić, Maja; Radić, Tea (2011). *Socijalizacija darovite djece*. Biblioteka: *Istraživačke studije*, knjiga br.15. Split: Redak.
4. Leburić, Anči; Dadić, Maja; Stipčić, Ana (2010). *Kulturni turizam na splitski način: sociološko istraživanje*. Biblioteka: *Istraživačke studije*, knjiga br.10. Split: Redak.
5. Leburić, Anči; Matić, Renato; Quien, Maja (2010). *Mito i korupcija u hrvatskom društvu: istraživanja u gradu Splitu*. Biblioteka: *Istraživačke studije*, knjiga br.11. Split: Redak.
6. Leburić, Anči; Štrk, Marina (2010). *Moda kao društveni jezik: sociološko istraživanje mladih*. Biblioteka: *Istraživačke studije*, knjiga br.12. Split: Redak.
7. Leburić, Anči; Grubić, Aleksandra (2010). *Skepticizam mladih prema europskim integracijama: rezultati sociološkog istraživanja*. Biblioteka: *Istraživačke studije*, knjiga br.13. Split: Redak.
8. Leburić, Anči; Lončar, Marija; Šuljug Vučica, Zorana; Bandalović, Gorana (2010). *Jezična stvarnost medija: rezultati sociološkog istraživanja*. Biblioteka: *Istraživačke studije*, knjiga br.14. Split: Redak.
9. Leburić, Anči; Konsa, Katarina; Štrk, Marina; Quien, Maja (2009). *Socijalne potrebe splitskih obitelji: sociološko istraživanje*. Biblioteka: *Istraživačke studije*, knjiga br.8. Split: Redak.
10. Leburić, Anči; Afrić, Vjekoslav; Šuljug-Vučica, Zorana (2009). *Ljudski kapital kao razvojni faktor: rezultati sociološkog istraživanja u Hrvatskoj*. Biblioteka: *Istraživačke studije*, knjiga br.9. Split: Redak.
11. Leburić, Anči; Kučer, Mirjana; Raić, Nikolina (2009). *Žene: društvene uloge i statusi (socio-pravno istraživanje)*. Split: Domine.
12. Leburić, Anči; Nigoević, Magdalena (2008). *Mediji kao (pre)nositelji interkulturalizma u hrvatsko-talijanskim interakcijama: istraživanja s početka trećeg milenija // Media come (tras)portatori dell'interculturalismo nelle interazioni croato-italiane: le ricerche all'inizio del terzo millennio*. Biblioteka: *Istraživačke studije*, knjiga br.3. Split: Redak.
13. Leburić, Anči; Reić, Ada; Bandalović, Gorana (2008). *Volonterstvo mladih kao bijeg u stvarnost: akcijsko istraživanje*. Biblioteka: *Istraživačke studije*, knjiga br. 4. Split: Redak.
14. Leburić, Anči; Hrga, Daniela (2008). *Dopunska poduka kao dominantna metoda učenja: studentska iskustva od 1998. do 2007.* Biblioteka: *Istraživačke studije*, knjiga br. 6. Split: Redak.
15. Leburić, Anči; Quien, Maja; Lovrić, Dino (2008). *Stari i novi mediji: sociološka istraživanja medijskog stiliziranja života*. Biblioteka: *Istraživačke studije*, knjiga br. 7. Split: Redak.
16. Leburić, Anči; Čurković-Kalebić, Sanja; Perić, Ivan; Konsa, Katarina; Ančić, Marijana (2007). *Pogledi na Bolognu s Filozofskog fakulteta u Splitu*. Biblioteka: *Istraživačke studije*, knjiga br.1. Split: Redak.
17. Leburić, Anči; Čaldarović, Ognjen; Maroević, Maja (2006). *Socijalna prosudba elementarnih sustava života: sociološka studija društvenih pretpostavki uvođenja kanalizacijskog sustava Kaštela – Trogir / Social Assessment of Elementary Life Systems: Sociological Study of Social Assumptions of Carrying Out the Kaštela – Trogir Sewage System*. *Suvremena istraživanja*, knjiga br.1. Split: Filozofski fakultet Sveučilišta u Splitu.

18. Leburić, Anči; Maroević, Maja; Šuljug, Zorana (2005). *Legalna ilegala: Sociološko istraživanje neplanske izgradnje u Splitu*. Split: Naklada Bošković.
19. Leburić, Anči; Maroević, Maja; Rogić, Ivo (2002). *Splitska povijesna jezgra: zapušteno srce grada (sociološka studija) = Split historic core: neglected heart of the city (sociological study)*. Split: Gradsko poglavarstvo, Služba za staru gradsku jezgru.

Recommended additional reading list:

The group in which the student participates during the workshop agrees with the teacher leading the workshop on the recommended additional reading list which relates in a thematic and methodological way to the chosen key empirical study from the abovementioned list.

Workshop credit value:

- 10 ECTS

Assessment procedure

Written research notes on the workshop topic the concept, structure and sense of which are orally defended and assessed.

Method of monitoring the quality and efficiency of realization:

In compliance with the general monitoring system of the quality of instruction at the Faculty of Humanities and Social Sciences of the University of Zagreb, course program and its performance will be evaluated by an anonymous student's evaluation.

Workshop title: SOFTWARE SUPPORT TO QUANTITATIVE DATA ANALYSIS

Workshop topic: INTRODUCTION AND PRACTICAL WORK WITH QUANTITATIVE DATA ANALYSIS SOFTWARE

Workshop holder's name and surname: Assistant professor PETRA RODIK, Ph.D.

Workshop lecturer's name and surname: Petra Rodik

Workshop language: Croatian

Duration: summer semester; (12 hours of work with students in a group at the Faculty premises + individual student work on research activities related to the workshop topic)

Workshop content:

The workshop will consist of two parts. In the first part, the objective is to introduce the participants to general notions of the use of software in quantitative analysis. The basic principle of functioning of these programmes as well as a critical overview of the possibilities they offer to researchers will be presented.

The topic covers software solutions enabling quantitative analysis of textual and/or audio-visual material which are gaining importance in sociology and other related disciplines research in the world. Except enabling a more systematic use of different digital material being analysed, this type of software also contains certain additional features: automatic coding, lexical analysis, integration with GIS systems and similar. Although there are different specialized software solutions for the named analytical procedures, CAQDAS differs from them since it presupposes an integrated approach, enabling these diverse operations within the same software interface whereby a greater systematicity and transparency in dealing with quantitative data is achieved.

In the second, a more extensive part of the workshop, the participants will learn the basics of the work in the programme package MAXQDA, whereby, besides the work on the examples, the approach based on own individual materials used in the doctoral dissertation will be favoured.

Development of general and specific competences (knowledge and skills):

- Acquaintance with software's possibilities and limitations
- Creating informed and realistic expectations on the modality and the scope in which the software can contribute to facilitating the work with the research data and systematizing the analysis in the research process
- Acquaintance with the general criteria which need to be taken into account when choosing software
- Work in MAXQDA up to the level of acquiring the skills of data organization in the software, independent coding and research
- Acquaintance with more advanced functions, as a prerequisite for a subsequent individual development of advanced skills of software use which is necessarily connected with the actual work on a research project.

Workshop mode:

1. 2 hours of the introductory lecture
2. 2 hours of basic introduction to the software package MAXQDA
3. 8 hours of work on research data – on prepared examples and on own material (coding; acquaintance with advanced data search and review functions; task – individual work between two group sessions)

Compulsory reading list for the workshop:

Due to the specific nature of the workshop and for the purpose of individual work between group sessions it is necessary to install MAXQDA.

Recommended additional reading list:

1. Bourdon, S. (2002). "The Integration of Qualitative Data Analysis Software in Research Strategies: Resistances and Possibilities." *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* 3.
2. Bringer, Joy D., Lynne H. Johnston, and Celia H. Brackenridge (2004). "Maximizing Transparency in a Doctoral Thesis 1: The Complexities of Writing About the Use of QSR*NVIVO Within a Grounded Theory Study." *Qualitative Research* 4(2):247 –265.
3. Bringer, Joy D., Lynne Halley Johnston, and Celia H. Brackenridge (2006). "Using Computer-Assisted Qualitative Data Analysis Software to Develop a Grounded Theory Project." *Field Methods* 18(3):245 –266.
4. Brown, D. (2002). "Going Digital and Staying Qualitative: Some Alternative Strategies for Digitizing the Qualitative Research Process." *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* 3:2–02.
5. Carvajal, D. (2002). "The Artisan's Tools. Critical Issues When Teaching and Learning CAQDAS." *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* 3.
6. Corti, L. (2000). "Progress and Problems of Preserving and Providing Access to Qualitative Data for Social research—The International Picture of an Emerging Culture." in *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, vol. 1.
7. Davidson, J., and C. Jacobs (2008). "The Implications of Qualitative Research Software for Doctoral Work." *Qualitative Research Journal* 8(2):72–80.
8. Fielding, N. (2000). "The Shared Fate of Two Innovations in Qualitative Methodology: The Relationship of Qualitative Software and Secondary Analysis of Archived Qualitative Data." in *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, vol. 1.
9. Fielding, N., and C. A. Cisneros-Puebla (2010). "CAQDAS-GIS Convergence: Toward a New Integrated Mixed Method Research Practice?" *Journal of Mixed Methods Research* 3(4):349–70.
10. Fielding, Nigel G., and Raymond M. Lee (1998). *Computer Analysis and Qualitative Research*. SAGE.

11. Gibbs, G. R., S. Friese, and W. C. Mangabeira (2002). "The Use of New Technology in Qualitative Research. Introduction to Issue 3 (2) of FQS." *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* 3.
12. Di Gregorio, S., and J. Davidson. n.d. "Research Design, Units of Analysis and Software Supporting Qualitative Analysis."
13. Di Gregorio, Silvana and Judith Davidson (2009). *Qualitative Research Design for Software Users*. Open University Press.
14. Hwang, Sungsoo (2007). "Utilizing Qualitative Data Analysis Software: A Review of Atlas.ti." *Social Science Computer Review* 26(4):519–27.
15. Kelle, Udo, Gerald Prein, and Katherine Bird (1995). *Computer-aided Qualitative Data Analysis: Theory, Methods and Practice*. SAGE.
16. Koenig, T. (2004). "Routinizing Frame Analysis through the Use of CAQDAS." Pp. 16–20 in *RC33 Sixth International Conference on Social Science Methodology, Amsterdam, August*.
17. Lewins, Ann, and Christina Silver (2007). *Using Software in Qualitative Research: a Step-by-step Guide*. SAGE.
18. MacMillan, K. (2005). "More Than Just Coding? Evaluating CAQDAS in a Discourse Analysis of News Texts." in *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, vol. 6.
19. MacMillan, Katie, and Thomas Koenig (2004). "The Wow Factor." *Social Science Computer Review* 22(2):179 –186.
20. Mangabeira, Wilma C., Raymond M. Lee, and Nigel G. Fielding (2004). "Computers and Qualitative Research." *Social Science Computer Review* 22(2):167 –178.
21. Rettie, Ruth, Helen Robinson, Anja Radke, and Xiajiao Ye (2008). "CAQDAS: a Supplementary Tool for Qualitative Market Research." *Qualitative Market Research: An International Journal* 11(1):76–88.
22. Richards, T. (2002). "An Intellectual History of NUDIST and NVivo." *International Journal of Social Research Methodology* 5(3):199–214.
23. Roberts, K. A., and R. W. Wilson. (2002). "ICT and the Research Process: Issues Around the Compatibility of Technology with Qualitative Data Analysis." *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* 3.
24. Sin, C. H. (2007). "Teamwork Involving Qualitative Data Analysis Software: Striking a Balance Between Research Ideals and Pragmatics." *Social Science Computer Review* 26(3):350–58.
25. Thompson, R. (2002). "Reporting the Results of Computer-assisted Analysis of Qualitative Research Data." *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* 3.
26. Welsh, E. (2002). "Dealing with Data: Using NVivo in the Qualitative Data Analysis Process." *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* 3.
27. Wickham, M., and M. Woods (2005). "Reflecting on the Strategic Use of CAQDAS to Manage and Report on the Qualitative Research Process." *The qualitative report* 10(4):687–702.

Workshop credit value:

- 10 ECTS

Assessment procedure:

- Students can choose to continue with the individual project work after the workshop accompanied by additional individual consultations with the teacher and with the aim of completing the data analysis. The student can gain 10 ECTS points after passing the exam.
- No grade is given for this workshop

Method of monitoring the quality and efficiency of realization:

In compliance with the general monitoring system of the quality of instruction at the Faculty of Humanities and Social Sciences of the University of Zagreb, course program and its performance will be evaluated by an anonymous student's evaluation.

Workshop title: DOCTORAL WORKSHOP – INTRODUCTION TO SCIENTIFIC COMMUNICATION

Workshop topic: SCIENTIFIC COMMUNICATION

Workshop holder's name and surname: ADRIJANA ŠULJOK, Ph.D., scientific associate

Workshop lecturer's name and surname: Adrijana Šuljok

Workshop language: Croatian

Duration: (winter semester, 12 hours of work with students in a group at the Faculty premises + individual student work on research activities related to the workshop topic)

Workshop objectives:

The main objective of the workshop is to introduce the doctoral students with basic practices and procedures of scientific communication: scientific communication in the scientific community and the public, database search, publishing strategies, review writing and promoting ethics of scientific work.

Education and presenting examples of good practice in scientific communication creates a basis for raising the quality of scientific and research work of young/future scientists.

Workshop content:

The following topics will be covered during the workshop:

- Introduction to scientific communication. Definition of basic terms. Difference between *scientific communication* (communication within the scientific community) and *science communication* (communication of scientists with the general public). Classification and organization of scientific fields. Forms of scientific communication (types of scientific publications and their importance, dissertation models). Changes in the scientific communication over time. Particular characteristics of scientific communication in different scientific fields/areas.
- Ethics of scientific work. Types of unethical behaviour in scientific communication (falsification, plagiarism etc.). Examples of unethical behaviour.
- Acquaintance with bibliographic and citation bases (Scopus, Web of Science, Google Scholar etc.). Defining basic terms (open access, bibliometrics, altmetrics, visibility, metrics indicators – citability, impact factor). Selectivity of bases. Practical part–database search, metrics indicators.
- Publication of papers. The role of publication in scientific promotion. Evaluation of publications (quantitative vs. qualitative). Publication strategies. Criteria in choosing publications/journals. Practical part: elaboration of a publication strategy – writing a cover letter, a summary, finding an appropriate journal/publication.
- *Peer review* procedure. Types of peer reviews (*single-blind*, *double-blind* and *open peer review*). Examples of good and bad reviews. Practical work: 1) how to write a review (elements of a good review) and 2) how to respond to a received review.
- Public science communication. Language, style and other characteristics of public science communication. Exercise: writing a "press release".

For certain topics, participation of guest lecturers is foreseen (for example, a scientific journalist, a scientist experienced in publishing in foreign journals, journal editors, etc.).

Development of general and specific competences (knowledge and skills):

Acquiring basic knowledge and skills necessary for publishing, including:

- Introduction to databases and acquiring the skill of database search
- Knowledge and ability to autonomously gather basic bibliometric data
- Knowledge and skills to elaborate a strategy of publishing a scientific paper
- Acquaintance with the peer review procedure and basic elements of a good review
- Knowledge and skills in writing a "press release"
- Developing ethics in scientific work

Workshop mode:

- 2 hours of the introductory lecture, followed by 1 hour of a lecture + 1 hour of exercises and/or an interactive discussion
- Practical part (exercises): database search, elaboration of a publishing strategy, writing a review, writing a "press release"
- Independent reading of required bibliography

Compulsory reading list for the workshop:

1. EASE Guidelines for Authors and Translators of Scientific Articles. (http://www.ease.org.uk/sites/default/files/ease_guidelines-june2013-croatian.pdf)
2. Etički kodeks Sveučilišta u Zagrebu (2007).
3. Friedman, S.M., S. Dunwoody and C.L. Rogers (ur.) (1986). *Scientists and Journalists: Reporting Science as News*. Washington: AAAS.
4. Jokić, Maja (2005). *Bibliometrijski aspekti vrednovanja znanstvenog rada*. Zagreb: Sveučilišna knjižara/Izvori.
5. Ramos-Álvarez, M. M., Moreno-Fernández, M. M., Valdés-Conroy, B. & Catena, A. (2008). „Criteria of the peer review process for publication of experimental and quasi-experimental research in Psychology: A guide for creating research papers“. *International Journal of Clinical and Health Psychology* 8 (3) 751-764. http://www.aepc.es/ijchp/articulos_pdf/ijchp-303.pdf
6. Resnik, D. (1998). *The Ethics of Science*, London and New York: Routledge.
7. Wager, E. Godlee, F. and Jefferson, T. (2002). *How To Survive Peer Review*. London: BMJ Books. http://www.indiana.edu/~halllab/GradRes/Wageretal_HowToSurvivePeerReview.pdf

Recommended additional reading list:

1. Jergović, B. i Juračić, M. (2009). „Evolucija, smrt, život i dugovječnost: znanost, službe za odnose s javnošću i mediji“. *Društvena istraživanja*, 102-103: 875-893.
2. Klingner, J. K., D. Scanlon and Pressley M. J. (2005). „How to Publish in Scholarly Journals“. *Educational Researcher*, 34: 14-20. <http://edr.sagepub.com/content/34/8/14>
3. Lučić, Ivo ; Rudež, Tanja (ur.).(2011). *Mediji i znanost*. Zagreb : PressData – HRT

4. Osborne, J. W and Holland, A. (2009). „What is authorship, and what should it be? A survey of prominent guidelines for determining authorship in scientific publications“. *Practical Assessment, Research & Evaluation*. 14: 1-18.
<http://pareonline.net/pdf/v14n15.pdf>
5. Prpić, K.; Petrović, N. (2011). „Croatian Social Scientists' Productivity and a Bibliometric Study of Sociologists' Output“. *Sociologija i prostor. Časopis za istraživanja prostornog i sociokulturnog razvoja*. 188: 437-459.
6. Prpić, K. (1997). *Profesionalna etika znanstvenika*. Zagreb : Institut za društvena istraživanja.
7. Publishing Research Consortium (2008). *Peer review: benefits, perceptions and alternatives (Summary paper 4)*
www.publishingresearch.net/documents/PRCsummary4Warefinal.pdf
8. Šuljok, A.; Brajdić Vuković, M. (2013) How the Croatian daily press presents science news. *Science and Technology Studies*. 26 (1); 92-112.

Workshop credit value:

- 10 ECTS

Assessment procedure:

In order to earn credits for this workshop, the participants should fulfil the following obligations:

- Regular class attendance
- Active participation in the discussions and practical parts of the workshop
- Elaboration of a publishing strategy, writing a review and a release

The lecturer will take notes on attendance and active participation of each participant.

Method of monitoring the quality and efficiency of realization:

In compliance with the general monitoring system of the quality of instruction at the Faculty of Humanities and Social Sciences of the University of Zagreb, course program and its performance will be evaluated by an anonymous student's evaluation.

3.5. Rhythm of studying and student liabilities. Conditions for progress through the programme, enrolment in the following semester, i.e. in the following year of study

Students' progress through the programme is determined by the number of credits the student has to acquire in the course of each semester of the study (which is 30 ECTS credits). In the course of three years, the student needs to obtain 180 credits, combining different types of classes along with other activities within the programme

First year of study

Before enrolling in the study programme, a student chooses an advisor, in compliance with the general monitoring system of the quality of instruction at the Faculty of Humanities and Social Sciences, University of Zagreb, individual research interests and availability of teachers. The advisor needs to be approved by the Doctoral study council. The advisor may be selected among the lecturers teaching courses within the Doctoral study programme in sociology. After the nomination of the advisor, a committee consisting of three members with the task of following the student's work is also assigned. The committee consists of the lecturers teaching courses within the doctoral study programme and/or researchers from other institutions whose scientific work is closely related to the student's scientific interests and who mostly can participate in individual/consultative sessions with the student (in the second and the third year). In cooperation with the supervisor and the committee monitoring the student's work, for each study semester the student elaborates a so-called *Privatissimum* (individual study programme). Individual study programmes are approved by the Doctoral study council.

During the first year of study, the student has to earn 60 ECTS credits through the activities in individual semesters.

In order to enrol in the second year of study, the student has to earn at least 26 ECTS credits (enrolled to and passed workshops, colloquium + work with the advisor).

1 st semester	
The student attends and takes the exam in two of the offered theoretical and research workshops (20 ECTS) (group classes)	20 ECTS
Other student obligations during the first semester are as follows:	
A seminar paper, an article or a chapter defended during a colloquium, or presentation at a conference (written as for publication and presented through a 20-minute presentation) or a seminar paper relating to the topic of the future dissertation defended during a colloquium (written as for publication and presented through a 20-minute presentation)	5 ECTS
Individual consultations with the advisor (on research interests, study plan, dissertation topic and possible dissertation supervisor) at least 15 hours	4 ECTS
Participation in the work of colloquia	1 ECTS
TOTAL ECTS	30 ECTS

2 nd semester	
The student attends and takes the exam in two of the offered theoretical and research workshops (20 ECTS) (group classes)	20 ECTS
Other student obligations during the first semester are as follows:	
A seminar paper, an article or a chapter defended at a colloquium, or presentation at a conference (written as for publication and presented through a 20-minute presentation) or a seminar paper relating to the topic of the future dissertation defended during a colloquium (written as for publication and presented through a 20-minute presentation)	5 ECTS
Individual consultations with the advisor (on research interests, study plan, dissertation topic and possible dissertation supervisor) at least 15 hours	4 ECTS
Participation in the work of colloquia	1 ECTS
TOTAL ECTS	30 ECTS

Second year of study

In the second year of study a student also has to accumulate 60 ECTS through activities in individual semesters.

During semester III, a student submits synopsis of the doctoral dissertation to the supervisor and the member of the committee monitoring the student's work. The synopsis defended in front of the committee and students of the semester in a colloquium is finally accepted by the Council of the Department of Sociology, and confirmed by the Faculty Council and the University Senate.

3 rd semester	
Attendance and fulfilment of obligations at 2 individual/consultative classes on student's request and in compliance with the individual programme (Privatissimum) in agreement with the advisor and the committee.	20 ECTS
A seminar paper defended at a colloquium - a future dissertation research draft - synopsis (written for publication and presented in a 20 minute presentation)	5 ECTS
Individual consultations with the advisor (on a future dissertation research draft) at least 15 hours	4 ECTS
Participation in the work of colloquia	1 ECTS
TOTAL ECTS	30 ECTS

4 th semester	
Attendance and fulfilment of obligations at 2 individual/consultative classes on student's request and in compliance with the individual programme (Privatissimum) in agreement with the advisor and the committee.	20 ECTS
A seminar paper, an article or a chapter defended during a colloquium, or presentation at a conference related to the accepted dissertation topic (written for publication and presented through a 20-minute presentation)	5 ECTS
Individual consultations with the <i>dissertation supervisor</i> (related to the future dissertation) at least 15 hours	4 ECTS
Participation in the work of colloquia	1 ECTS
TOTAL ECTS	30 ECTS

Third year of study

In the third year of study, the student has to earn 60 ECTS credits through the activities in individual semesters:

5 th semester	
Attendance and fulfilment of obligations at 2 individual/consultative classes on student's request in compliance with the individual programme (Privatissimum) in agreement with the advisor and the committee. ECTS credits are awarded when the dissertation is submitted.	20 ECTS
A seminar paper, an article or a chapter defended during a colloquium, or a presentation at a conference (written as for publication and presented through a 20-minute presentation) or a seminar paper defended during a colloquium – methodological problems of the registered dissertation (written as for publication and presented during a 20-minute presentation)	5 ECTS
Individual consultations with the supervisor (on the elaboration of future dissertation) at least 15 hours	4 ECTS
Participation in the work of colloquia	1 ECTS
TOTAL ECTS	30 ECTS

6 th semester	
Writing of the dissertation	20 ECTS
A chosen excerpt from the future dissertation defended at a colloquium (written as for publication and presented during a 20-minute presentation)	5 ECTS
Individual consultations with the supervisor (on the elaboration of future dissertation) at least 15 hours	4 ECTS
Participation in the work of colloquia	1 ECTS
TOTAL ECTS	30 ECTS

The supervisor and the committee issue a decision on the fulfilment of conditions for the submission and the defence of the doctoral dissertation.

3.6. System of counselling and guidance through the study programme, methods of student selection, responsibilities of study advisors and dissertation supervisors and requirements for doctoral students

The doctoral study programme in sociology is based on an individual study programme, the so-called Privatissimum, counselling and guidance of the students. An advisor is assigned to each student according to their interests, and a supervisor according to the topic of his/her doctoral dissertation. The supervisor is obliged to organize a prescribed number of consultative sessions with the student.

3.7. List of courses and/or modules that the students can elect within other postgraduate doctoral and specialist study programmes

The students may choose to take up to two (2) courses from other postgraduate doctoral and specialist study programmes in the country or abroad, but they have to submit a request to the Doctoral study council for each course accompanied by the course description and the requirements prescribed for its completion. The Doctoral study council, together with the advisor/supervisor, reviews the request, evaluates the equivalency of ECTS credits based on the amount of time the student has to put in the completion of that course's programme and issues its opinion in writing.

3.8. List of courses and/or modules that may be conducted in a foreign language (including the indication of the language)

The official languages of the study programme are Croatian and English, while which the classes will be conducted in English according to the level of intensity of development of international cooperation. The decision concerning the organization of a particular course in English will be made by the Doctoral study council, based on the number of enrolled candidates who will not be able to attend the classes conducted in Croatian.

3.9. Criteria and conditions for the transfer of ECTS credits – determining the credit value of the courses that the students may elect to take within other study programmes at the university or at other universities

In order to transfer the ECTS credits acquired in equivalent courses within other postgraduate doctoral study programmes or at other universities, a student is required to submit a request to the Doctoral study council accompanied by the programme description of the course for which the transfer of ECTS credits is requested as well as the confirmation concerning all the required student obligations related to the course (seminar paper, article...).

The Doctoral study council issues a Decision on the approval of ECTS credits transfer or instructs the student on possible differential requirements.

ECTS credits that the student earns through the selection of courses within some other postgraduate doctoral study programme or at some other university when attending the Doctoral study programme in sociology which do not correspond to the courses included within the syllabus of the Doctoral study programme in sociology (they are not listed in 3.7.), will be registered as a diploma supplement.

3.10. Final stage of the study programme and the requirements for the submission of the topic of the doctoral dissertation. Procedure and conditions for the approval of the dissertation topic. Procedure and

conditions for the evaluation of the doctoral dissertation. Requirements and procedure of defence of the doctoral dissertation

The procedure for submission, evaluation and defence of the doctoral dissertation is set by the Regulations on doctoral studies at the University of Zagreb.

3.11. Conditions for the resumption of the study for the students who interrupted their study or lost their study privileges on one of the study programmes

The student submits a Request for the resumption of the study to the Doctoral study council. The Doctoral study council reviews each request individually and notifies the student by a written decision.

3.12. Conditions under which a student acquires the right to be issued a certificate on partial completion of the doctoral study programme as a part of lifelong education

During the Doctoral study programme in sociology each student may be issued a Certificate on fulfilled requirements of the Doctoral study programme. The certificate contains the transcript of the Doctoral study programme transcript of records and the earned ECTS credits.

3.13. Conditions and procedure for obtaining a Ph.D. degree through enrolment in the doctoral study programme and preparation of the doctoral dissertation without attending courses and passing exams

The student submits a Request for obtaining a Ph.D. degree through enrolment in the doctoral study programme and the preparation of the doctoral dissertation without attending courses and passing exams to the Doctoral study council. The Doctoral study council reviews each request individually and notifies the student by a written decision.

3.14. Maximum duration of the studying period from the commencement to the completion of the study programme

In compliance with the recommendation of the Ministry of Science, Education and Sports (MZOS), the maximum duration of the study period from the commencement to the completion of the study programme has been set to the maximum of four years for full-time students and seven years for part-time students.

4. PROGRAMME REALIZATION REQUIREMENTS

4.1. Location of classes

The Doctoral study programme in sociology will be conducted at the Faculty of Humanities and Social Sciences of the University of Zagreb.

4.2. Data on location and equipment for the purposes of the realization of the study programme, with particular emphasis on research resources (research equipment, human resources)

The Faculty of Humanities and Social Sciences is one of the first founded academic institutions within the University of Zagreb and based on several criteria one of its largest constituents. The Faculty of Humanities and Social Sciences of the University of Zagreb is a focal point of education in social and humanistic sciences in Croatia and in a wider area. The Department of Sociology at the Faculty of Humanities and Social Sciences of the University of Zagreb was founded in 1963 and it is the leading professional organizational unit in Croatia, authorized to approve elections to scientific and teaching titles of individual scientists in the field of sociology. The members of the Department exhibit a high level of expert knowledge in both theoretical sociology and sociological methodology and a series of sociological disciplines. The Department gathers about 30 members, renowned experts, scientists recognized in the international community, experienced professors and teachers as well as very prosperous young colleagues, research novices and teaching assistants, who are to a certain extent already established experts.

The Department of Sociology has at its disposal adequate infrastructural bases, a high level of technical equipment and accompanying organisational and administrative support. For the purpose of course organization, the Department has at its disposal two classrooms with up to 30, i.e. 50, seats, equipped with modern technical teaching aids, including adequate computer equipment and projectors. If needed, the Department is able to organize the courses in larger lecture halls at the Faculty of Humanities and Social Sciences with larger capacities. In addition, the Department has at its disposal 11 offices suitable for individual/consultative courses. Each office is equipped with a personal computer, and the Department also owns a certain number of laptops. In addition, courses thematically related to practical work on a computer will be held in specially equipped computer classrooms in the Faculty premises. The necessary programmes for quantitative and qualitative data analysis are installed at the computers. The implementation of the teaching process has been for several years supported by OMEGA, Moodle platform for distance learning.

A very important infrastructural component of the Department's work is related to the recently opened Library of the Faculty of Humanities and Social Sciences, equipped according to modern standards. It is the second largest library in Croatia after the National and University Library in Zagreb. Besides the fact that it owns very large library collections from the field of social sciences and humanities, it also enables access to numerous relevant international databases. The library also has a reading room as well as a large conference room.

A Postgraduate study office of the Faculty of Humanities and Social Sciences of the University of Zagreb deals with administrative issues related to doctoral studies within the institution. Administrative issues strictly related to the activity of the Department of Sociology are dealt by the Administrative office at the Department level. The Department of Sociology, as a constituent of the Faculty of Humanities and Social Sciences, has access to the services of

administrative, computer and technical units of the Faculty, as forms of necessary assistance guaranteeing an undisturbed work process, i.e. scientific and research activities.

4.3. List of scientific and development projects the doctoral programme is based on

In 1972, the Department of Sociology founded the Institute for Sociological Research, an organization unit specialized in scientific and research activities. A series of scientific and research projects has been conducted up to date. In the recent period, under the auspices of the Ministry of Science, Education and Sports of the Republic of Croatia, the Institute for Sociological Research conducts a research programme entitled „Modernisation, Multiculturalism and the Croatian Identity“ (programme code 1301180) which includes 5 individual projects: „Modernisation and Identity of Croatian Society. Integrations and Development“ (130-1301180-0915), „Social Integration and Collective Identities in Multi-ethnic Areas in Croatia“ (115-1301180-0803), „Multiculturalism – Politics and New Social Movements“ (130-1301180-1188), „Military Culture and Identity of Croatian Armed Forces“ (130-1301180-0914), „Social Preconditions of Knowledge Society in Croatia“ (130-0000000-3280) and the project entitled „Moving Towards a Just Society: Political Decision Making“. Except for the mentioned project, during the most recent project cycle of the Ministry of Science, Education and Sports, the following projects are being realized through the Institute for Sociological Research: „Behavioural HIV/AIDS Surveillance“ (130-1080116-0911), „Sociocultural Determinants of Cultural Literacy“ (130-0000000-3289) and „Sociocultural Aspects of Public Relationship Towards Renewable Energy Sources“ (130-2012298-0912). Besides these, there are projects with the support of the University of Zagreb and the EU: „Heritall – Heritage for all“ (for the period 2014 -2017) funded by: Creative Europe - Media, European Commission (ERDF - European Regional Development Fund), „Silver city“ (SEE/D/03254/4.1/X for the period 09.2012 - 09.2015) funded by: SEE South east Europe Transnational Cooperation Programme (IPAA - Instrument for Pre Accession Assistance), „Tipologija strategija preživljavanja i izvora dohodka ekonomski (djelomično)neaktivnih kućanstava“, (3.5.1.4, for the period 2013-2018) funded by: University of Zagreb (program contracts), „Horizon 2020. Science in society“ (Nr. RTD-B6-PP-00964-2013. – for the period 2013 - 2020), funded by: FP7 – Technopoli.

Besides the realization of the named research programme and individual research projects, the Institute for Sociological Research conducts a project entitled „The Role of Works Councils in Industrial Relations at the Level of Enterprises in the Republic of Croatia“.

In addition to intensive scientific and research activity in the Croatian context, the Institute for Sociological Research takes an active part in implementing project activities in internal cooperation projects. In the framework of the HERA (*Humanities in the European Research Area*) programme, it currently participates in the research project „Transformations and Transfer of Oral Testimonies – War and Trauma in the Digital Age“. The Institute for Sociological Research also participates in the implementation of the project within the Seventh Framework Programme (FP7) „Impact Assessment Study on Open, Transparent and Merit

Based Recruitment of Researchers”,. In the previous period, it participated in the implementation of the FP7 projects „MASIS” (Monitoring Policy and Research Activities on Science and Society in Europe)“ and „MORE II” (Mobility of Researchers in Europe).

In addition to the mentioned project activities, the Department of Sociology is very active in planning and applying for funding for future research activities, for example the project „Centre of scientific excellence for longitudinal monitoring of social changes“ was sent to the call for proposals of the Higher education agency and the realization of which is planned in the next five-year period. The project proposal is at the moment being assessed.

The presented scientific and research activity of the Institute for Sociological Research of the Department of Sociology of the Faculty of Humanities and Social Sciences of the University of Zagreb is complemented by publishing activities. The Institute is a co-publisher of the scientific journals „Social Ecology“ and „Polemos“ as well as the series „Development and Environment“.

4. 4. Institutional management of the doctoral programme

The doctoral study programme will be managed by the Head of the study programme and the Doctoral study council, while the Department of Sociology of the Faculty of Humanities and Social Sciences of the University of Zagreb will be responsible for academic supervision and the quality control. Study certificates will be issued by the University of Zagreb.

4.7. Quality of the doctoral programme:

The system of monitoring the quality and efficiency of realization of the doctoral programme, takes place with special emphasis on student participation in the evaluation of the study programme.

The quality of the programme is monitored through:

a) Self-evaluation

b) Students evaluations (anonymous questionnaires that are to be completed usually once a semester),

c) Doctoral Study Council keeps a record of research work and completed study obligations of each candidate, also, Council of doctoral study keeps a record of workload and performance of supervisors (number of students and the number of doctorates). The Doctoral Study Council performs annually self-evaluation based on the annual reports of mentor and doctoral candidates and reports at the Council of Postgraduate Studies at Faculty of Philosophy and the University. Evaluation criteria includes scientific production of professors and doctoral students, classes, quality of doctoral theses, statistical indicators of duration of study, statistical indicators of the annual number of new doctors in relation to the number of doctoral candidates enrolled, and of international cooperation.

4.8. Monitoring of the achievement of the objectives of the doctoral study programme (acquisition of knowledge and skills, adoption of techniques, development of skills relevant for future employment outside academic institutions, employment, alumni) (learning outcomes)

Published doctoral dissertations are an important aspect in the evaluation of the accomplishment of the objectives of the doctoral study programme. This closely relates to the monitoring of the professional development and the bibliography of former students. The indicators of efficiency are quantitative (the number of defended dissertations, the relation between the number of defended and published dissertations, bibliometric references related to published dissertations, the relation between the number of students who completed the study programme and of those among them who have been elected to scientific-and-educational, i.e., scientific titles, bibliographies of current and former students at the doctoral study programme, etc.) and qualitative (a long-term assessment of the contribution made in terms of innovativeness and the reputation established in the domestic and especially the international context by the students who completed the doctoral study programme).

The institutional mechanisms for the improvement of the quality of the doctoral programme (self-evaluation procedures, evaluation procedures, student polls, analyses of the efficiency of the realization of the programme, indicators of efficiency).

All the mechanisms devised for the improvement of the quality of doctoral programmes at the level of the Faculty of Humanities and Social Sciences and the Doctoral School of the

University of Zagreb in the realization of the doctoral programme will also be implemented in the Doctoral study programme in sociology.

FINAL REMARKS

The doctoral study programme in sociology is an integral part of the organized system of life-long education and represents a methodological and theoretical foundation that will be used for the organization of various specialist and professional study programmes focused on the wide application of sociological insights with the purpose of sustaining the Croatian society, its economy, as well as the public and the private sector. Professional and specialist study programmes what will be organised by the doctoral programme collaborators will, according to their needs, be able to use the doctoral study courses and programme as a part of their educational process which is aimed at forming basic sociological knowledge applications and which will further build their own practical approaches in specific specialisation areas.

Head of the Doctoral study programme

Professor Vjekoslav Afrić, Ph.D.

Zagreb, September 2013