**1.3.2. *Syllabus*[[1]](#footnote-1)\***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Course name** | **Introduction to Croatian History** | | | | | | | | | | | | | | | | | | | | | | | | | | **sch. y.** | | 2019/2020 | | | | |
| **Study name** | History – undergraduate or graduate study | | | | | | | | | | | | | | | | | | | | | | | | | | **ECTS** | | **5** | | | | |
| **Department** | Department of history | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Study level** | undergraduate | | | | | | | | | graduate | | | | | | | integrated | | | | | | | | | | postgraduate | | | | | | |
|  | undergraduate (visiting students only) | | | | | | | | | graduate (visiting students only) | | | | | | | | | | | | | | | | |  | | | | | | |
| **Study type** | single major  double major | | | | | | | | | university | | | | | | | professional | | | | | | | | | | specialistic | | | | | | |
| **Study year** | 1 | | | | | | | 2 | | | | | | | | 3 | | | | | | 4 | | | | | | | | 5 | | | |
| **Semester** | winter  summer | | | | I | | | | | | | | | II | | | | | | III | | | | | IV | | | | | | V | | |
| VI | | | | | | | | | VII | | | | | | VIII | | | | | IX | | | | | | X | | |
| **Course status** | obligatory | | | | elective | | | | | | | | | elective course offered to other studies | | | | | | | | | | | **Educational competencies** | | | | | | YES  NO | | |
| **Hours per semester** | 15 | **L** | | 15 | | **S** | | | 0 | | **E** | | | **E-learning system** | | | | | | | | | | | | | | | | | YES  NO | | |
| **Time and place of lectures** | | | **Mondays, 12 - 1:30 PM, DHM-Vd** | | | | | | | | | | | | | | | **Language(s) of instruction** | | | | | | | | | | | | | English | | |
| **Beginning of lectures** | | | February 24th 2020 | | | | | | | | | | | | | | | **End of lectures** | | | | | | | | | | | | | June 1st 2020 | | |
| **Preconditions for enrolment** | | | Besides being a visiting student, it is necessary to have basic knowledge of English language in speaking and writing. Also some knowledge of Croatian language is desirable. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Course holder** | Professor Anamarija Kurilić | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | [akurilic2011@gmail.com](mailto:akurilic2011@gmail.com) [akurilic@unizd.hr](mailto:akurilic@unizd.hr) | | | | | | | | | | | | | | | | | | **Student hours** | | | | Mon 12 - 1PM Thu 10-11AM | | | | | | | | | | |
| **Course provider** | Professor Anamarija Kurilić | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | [akurilic2011@gmail.com](mailto:akurilic2011@gmail.com) [akurilic@unizd.hr](mailto:akurilic@unizd.hr) | | | | | | | | | | | | | | | | | | **Student hours** | | | | Mon 12 - 1PM Thu 10-11AM | | | | | | | | | | |
| **Course provider** | Dr. Mateo Bratanić, assistant professor | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | [mbratanic@unizd.hr](mailto:mbratanic@unizd.hr) | | | | | | | | | | | | | | | | | | **Student hours** | | | | Wen 10-11AM | | | | | | | | | | |
| **Course provider** | Dr. Branko Kasalo, assistant professor | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | [kasalo.branko@gmail.com](mailto:kasalo.branko@gmail.com) | | | | | | | | | | | | | | | | | | **Student hours** | | | | Mon and Thu 10-11AM | | | | | | | | | | |
| **Course provider** | Dr. Antun Nekić, assistant professor | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | [ag.nekic@gmail.com](mailto:ag.nekic@gmail.com) | | | | | | | | | | | | | | | | | | **Student hours** | | | | Wen and Fri 11AM - 12 | | | | | | | | | | |
| **Course provider** | Dr. Zrinka Serventi, assistant professor | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | [z.serventi@gmail.com](mailto:z.serventi@gmail.com) | | | | | | | | | | | | | | | | | | **Student hours** | | | | Tue 2-3PM Thu 11AM - 12 | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Teaching types** | lectures | | | | | | | seminars and workshops | | | | | | | | exercises | | | | | | e-learning | | | | | | | | field class | | | |
| independent work | | | | | | | multimedia and net | | | | | | | | laboratory | | | | | | mentoring | | | | | | | | other | | | |
| **Learning outcomes of the course** | | | | After the successful completion of the course the students will be able to:  1. define and describe various prehistoric cultures, societies and peoples on Croatian territory,  2. define and describe various historic periods in history of Croatia,  3. compare and contrast the most important historical processes pertaining to the Croatian territory,  4. understand political and cultural processes leading to the nation formation,  5. identify and evaluate the most important figures in Croatian history,  6. understand cultural and political development in the context of borderland experience. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Learning outcomes of the programme to which the course is contributing** | | | | After the successful completion of the programme the students will be able to:  1. define and describe historical processes characteristic for distinct historical periods and differenciate specificities of certain historical periods,  2. remember the most important data regarding history, both ancient and more recent,  3. interpret relevant historical sources,  4. explain causal relationships between historical events and historical processes,  5. form their own opinions and conclusions on historical events and process as well as differentiate important facts from less important data,  6. compare and contrast historical processes and key figures from different periods and geographical areas,  7. critically interpret and evaluate historical sources and literature, especially according to their reliability and perspective. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Ways of evaluating students' activity** | attending classes | | | | | | | preparation for classes | | | | | | | | home work | | | | | | continuous evaluation | | | | | | | | research | | | |
| practical work | | | | | | | experiments | | | | | | | | presentation | | | | | | project | | | | | | | | seminar | | | |
| mid-term exam(s) | | | | | | | written exam | | | | | | | | oral exam | | | | | | other: | | | | | | | | | | | |
| **Prerequisites for taking the exam** | A regular class attendance. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Examination terms** | winter examination term | | | | | | | | | | | | summer examination term | | | | | | | | | | | autumn examination term | | | | | | | | | | |
| **Examination dates** |  | | | | | | | | | | | | June 8th & 22nd 2020 | | | | | | | | | | | September 7th & 21st 2020 | | | | | | | | | | |
| **Brief course description** | The aim of this course is to give visiting students the opportunity to gain basic insights into Croatian history. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Course content (subject-matters)** | 1st week (Februrary 24th): Introduction to the course  2nd week (March 2): First societies at Croatian territory  3rd week (March 9th): From prehistory to Ancient history  4th week (March 16th): From Pax Romana to the Great Migration Period  5th week (March 23th): From Dukedom to Kingdom (8th-12th Century)  6th week (March 30th): Croatian Kingdom as a part of Realm of St. Stephen (12th-15th Century)  7th week (April 6th): Becoming Imperial Borderland (16th Century)  8th week (April 20th): Borderland Continued: Croatian Territory in Early Modernity  9th week (April 27th): Emergence of Nation: 19th Century Politics and Ideology  10th week (May 4th): Croatia and Kingdom of Yugoslavia  11th week (May 11th): Croatian experience of World War II and Socialist Yugoslavia  12th week (May 18th): Creation and development of the Republic of Croatia  13th week (May 25th): Students' presentations  14th week (June 1st): Field trip | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Reading** | Lectures and hand-outs (will be provided by lecturers).  Marcus Tanner, *Croatia: A Nation Forged in War*, Yale University Press, 2010.  William Bartlett, *Croatia: A Crossroads Between Europe and the Balkans*, Routledge, 2003.  John J. Wilkes, *Dalmatia*, London: Routledge and Kegan Paul Ltd., 1969 (reading: selected chapters) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Further reading** | Mladen Ančić, “From the „Demigod“ King to the First Ideas about a „National“ Kingdom,“ in: *Kolomanov put*, ed. Jelena Borošak-Marijanović et al., Zagreb: Hrvatski povijesni muzej, 2002.  *Archaeological Museum Zadar - Guide*, ed. J. Vučić, Zadar, 2015. (pp. 8-27)  Leslie Benson, Yugoslavia: *A Concise History*, Palgrave Macmillan, 2003.  S. Dimitrijević - T. Težak Gregl - N. Majnarić-Pandžić, *Prapovijest*, Zagreb, 1998 (reading: English summaries)  A. Durman, *Celestial symbolism in the Vučedol Culture*, Vukovar, 2017.  I. Janković - S. Mihelić - I. Karavanić, *Put neandertalca / The Neanderthal Trail*, Zagreb, 2011.  John R. Lampe, *Yugoslavia as History*, Cambridge University Press, 2000.  András Mócsy, *Pannonia and Upper Moesia*, London - Boston: Routledge & Kegan Paul, 1974 (reading: Ch. 10)  *Prehistoric Collection - Guide*, Archeological Museum in Zagreb, ed. J. Balen, Zagreb, 2010. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Online reading** | Branko Kirigin, Ancient Greeks in Croatia, in: *Croatia. Aspects of Art, Architecture and Cultural Heritage*, Frances Lincoln, 2009, 20-31. (<https://www.academia.edu/35079410/Ancient_Greeks_in_Croatia_in_Croatia_-_aspects_of_art_architecture_and_cultural_heritage_Francis_Lincon_limited_London_2009>)  Robert Matijašić, Romanization of the Histri in the Early Roman Period, *Illyrica Antiqua*, 2, In honorem Duje Rendić-Miočević, Zagreb, 2017, 379-390 (reading pp. 379-383) (<https://www.academia.edu/36201254/Romanization_of_the_Histri_in_the_Early_Roman_Period>)  Marjeta Šašel Kos, The Roman Conquest of Illyricum (Dalmatia and Pannonia) and the Problem of the Northeastern Border of Italy, *Studia Europaea Gnesnensia*, 7, 2013, 169-200 (reading: pp. 169-195) (<https://www.academia.edu/33216803/The_Roman_Conquest_of_Illyricum_Dalmatia_and_Pannonia_and_the_Problem_of_the_Northeastern_Border_of_Italy>) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Checking learning outcomes (as instructed by the CCAF)** | Final exam only | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |
| final written exam | | | | | | | | | | | final oral exam | | | | | | | | | final written and oral exam | | | | | | | practical work and final exam | | | | | |
| mid-term exam(s) only / home-work(s) | | | | | | mid-term exam(s) / home-work(s) and final exam | | | | | | | | seminar paper | | | | | | seminar paper and final exam | | | | | practical work | | | | | | other ways | |
| **The way the final grade is formed (%)** | seminar presentation & accompanying short seminar paper (65%), class attendance & participation in discussions (35%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Grades**  /enter the percentage or number of points for the elements being evaluated / | < 50% | | | | insufficient (1) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 50%-60% | | | | sufficient (2) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 61%-70% | | | | good (3) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 71-80% | | | | very good (4) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ≥ 80% | | | | excellent (5) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Teaching quality assurance** | Standard institutional quality evaluation form at the University level  Standard institutional quality evaluation form at the department level  internal quality evaluation  sessions of department's council focused on the teaching quality assurance and on results of students' standard quality evaluations  other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Note / Other** | In accordance with Art. 6 of the *Code of Ethics of the Committee on Ethics in Science and Higher Education*, "the student is expected to fulfil his obligations honestly and ethically, to pursue academic excellence as a fundamental goal, to behave in a civilized manner, with respect and without prejudice." According to Art. 14 of the University of Zadar *Code of Ethics*, students are expected to "fulfill their responsibilities responsibly and conscientiously. […] It is the duty of the students to safeguard the reputation and dignity of all members of the university community and of the University of Zadar as a whole, to promote moral and academic values and principles. [...]  Any act constituting a violation of academic honesty is ethically prohibited. This includes, but is not limited to:  - various forms of fraud such as the use or possession of books, notes, data, electronic gadgets or other aids during examinations, except when expressly permitted;  - various forms of forgery such as the use or possession of unauthorized materials during the exam; impersonation and attendance at exams on behalf of other students; fraudulent study documents; forgery of signatures and grades; falsifying exam results."  All forms of unethical behaviour will result in a negative grade in the course without the possibility of compensation or repair. In case of serious injuries, the *Bylaws on Disciplinary Responsibility of Students of the University of Zadar* apply.  Electronic communications will only respond to messages coming from known addresses with a first and last name and written in the Croatian standard and appropriate academic style.  Course uses the Merlin e-learning system so the AAI accounts are required. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

1. \* *Words and concepts in this form that have gender meaning apply the same way to masculine and feminine gender.* [↑](#footnote-ref-1)