

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

**THE PROGRAMME OF
THE POSTGRADUATE
DOCTORAL
STUDY
OF SOCIOLOGY**

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1. INTRODUCTION

1.1. Grounds for the initiation of the study programme

The postgraduate doctoral study of sociology has been established on the principles of the Bologna process and its quality is based on the experience and scientific accomplishments of all the participants in the realization of this study programme, while its organizational framework promotes close cooperation with other universities and institutes in the country as well as with those in foreign countries. The postgraduate doctoral study of sociology is a continuation of the education of sociologists following after the completed undergraduate and graduate study of sociology, i.e., after the completed four-year study of sociology for those students who studied according to the educational programmes that were effective in the academic year 2005/2006.

The postgraduate doctoral study of sociology (Ph.D.) is a part of lifelong education of sociologists along with other professional, specialist and postdoctoral studies and at the same time it represents the highest level of the advanced training in sociology that 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 programme of the study includes a detailed introduction to the current research projects conducted in Croatia and the rest of the world, the participation of the most outstanding Croatian 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 a general advancement of the postgraduate education in Croatia, improves the quality of scientific-research work, effectuates the comparability of this postgraduate doctoral programme with the similar programmes of general profile at other European and American universities, and makes it competitive in relation to other study programmes in the region.

The doctoral study of sociology is primarily a scientific-research study programme which indicates that this programme is organizationally related to the immediate scientific work of the attendants, i.e., that the programme of the study 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 students of the postgraduate doctoral study become actively involved in the scientific-research work, the writing of scientific reports

and papers, in the organization of scientific expert knowledge bases, presentations at scientific conferences (colloquia, conferences and symposia) as well as in the teaching activities, i.e., in the production, organization and dissemination of knowledge. The doctoral study programme is so structured as to ensure and enable guidance (supervision) and monitoring (academic oversight) of the students. The study programme is based on individual curricula which are being specifically devised for each student.

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

The Department of Sociology at the Faculty of Humanities and Social Sciences, University of Zagreb is the crucial 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 the universities in Croatia have obtained their doctorates at the Department of Sociology at the Faculty of Humanities and Social Sciences, University of Zagreb, and so far 99 such individuals have obtained their doctorate in sociology. The first postgraduate study of sociology was initiated by the Department of Sociology in the academic year 1967/68 and the programme focused on the problems of the development of modern society. The Department of Sociology continued to conduct postgraduate study programmes since the academic year 1967/68 and from that time on 447 students entered the programme. The cycles of 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 were organized: Sociology of culture, Industrial sociology, Interdisciplinary study of socialism. Early programmes of postgraduate studies of 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, new topics and courses were introduced, the curriculum was increased to approximately one hundred hours 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 programme of the postgraduate study: sociology of religion, sociology of migration and social ecology. Along with the independent organization of postgraduate studies, the Department of Sociology together with the Faculty of Law and Medical School in Zagreb jointly organized the postgraduate study of gerontology.

The plan and programme for the postgraduate study programmes of sociology devised in the academic year 2002/03 introduced a three-year doctoral study programme, two-year master's study and the one-year doctoral study programme for Masters of Science in Sociology. The principles for the formulation of the plan and programme for these studies have been brought in full accordance with the underlying principles of the similar programmes conducted at the most distinguished foreign universities.

University teaching staff and research sociologists from all the departments of sociology at all universities and research institutes in Croatia as well as the numerous eminent

visiting scientists from Europe and the USA have regularly participated in the postgraduate study programmes of sociology as lecturers, visiting lecturers or as the members of the master's and doctoral theses committees.

1.3. Openness towards student mobility

The programme of postgraduate doctoral study of sociology is comparable to other similar doctoral studies in Europe and the rest of the world, especially to the following studies:

- Doctoral study “Management, innovation and social responsibility” The Faculty of Social Sciences, University of Stavanger, Norway
- Doctoral study of sociology at the International University Bremen - Jacobs Center for Lifelong Learning and Institutional Development - Bremen (EU - Germany)
- Doctoral study at Johann Wolfgang Goethe University - (DAAD) Deutscher Akademischer Austausch Dienst International PHD Program Social Sciences (IPP Social Sciences) - Frankfurt am Main (EU - Germany)
- Doctoral study of sociology at the Faculty of Social Sciences – Prague (EU – Czech Republic)
- Doctoral study - Department of Sociology and Social Anthropology, CEU (Central European Studies) Budapest (EU – Hungary)
- Doctoral study - Ecole des Hautes Etudes, Paris (EU – France)
- Doctoral study - Centre for Social Studies, Culture and Society - Wspierany przez Open Society Institute - Warsaw (EU – Poland)

Such comparability enables students to easily transfer their ECTS credits, facilitates the collaboration with foreign experts in joint research projects and programmes and provides further possibilities for the exchange of students.

Active collaboration has been established with the University of Stavanger (Norway) in relation to the joint project of the graduate study (Migrations) as well as the postgraduate study programme. There also exists close collaboration with the Norwegian University of Science and Technology, Trondheim (NTNU) related to participation in the realization of the programme of the doctoral study, while the terms of collaboration are currently being established with the Institute for East European and Russian study at the University of Linköping, Norköping (Sweden) and the Department for Sociology, Flinders University of South Australia, Adelaide (Australia).

Of course, the study is 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 opened for the students of the Doctoral study of sociology to obtain their ECTS credits by taking elective courses within the programmes of these other doctoral studies. All this ensures student mobility as well as interdisciplinary collaboration with other related postgraduate study programmes.

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 programme of the doctoral study of sociology enables student mobility and an easy transfer of ECTS credits. Similarly after the study programme becomes firmly established and presents its first results the possibility will be opened up for the organization and realization of a joint study programme that will be run in collaboration with foreign universities.

2. GENERAL SECTION

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

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

2.2. The institutions participating in the realization of the study programme

The head institution of the doctoral study programme as well as the proposer is:

The Department of Sociology, Faculty of Humanities and Social Sciences, University of Zagreb

(it has the status of the 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 the obtainment of doctorate, and it has heretofore organized and conducted postgraduate studies) in collaboration with,

The Department of Sociology, University of Zadar,

The Department of Sociology, School of Humanities, University of Split,

The Institute for Social Research, Zagreb,

The Institute for International Relations, Zagreb,

The Institute for Migration and Ethnic Studies, Zagreb and

The Chair of Social Policy, Social Work Study Centre, Faculty of Law, Zagreb.

Such broad collaboration ensures internationally recognizable and sufficiently extensive scientific research projects that further enable a wider choice of supervisors who direct and assist students during the preparation of their doctoral dissertations and it also makes possible the establishment of the academic (internal) controlling system of the quality of the dissertations. The doctoral study of sociology is a unique study programme within the scientific field of sociology which ensures its research and personnel base. The postgraduate doctoral study of sociology is based on the tradition of Croatian sociology and it continues to promote it.

By the doctoral study being organized within the scheme characterized by institutional guidance and responsibility for the quality of programme the Department of Sociology at the Faculty of Humanities and Social Sciences provides the necessary organizational basis for the realization and the academic control of the quality of programme while all the other institutions (including the Department of Sociology at the Faculty of Humanities and Social Sciences) participating in the programme provide a participative control system of the realization of the study programme, personnel members that partake in the realization of the study giving special consideration to the proposals for potential supervisors who through their projects become responsible for ensuring the conditions necessary for the preparation of doctoral dissertations.

The study programme organized according to such principles stimulates the integrative processes between various research projects and programmes on which it further bases the overall education at the institutions of higher education along with the production and the application of knowledge at scientific institutes and in the private as well as the public sector. The study is organized as a series of modules focused around a single study core which makes possible the integration of the whole study or its particular segments into joint study programmes conducted in collaboration with foreign universities.

The partnership and functional integration of all the institutions participating in the doctoral study of sociology constitute a genuine “scientific strength” through which we wish to enter the arena of EHEA (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 the opening up 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 programme is based on the inclusion of doctoral students into the research projects conducted under the supervision of the professors participating in the realization of the doctoral study programme. The students at the doctoral study of sociology will be included in the various segments of teaching programme of the undergraduate study of sociology in order to gain the experience of transferring knowledge from the field of expertise that they are supposed to develop in the course of their doctoral study. Furthermore, the programme of the doctoral study will include various activities as an extension to the central segment of the study and the research work of the doctoral students, such as the publication of scientific papers, presentations of various parts of individual research, participation at summer schools, specialist seminars and domestic as well as international professional conferences. The proposed programme for the doctoral study intends to attract the most promising students from Croatia and the neighbouring countries and become integrated with similar European studies in terms of programme (joint study programmes) through the exchange of students, teaching staff and researchers.

2.4. The innovativeness of the doctoral programme

The doctoral programme of the *Department of Sociology at the Faculty of Humanities and Social Sciences, University of Zagreb* which is realized in collaboration with the *Department of Sociology, University of Zadar, The Department of Sociology, School of Humanities, 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 Chair of Social Policy, Social Work Study Centre, Faculty of Law in Zagreb*, is the only doctoral study programme for the specific scientific-research education of sociologists. A long-established tradition of organizing and conducting various postgraduate programmes of advanced training (since the academic year 1967/68) through the curricula that have constantly been improved, expanded, updated and brought in accordance 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 the obtainment of the doctor's degree in a specific field of sociology, while on the other hand it enables the doctoral students to devise their individual curriculum under the guidance of their advisors through the selection of offered elective courses and to develop their own educational-research programme of study - through the selection of offered educational programmes in cooperation with their supervisors – according to which they will eventually specialize in a particular field of sociology. We expect that the development of the Department of Sociology in terms of personnel and research and a similar development of other institutions participating in the realization of this study, along with a close cooperation with other European research and educational centres, will make possible the organization of a more specialized postgraduate programme that will be conducted along with this doctoral study programme.

2.5. Entry requirements with special emphasis on the requirements for those applicants who obtained their previous qualifications according to the system of study that was effective previous to year 2005.

The doctoral study of sociology may be enrolled by graduate sociologists/professors of sociology who completed their study according to the former programme with the grade point average equal to or above 4 as well as by those who achieved the grade point average equal to or above 3 provided that they published at least one scientific paper. The programme may also be enrolled by the sociologists who completed the graduate study of sociology (masters of professional field), i.e., who completed the study of sociology in accordance with the standards of the Bologna process with the grade point average equal to or above 4 as well as by those who achieved the grade point average equal to or above 3 provided that they published at least one scientific paper.

The doctoral study may also be enrolled by the students of former postgraduate studies of sociology or by those who obtained the master's degree in sociology as well as by the students who attended the postgraduate research-oriented and postgraduate specialist study and passed the exams in all the taken courses, but who nonetheless didn't defend their final dissertations, provided that in the course of their postgraduate study they achieved the grade point average equal to or above 4. Each of these cases is individually dealt with at the student's request and the Postgraduate Study Committee then makes decisions concerning possible differential exams as well as the exams and previously fulfilled requirements that may be recognized within the doctoral study programme, depending on the previously attended postgraduate educational programme and published scientific papers. The Postgraduate Study Committee also makes decisions concerning masters of science and the attendants of former postgraduate studies of sociology regarding the year of study such applicants will enrol (first or second).

The candidates who haven't completed the study of sociology may enrol the doctoral study of sociology according to the following conditions:

- the candidates who completed some of the studies related to the field of social sciences according to the former programme of study with the grade point average equal to or above 4 and at least one (1) published scientific paper from the field of sociology
- the candidates who completed some of the studies in the field of social sciences (masters of professional field), i.e., who completed a study related to the field of social sciences in compliance with the standards of the Bologna process, with the grade point average equal to or above 4 and published at least one (1) scientific paper from the field of sociology
- the candidates who haven't completed some of the studies in the domain of social sciences (but instead have completed some of the studies in the field of humanities, biomedical or similar sciences), but in the meantime have obtained the academic degree of master or doctor of science and have published at least two (2) scientific papers that demonstrate the candidate's ability to analyze social phenomena.

The candidates who haven't graduated in sociology but have completed some of the studies in the field of social, human, biomedical or other similar sciences have to take the entrance exam in order to enrol the programme. In this exam the applicants have to write a broad outline of the research related to a specific area of the candidate's sphere of interest which will be used for the evaluation of the applicants' research abilities. Each of these cases is individually dealt with at the student's request and depending on the quality of the published scientific papers in the field of sociology and the results of the entrance exam the Postgraduate Study Committee makes a decision concerning the applicant's enrolment and possible differential exams.

Each candidate applying for this study programme has to submit two letters of reference written by university professors of sociology. Furthermore, at the admission procedure

the students are required to submit their short professional biography (max. 1800 characters), a detailed statement about their motivation for this doctoral study (max. 1800 characters), a short description of their research interests and a broad outline of their research plan (max. 3600 characters), as well as the materials related to any of their possible previous scientific accomplishments (papers and notification summaries).

The doctoral study of sociology is of major importance for the development of sociology both as an independent scientific discipline as well as the segment of the higher education in the Republic of Croatia and as such its funding largely relies on the state budget. In smaller part the study programme is funded by some other sources that include the payment of tuition fees. In other countries of Europe and in the USA students regularly cover the costs of the tuition fees for postgraduate study programmes. The doctoral studies in these countries are divided into two categories so that there are “full-time” and “part-time” study programmes. At the recommendation of the Ministry of Science, Education and Sports (MZOS) in Croatia all junior researchers and teaching assistants will be included in the “full-time” programme of study while all the other attendants will be included in the “part-time” programme of study. The tuition fees for the doctoral study will be funded by various sources (by the institution where the attendant is employed; various foundations, etc.), and only in exceptional circumstances the students will personally bear the tuition fee costs. In relation to this, the entrance procedure requires students to present the financial plan for their study programme (how the financial resources will be provided) for which they also have to submit an adequate confirmation/statement.

2.6. Criteria and procedures for the selection of candidates

The doctoral study of sociology can be enrolled by the candidates who satisfy the requirements stated in section 2.5. and who successfully pass the entrance exam. The maximal number of the admitted students per academic year is 25. If there is a larger number of applicants, 25 most successful candidates 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 postgraduate doctoral study of 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 mobility of labour in the European Union. Upon the completion of the study the students will be able to equally participate in the interdisciplinary research teams as well as to investigatively analyse, methodologically examine and knowledgeably interpret each and every research issue that requires or may be better observed through social expertise.

The doctoral study of sociology is an academic programme that is structured in such manner as to ensure the acquirement of competencies required for different careers both

in the public as well as in the private sector, thus enabling the attendants 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.

This postgraduate doctoral study represents a part of life-long education of professionals (future plans include the initiation of specialist and postdoctoral studies) with the purpose of the advancement of education, science, economy as well as of all other segments of Croatian society. The quality of this programme along with the system of transferable ECTS credits enables students to further continue their postdoctoral education at any of the European or other world universities.

The postgraduate doctoral study of sociology is based on the tradition of Croatian sociology and it continues to uphold this tradition.

Unlike the undergraduate and graduate programmes, the programme of the doctoral study of sociology is entirely individualized, exclusively focused on the latest scientific insights and concentrated on the training of qualified and independent specialists whose level of education would suit the recognized world standards of doctoral education in Western Europe and the USA. The quality of the completed programme along with the constant maintaining of its comparability to the similar programmes in foreign countries will ensure the competitiveness of the domestic scientific personnel well 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 lasts three years for the students enrolled in the full-time study programme. It is expected that the majority of students enrolled in the full-time study programme will actually be junior researchers at the institutions of higher education and research institutes. For students enrolled in the part-time study programme the duration of the study may be twice as long, but may not exceed seven years. The students who do not complete the study programme before the expiration of the period of seven years may be required to fulfil some additional requisites in order to complete the study. 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 supervisor¹, assists them in their preparations for the fulfilment of the obligations related to the study programme, etc.

¹ For junior researchers and teaching assistants a supervisor is usually the person from their central institution with whom they are working together on a project.

The programme of the doctoral study is adequately adjusted to each student according to his/her scientific-research orientation as well as to the objectives and demands of the central institution. Every student has his/her advisor as well as the supervisor who devise an individual programme of study (the so-called *Privatissimum* that is specifically devised for each year of the study) for each student under their guidance, the programme that is approved under the authority of the Postgraduate study committee. This individual programme includes **30 hours of supervised and consultative classes per year of the study**. The organized classes are structured cumulatively. Supervised classes 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 the support throughout the course of the study which is suited to the individual needs of the attendants.

During the first year of the study alone the programme consists of **120 hours of organized classes, that is, 4 hours per week in the course of two semesters (60 hours per semester)**, that are to be realized along with the individual programme, participation in projects and the other requirements related to the study programme (the organization of conferences, web communication, etc). The classes are structured cumulatively during the period of the maximal duration of three weeks in each semester. In these classes the students get familiarized with the latest developments in Croatian and world sociology as well as with all the institutions and teaching staff participating in the study programme with which they are to cooperate during the realization of the doctoral study. Attendance and active participation in classes are mandatory for all students, unless it is otherwise determined by the individual curricula of particular students, while the total required number of hours of participation and attendance depends on the individual programmes and the number of ECTS credits that the students are expected to obtain.

During the second and third year of the study there are no standard classes, but the students nevertheless have to attend consultative sessions conducted by lecturers from the institutions participating in the realization of the doctoral study, depending on the scientific and research demands of the students². In addition to the consultative sessions, the students also participate in scientific and research work, organize thematic conferences (colloquium), workshops, electronic discussion groups through which they are expected to obtain the maximum of 120 hours in the second year and 80 hours in the third year of the study.

3.1.1. First year of the study

During the first year of the study 120 hours of organized classes per semester are to be conducted. Regular attendance at the classes along with the fulfilment of requirements related to classes acquires students the maximum of 20 credits per semester, i.e., the maximum of 40 credits for the first year of the study.

² These consultative meetings do not necessarily have to be conducted through standard (physical) sessions, but through any of the available communication media (telephone, electronic mail, instant messaging, etc.)

3.1.1.1. Advisor

At the registration for the doctoral study an advisor is assigned to each student who counsels him/her concerning the selection of courses, selection of supervisor and assists the student in the preparations for the fulfilment of the obligations related to the study programme.

3.1.1.2. Supervisor

Students select their supervisors at the beginning of the second semester of the first year and with their assistance a complete plan of the study is devised. From this semester on, the students receive permanent supervision that includes guidance as well as the literature assignments, consultations, monitoring of the fulfilment of the obligations related to the study programme and the systematization during the preparation of the student's doctoral dissertation. At the end of each semester the supervisor writes a short report on the student and ascribes ECTS credits of which the student may obtain the maximum of 5 credits per semester. If the supervisor writes a negative report on the student for the two consecutive semesters, a special committee appointed by the Postgraduate study committee conducts individual interviews with the advisor, supervisor and student and assesses the expectable future course of that particular student's study that involves either the replacement of the supervisor or the termination of the study.

The supervisor³ assists the student regarding the selection of courses, entirely supervises the scientific research of the student as well as the preparation of the doctoral dissertation, the appointment of the doctoral dissertation committee, various administrative tasks, etc. It is desirable that the supervisor and the student have similar views concerning the proposed research, science in general as well as the objectives of the research in order to be able to successfully work together in the course of several years. The student is entitled to change his/her supervisor only once in the course of the study by submitting a statement of reasons to the Doctoral study of sociology committee where he/she has to state valid reasons for such a request.

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

3.1.2.1. Activities related to the scientific-research project conducted for the purposes of the defence of the doctoral dissertation

- Scientific-research work is a crucial element in the doctoral study

³ The supervisor must have a required competence for supervising the research proposed in relation to the preparation of the doctoral dissertation. This competence is based on the supervisor's previous scientific work and outstanding publications in the domain related to the topic of the doctoral dissertation (since the preparation and successful finalization of the doctoral dissertation are the most significant aspects of the study programme). Furthermore, the supervisor has to provide the financial resources and equipment necessary for a high-grade scientific-research work. (The funding of the doctoral study will be independently and thoroughly elaborated.)

programme, therefore the majority of time is dedicated to the activities related to this part of the programme.

- The doctoral dissertation has to be characterized by a considerable amount of innovativeness and it also has to be publishable as at least one article in a scientific journal
- It is necessary to select a project that can be completed by the specified deadline.
- The relationship between the research project conducted at research institutions and a doctoral student's project is equivalent to the relationship between a project and the project task.

3.1.2.2. Specialized thematic conferences (colloquium)

- Specialized thematic conferences are organized by the doctoral study in rotation, so that all institutions joined in the realization of this study programme participate in the organization of the colloquia. At least one such colloquium will be held in Split, i.e., Zadar. The programme includes the holding of a one-day 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 so that the students have sufficient time for their preparation. The students have to participate in every of the organized colloquia while they have to make presentations at at least three (3) of them. The participation in a colloquium carries 1 ECTS credit, while presentation carries 4 ECTS credits.
- The colloquia focus on the domains related to the doctoral dissertations (specialization) selected by students and the latest and most significant accomplishments in these domains are being analysed.
- The students at the doctoral study have to present the results of their research as well as the approaches that they used in order to carry out their research assignment (the project they are working on) by using modern technologies.
- The proposal for the topic as well as the summary of the paper written for the presentation at a colloquium is jointly formulated by the student and the supervisor. This proposal then has to be approved by the Doctoral study committee. The topic and summary have to be submitted to the Committee three (3) weeks before the colloquium and the Committee has to inform the student about its final decision within one week. The presented paper has to be qualified either as an original or overview paper.
- The students and their supervisors partake in the discussion at the colloquium.
- The students edit for publication the collected papers of thematic conferences (colloquium). These materials are published in electronic and/or printed version.
- This part of the programme combined with the basic courses in the first year of the study along with all the other activities has the purpose of

preparing the students for the critical approach they are supposed to take in relation to the central problem of their own research.

3.1.2.3. Consultative sessions

During the 4th, 5th and 6th semesters a student may request the organization of the additional consultative classes with some of the lecturers or researchers from the institutions participating in the realization of the doctoral study programme, provided that he/she previously consulted with his/her supervisor on this matter. These classes have the purpose of helping the student to determine and prepare his/her doctoral dissertation. Such classes may last from one to maximally three sessions with one lecturer or researcher. The members of participative institutions have to respond adequately to such a request. Consultative sessions may comprise the maximum of 15 hours in the course of a single semester and such classes carry 3 ECTS credits. A student may take the maximum of one period of consultative classes per semester.

3.1.2.4. The appointment of the doctoral dissertation committee

- The committee consists of the minimum of 3 and the maximum of 5 members, two of which may come from the institution where the student prepares his/her doctoral dissertation. The student's supervisor is always one of the members of the committee.
- The members of the committee must have the title of assistant professor or a higher title, i.e., the title of senior scientific associate or a higher title.
- The student submits the proposal for the topic of the research at the end of the third semester and this proposal has to include the bibliography, the analysis of relevant results, research strategy, etc.
- The doctoral dissertation committee is introduced to the student at the exam related to the proposal for the topic of the doctoral dissertation that is held in the course of the fourth semester.
- After the defence of the proposal for the topic of the doctoral dissertation the student obtains 4 ECTS credits.
- After the successful defence the committee meets with the student once a year and monitors the progress of his/her research work. In the meantime, the student consults with the members of the committee who are employed at his/her central institution. If necessary, the supervisor, a member of the committee or the student may schedule a committee meeting more often than once a year. Other members have to be timely notified concerning these possible random meetings. The committee meetings may also be held at the colloquia which are attended by the majority of the participants of the doctoral study which makes such occasions suitable for their extended cooperation.
- If in the course of the preparation of the doctoral dissertation the committee finds that a particular student doesn't meet the standards of scientific work, it then summons a special meeting where the participation of the supervisor, advisor and the student is mandatory. In this meeting all possible solutions to this situation are examined and determined. The ultimate repercussion in this

situation may be the termination of the procedure for the obtainment of the doctorate. If the committee arrives at such a decision the student is entitled to request the establishment of a new committee that then convenes in a new session and becomes acquainted with all the circumstances related to this case in order to make an objective evaluation of the doctoral dissertation. This newly appointed committee discusses the case with the members of the former committee, the supervisor, advisor as well as with the student and it brings the decision on the possible continuation of the study. This decision is final and irrevocable.

3.1.2.5. The submission and defence of the abstract of the doctoral dissertation

In the course of the 4th semester the student has to submit the abstract of the doctoral dissertation to the committee described in the section 3.1.2.4. This abstract contains: an overview of the scientific field in which the doctoral dissertation will be defended, the description of the different stages in the development of the project as well as a detailed plan of the project's conclusion. The committee evaluates the quality of the described procedures and the completeness of research results, organizes the defence procedure where the student defends the submitted abstract.

3.1.2.6. The final defence of the doctoral dissertation

The final version of the doctoral dissertation has to include the results of the original research that may as well be theoretical. The student presents the results of his/her research and in his/her answers to the questions of the committee members he/she has to demonstrate the relevance and accuracy of those results. The defence may be retaken only once.

3.1.3. Student activities within the programme of the doctoral study

- the participation in classes during the first year of the study;
- regular supervised classes;
- scientific-research work;
- attendance at the meetings of the doctoral dissertation committee (once a year);
- specialized thematic conferences (colloquia);
- the attendance and participation in the seminars conducted by the prominent world scientists (some of which are also invited by the students, depending on their interests), according to the available financial resources of the doctoral study;
- the publication of scientific papers in relevant scientific journals.

3.1.4 Student activities outside the standardized programme of the doctoral study

A high quality of scientific work requires permanent and thorough efforts and therefore the students participate in some additional activities which are not directly related to the standardized programme of the doctoral study, but are nevertheless of great importance

and significance for their scientific-research and educational development and are therefore included in the totality of their doctoral education as well as in the system of credits:

- participation in the programmes of elementary and advanced courses and/or participation in various research projects, depending on the workplace of a junior researcher and teaching assistant;
- presentations at congresses;
- presentations at international congresses;
- participation in symposia, seminars, workshops, round-table conferences;
- participation in the editorship of a journal;
- publication of a paper in a journal (book) with the international reviews;
- attending advanced training programmes in the course of the doctoral study at foreign universities, which includes summer schools, weeks-long seminars, visiting seminars (the student submits a report on the completed programmes to the Doctoral study committee that in consultation with the relevant supervisor evaluates these additional student activities and awards the student ECTS credits of which the maximum number may be 14).

3.2. The list of compulsory and elective courses with the number of hours of organized classes necessary for their realization and the number of ECTS credits

	LECTURER	COURSE	HOURS	ECTS CREDITS
1.	Prof. Dr. Vjekoslav Afrić	Relationship between research and theory	12	4
2.	Prof. Dr. Vjekoslav Afrić	New approaches and models of research	12	4
3.	Prof. Dr. Vjekoslav Afrić	Knowledge management	12	4
4.	Dr. Sc. Saša Božić	Transnational processes and social changes	12	4
5.	Prof. Dr. Sc. Ivan Cifrić	Development and Environment	12	4
6.	Prof. Dr. Ivan Cifrić and Prof. Dr. Siniša Zrinščak	Sociology of Religion	12	4
7.	Dr. Sc. Jadranka Čačić-Kumpes	Intercultural education and ethnic diversity	12	4
8.	Prof. Dr. Sc. Ognjen Čaldarović	Risk society and contemporary sociology	12	4

9.	Prof. Dr. Sc. Ognjen Čaldarović	A. Giddens and contemporary sociology: modernity, postmodernity, time and space	12	4
10.	Prof. Dr. Sc. Benjamin Čulig.	Selected models of multivariate analysis	12	4
11.	Prof. Dr. Sc. Benjamin Čulig.	Development of research polling strategy	12	4
12.	Doc. Dr. Sc. Branka Galić	Gender, Women's Movements and Society	12	4
13.	Prof. Dr. Sc. Rade Kalanj	Sociology and ideology	12	4
14.	Doc. Dr. Sc. Biljana Kašić	SEX/GENDER identities: Power and paradoxes of naming and agency	12	4
15.	Doc. Dr. Sc. Biljana Kašić	Postcolonial theories and globalization	12	4
16.	Prof. Dr. Sc. Vjieran Katunarić	Theories of nationalism	12	4
17.	Doc. Dr. Sc. Krešimir Kufrin	Qualitative methods of research–Grounded theory	12	4
18.	Doc. Dr. Sc. Krešimir Kufrin	Construction and evaluation of measuring instruments	12	4
19.	Doc. Dr. Sc. Krešimir Kufrin	Data analysis with SPSS software package	12	4
20.	Prof. Dr. Anči Leburić	Mixed Methodology	12	4
21.	Doc. Dr. Sc. Davorka Matic	Ethical aspects of science	12	4
22.	Prof. Dr. Sc. Milan Mesić	Culture and social movements	12	4
23.	Prof. Dr. Sc. Milan Mesić	Cultural diversity and collective rights	12	4
24.	Dr. Sc. Renata Relja	Contemporary Ethnography	12	4
25.	Prof. Dr. Sc. Aleksandar Štulhofer	Theoretical and methodological aspects of second generation surveillance for HIV/AIDS	12	4
26.	Dr. Sc. Nada Švob-Đokić	Global Cultural Changes and Emergence of New Cultures	12	4
27.	Prof. Dr. Inga Tomić-Koludrović	Globalization of culture, creative class and creative economy	12	4

28.	Prof. Dr. Sc. Inga Tomić-Koludrović	From cultural studies to cultural sociology	12	4
29.	Prof. Dr. Sc. Gojko Bežovan, Prof. dr. sc. Vlado Puljiz, doc. dr. sc. Zoran Šućur, prof. dr. sc. Siniša Zrinščak	Social Policy	12	4
30.	Prof. Dr. Sc. Ozren Žunec	Sociology of national security	12	4

3.3. Compulsory and elective student activities (participation in seminars, conferences, round-table conferences, etc.) and their ECTS credit value

Student requirements in the first (I) year: 60 credits (that a student may acquire):

- Elective course 4 credits
- Report within a seminar 3 credits
- Seminar paper 4 credits
- Participation in the activities related to a round-table conference 2 credits
- Active participation (accepted paper) in a thematic conference 4 credits
- Active participation (accepted paper) in a conference 4 credits
- Active participation (accepted paper) in an international conference 8 credits
- Paper published in a journal (book) 5 credits
- Paper published in a journal (book) with an international review 10 credits
- Consultations with the supervisor 5 credits (per semester)
- Participation in scientific-research work (individual programme) 5 credits (per semester)

Student requirements in the second (II) year: 60 credits (that a student may acquire):

- Participation in activities related to a round-table conference 2 credits
- Active participation (accepted paper) in a thematic conference 4 credits
- Active participation (accepted paper) in a conference 4 credits
- Active participation (accepted paper) in an international conference 8 credits
- Paper published in a journal (book) 5 credits
- Paper published in a journal (book) with an international review 10 credits
- Consultations with the supervisor 10 credits (per semester)
- Participation in scientific-research work (individual programme) 10 credits (per semester)

Student requirements in the third (III) year: 60 credits (that a student may acquire):

- Defence of the abstract of the doctoral thesis (topic) 10 credits
- Participation in activities related to a round-table conference 2 credits
- Active participation (accepted paper) in a thematic conference 4 credits
- Active participation (accepted paper) in a conference 4 credits
- Active participation (accepted paper) in an international conference 8 credits
- Paper published in a journal (book) 5 credits
- Paper published in a journal (book) with an international review 10 credits
- Consultations with the supervisor 10 credits (per semester)
- Participation in scientific-research work (individual programme) 5 credits (per semester)
- Defence of the doctoral thesis (dissertation) 15 credits

NOT ALL OF THE LISTED ACTIVITIES ARE COMPULSORY. THE ACTIVITIES LISTED HERE ARE RATED IN CREDITS SO THAT THE STUDENTS CAN MAKE A SELECTION OF PARTICULAR ACTIVITIES AND THUS OBTAIN A SPECIFIC NUMBER OF CREDITS.

3.4. Description of individual courses:

alphabetically ordered, by the surnames of the lecturers (associates)

Course title: New approaches and models of research

Course lecturer: Prof. Dr. Sc. Vjekoslav Afrić, full professor

Course description:

The principal objective of this course is to introduce students to new approaches and new models of scientific research in sociology. Within the programme of the course students analyse simulation modelling as a new approach to sociological research, i.e., they examine the problems of the presentation of knowledge related to social processes as well as the types of models used for the representation and research of that knowledge. Special emphasis is placed on three recently introduced approaches and their corresponding research models, and these are: the cellular automata, multi-agent models and connectionist models (neural net models).

The development of general and specific competences (knowledge and skills):

- General competence acquired within the programme of this course refers to the familiarization with and understanding of the latest approaches to research of complex social phenomena.
- Students become qualified for theoretical elaboration, operationalisation (the process of expressing particular concepts in operational terms) and construction of simulation models in sociology.

Teaching and progress monitoring methods:

- the 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 the attendants
- students gradually prepare a written report on a selected topic through several sessions of individual consultations

Reading list required for the study programme and examination:

1. Gilberth, N. and Troitzsch K. G.: (1999.) **Simulation for the Social Scientist**, Philadelphia: Open University Press.
2. Xiang, Yang: (2002) **Probabilistic Reasoning in Multiagent Systems: A Graphical Models Approach**, Cambridge University Press, GB
3. Zbornik: (1997) **Chaos, Complexity, and Sociology: Myths, Models, and Theories**, edited by Raymond Eve, Sara Horsfall, Mary Lee, SAGE Publications Inc.
4. Zbornik: (1998) **Connectionist Models of Social Reasoning And Social Behavior**, edited by Stephen J. Read and Lynn C. Miller, Lawrence Erlbaum Associates, London.

5. Gilberth, N. and Troitzsch K. G.: (1999.) **Simulation for the Social Scientist**, Philadelphia: Open University Press.
6. Xiang, Yang: (2002) **Probabilistic Reasoning in Multiagent Systems: A Graphical Models Approach**, Cambridge University Press, GB
7. Zbornik: (1997) **Chaos, Complexity, and Sociology: Myths, Models, and Theories**, edited by Raymond Eve, Sara Horsfall, Mary Lee, SAGE Publications Inc.
8. Zbornik; (1998) **Connectionist Models of Social Reasoning And Social Behavior**, edited by Stephen J. Read and Lynn C. Miller, Lawrence Erlbaum Associates, London.

Recommended additional reading list:

1. Afrić: V.: (2002.) **Simulacijski modeli u sociologiji**, E-book, CD, Filozofski fakultet, Zagreb
2. Costopoulos, A.: **Procjena učinaka povećanja memorije učesnika na njihovo ponašanje – promjenjivi obrasci u simulacijama s učesnicima.** (edited by Vlastelica, A.) http://infoz.ffzg.hr/afric/SimMod/Ana_Vlastelica.htm
3. Dal Forno, A. & Merlone U.: **Simulacije s više aktera za modeliranje savršeno racionalnih i racionalno ograničenih agenata u organizaciji**, (edited by Popić D.) http://infoz.ffzg.hr/afric/SimMod/Dubravka_Popic.htm
4. Deadman, P. J., Schlager, E. and Gimblett, R.: **Simulacije gospodarenja prirodnim resursima pomoću inteligentnih učesnika koji primjenjuju različite oblike komunikacije**, (edited by Matezović M.) http://infoz.ffzg.hr/afric/SimMod/Martina_Matezovic.htm
5. Flache, A. and Hegselmann, R.: **Hoće li se nešto promijeniti kad uvedemo nepravilne rešetke? Pretpostavka pravilne prostornosti u staničnim modelima socijalne dinamike**, (edited by Rendeli N.) http://infoz.ffzg.hr/afric/SimMod/Nevena_Rendeli.htm
6. Gimblett, H.R., Durnota, B. & Itami, R. M.: **Neka praktična rješenja u dizajniranju i stupnjevanju umjetnih ljudskih rekreacijskih učesnika u na GIS-u baziranim simulacijskim svjetovima**, (edited by Jerković, A.) http://infoz.ffzg.hr/afric/SimMod/ANAMARIJA_JERKOVIC.htm
7. Reschke, C. H.: **Razvojne perspektive s obzirom na simulacije društvenih sustava**, (edited by Herceg, A.) http://infoz.ffzg.hr/afric/SimMod/Ana_Herceg.htm
8. Staller, A. & Petta, P.: **Uvođenje emocija u računalno proučavanje društvenih normi**, (edited by Pezelj V.) http://infoz.ffzg.hr/afric/SimMod/vesna_pezelj.htm
9. Stocker, R., Green, G. D. & Newt, D.: **Konsensus i kohezija u simulaciji socijalnih mreža**, (edited by Sunko V.) http://infoz.ffzg.hr/afric/SimMod/Vedrana_Sunko.htm
10. Terna, P.: **Simulacijski alat za društvene znanstvenike. Izgradnja učesničkih modela pomoću SWARM-a**, (edited by Angelis, N.) http://infoz.ffzg.hr/afric/SimMod/Nina_Angelis.htm
11. Troitzsch, K. G.: **Simulacijski modeli u društvenim znanostima - porijeklo, ciljevi, izgledi** (edited by Fisel, K.) http://infoz.ffzg.hr/afric/SimMod/Kristina_Fisel.htm

12. Zbornik: (2001) Multiagent Systems: A Modern Approach to Distributed Artificial Intelligence, edited by Gerhard Weiss, MIT, USA.

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- seminar paper on a selected topic related to the programme of the course; this paper is defended and graded through oral exam

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, University of Zagreb

Course title: Relationship between research and theory

Course lecturer: Prof. Dr. Sc. Vjekoslav Afrić, full professor

Course description:

The course analyses the “nature” of social sciences by examining the problem of the development and the basic structure both of particular social sciences as well as of sociology within the overall structure of sciences. Special attention is given to the analysis of the various types of scientific theory and to the understanding of different procedures applied in the process of the construction of theories in sociology. Students analyse the difference between a theory, (theoretical) model and empirical generalisation based on particular examples in historical comparative sociology (Tilly, Skocpol and Somers), system theory (Wallerstein), critical theory (Habermas), neo-positivistic theory (Sompson & Laub) and interpretative theory (Sanchez-Jankowski). The course explains the correlation between theory and qualitative and quantitative research approaches as the two different ways of understanding social reality.

The development of general and specific competencies (knowledge and skills):

- General competence acquired within the programme of this course refers to the understanding of the “nature” of sociological science, the differences between theories, models and empirical generalisations as well as to the understanding of the correlation between ontological and epistemological foundation of theory and the qualitative and quantitative research approaches.
- Specific competencies acquired within the programme of this course are primarily related to the familiarization with sociological theoretical articulations and to the development of the ability to conduct comparative analysis of theoretical articulations in sociology.

Teaching and progress monitoring methods:

- the 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 the attendants

Reading list required for the study programme and examination:

1. Tilly, Charles: **Coercion, Capital and European States. 990-1990** (Studies in Social Discontinuity) (New York/Oxford: Blackwell, 1992. All chapters)
2. Skocpol, Theda: (1979), **States and Social Revolutions: A Comparative Analysis of France, Russia and China**; Cambridge UP. (Introduction only: "Explaining Social Revolutions" pp. 3-45)
3. Wallerstein, Immanuel: (1974), **The Modern World System I: Capitalist Agriculture and the Origins of the European World Economy in the Sixteenth Century**. New York: Academic Press. (All chapters)
4. Habermas, Juergen: **The Structural Transformations of the Public Sphere. An Inquiry into a category of Bourgeois Society** (Cambridge, MS: Cambridge UP, 1998 [1962])
5. Sampson, J.P. & Laub (1993) **Crime in the making**, Cambridge, Mass. Harvard University Press.

6. Sanchez-Jankowski, S.M.: (1991) *Islands in the Street*, Berkeley, University of California Press.
7. Tilly, Charles: **Coercion, Capital and European States. 990-1990** (Studies in Social Discontinuity) (New York/Oxford: Blackwell, 1992. All chapters)
8. Skocpol, Theda: (1979), **States and Social Revolutions: A Comparative Analysis of France, Russia and China**; Cambridge UP. (Introduction only: "Explaining Social Revolutions" pp. 3-45)
9. Wallerstein, Immanuel: (1974), *The Modern World System I: Capitalist Agriculture and the Origins of the European World Economy in the Sixteenth Century*. New York: Academic Press. (All chapters)

Recommended additional reading list:

1. Habermas, Juergen: *The Structural Transformations of the Public Sphere. An Inquiry into a category of Bourgeois Society* (Cambridge, MS: Cambridge UP, 1998 [1962])
2. Sampson, J.P. & Laub (1993) **Crime in the making**, Cambridge, Mass. Harvard University Press.
3. Sanchez-Jankowski, S.M.: (1991) *Islands in the Street*, Berkeley, University of California Press.
4. Sewell, William, (1992) "A Theory of Structure: Duality, Agency and Transformation," **American Journal of Sociology** 98: (pp.1-29)
5. Abbott, Andrew: (2001). **Time Matters: On Theory and Method**. Chicago: University of Chicago Press.

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- seminar paper on a selected topic related to the programme of the course; this paper is defended and graded through oral exam

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, University of Zagreb

Course title: Knowledge management

Course lecturer: Prof. Dr. Sc. Vjekoslav Afrić, full professor

Course description:

The course analyses the concept of knowledge management and examines the reasons for the management of knowledge. Students are familiarized with the first theoretical generation of knowledge management through the presentation of the following topics:

- Data, information, knowledge and wisdom

- Types of knowledge and the transformation of one type into the other type of knowledge
- Context, Ba and hermeneutical circle (Ba is a philosophical concept used for context as the social soul)
- Expert systems and knowledge management.

After this introductory session the students are further introduced to the recent theoretical approaches to knowledge management (Second theoretical generation of knowledge management) and in this context the following topics will be analysed:

- Life cycles of knowledge
- Knowledge management versus knowledge processing
- Transferring knowledge versus available knowledge
- Nested domains of knowledge
- Knowledge warehouses
- Organisational learning
- Open-ability
- Social innovation as capital
- Self-organisation and complexity theory
- Sustainable innovation
- Knowledge management (KM) strategies
- Three dimensions of KM strategies:

Human dimension

Content dimension

Technological dimension

- Objectives of KM strategies
- Central principles of KM strategy
- KM metrics (How to determine that we have accomplished the desired objectives)
- Risks and assumptions related to successful implementation of KM strategies

The development of general and specific competencies (knowledge and skills):

- The students become qualified for the understanding of the latest theoretical studies related to knowledge management processes from the perspective of organisational sociology.
- The development of skills related to production, dissemination and acquirement of knowledge

Teaching and progress monitoring methods:

- the 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 the attendants
- students gradually prepare a written report on a selected topic through several sessions of individual consultations

Reading list required for the study programme and examination:

1. Nonaka, I., Toyama, R. and Konno, N., (2002.), published in **Managing Knowledge**, An Essential Reader, Edited by Stephen Little, Paul Quintas and Tim Ray, London: SAGE , pp. 41.-67.
2. Blair, David C. (2002): Knowledge Management: Hype, Hope, or Help, **JASIST** (Journal of the American Society for Information Science and Technology) Volume 53, Number 12, October 2002, Canada: WILEY.
3. Polanyi, M (1958) **Personal Knowledge**, Chicago: University of Chicago Press.
4. Popper, Karl. R.: (1972) **Objective Knowledge** , London: Oxford University Press,

Recommended additional reading list:

1. Alle, Verna (2003): **The Future of Knowledge**, Increasing Prosperity through Value Networks, USA: Butterworth-Heinemann, 2003.
2. Argyris, C. (1993.) **Knowledge for Action**, San Francisco: Jossey-Bass.
3. Burgeron, Bryan (2003): **Essentials of Knowledge Management**, Canada:WILEY.
4. Cavaleri, S & Reed, F (2000) Organizational Enquiry: The Search for Effective Knowledge, **Knowledge and Innovation: Journal of the KMCI**, vol. 1, no. 3, pp. 27-54
5. Davenport, T. H. and L. Prusak, (1998) **Working Knowledge** by Harvard Business School Press.
6. Drucker, Peter F (1993) **Post-Capitalist Society** New York: Harper Business Books,
7. Drucker, P. F. (2002) **Age of Social Transformation**, *Online Version*. Retrieved 21, 11, 2004, from the World Wide Web:
http://www.providersedge.com/ehdocs/transformation_articles/Age_of_Social_Transformation.pdf
8. Firestone, Joseph M. (2003): **Enterprise Information Portals and Knowledge Management**, USA: Butterworth-Heinemann, 2003.
9. Gamble, Paul R. & Blackwell (2001): **Knowledge management**, A State of the Art Guide, London: Kogan Page.

10. **Knowledge Management Handbook** (1999), Edited by Jay Leibowitz, Boca Raton: CRC Press.
11. McElroy, Mark W. (2002): *The New Knowledge Management, Complexity, Learning and Sustainable Innovation*, USA: Butterworth-Heinemann.
12. McInerney, Claire (2002): Knowledge Management and the Dynamic Nature of Knowledge, **JASIST** (*Journal of the American Society for Information Science and Technology*) Volume 53, Number 12, October 2002, WILEY.
13. Nonaka, Ikujiro and Takeuchi, Hirotaka, (1995.) **The Knowledge-Creating Company**. Oxford University Press.
14. Ruggles, Rudy (1997) **Why Knowledge? Why Now?** *Online Version*. Retrieved 21, 11, 2004, from the World Wide Web:
http://www.providersedge.com/docs/km_articles/Why_Knowledge_Why_Now.pdf
15. Senge, Peter M. (2001): **Peta disciplina**, Principi i praksa učeće organizacije, Zagreb: Mozaik knjiga 2001. (Original title: *The Fifth Discipline, The Art and Practice of the Learning Organization*)
16. Solomon, Paul. (2002: Discovering information in Context, Published in: **Annual Review of Information Science and Technology**, Volume 36.
17. Stacey, Ralph D. (1996) **Complexity and Creativity in Organizations**, Berrett-Koehler Publishers
18. Wiig, Karl M. (1993) *Knowledge Management Foundations: Thinking About Thinking – How People and Organizations Represent, Create and Use Knowledge* Schema Press.

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- seminar paper on a selected topic related to the programme of the course; this paper is defended and graded through oral exam

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, University of Zagreb

Course title: **Transnational processes and social changes**

Course lecturer: **Dr. Sc. Saša Božić, senior scientific associate**

Course description:

This course deals with the processes and phenomena which transform the boundaries of national societies as well as the processes which affect new forms of social changes. The focus is primarily placed on the transnational migrations and new forms of mobility that generate multilayered social correlations and social spaces that transcend the boundaries of nation-states. Other transnational phenomena such as transnational social movements, familial and business networks, will also be analysed through lectures and seminars. A special analysis will be given with regards to the effects transnational processes and phenomena have on various forms of transformations of the boundaries of national societies and on the restructuring of social institutions and correlations. The heightened, multiple informational, cultural, economic and human transfers across the boundaries of nation-states as well as the transformation of these boundaries within the economic and political globalization context will also be analysed. Special attention will be given to the analysis of the effects of transnational migrations and processes on the Croatian society. The findings and results of the research project »Transnational migrations – challenges to the Croatian society« will be used in lectures and seminars.

The development of general and specific competences (knowledge and skills):

- Since the course deals principally with the transformation of the boundaries of societies and nation-states the students will be introduced to the contemporary social-scientific theories where traditional subjects of sociological study, such as »society«, »social institutions« and »social relationships«, have been transformed. In this manner the students will reinforce their knowledge of classical and contemporary theories and approaches related to the study of society and they will also be able to apply (and possibly revise) these existing insights within the context of the development of the latest sociological theories. Since new theoretical approaches require the development and advancement of the existing research methods the students will be familiarized with the new methods of research and data analysis (especially with the recent models where »qualitative« and »quantitative« research methods have been fused). Special attention will be given to a possible application of new methods and procedures within research activities that the students will conduct for the purposes of the preparation of their doctoral dissertations.

Teaching and progress monitoring methods:

- the 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 the participants

Reading list required for the study programme and examination:

1. Urry, John, *Sociology beyond Societies: Mobilities for the twenty first century*, Routledge, London, 2000.
2. Faist, Thomas, Transnationalization in international migration: implications for the study of citizenship and culture, *Ethnic and Racial Studies*, 23(2):189-222, 2000
3. Pries, Ludger, The approach of transnational social spaces: responding to new configurations of the social and the spatial, ed.: Ludger Pries (ed.) *New Transnational Social Spaces*, Routledge, London, 2001, pp. 3-33
4. Wimmer, Andreas and Glick-Schiller, Nina, Methodological Nationalism, the Social Sciences and the Study of Migration: An Essay in Historical Epistemology, *International Migration Review*, 37(3):576-610, 2003
5. Božić, Saša, Nacionalizam – nacija, «transnacionalizam» – «transnacija»: mogućnosti terminološkog usklađivanja, *Revija za sociologiju*, 35(3-4): 187-203, 2004.

Recommended additional reading list:

1. Bell, Martin and Ward, Gary, Comparing temporary mobility with permanent migration, *Tourism Geographies* 2(1):87-107, 2000.
2. Smith, Michael Peter, *Transnational Urbanism: Locating Globalization*, Blackwell, Oxford, 2001 (Chapters 1,2,3,5,6,7)
3. Levitt, Peggy and de la Dehesa, Rafel, Transnational migration and the redefinition of the state: Variations and explanations, *Ethnic and Racial Studies* 26(4):587-611, 2003.
4. Vertovec, Steven, Conceiving and researching transnationalism, *Ethnic and Racial Studies* 22(2):447-462, 1999
5. Bruebaker, Rogers, The Return of Assimilation? Changing Perspectives on Immigration and its Sequels in France, Germany and the United States, eds.: Joppke, Christian and Morawska, Ewa (eds.) *Toward Assimilation and Citizenship: Immigrants in Liberal Nation-States*, Palgrave Macmillan, Basingstoke, New York, 2003, pp. 39-58
6. Vertovec, Steven, Migration and other Modes of Transnationalism: Towards Conceptual Cross-Fertilization, *International Migration Review*, 37(3):641-645, 2003.

Credit value of the course:

- 4 ECTS credits (of which one credit is acquired through the participation in one of the social-scientific postgraduate courses at IUC Dubrovnik)

Assessment procedure:

- seminar paper (with the favourable opportunity for its publication in a scientific journal)

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, University of Zagreb.

Course title: Development and Environment

Course lecturer: Prof. Dr. Sc. Ivan Cifrić, full professor

Course description:

Four thematic units will be elaborated within the programme of this course: 1. Globalization, ecologization and development in the modern society, 2. The concept of sustainable development and sustainability, 3. Culture and environment: (bio) ethical controversies of modern society – sociological perspective, 4. Socio-environmental orientations and identity of the Croatian society.

These thematic units are related to the following topics and aspects: the development and environment will be analyzed as the issues placed within the historical context, i.e., in the contexts of modern and pre-modern (traditional) society. Paradigmatic characteristics (sustainability and identity) of pre-modern (rural) society and the consequences of modernization for the rural development and landscape will be demonstrated. The socio-cultural context for the formulation of the concept of sustainable development as well as its main objectives will be presented, along with the criticism this concept has received. The problem of development is also a cultural problem in broader terms, therefore civilization conflicts will be analysed as cultural conflicts. Environmental ethics (in-depth ecology), bioethical approach to human life and responsibility will also be analysed in this context. The results of empirical research projects on socio-environmental orientations, characteristics of identity of the Croatian society as well as the results of bioethical research projects will be presented.

Within the programme of this course the students will have the possibility to work on the preparation of their doctoral dissertations by participating in the project »Modernization and Identity of Croatian Society – Socio-cultural Integrations and Development«, registered with the Ministry of Science, Education and Sports.

The development of general and specific competences (knowledge and skills):

- the attendants will gain detailed insights surrounding contemporary socio-environmental issues and theoretical approaches concerning the correlation between society and environment, with particular emphasis on the problem of development and environment within the context of contemporaneity. In this manner they will improve their understanding of environment as being a product of culture and development - especially sustainable development – as being possible within the limits of the status of “healthy” environment and with the society’s appropriate treatment of environment and nature.

- Within the programme of this course the students will develop skills related to theoretical interpretation, analysis of the results of empirical research and the formulation of research concepts.

Teaching and progress monitoring methods:

- The course will be realized through lectures and seminar discussions. The students will have to write a seminar paper or prepare an essay on a selected (assigned) topic and present it for discussion at a scientific conference.

Reading list required for the study programme and examination:

1. Cifrić, I. (2002). *Okoliš i održivi razvoj*. (Environment and Sustainable Development). Zagreb, HSD and ZsZ.

2. Cifrić, I. (2003). Ruralni razvoj i modernizacija. (Rural Development and Modernization). Zagreb, IDIS.
3. WCED (1987). Our Common Future. Oxford; New York (or any other edition).

Recommended additional reading list:

1. Armstrong, S./ Botzler, R.G. /eds./ (1993). Environmental Ethics. Divergence and Convergence. New York, McGraw Hill, Inc.
2. Cifrić, I. (1994). Napredak i opstanak. (Progress and Survival). Zagreb, HSD and ZsZ.
3. Cifrić, I. /eds./ (2000). Znanost i društvene promjene. (Science and Social Changes). Zagreb, HSD and ZsZ.
4. Društvena istraživanja – časopis (Journal). Zagreb, Ivo Pilar Institute, y. 12 (3-4), 2003.
5. Hughes, J. Donald (2001). An Environmental History of the World. Humankind's Changing Role in the Community of Life. London, Routledge.
6. Küng, H. (2003). Projekt svjetski etos. (Project World Ethos). Velika Gorica, Miob.
7. Matulić, T. (2001). Bioetika. (Bioethics). Zagreb, GK.
8. Ponting, Clive (1991). A Green History of the World. The Environment and the Collapse of Great Civilization. New York, Penguin Group.
9. Supek, R. (1989). Ova jedina Zemlja. (This Only Earth). Zagreb, Globus.

Credit value of the course:

- 5 ECTS credits

Assessment procedure:

- Oral exam or defended seminar paper.

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, University of Zagreb.

Course title: Sociology of Religion

Course lecturers: Prof. Dr. Sc. Ivan Cifrić, full professor
Prof. Dr. Sc. Siniša Zrinščak, associate professor

Course description:

Within the programme of this course the following four thematic units will be elaborated through individual sessions of lectures:

1. **Modern Society and Religion:** Introductory lecture analyses the hypothesis on the correlation between social and religious changes in the world and Croatian society as well as their theoretical reflections. In terms of specific topics this introductory lecture will deal with the world tendencies of glocalization and world polycentricism on the one hand and postmodern sacral, de-secularization and the return of the sacred on the other hand. Conflict and dialogue potentials of religiosity and the characteristics of religious identity in the Croatian society will be analyzed on the basis of 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 Frankfurt school, secularization theory, feminism and gender relations, rational choice theory, concept of religion as 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 qualitative methodology in the research of new religious movements will be elaborated on the basis of the results of current research.

4. **Religiosity in Croatia – overview of empirical research projects:** an overview of previous research work on religiosity in Croatia will be presented, with critical and 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.

Along with the appointed lecturers of this course, Ph.D. Ankica Marinović Bobinac and Ph.D. Dinka Marinović Jerolimov will also participate in the realization of its programme as senior scientific associates at the Institute for Social Research in Zagreb. Within the programme of this course the students will have the possibility to prepare their seminar papers or written reports by using the method of secondary data analysis as well as to work on the preparation of the doctoral dissertations by participating in research activities related to officially registered and approved projects. The development of general and specific competences (knowledge and skills):

- Within the programme of this course the students will gain detailed insights into contemporary sociological theories, characteristics of religiosity in the Croatian society as well as into 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, to frame concepts and instruments for empirical research on religiosity.

Teaching and progress monitoring methods:

- The course will be conducted through lectures and discussions within seminars. The students will develop and present their theses for a seminar discussion or prepare an essay for a scientific conference.

Reading list required for the study programme 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.

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 (ed.) (2005). U potrazi za identitetom. Komparativna studija vrednota: Hrvatska i Europa. Zagreb, Golden marketing-tehnička knjiga.
5. Marinović Jerolimov, Dinka; Zrinščak, Siniša and Borowik, Irena (eds.) (2004). **Religion and Patterns of Social Transformation**. Zagreb, IDIZ.
6. Tadić, Stipe (2002). **Tražitelji svetoga. Prilog fenomenologiji eklezijalnih pokreta**. Zagreb, Ivo Pilar Institute for Social Sciences.
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.

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- Oral exam or defended written report on an assigned topic.

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, University of Zagreb

Course title: Intercultural education and ethnic diversity

Course lecturer: Prof. Dr. Sc. Jadranka Čačić-Kumpes, scientific associate

Course description:

The deconstruction of modernisation myth about the development towards the global unification according to the standards of the western civilization indicates that, in reality, a globalization of diversity has occurred. The question of the attitude towards cultural and ethnic diversity became a burning issue both for the immigration countries (Western Europe) as for the so-called immigration nations (America, Australia, Canada) which almost simultaneously clearly expressed the need for a theoretical formulation and practical resolution of this issue. Although the rest of the world countries didn't take such a direct approach concerning this issue it became obvious that they also had to address this question, while in some countries (like the Central European countries) this issue was implicitly and non-systematically tackled with even earlier. The policies of the recognition of cultural diversity, as well as the similar earlier policies, have been trying to establish their principal foothold in education. Therefore, on the one hand, this course deals with the correlation between ethnic and cultural diversity and global educational trends, especially intercultural education and with the implications of this correlation for the Croatian education on the other hand.

In order to make students qualified for the critical understanding of the intercultural approach to ethnic and cultural diversity in education, the following topics have been scheduled for discussion within the programme of this course: a) relations between the state, authority, power and education within the frame of sociological theories on education and educational systems; b) relation between education and ethnicity in theories on ethnicity and nationalism; c) intercultural education in the intercultural society: concepts, practice and the possibilities for development; d) Croatian multiculturalism and education.

The development of general and specific competences (knowledge and skills):

- theoretical understanding of the connection between education and society broadened by the analysis of the socializing role of educational systems within ethnically and culturally plural social contexts
- critical understanding of the concept of interculturalism and the principles of intercultural education
- understanding of cultural and ethnic diversity in the context of creating educational policy and curriculum
- advanced training for independent research work and interdisciplinary approach to research problems

Teaching and progress monitoring methods:

- the 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 the attendants

Reading list required for the study programme and examination:

1. Ballantine, Jeanne H. and Spade, Joan Z. [eds.] (2001). *Schools and Society: A Sociological Approach to Education*. Belmont: Wadsworth (selected chapters).

2. Čačić-Kumpes, Jadranka (2004). "Interkulturalizam u obrazovanju: koncepti i razvojne mogućnosti", *Povijest u nastavi*, Zagreb, vol. 2, 2004, no. 2 (4), pp. 305-321.
3. Gundara, Jagdish S. (2000). *Interculturalism, Education and Inclusion*. London: Paul Chapman.
4. Hallinan, Maureen T. (2000). "On the Linkages between Sociology of Race and Ethnicity and Sociology of Education", in: Maureen T. Hallinan (ed.). *Handbook of the Sociology of Education*. New York: Kluwer Academic / Plenum Publishers, pp. 65-84.
5. Perotti, Antonio (1995). *Pledoaje za interkulturalni odgoj i obrazovanje*. Zagreb: Educa.

Recommended additional reading list:

1. Abdallah-Pretceille, Martine and Porcher, Louis (2001). *Education et communication interculturelle. 2ème édition*. Paris: Presses Universitaires de France.
2. Archer, Margaret S. (1982). "Introduction: Theorizing about the Expansion of Educational Systems", in: Margaret S. Archer (ed.). *The Sociology of Educational Expansion*. London: Sage, pp. 3-64.
3. Bourdieu, Pierre (1971). "Reproduction culturelle et reproduction sociale", *Social Science Information / Information sur les sciences sociales*, vol. 10, no. 2, pp. 45-79 ("Cultural Reproduction and Social Reproduction", in: Richard Brown (ed.). *Knowledge, Education and Cultural Change*. London: Tavistock, 1973, pp. 71-112).
4. Castells, Manuel (2002). *Moć identiteta*. Zagreb: Golden marketing (Chapter 1).
5. Durkheim, Émile (1996). *Obrazovanje i sociologija*. Zagreb: Zavod za sociologiju, Filozofski fakultet.
6. Gundara, Jagdish S. and Jacobs, Sidney (eds.) (2000). *Intercultural Europe: Diversity and Social Policy*. Aldershot: Ashgate.
7. Habermas, Jürgen (2002). *The Inclusion of the Other*. Cambridge: Polity Press.
8. Katunarić, Vjeran (1994). *Labirint evolucije*. Zagreb: Hrvatsko sociološko društvo - Zavod za sociologiju Filozofskog fakulteta u Zagrebu (Chapter "Kulturni razvoj i interkulturalizam").
9. Katunarić, Vjeran (2003). *Sporna zajednica: novije teorije o naciji i nacionalizmu*. Zagreb: Naklada Jesenski i Turk – Hrvatsko sociološko društvo.
10. Perrotton, Joëlle (2000). "Les dimensions ethniques de l'expérience scolaire", *L'année sociologique*, vol. 50, no. 2, pp. 437-467.
11. Poutignat, Philippe and Streiff-Fenard, Jocelyne (1995). *Théories de l'ethnicité*. Paris: Presses Universitaires de France.
12. Schnapper, Dominique (1998). *La relation à l'Autre. Au cœur de la pensée sociologique*. Paris: Gallimard (selected chapters).
13. Schneider, Barbara (2000). "Social Systems and Norms: A Coleman Approach", in: Maureen T. Hallinan (ed.). *Handbook of the Sociology of Education*. New York: Kluwer Academic / Plenum Publishers, pp. 365-385.
14. Smith, Anthony D. (2003). *Nacionalizam i modernizam*. Zagreb: Fakultet političkih znanosti Sveučilišta u Zagrebu.
15. Touraine, Alain (1997). *Pourrons-nous vivre ensemble? Egaux et différents*. Paris: Fayard (selected chapters).

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- seminar paper and oral exam

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, University of Zagreb

Course title: Risk society and contemporary sociology

Course lecturer: Prof. Dr. Sc. Ognjen Čaldarović, full professor

Course description:

Within the framework of this course the students are introduced to the advanced and specific knowledge related to the field of «risk sociology» where the concept of «risk» is understood as a structural element in the development and shaping of contemporary societies. In this sense, the programme of this course includes discussions on the fundamental theoretical contributions of the most prominent theoreticians of contemporary sociology (e.g. Beck, A. Giddens and others) related to the phenomenon of risk and its influence on the development of modern society. Furthermore, the role of specific active elements in the management and distribution of risk will also be critically discussed, especially the role of the state and its various agencies as well as the role of experts and laymen in risk negotiations. Lectures and discussions within the programme of this course will also include the presentations of the results of several research projects from the field of risk sociology – various results and insights obtained from particular domains where the concept of risk has been analysed as a social category will be demonstrated. Particular emphasis will be placed on the methodological principles within the research of social risk regulation and management and on the examination of the position and potential role of sociology in the definition of studies on the effects on the environment through the methodology of social assessment.

The development of general and specific competences (knowledge and skills):

- Within the programme of this course the students will acquire advanced knowledge on the notion and nature of risks within contemporary society and they will also become qualified to recognize and understand them as well as to conduct research related to such risks and to fully comprehend contemporary technologically structured civilization of which risk is a structural element. Furthermore, the students will develop competencies related to one specific field of contemporary sociology.

Teaching and progress monitoring methods:

- 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 the attendants

Reading list required for the study programme and examination:

1. Beck, U. (2001). Rizično društvo. U susret novoj modernj. Beograd: F. Višnjić.
2. Čaldarović, O. (1995). Socijalna teorija i hazardni život. Rizici i suvremeno društvo. Zagreb: Hrvatsko sociološko društvo, Biblioteka časopisa "Socijalna ekologija"
3. Čaldarović, O., Rogić, I., (1990). (eds.) Kriza energije i društvo: Sociološka istraživanja o upotrebi energije. Zagreb: CITRA.
4. Čaldarović, O. (1991). Energija i društvo: Sociološke rasprave o upotrebi energije u društvu. Zagreb: Zavod za istraživanje sigurnosti.
5. Čaldarović, O., Rogić, I., Subašić, D., eds. (1997). Kako živjeti s tehničkim rizikom. Zagreb APO–Agencija za posebni otpad.

Recommended additional reading list:

1. Čaldarović, O. (1994). "Stavovi stanovništva prema nuklearnim elektranama: od nepoznavanja prema kritičkoj prosudbi?". Socijalna ekologija. 3(1):1–18.

2. Čaldarović, O. (1995). "Opasnosti i javnost: informiranje i osobne reakcije prema rizičnim situacijama". *Socijalna ekologija*, 4(2-3):191-205.
3. Čaldarović, O., (2001). "Risk production at the Global Scale: Ethical Questions and Social Responsibility". *Lock Haven International Review* 15: 24-44.
4. Čaldarović, O. (2002). "Terorizam kao globalna i lokalna opasnost", *Defendologija* (special edition: zaštita od terorizma i drugih oblika nasilja), V, June, pp. 5-13.
5. Čaldarović, O. (2005). "Social Assessment – A Tool for Social Analysis of Potentially Risky Initiatives" (Društvena procjena – sredstvo za socijalnu analizu potencijalno rizičnih inicijativa). *Work and Safety (Rad i sigurnost)* Croatian and English, (9)1:1-29.
6. Čaldarović, O. (2005). Sociološki aspekti informiranja kao pretpostavka efikasnog suprotstavljanja opasnostima. *Socijalna ekologija (Social Ecology)* XIV, 4:353-376.
7. Kufrin, K. (1998). Odnos prema rizicima gen-tehnologije i povjerenje u autoritete. *Socijalna ekologija*, 7(1-2):1-16.
8. Kufrin, K. (2000). Sociologijska istraživanja odnosa javnosti prema genskoj tehnologiji: od deskripcije ka dekonstrukciji? *Socijalna ekologija*, 9(3):205-218.
9. Perrow, Charles (1983). *Normal Accidents*. New Haven: Yale University Press.
10. Škanata, D., Čaldarović, O. (1994). "O percepciji rizika od različitih sistema za proizvodnju električne energije". Zagreb: HND (Hrvatsko nuklearno društvo) – second symposium, *Zbornik pozvanih saopćenja*, pp.75-91.

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- oral exam

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, University of Zagreb

Course title: A. Giddens and contemporary sociology: modernity, post-modernity, time and space

Course lecturer: Prof. Dr. Sc. Ognjen Čaldarović, full professor

Course description:

A. Giddens as one of the representatives of contemporary sociology has developed a specific theoretical approach to the research of the phenomenon of contemporaneity. In this sense, the programme of this course will include the analyses and critical valorisations of the most important categories used and thoroughly elaborated by this contemporary British sociologist. Special attention will be given to the ideas and concepts related to modernity, post-modernity, ontological security and the author's conceptualization of time and space. Apart from these concepts and ideas the programme of this course will include discussions on other important categories that have been analysed by this sociologist (e.g., the concept of reflexive actor, structuration theory, the concepts of embeddedness and disembeddness, risk, fate, transformation of intimacy, etc.).

The development of general and specific competences (knowledge and skills):

- The students will acquire competence related to one significant field of contemporary sociology – the competences related to contemporary theoretical orientation that has been thoroughly discussed in the world sociology circles during the last fifteen years. Furthermore, the students will acquire knowledge that will prove useful in their encounter with the theories and concepts of other contemporary authors and through which they will be able to understand their ideas, theoretical approaches and the degrees of their systematization of the modern world without much difficulty.

Teaching and progress monitoring methods:

- 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 the attendants

Reading list required for the study programme and examination:

1. Giddens, A. (1987). Social Theory and Modern Sociology. Stanford: Stanford University Press.
2. A. Giddens (1990). The Consequences of Modernity. Stanford: Stanford University Press.
3. A. Giddens (1991). Modernity and Self-Identity. Stanford: Stanford University Press.
4. A. Giddens, J. Turner, eds. (1990). Social Theory Today. Oxford: Polity Press.
5. A. Giddens (2005). Odbjegli svijet. Zagreb: Jesenski i Turk

Recommended additional reading list:

1. J. Baudrillard: Simulacija i zbilja. Zagreb: Jesenski i Turk, 2002.
2. P. Berger, Th. Luckmann: Socijalna konstrukcija zbilje, Zagreb, 1992.
3. Cassel, P., ed. (1993). The Giddens Reader. Stanford: Stanford University Press.
4. O. Čaldarović: "O pristupima klasifikaciji suvremenih socioloških teorija", Kulturni radnik, Vol. XLIII, no. 2, 1990.

5. D. Harvey: The Condition of Postmodernity, Basic Blackwell, 1989
6. J. Hassard, ed., The Sociology of Time, 1990
7. S. Lash: Sociology of Postmodernism, 1990.
8. Mouzelis, N. (2000) Sociologijska teorija - što je pošlo krivo? Zagreb: Jesenski i Turk
9. Ritzer, G. (1997). Suvremena sociologijska teorija. Zagreb: Globus.
10. Ritzer, G. (1999). Enchanting a Disenchanted World: Revolutionizing the Means of Consumption

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- oral exam

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, University of Zagreb

Course title: **Selected models of multivariate analysis**

Course lecturer: **Dr. Sc. Benjamin Čulig, full professor**

Course description:

The students become familiarized with the general assumptions related to the use of multivariate models, their testing methods and the conceptual determinants that are to be considered in the selection of a particular model.

Within the programme of this course the students will be introduced to the three (mostly recently developed) models of multivariate analysis which will be selected from a wider range of models through consultations with the students where their specific requirements will be considered. This selection will include the following ten models:

- MANOVA,
- Analysis of canonical relations,
- Multiple discrimination analysis (MDA),
- Model of structural equations,
- Analysis of correspondence,
- Multidimensional scaling,
- Logistic regression,
- Log-linear models,
- Probabilistic models (Logit, Probit)

The programme includes the familiarization with the model's basic methodological concept and the subsequent brief mathematic-statistical elaboration of the model. Afterwards, an appropriate example from literature will be presented and explained to the candidates.

The programme of the practical classes includes a vivid demonstration of the functioning of a particular model through the analysis that will be carried out in an appropriate statistical package (SPSS, SAS; STATA) and accompanied by necessary explanations. The final stage of the course includes pragmatic guidelines concerning the significant elements and steps in the independent use of a particular model with special emphasis on the accurate interpretation of the results.

After the completion of the course the doctoral students choose one of the models and they are either assigned or they independently gather appropriate data – through several sessions of individual consultations they prepare analytical material which they interpret in their final written report.

The development of general and specific competences (knowledge and skills):

- The candidates are expected to develop the skills necessary for the appropriate selection of the model by means of which they will examine the proposed research hypotheses and to have good insight into its functioning.
- Specific competences are primarily related to the model that the student chooses to elaborate in his/her project and they include the preparation of data for analysis, the ability to use an appropriate statistical package and a skilful interpretation of the results.

Teaching and progress monitoring methods:

- the 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 the participants

Reading list required for the study programme and examination:

1. Hair, J. F. Jr., Anderson, R. E. Tatham, R. L. and Black, W. C (1998). *Multivariate Data Analysis* (4th Ed.). Prentice Hall
2. (depending on the types of selected analyses) Relevant publications from the series: *Quantitative Applications in the Social Sciences*, SAGE UNIVERSITY PAPERS, Newberry Park, London

Recommended additional reading list:

1. Agresti, A. and Finlay, B. (1997). *Statistical Methods for the Social Sciences* (3rd ed). Prentice Hall.
2. Ramsey, F. L. and Schafer, D. W. (2001). *The Statistical Sleuth: A Course in the Methods of Data Analysis* (2nd ed). Duxbury.

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- seminar paper on a selected topic related to the programme of the course; this paper is defended and graded in oral exam

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, University of Zagreb.

Course title: Research methods: The development of the polling strategy of research

Course lecturer: Dr. Sc. Benjamin Čulig, full professor

Course description:

The primary objective of this course is the adoption and training of a particular procedure through which a specific selected theory is gradually rendered in a measurable form. Suitable recent examples are used for the illustration of all the crucial stages in the development of the appropriate research strategy, intended primarily for the polling research, but not excluding other methods of research. Within this framework the following topics will gradually be discussed: a) the theoretical elaboration of the conceptual framework of the polling research, with special emphasis on an adequate definition of basic and derived concepts, b) hypothetical framework (the formulation of basic and derived, as well as scientifically verifiable hypotheses), c) the selection of adequate mathematic-statistical procedures, d) the elements of sample construction, e) multistage operationalization in terms of the hierarchically derived indicator framework, f) methodological and statistical assumptions for the construction of the appropriate set of instruments.

The described stages are vividly illustrated by well-known recent examples (e.g. Inglehart's model of modernism-postmodernism, Schwartz's model of the research of value structure, etc.).

Within the programme of practical classes and individual work the students choose one of the offered (or some other) theories (paradigms) through which they go through all the mentioned stages with the purpose of the development of their own research strategy, both independently as well as through several sessions of consultations with their supervisors. This independent work project has to be presented through a written report and orally defended.

It is highly desirable that the candidates whose dissertation topic is related to polling research develop the appropriate research strategy within the programme of this course.

The development of general and specific competences (knowledge and skills):

- The candidates will become qualified for theoretical elaboration, operationalisation and construction of the appropriate instruments related to the polling method. Within the programme of practical classes the candidates become qualified for the elaboration, precise definition of basic concepts, operationalisation, sample construction, the selection of adequate methods for data analysis as well as the construction and evaluation of research instruments.

Teaching and progress monitoring methods:

- the 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 the participants

- through several sessions of individual consultations the candidates gradually prepare a written report on a selected topic

Reading list required for the study programme and examination:

- The list will be subsequently assigned, depending on the individually selected examples

Recommended additional reading list:

- The list will be subsequently assigned, depending on the individually selected examples

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- seminar paper on a selected topic related to the programme of the course; this paper is orally defended and graded in oral exam

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, University of Zagreb.

Course title: Gender, Women's Movements and Society

Course lecturer: Dr. Sc. Branka Galić, assistant professor

Course description:

In the context of transitional transformations of 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», «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 the stirring up of sexism will be analysed in this context. The central concepts related to the definition of gender roles and relations in mythologies, religion, philosophy, natural sciences as well as in psychoanalysis will be presented. Feminist approaches will be examined with reference to the following topics: critique of patriarchy and sexism, first wave of feminism and neo-feminism, post-modern feminist approaches, feminism of difference, eco-feminism, feminist essentialism etc. 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 on the labour market, women's movements in the third world, women and media, women from the global perspective, transformation of marriage, sexual orientations and men's gender studies. 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 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 society will be demonstrated and discussed.

The development of general and specific competences (knowledge and skills):

- familiarization with the basic knowledge and ideas related to gender identity and gender roles within the framework of the feminist critical discourse
- analysis of theoretical and empirical works and research projects within this field for the purpose of the definition of the basic stratification parameters and the proportions of gender inequality
- modelling, creation and development of the analytical framework for the deconstruction of gender asymmetry within socio-cultural patterns of society
- application of established and developed models in professional analytical discourse as well as in the different aspects of economic, political, public life, with the inclusion of personal, i.e., private life.

Teaching and progress monitoring methods:

- 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 the attendants

Reading list required for the study programme and examination:

1. Castells, M. (2002). Kraj patrijarhalnosti: Društveni pokreti, obitelji i spolnost, in: **Moć identiteta**. Zagreb: Golden marketing.
2. Haralambos, M. (2000). Spol i rod (Chapter 3). In: **Sociologija**. Zagreb.
3. Pateman, C. (2000). Spolni ugovor. Zagreb: Ženska infoteka.
4. Ritzer, G. (1997). (ed.). Suvremena feministička teorija, in: **Suvremena sociologijska teorija**. Zagreb: NZ Globus, pp. 297-343.
5. Walby, S. (2005). **Rodne preobrazbe**. Zagreb: Ženska infoteka

Recommended additional reading list:

1. Butler, J. (2000). **Nevolje s rodom**. Zagreb: Ženska infoteka.
2. Galić, B. (2002). Moć i rod. **Revija za sociologiju**, Vol. 33, No. 3-4:225-238.
3. Galić, B. (2004). Seksistički diskurs rodnog identiteta. **Socijalna ekologija**, Vol. 13(2004), No. 3-4:305-325.
4. Galić, B. (1999). Ekofeminizam - novi identitet žene, **Socijalna ekologija**, Zagreb, 8(1-2): 41-55.
5. Geiger, Marija (2002). Feministička epistemologija. Kratak pregled feminističke kritike znanosti. **Revija za sociologiju**, 33(1-2):103-115.
6. Geiger, Marija (2002). Spiritualni aspekti ekofeminizma. **Socijalna ekologija**, 11(1-2):15-27.
7. Leinert Novosel, S. (1999). Žena na pragu 21. stoljeća: između majčinstva i profesije. Ženska grupa TOD.
8. Žene na tržištu rada. **Kruh i ruže**, (2005). No. 26. Ženska infoteka.
9. Tomić- Koludrović, I. and Kunac, S. (2000). **Rizici modernizacije: žene u Hrvatskoj devedesetih**. Split: Udruga građana Stope nade.
10. Walby, S. (1990). **Theorizing Patriarchy**. Cambridge: Polity.
11. Anselmi, Diana L. & Law, Anne L. (eds.) (1998). **Questions of Gender. Perspectives and Paradoxes**. McGraw-Hill. Companies.
12. Jackson, Stevi & Scott, Sue (eds.) (2002.) **Gender. A Sociological Reader**. London and New York: Routledge
13. Saltzman Chafetz, Janet (ed.) (1999). **Handbook of the Sociology of Gender**. New York, Boston: Kluwer Academic / Plenum Publishers

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- oral exam, seminar paper

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, University of Zagreb

Course title: **Sociology and ideology**

Course lecturer: **Dr. Sc. Rade Kalanj, full professor**

Course description:

The programme of this course focuses on the analysis, reconstruction and interpretation of the relationship between sociology as a modern scientific discipline and the contemporary political ideologies. This is a significant relationship since, on the one hand, sociology as the science of society is always in a direct confrontation with various “total” or “partial” ideological projects, while on the other hand, sociology is the very science that provides the most detailed explanations of the social roots, functions and forms of ideological “representations”. Therefore, this relationship is two-way. It reflects the ways in which various ideological frameworks or worldviews affect sociological conditions and how sociology manifests its independence from or connection to different ideological viewpoints. Therefore, alongside important conceptual determinants, this course will give a diachronic and synchronic presentation of the correlation between sociology and ideology with particular emphasis on the questioning of the contemporary “characters” within this correlation. This examination will show whether “the end of ideology” (D. Bell) has occurred within the modern and post-modern socio-cultural context or, to the contrary, whether the ideological constructions of society have remained persistently resilient or even entered a stage of renewal. Within this comprehensive analysis it will also be examined whether the ideological discourse has a significant symbolic meaning (Cl. Geertz), the meaning of “imagery” which functions as an active element in the construction of social reality (C. Castoriadis, G. Durand) or the meaning of a “secular religion” (R. Aron) which has a strong effect on the mobilization of “masses” within “mass society”. Related to this, the most relevant sociological views on the ideological dimensions of the “mediatisation” and communication systems of today will be analysed (R. Debray, J. B. Thompson, P. Bourdieu). Briefly, the programme of this course includes the analysis of all those theoretical and operational issues that reflect distinctions and “mixtures” between scientific-sociological and ideological discourses, both within traditional sociology and contemporary sociological orientations.

The development of general and specific competences (knowledge and skills):

The objective of this course is a more detailed introduction of the students at the doctoral study programme to socio-cultural changes (“knowledge regimes”, “discourse systems, ideological constellations”) which simultaneously condition the scientification of the perception of society and the ideological “hegemony” in socio-cultural imaginaire. Since sociology is exposed to the specific interests and “impacts” of ideology more than other sciences, the programme of this course has as its objective the development of socially objective distinction and a distanced approach towards any of the forms of ideological particularization or “hegemony”. The objective is actually the development of general and specific competences of future sociologists for the scientific-theoretical and empiric-

research confrontation with the phenomena of ideological pluralism or the tendencies related to ideological “conformism” in the era of globalizational modernisation. The development of a firm and autonomous sociological “habitus” in terms of the capability to establish a scientific diagnosis of various ideological “invasions” of society is certainly one of the important aspects of the overall development of sociology and, correspondingly, the principal objective of this course. In this sense the students in the programme of this postdoctoral study will be required to question in sociological terms through their seminar papers and research activities the contemporary political ideologies and the ideological discourse in general.

Teaching and progress monitoring methods:

- The programme of this course will be realized through 8 hours of lectures and 4 hours of seminars, along with the problem-oriented and thematically complementary discussions that will be held with the participants

Reading list required for the study programme and examination:

1. Nisbet, R. A. (1993). The Sociological Tradition. New Brunswick (U.S.A.) and London (U.K.): Transaction Publishers.
2. Ritzer, G./Smart, B. (2001). Handbook of Social Theory. London/Thousand Oaks/New Delhi: SAGE Publications.
3. Adams, I. (2001). Political Ideology Today. Manchester: Manchester University Press.
4. Boudon, R. (1986). L'ideologie. Paris: Fayard.
5. Owen, D. (1997). Sociology after postmodernism. Thousand Oaks/London/New Delhi: SAGE Publications.
6. Geertz, Cl. (1973). Ideology as cultural System. ed.: Gertz, Cl. (1973). The Interpretation of Culture. New York: Basic Books.
7. Van Dijk, T. (2006). Ideologija. Zagreb: Golden marketing-Tehnička knjiga.
8. Ravlić, S. (2003). Suvremene političke ideologije. Zagreb: Politička kultura.
9. Kalanj, R. (2000). Kraj ideologije ili “velika priča” o kraju “velikih priča”. Ed.: Kalanj, R. (2000), Zagreb, Hrvatsko sociološko društvo/Zavod za sociologiju Filozofskog fakulteta u Zagrebu.

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- seminar paper, written exam

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, University of Zagreb.

Course title: SEX/GENDER identities: Power and paradoxes of naming and agency

Course lecturer: Dr. Sc. Biljana Kašić, assistant professor

Course description:

The purpose of the course **Sex/Gender Identities: Power and Paradoxes of Naming and Agency** is to give insight into the basic concepts, theoretical studies and contemporary controversies related to the articulation of sex and/or gender identities using a diversified scope of topics and varied sources of knowledge.

On the one hand the course intends to present a cognitive argumentation for a critical reassessment of universality as the traditional paradigmatic matrix, and on the other hand it tries to give an integrative insight into multiple theoretical interpretations of sex/gender identities and identification, into the constructs of maleness//masculinity and femaleness//femininity as well as into the position of a transgender subject and identity power, inter-subjectivity and the intertwinement of roles. It will be of special interest to represent the epistemological problems of the politics of identity through the examples of experimental, especially feminist theoretical insights (M. Foucault, J. Butler, S. de Beauvoir, D. Haraway, S. Benhabib, K. Theweleit, R. Braidotti) as well as the social implications of the constitution of the gender subject.

The fundamental questions important for the theories of identity will be presented (essentialism/constructivism, power of naming, subjectivity and the paradoxes of universality, ideologies of the perspective and identities, the experience of difference and Otherness, identities and performativity, etc.) along with the ways in which theoretical paradigms, artistic creativity and contemporary experience influence paradoxical elements of sex/gender identities and identifications as well as the social perception and codes of understanding of sex and gender roles. The problems of identity and sex differences as cultural and historical differences are indicated within different areas (theoretical, performance, imaginary, political) as well as through various cognitive markers (sexual contract, equality, discrimination and the misogyny of the “queer theory”, woman’s/female Otherness, postcolonial subjectivity, etc.) within multiple juxtapositions and inter-identity connections.

Within the programme of this course a comprehensive analysis will be given of the power of woman’s and man’s engagement as public subjects within various historical-social and cultural customs with regards to the models of social oppression, violence and exclusion as well as to the examples of anti-discriminatory and emancipation experiences and developments.

The course will be structured within the following thematic units: Sex/gender: naming and controversies; Archetypes, cognitive mythologies and constructs; Anthropology of gender, sexual difference and the paradoxes of universality; Social roles and violence within patriarchal environment; Feminist perspective on maleness and femaleness; Patriarchate and discriminatory practices; Spheres of identity, community and exile; “Identity troubles”: performativity and transitions; Power of the gender subject within the public sphere; Sexual contract, equality and freedom.

Along with the upholding of the interdisciplinary orientation which is in accordance with the thematic content of this course, special consideration will be given to an inclusive approach and critical reflection. The course will be conducted through lectures and seminars where interactivity and the practice of up-keeping a critical dialogue will be strongly encouraged.

The development of general and specific competences (knowledge and skills):

- General knowledge of the theories of identity related to sex/gender,
- Knowledge of the central topics, analyses and paradoxes related to sex/gender identities,
- Knowledge and skills necessary for the research of sex and gender identities within different social contexts and spheres of life (politics, private life, migrations, sexuality, etc.),
- The development of the awareness of the possibilities for different interpretations of sex/gender identities,
- The development of the ability to recognize and articulate issues, problems and cognitive prejudices related to maleness//masculinity and femaleness//femininity,
- The acquirement of the skills necessary for the scientific work within interdisciplinary areas (methods of cognition, training in critical argumentation, new perspectives),
- Constructive and critical models of cognition and learning.

Teaching and progress monitoring methods:

- the 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 the attendants

Reading list required for the study programme and examination:

1. Benhabib, S. (1992) *Situating the Self, Gender, Community and Postmodernism in Contemporary Ethics*, New York: Routledge.
2. Bovoar, S. de (1982) *Drugi pol I/II*, Beograd: BIGZ.
3. Butler, J. (2001) *Nevolje s rodnom*, Zagreb: Ženska infoteka.
4. *Identitet* (thematic series, ed. T. Škokić), *Treća*, 1 (1), 1998, 9-71.
5. Ritzer, G. (1997) "Varijante suvremene feminističke teorije", in: *Suvremena sociološkijska teorija*, Zagreb: Nakladni zavod Globus, 307-329.

Recommended additional reading list:

1. Braidotti, Rosi (1994) *Nomadic Subjects*, New York: Columbia University Press.
2. Cornell, Drucilla (1998) *At the Heart of Freedom: Feminism, Sex and Equality*, Princeton: Princeton University Press.
3. Foucault, M (1975) *Les Mots et les Choses*, Paris : Gallimard.
4. Gilligan, C. (1993) *In a Different Voice, Psychological Theory and Women's Development*, Cambridge: Harvard University Press.
5. Haraway, Donna (1991) *Simians, Cyborgs, and Women: The Reinvention of Nature*, London and New York: Routledge.
6. Irigaray, Luce (1999) *Ja, ti, mi: za kulturu razlike*, Zagreb: Ženska infoteka.
7. Papić, Ž., (1997) *Polnost i kultura. Telo i znanje u socijalnoj antropologiji*, Beograd: XX vek.
8. Pateman, C. (2000) *Spolni ugovor*, Zagreb: Ženska infoteka.
9. Theweleit, K. (1983) *Muške fantazije*, Zagreb: Grafički zavod Hrvatske.
10. Woodward, Kathryn, ed.(1999) *Identitety and Difference*, London: Sage Publications.

Credit value of the course:

- 5 ECTS credits

Assessment procedure:

- seminar paper

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, University of Zagreb

Course title: Postcolonial theories and globalization

Course lecturer: Dr. Sc. Biljana Kašić, assistant professor

Course description:

The purpose of this course is to give an overview of the fundamental thematic contents, problems and cognitive ‘interventions’ of postcolonial theories in contemporary theoretical analyses, especially those related to the status of various cultural communities and social subjects within the processes of global mapping and critical imagination.

This critical examination encompasses both topics promoted and articulated by postcolonial theories (autochthonous/hybrid, local/global, temporal/historical, modern/anti-modern, margin/centre, hegemonic ‘normality’/exoticism) as well as the new paradigms of cultural meaning (metaphoric, symbolic and media, among others). Furthermore, the programme of this course includes both theoretical and ethical ‘verification’ of existing cognitive models related to the authorship of speech and the power of the cognitive subject as well as to the epistemological violence which systematically produced privileged narrations and privileged receptions.

Postcolonial theories do not impose definite patterns by means of which the world should be perceived and understood, instead they address the question of perspective, that is, position from which the issues of universality and globalisation are to be examined along with the issues of culture as the sphere of difference and overlap, of discrimination among postcolonial and dominant communities, of assimilation and dislocation of minority identities.

The course will deal with the correlations between worlds which are based on the contradictions of modernization and the traumatic difference (gender, racial, colonial, historical) within the complexity of the existing cultural and political boundaries, and at the same time it will give insights into the new ways of constructing identities and into concepts of social subjectivity, models of cultural translation and the combining of the transformative power and ethical responsibility of the subject.

The course will be conducted within the following thematic units:

- postcolonial discourses: point of view and the densification of perspective//manifold perspective,
- postcolonial ‘textualities’ (historical, symbolic, experiential, spatial) – methods of interpretation and research,
- contradictions of globalization between local ‘fundamentalism’ and cosmopolitan ‘universalism’ (models of inclusion, dislocation and overlapping),
- ‘invasion of shadow’: subjects and privileges,
- postcolonial identities: nomadic, trans-border and ‘third’,
- heterotopias, museums of modernity, hybrids and autochthonous customs,
- concepts of contemporary ‘missionary work’ and ‘civilization’ missions and resistance strategies,
- global ‘enculturing’, boundaries and ethical meetings.

The topics that will be discussed within the programme of this course will be reinforced by empirical findings from various scientific and cultural sources and cognitive disciplines (sociology, linguistics, ethnology, anthropology, history,

philosophy) since the multidisciplinary approach is a methodical precondition for the comprehension of the postcolonial discourse.

The qualitative analysis of the recent authors' texts on postcolonial theories (H.K. Bhabha, C.T. Mohanty, G.Ch. Spivak, A. Appadurai, A.R. JanMohamed, T. Minh-ha) combined with the dialogue with the contemporary theoreticians of globalization (M. Herzfeld, Z. Bauman, N. Papastergiadis, R. Iveković and others) will be an efficient method for the establishment of the plateau for the critical argumentation of the global-ethical challenges of today.

In the realization of this course through lectures the students will be encouraged to critically examine various issues and display and articulate critical openness towards new scientific perspectives and approaches.

The development of general and specific competences (knowledge and skills):

- Knowledge of basic theoretical concepts necessary for the construction of the epistemological framework of the postcolonial theories,
- Ability to critically analyse the problems of discrimination (gender, racial, colonial), their causes and consequences and identify possible approaches and solutions to these problems,
- Development of critical thinking related to the understanding of the contradictions of globalization, identity and differences within diverse cultural communities,
- Ability to develop innovative models in the approach to the programme of the study,
- Development of skills necessary for independent scientific work (scientific papers, projects) on a multi/inter/disciplinary basis,
- Development of communication skills and the skills necessary for competent critical argumentation.

Teaching and progress monitoring methods:

- the 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 the attendants
- Reading list required for the study programme and examination:

1. Bhabha, Homi K., (1994) *Location of Culture*, London and New York: Routledge.
2. Huggan, G. (2001) *The Postcolonial Exotic, Marketing the Margins*, New York and London: Routledge.
3. Spivak, G. Ch. (1999) *A Critique of Postcolonial Reason, Toward a History of the Vanishing Present*, Cambridge and London: Harvard University Press.
4. Krishnaswamy, R. (1998) *Colonial Desire*, The University of Michigan Press.
5. *The Post-Colonial Studies Reader* (1997), eds. B. Ashcroft, G. Griffiths, H. Tiffin, New York and London: Routledge.

Recommended additional reading list:

1. Appadurai, A. (ed) : *Modernity at Large: Cultural Dimensions of Globalisation*, University of Minnesota Press, Minneapolis 1996

2. Balibar, E. and Wallerstein, I., eds., (1991) *Race, Nation and Class: Ambiguous Identities*, London:Verso.
3. Bell, V. (1999) "Historical memory, global movements and violence: Paul Gilroy and Arjun Appadurai in conversation", *Theory Culture & Society* 16/2: 21-41.
4. Dupcsik, C., (1999) "Postcolonial Studies and the Inventing of Eastern Europe", in: *East Central Europe/L'Europe du Centre Est: Eine wissenschaftliche Zeitschrift*, Budapest 26, 1, 1-15.
5. Giddens, T. (1979) *Central Problems in Social Theory: Action, Structure and Contradiction in Social Analysis*, Berkeley: University of California Press.
6. Hall, S. (1992) «New Ethnicities», U: 'Race', *Culture and Difference* (eds. J. Donald & Ali Rattansi), London: Sage.
7. Henderson, M.G., ed. (1995) *Borders, Boundaries, and Frames. Cultural Criticism and Cultural Studies*, New York and London: Routledge.
8. Herzfeld, M. (1997) *Cultural Intimacy. Social Poetics in the Nation-State*, New York and London: Routledge.
9. Kašić, B. (2001) "Postkolonijalna tijela", *Treća* 1-2, 285-299.
10. Papastergiadis, Nikos: *Modernity as exile. The Stranger in John Berger's writing*, Manchester University Press, Manchester and New York 1993.
11. Said, E. (2000) *Orijentalizam*, Zagreb: Konzor.
12. *The Pre-occupation of Postcolonial Studies* (2000) (eds. F. Afzal-Khan and K. Seshadri-Crooks), Durham and London: Duke University Press.
13. Tomlison, J. (1999) *Globalization and Culture*, Cornwall: The University of Chicago Press.

Credit value of the course:

- 5 ECTS credits

Assessment procedure:

- written and oral exam

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, University of Zagreb

Course title: **Theories of nationalism**

Course lecturer: **Dr. Sc. Vjeran Katunarić, full professor**

Course description:

The authors of works on nationalism, both theoretical and empirical, come from different scientific disciplines, including sociology, and have different theoretical assumptions which, however, today are mostly trans-disciplinary. The occurrence of nationalism in different periods of the 19th and 20th centuries as well as the fact that even the 21st century is not immune to such challenges shook the classical theoretical frameworks of modernization within humanist disciplines like anthropology, sociology and political science. Today theoreticians tend to characterize nationalism as a form of «de-differentiation» and «enchantment» as opposed to the processes of differentiation (of the society and state, stratification) and rationalization (of cognitive and moral values, culture), but also as one of the aspects of the process of modernization that in reality has its pathological forms (violence) which nevertheless also occur within other more »regular« aspects of modernization (e.g. great social inequalities). The majority of the authors agree that nationalism is a cultural phenomenon occurring within the context of the development of (doubtlessly the strongest) collective identity. Considering the raised questions and answers offered by the authors from the «golden age» of the theory of nationalism, i.e., the 1980s – when did nationalism first appear and until when will it continue to exist (i.e. is its existence necessary and inevitable or it may be evaded or prevented), the interpretations of nationalism in terms of premordialism, instrumentalism, constructionist theory, situationalism, etc. – the course will present new theoretical contributions and discussions, that is, some of the recent answers to these earlier questions. Special attention will be given to the so-called «post-national constellation» (Habermas) with regards to the extent to which globalization and Europeanization (the expansion of the EU), as well as regionalization, challenge the strength and range of national identity and the extent to which that identity is challenged by conflicts, e.g. religious or quasi-religious, through which national or ethnic conflicts are replaced by the conflicts of larger proportions (which is consistent with Huntington's vision of the «clash of civilizations»).

The development of general and specific competences (knowledge and skills):

- The students will be expected to have a previous general knowledge of the works of the authors of major schools within the theory of nationalism, such as Geertz, Gellner, B. Anderson and A. D. Smith (this applies to students who completed the undergraduate study of sociology) and the knowledge related to major sociological theories. Within the programme of this course the students will develop their further general competencies which include the ability to recognize the similarities between particular theories of society and theories of nationalism.
- Within the programme of this course the students will develop specific competences related to insights into the recent interpretations of nationalism which appeared as a result of the critical valorisation of the contribution of the

previously mentioned «classic» authors within this field. Finally, through this course the students should develop the ability to choose the adequate theoretical interpretation of specific phenomena or examples related to nationalism, including the «post-national constellations», both within the context of the local environment as in the rest of the modern world.

Teaching and progress monitoring methods:

- the 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 the participants

Reading list required for the study programme and examination:

1. Hans-Ulrich Wehler: *Nacionalizam. Povijest, oblici, posljedice*. Zagreb: Naklada Jesenski i Turk, 2005.
2. Anthony D. Smith: *Nacionalizam i modernizam : kritički pregled suvremenih teorija nacija i nacionalizma*. Zagreb: Fakultet političkih znanosti, 2003.
3. Vjeran Katunarić: *Sporna zajednica. Novije teorije o naciji i nacionalizmu*. Zagreb: Naklada Jesenski i Turk, 2003
4. John A. Hall, ed. by: *The State of the Nation: Ernest Gellner and the Theory of Nationalism*. Cambridge University Press, 1998. Chapters 1-6.
5. Jurgen Habermas: *Postnacionalna konstelacija. Politički eseji*. Beograd: Otkrovenje, 2002. Chapters 1-9.

Recommended additional reading list:

All the listed titles (of the articles) are available on Ebsco/Epnet base of electronic journals:

1. [Methodological nationalism and beyond: nation–state building, migration and the social sciences](#). By: Wimmer, A.; Glick Schiller, N.. *Global Networks*, Oct2002, Vol. 2 Issue 4, p301, 34p;
2. [Democracy and Collective Identity: In Defence of Constitutional Patriotism](#). By: Cronin, Ciaran. *European Journal of Philosophy*, Apr2003, Vol. 11 Issue 1, pp.1-28, 28p;
3. [Framing the nation: three rival versions of contemporary nationalist ideology](#). By: Maiz, Ramon. *Journal of Political Ideologies*, Oct2003, Vol. 8 Issue 3, p251, 17p;
4. [Liberal nationalist versus postnational social integration: on the nation's ethno-cultural particularity and 'concreteness'](#). By: Abizadeh, Arash. *Nations & Nationalism*, Jul2004, Vol. 10 Issue 3, pp.231-250, 20p;
5. [Theorising economic nationalism](#). By: Nakano, Takeshi. *Nations & Nationalism*, Jul2004, Vol. 10 Issue 3, pp.211-229, 19p;
6. [Homo Nationis : The Psycho-social Infrastructure of the Nation-state Order](#). By: Pickel, Andreas. *Global Society: Journal of Interdisciplinary International Relations*, Oct2004, Vol. 18 Issue 4, pp.325-346, 22p;
7. ["Divine Ethnies" and "Sacred Nations": Anthony D. Smith and the Neo-Durkheimian Theory of Nationalism](#). By: Malešević, Siniša. *Nationalism & Ethnic Politics*, Winter2004, Vol. 10 Issue 4, pp.561-593, 33p;
8. [Reasonable Impartiality and Priority for Compatriots. A Criticism of Liberal Nationalism's Main flaws](#). By: Bader, Veit. *Ethical Theory & Moral Practice*, Jan2005, Vol. 8 Issue 1/2, pp.83-103, 21p;

9. [Imperial Subjects, National Citizenship, and Corporate Subjects: Cycles of Political Participation/Exclusion in the Modern World-System.](#) By: Ikeda, Satoshi. *Citizenship Studies*, Dec2004, Vol. 8 Issue 4, pp.333-347, 15p;

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- oral exam

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, University of Zagreb.

Course title: **Qualitative methods of research – Grounded theory**

Course lecturer: **Dr. Sc. Krešimir Kufrin, assistant professor**

Course description:

The participants of this course will first be introduced to different approaches that today are applied within the qualitative research of various social phenomena and afterwards to the theoretical and methodological sources, historical background and theoretical assumptions of Grounded theory (GT) – one of the latest theoretical and methodological orientations within the contemporary qualitative methodology applied in social sciences. After the students become familiarized with the basic assumptions of GT, they will analyse the specific characteristics of particular “trends” within the context of GT and discuss its advantages, limitations as well as the objections which have been raised with regards to GT mainly from the perspectives of quantitative research orientation. After the students adopt the basic theoretical and methodological assumptions of GT, the selected examples of the application of GT in the analysis of social phenomena will be demonstrated. At this point the participants will be expected to independently develop a strategy for research based on the application of GT. An equally important element within the programme of this course is related to the development of the ability of the participants to use the appropriate software programme within research work. Therefore the students will be familiarized with the basics of the usage of ATLAS.ti software, one of the software packages most frequently used within GT research. It should be mentioned that throughout the programme of this course the insights, findings and materials obtained within the international sociological project Crime & Culture, where GT is used as the principal theoretical-methodological framework, will be used (this project is currently underway at the Department of Sociology at the Faculty of Humanities and Social Sciences in Zagreb).

The development of general and specific competences (knowledge and skills):

1. Knowledge of the contemporary approaches within the framework of the tradition of the qualitative research in social sciences
2. Knowledge of the theoretical and methodological assumptions of Grounded Theory, one of the relevant theoretical-methodological orientations in the contemporary qualitative research methodology
3. The ability to independently develop theoretical and operational strategy of qualitative research
4. The ability to critically evaluate various studies where qualitative methodology is used
5. The development of skills necessary for the application of ATLAS.ti software used for the purposes of the qualitative analysis of various research materials

Teaching and progress monitoring methods:

- the 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 the participants
- student progress monitoring methods will include:
 1. oral exam (constitutes 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)
 2. the assessment of the students' ability to use ATLAS.ti software (constitutes 30% of the final grade)
 3. two brief written reports (constitutes 30% of the final grade; the reports will have to include the analysis of the selected examples of the application of GT in various research works).

Reading list required for the study programme and examination:

1. Glaser, Barney G.; Strauss, Anselm L. (1967). **The Discovery of Grounded Theory: Strategies for Qualitative Research**. Chicago: Aldine.
2. Corbin, Juliet; Strauss, Anselm (1990). Grounded Theory Research: Procedures, Canons, and Evaluative Criteria. **Qualitative Sociology**, 13(1):3-21.
3. Charmaz, Kathy (1998). Grounded Theory: Objectivist and Constructivist Methods. Eds.: Denzin, Norman K.; Lincoln, Yvonna S., Eds. (1998), **Strategies of Qualitative Inquiry** (Chapter 19, pp. 509-535.). Thousand Oaks ; London ; New Delhi : SAGE Publications.
4. *** (2004). **ATLAS.ti v5.0 – Quick Tour for Beginners**. Berlin: Scientific Software Development.

Recommended additional reading list:

1. Glaser, Barney G. (1992.) **Basics of Grounded Theory Analysis: Emergence vs Forcing**. Mill Valley, Ca.: Sociology Press.
2. Glaser, Barney G., Ed. (1995). **Grounded Theory 1984-1994**. Mill Valley, Ca.: Sociology Press.
3. Kelle, U. (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>
4. 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>
5. Stern, Phyllis Noerager (1980) Grounded Theory methodology: its uses and processes. *Image*, 12(1). Reprinted in Glaser, Barney, ed. (1994) *More grounded theory methodology: a reader*. Mill Valley, Ca.: Sociology Press. [pp 116-126]
6. Strauss, Anselm, and Corbin, Juliet (1990) *Basics of qualitative research: grounded theory procedures and techniques*. Newbury Park: Sage.

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- oral exam

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, University of Zagreb.

Notes:

1. *The maximum of 6 students may register for the course. If there will be a larger number of applicants interested in taking this course, priority will be given to those candidates who use the qualitative methods in the research related to the topic of their doctoral dissertation, and after them to the students who have a better methodological foreknowledge .*
2. *Computer classroom as well as a slide-projector will be necessary to provide for the realization of this course (one computer per each student and an additional one for the lecturer); according to the scheduled syllabus, this classroom is to be used for the purposes of this course for at least 4 one-hour sessions.*
3. *Since ATLAS.ti is a commercial software, the postgraduate study is obliged to provide the additional licences if they become necessary (the project Crime & Culture has at its disposal a limited number of licences).*

Course title: **Construction and evaluation of measuring instruments**

Course lecturer: **Dr. Sc. Krešimir Kufrin, assistant professor**

Course description:

The students will be familiarized with:

- the basic concepts within the classical theory of measurement;
- the definition and the types of measuring instruments,
- the definition and the types of metric characteristics;
- the principles and techniques related to the examination of metric characteristics;
- the principles and procedures related to the construction of measuring instruments that are most frequently used in sociology.

After the students acquire the described general and specific knowledge and skills, selected measuring instruments will be analysed.

The final stage within the programme of this course will be focused on the independent work of the participants. All participants will be expected to construct and evaluate one or more measuring instruments that will be related to the topic of their doctoral dissertation.

The development of general and specific competences (knowledge and skills):

1. Knowledge of the basics of the theory of measurement;
2. Understanding of the general principles of the construction of the measuring instruments;
3. Knowledge related to specific procedures for the construction and evaluation of measuring instruments;
4. Ability to independently construct and evaluate measuring instruments;
5. Ability to critically interpret and evaluate scientific studies which include the presentation of various scales and the results obtained through their application;
6. Skills related to the use of various procedures within the application of SPSS software package.

Teaching and progress monitoring methods:

- the 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 the participants
- student progress monitoring methods will include:
 1. written report (constitutes 30% of the final grade) where the students will analyse an assigned study which presents the procedure of the construction and evaluation of a particular measuring instrument)
 2. written report which the students will defend in the oral exam; in this report the students will have to present the procedures and results of the construction and evaluation of a selected measuring instrument.

Reading list required for the study programme and examination:

1. Bogardus, Emory S. (1933). A Social Distance Scale. *Sociology and Social Research*, (January-February), 265-271.

2. Krković, Anđelko (1978). *Elementi psihometrije*. Zagreb: Sveučilište u Zagrebu, Filozofski fakultet. Chapters 1-3, 5-10
3. Kufrin, Krešimir (2002). Skala nove ekološke paradigme — još jedna provjera i pokušaj revizije. *Socijalna ekologija*, 11(4):277–296.
4. Likert, Rensis (1932). A Technique for the Measurement of Attitudes. *Archives of Psychology*, No. 140.
5. Supek, Rudi (1981). *Ispitivanje javnog mnijenja*. Zagreb: SNL. Chapters I-XIII.
6. Thurstone, Louis Leon (1928). Attitudes Can Be Measured. *American Journal of Sociology*, XXXIII: 529–554.

Recommended additional reading list:

1. Babbie, Earl (1989). *The Practice of Social Research*, Fifth Edition. Belmont, CA: Wadsworth Publishing Company.
2. Bogardus, Emory S. (1925). Social Distance and Its Origins. *Journal of Applied Sociology*, 9, 216-225.
3. Bogardus, Emory S. (1925). Measuring Social Distances. *Journal of Applied Sociology*, 9, 299-308.
4. Carmines, Edward G i Richard A. Zeller (1979). *Reliability and Validity Assessment*. Newbury Park–London–New Delhi: Sage.
5. Crocker, Linda and James Algina (1986). *Introduction to Classical and Modern Test Theory*. Forth Worth: Harcourt Brace Jovanovich College Publishers.
6. Edwards, Allen L. (1957). *Techniques of Attitude Scale Measurement*. New York: Appleton–Century–Crofts, Inc.
7. Fajgelj, Stanislav (2003). *Psihometrija: teorija i metoda psihološkog merenja*. Beograd: Centar za primenjenu psihologiju.
8. Guttman, L. A. (1947). The Cornell Technique for Scale and Intensity Analysis. *Educ. Psychol. Measmt.*, 7:247-280.
9. Guttman, L. A. (1950). The Basis for Scalogram Analysis. Eds.: Stouffer, A. et al., *Measurement and Prediction*, pp 60-90. Princeton, N. Y.: Princeton University Press.
10. Miller, Delbert C. (1970). *Handbook of Research Design and Social Measurement*, 2nd Ed.. New York: David McKay Company, Inc.
11. Neuman, Lawrence W. (1997). *Social Research Methods. Qualitative and Quantitative Approaches*. Boston – London – Toronto – Sydney – Tokyo – Singapore: Allyn and Bacon.
12. Nunnally, Jum. C. and Ira H. Bernstein (1994). *Psychometric Theory*. New York: McGraw–Hill, Inc.
13. Osgood, Ch. E., G. J. Succi & P. H. Tannenbaum (1957). *The Measurement of Meaning*. Urbana, Ill.: University of Illinois Press.
14. Summers, Gene F. (Ed.) (1970). *Attitude Measurement*. Chicago: Rand McNally & Compnay.
15. Thurstone, Louis Leon and E. J. Chave (1929). *The Measurement of Attitudes*. The University of Chicago Press.

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- Graded written reports, one written report has to be defended in oral exam

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, University of Zagreb.

Notes:

1. *The course is intended exclusively for the students who use the polling method in the preparation of their graduation thesis without being previously familiarized with this specific problem area within the framework of their graduate study programme.*
2. *The maximum of 10 students may register for the course.*
3. *Computer classroom as well as a slide-projector will be necessary to provide for the realization of this course (one computer per each student and an additional one for the lecturer); according to the scheduled syllabus, this classroom is to be used for the purposes of this course for at least 4 one-hour sessions.*
4. *Since SPSS is a commercial software, the postgraduate study is obliged to provide a required number of licences if they become necessary.*

Course title: Processing of data through the application of SPSS software package
Course lecturer: Dr. Sc. Krešimir Kufrin, assistant professor

Course description:

The students will be familiarized with:

- the methods of the evaluation of a particular research strategy in order to establish whether that particular strategy enables the application of the statistical procedures devised for the examination of the proposed hypotheses;
- the preparation of data for analysis through the application of SPSS;
- the methods for devising a code book and other accompanying documents;
- the methods of data input;
- the procedures for the transformation of variables (recording, the creation of new variables through the application of mathematical and other procedures, the definition of the conditions for the implementation of particular procedures, working with groups of examinees);
- the standard parametric and non-parametric test and a valid interpretation of the obtained results;
- the basic multivariate procedures and a valid interpretation of the obtained results.

The development of general and specific competences (knowledge and skills):

1. Understanding of the conditions that have to be satisfied in order to conduct a valid data analysis;
2. Knowledge related to the application of SPSS software package and the ability to use standard procedures;
3. Ability to understand, objectively analyse and interpret the obtained results;
4. Skills necessary for the tabular and graphical presentation of research results.

Teaching and progress monitoring methods:

- the course will be realized through 6 hours of lectures and 6 hours of practical classes, along with the discussions that will be held with the participants
- student progress monitoring methods will include:
practical classes that will be conducted in the form of practical computer-based classes

Reading list required for the study programme and examination:

1. Kufrin, Krešimir (2001). *Obrada i analiza podataka programskim paketom SPSS (CD)*. Zagreb: Filozofski fakultet.

Recommended additional reading list:

1. Argyrous, George (1997). *Statistics for Social Research*. Houndmills, Basingstoke, Hampshire and London: MacMillan Press Ltd.
2. Brace, Nicola, Richard Kemp & Rosemary Snelgar (2000). *SPSS for Psychologists. A Guide to Data Analysis Using SPSS for Windows (Version 8, 9 and 10)*. Lawrence Erlbaum Assoc.
3. Bryman, Alan & Cramer, Duncan (1977). *Quantitative Data Analysis with SPSS for Windows. A Guide for Social Scientist*. London: Routledge.
4. Cramer, Duncan (1997). *Fundamental Statistics for Social Research. Step-by-step calculations and computer techniques using SPSS for Windows*. London and New York: Routledge.
5. McCormack, Branda & Elizabeth Hill (1997). *Conducting a Survey: The SPSS Workbook*. London and Boston: International Thomson Business Press.
6. Norušis, Marija J. / SPSS. Inc. (1994). *SPSS Professional Statistics*. SPSS inc.
7. SPSS Inc. (2005). *SPSS Base 14.0 User's Guide*. SPSS Inc.

The accompanying CD prepared for the students who will attend the course “Processing and analyzing of data” will be available in the Department’s library.

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- Practical computer-based classes and oral exam.

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, University of Zagreb.

Notes:

1. *This course is intended exclusively for those students who haven't been familiarized with the SPSS software package during their graduate study programme.*
2. *The maximum of 10 students may register for the course.*
3. *Computer classroom as well as a slide-projector will be necessary to provide for the realization of this course (one computer per each student and an additional one for the lecturer); according to the scheduled syllabus, this classroom is to be used for the purposes of this course for at least 6 one-hour sessions.*
4. *Since SPSS is a commercial software, the postgraduate study is obliged to provide a required number of licences if they become necessary*

Course title: **Mixed Methodology**

Course lecturer: **Dr. Sc. Anči Leburić, associate professor**

Course description:

The constant advancement of research methodologies and methodological approaches is one of the crucial issues related to the progress of social sciences where sociology is also included. Therefore this course focuses on the analysis, comprehension and interpretation of current tendencies within research methodology. Special emphasis will be put on the implications related to the use of the so-called Mixed Methodology (integrative, interactive methodology) which represents a growing tendency within many sociological disciplines, especially those disciplines that have been developing in the European setting during the last decade.

In the review of the conditions present in the Croatian sociology fundamental methodological problems, research achievements and perspectives will be identified and discussed. Throughout the elaboration of crucial topics illustrations will be given of the combining of the quantitative and qualitative approaches, strategies, methods, methodologies, data analyses, etc. in sociology. The mixed methodological model will be purposely promoted as the combination of two approaches at all stages of the research process – during conceptualization, the gathering of data, their analysis and interpretation.

Finally, the primary objective of this course is to develop the students' ability to conduct critical analysis of recent methodological tendencies and the related development aspects within (Croatian) sociology. Therefore, the level of development of the methodology applied in sociological research in Croatia will be thoroughly discussed (overview, accomplishments, analyses). Disputes, disagreements as well as a number of unresolved difficulties within the context of the correlations between the qualitative and quantitative approaches and generally within research fields belonging to social sciences will be problematized. Consequently, various interdisciplinary, integrative and interactive research approaches in sociological projects will be thoroughly analysed, defined and evaluated through the elaboration of specific research examples.

The development of general and specific competences (knowledge and skills):

1. Understanding of the social roles and the significance of various methodological approaches and strategies that today are necessary for research in sociology within any of the social spheres of life and work.
2. Ability to recognize and understand the current tendencies within contemporary methodology applied in various fields of social sciences, with particular emphasis on the so-called special methodologies where analytical procedures and techniques are more frequently applied.
3. Independence and consistency related to the understanding of the different types of the analyses of the sociological data and other similar material, primarily within the fields belonging to social sciences.

4. Skills related to the methodological contextualization of the current social issues, phenomena, processes or correlations.
5. Higher level of the ability to develop and apply mixed sociological analytical and research strategies, especially those empirical.

Teaching and progress monitoring methods:

- the 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 the participants

Reading list required for the study programme and examination:

1. Creswell, J.W. (2003) Research Design: Qualitative, Quantitative and Mixed Methods Approaches. Thousand Oaks, London, New Delhi: SAGE Publication.
2. Gaskins, S. (1994). Integrating Interpretive and Quantitative Methods in Socialization Research. Merrill-Palmer Quarterly, 40(3):313-333.
3. Leburić, A. (2001) Integracija kvalitativnih i kvantitativnih aspekata: perspektive empirijskih istraživanja otoka. Sociologija sela. 39(1/4):189-210.
4. Leburić, A. (2001) Metodološka strategija istraživanja životnih stilova mladih krajem devedesetih, pp.77-105. Eds.: Tomić-Koludrović, I. & A.Leburić, Skeptična generacija. Zagreb: AGM.
5. Tashakkori, A. & C. Teddlie (1998) Mixed Methodology: Combining Qualitative and Quantitative Approaches. Applied Social Research Methods Series. Volume 46. Thousand Oaks, London, New Delhi: SAGE Publications.

Recommended additional reading list:

1. Alvesson, M. & K.Sköldberg (2000) Reflexive Methodology: New Vistas for Qualitative Research. London, Thousand Oaks, New Delhi: SAGE Publications.
2. Brewer, J. & A.Hunter (1989) Multimethod Research: A Synthesis of Styles. Newbury Park, California: SAGE.
3. Bryman, A. (1996) Quantity and Quality in Social Research. London & New York: Routledge.
4. Girtler, R. (2001) Methoden der Feldforschung. 4.Auflage. Wien, Köln, Weimar: Böhlau Verlag Gesellschaft.
5. Grbich, C. (2004) New Approaches in Social Research. London, Thousand Oaks, New Delhi: SAGE Publications.
6. Leburić, A. (1996) Metodološki aspekti sociološkog empirijskog istraživanja društvenih fenomena. U Teorijski izazovi i dileme: prilog sociologiji hrvatskog društva. Zadar: FF.
7. Leburić, A. (1997) Case study istraživanje - kompleksan metodološki pristup u sociologiji. Doktorski rad. Zagreb: Filozofski fakultet .

8. 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.
9. 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(No.:1.): 45-64.
10. Roth, P.A. (1987) Meaning and Method in the Social Sciences – A Case for Methodological Pluralism. Ithaca, London: Cornell University Press.
<http://qualitative-research.net/fqs/fqs-eng.htm>.
http://www.mnav.com/qualitative_research.htm.

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- Written (research work) and oral exam

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, University of Zagreb.

Course title: **Ethical aspects of science**

Course lecturer: **Dr. Sc. Davorka Matić, assistant professor**

Course description:

One of the frequently advertised attitudes within the scientific community is that science and scientists are not confronted with serious ethical issues due to the simple fact according to which science represents objective knowledge that is neutral in terms of moral values. According to such attitudes science deals with facts, it uses objective methods of research and produces objective knowledge related to which there is a universal consensus. On the other hand, ethics belongs to the sphere of values, subjectivity and conflicting interpretations of what is considered to be desirable and morally right. Therefore, scientists do not have to consider ethical issues in their research. As citizens and members of a particular society they will inevitably participate in various ethical controversies and commit themselves to one of the confronted parties, but as the members of the scientific community they do not have to and they should not burden themselves with such issues. Science has its inbuilt controlling mechanisms in terms of various standards and procedures related to specific scientific methods whose application guarantees the obtainment of unbiased and objective results of scientific research. In this manner all who 'practice' science are given shelter from ethical dilemmas, doubts and ideological conflicts that the other spheres of human activity so abound with.

At the end of the twentieth century this understanding of the scientific practice and knowledge came under the attack of numerous critics. Aside from politicians, activists and laymen, many scientists began to realize the major importance of ethical issues within scientific research. Numerous insights related the abuse of science by governments and large corporations, the devastating consequences of the implementation of scientific breakthroughs and achievements for natural environment and human health, dominant prejudices and ideologies present in the very conclusions and results related to various scientific projects as well as the growing dependency of scientific research projects on the business interests of the sponsors contributed to this change in the general attitude towards science. These, as well as many other issues related to the nature, practices and consequences of contemporary science represent the focus of the programme of this course.

The development of general and specific competences (knowledge and skills):

- The objective of the course is to familiarize the students at the doctoral study programme with the fundamental ethical issues and dilemmas which the rapid progress of science, its privatization, commercialization and militarization as well as the growing financial dependence on business and political centres of power place before individual scientists as well as before the end users of science, i.e., global citizens. The students will gain further insights concerning possible risks related to commercial-militarized science and they will be familiarized with the benefits and potentially damaging consequences of genetic research and genetical

technology as well as with the efforts that have been put in in order to bring scientific research under the strict control of the public.

General and specific knowledge and skills that the students will acquire:

1. Development of the skills related to effective written and verbal communication
2. Improved sensibility concerning various ethical issues related to scientific research
3. Ability to conduct independent research related to ethical issues inherent in contemporary science
4. Ability to critically evaluate issues related to contemporary science
5. Ability to participate in well-informed debates on the correlations between science, society and ethics
6. More thorough understanding of the correlations between scientific knowledge, social values and the power structure present in the society

Teaching and progress monitoring methods:

- the 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 the participants

Reading list required for the study programme and examination:

1. Bell, R. (1992) *Impure Science: Fraud, Compromise, and Political Influence in Scientific Research*, John Wiley & Sons: New York
2. Lewontin, R. (1992) *Biology as Ideology: The Doctrine of DNA*, Harper: New York
3. Matic, D. (2001) *Ratovi znanosti: pogled unatrag*, Jesenski i Turk: Zagreb
4. Shamoo, A.E. & Resnik, D.B. (2003) *Responsible Conduct of Research*, Oxford University Press: Oxford
5. Wolpert, L. (1992) *The Unnatural Nature Of Science*, Faber & Faber: London

Recommended additional reading list:

1. Beach, D. (1996) *The Responsible Conduct Of Research*, VCH: Weinheim and New York
2. Greenberg, D.S. (1999) *The Politics of Pure Science*, The University of Chicago Press. Chicago and London
3. *Integrity in Scientific Research: Creating an Environment That Promotes Responsible Research*, Institute of Medicine and National Research Council of the National Academies, The National Academies Press: Washington D.C.
4. O'Neill, O. (2002) *Autonomy and Trust in Bioethics*, Cambridge University Press: Cambridge
5. Macrina, F. L. (2000) *Scientific Integrity*, ASM Press, Washington, D.C.
6. Prpic, K. (1997) *Profesionalna etika znanstvenika*, IDIZ: Zagreb
7. Ratcliffe, M. & Grace, M. (2003), *Science Education for Cizizenshi*, Open University Press; Maidenhead
8. Resnik, D. (1992) *The Ethics of Science: an introduction*, Routledge: London and New York

9. Rifkin, J. (1999) *Biotehnološko stoljeće*, Jesenski i Turk: Zagreb

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- seminar paper, written exam

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, University of Zagreb.

Course title: Culture and social movements

Course lecturer: Prof. Dr. Sc. Milan Mesić, full professor

Course description:

This course belongs to a broader theoretical framework of The sociology of social movements. It deals with the recent theoretical approaches to social movements which emphasize their dependence on cultural conditions. They have appeared as a reaction to a rigid, hyper-rationalist understanding of the motivation of the active participants in social movements promoted by the Resource mobilization theory. Special emphasis is placed on the concept of the *framing process* in the sense that has been proposed by David Snow who used the earlier term coined by Erving Goffman. In this way Snow attempted to articulate the growing discontent among the researchers of social movements (in the USA) related to the dominant paradigm of the resource mobilization theory which didn't encompass the importance of ideas and sentiments in its analysis of the processes related to the mobilization of active participants in social movements. Through this attempt Snow and his followers had to some extent revitalize the already dismissed ideas of the classic American paradigm of collective behaviour. The role of culture (as a social environment from which social protagonists extract or develop their ideas) in the emergence and the development of social movements is particularly emphasized by the theoreticians of the New social movement school (Touraine, Melucci). Finally, the importance of social (cultural) construction of ideas, even identities, is highlighted within the Political-process analysis or within the theory of the structure of political opportunity (Tilly, Tarrow, McAdam, Gamson).

The development of general and specific competences (knowledge and skills):

- familiarization with the new theories on (new) social movements; development of critical thinking; development of the ability to draw a critical comparison between recent and well-established theories; exercising a disciplined approach in theoretical analyses.

Teaching and progress monitoring methods:

- the 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 the attendants

Assessment procedure:

- various aspects of student work and knowledge will be evaluated: regular attendance at classes and lectures; active participation in classes; seminar paper and oral exam.

Reading list required for the study programme and examination:

1. McAdam D.; J. McCarthy and M. Zald (eds.) (1996) *Comparative Perspectives on Social Movements* (Chapter III: Framing Processes, pp. 261-356), Cambridge University Press.
2. Buechler, S. and K. Cylke, Jr. (1997) *Social Movements, perspectives and Issues* (Chapter Contemporary Approaches: Social Constructionism), London: Mayfield Publishing Company.

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- various aspects of student work and knowledge will be evaluated: regular attendance at classes and lectures; active participation in classes; seminar paper and oral exam.

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, University of Zagreb.

Course title: Cultural diversity and collective rights

Course lecturer: Prof. Dr. Sc. Milan Mesić, full professor

Course description:

This course attempts to provide answers to several fundamental questions: what are the basic assumptions of the liberal concept of human rights; are collective rights in accordance with the liberal concept of (human) rights; what is meant by the term 'cultural groups'; can various social groups feature as the subjects of (human) rights; what is meant by the term 'cultural diversities' from which the claims related to collective rights are derived?

The programme of this course includes discussions on the following issues:

- fundamental philosophic-political controversies related to collective rights in liberal theory;
- international instruments of and practices related to the protection of collective (cultural) rights;
- collective (minority) rights in the Republic of Croatia;
- examples of collective rights and law suits in some countries of liberal democracy (the rights related to the ritual slaughter of animals in preparing *kosher* and *halal* meat, the claims of Sikhs related to their right to wear turbans; Santa Clara Pueblo vs. Martinez; Hofer vs. Hofer; *L'affaire du foulard*, Rushdie affair, the civil insurrection of young Muslims in France).

Furthermore, the students will be introduced to the concepts of collective rights proposed by the prominent theoreticians of multiculturalism: Ch. Taylor – politics of recognition; W. Kymlicka – liberal re-conceptualization of collective rights; I.M. Young – differentiated collective rights; B. Parekh – multicultural understanding of collective rights. The topics related to the orthodox-liberal and feminist critique of collective rights as well as to the controversies concerning affirmative or positive action will also be presented and discussed.

Course objectives:

- introducing students to a new dimension, that is, a new generation of (human) rights - collective (cultural) rights- that have provoked fierce controversies within liberal theory and practice concerning human rights. According to the sociology of knowledge, human rights may be understood only within their socio-historical context and today this context is primarily characterized by the cultural-ethnic pluralisation of modern societies and subsequently by social conflicts related to the public recognition of collective identities. Cultural pluralization is developing in a direction quite opposite from the predictions and expectations previously articulated within the leading modernization theoretical-ideological perspectives, including both Marxism and structural functionalism (Parsons). Its development is also contrary to the expectations that globalization trends would inevitably and finally lead to the cultural-ethical homogenization. The students will be introduced to the idea and various concepts related to collective rights as well as to their (orthodox) liberal critique. The development of general and specific competences (knowledge and skills):

- The objective of the course is not only to broaden and reinforce the students' knowledge of (human) rights and (culturally) complex social relationships from which human rights are historically developed, but also to develop the students' social and professional sensibility concerning culturally different and therefore inevitably conflicting claims related to human rights, especially the claims of minority and underprivileged social groups.

Teaching and progress monitoring methods:

- the course will be realized through 8 hours of lectures and 4 hours of seminars/practical classes along with the discussion that will be held with the attendants

Reading list required for the study programme and examination:

1. M. Mesić (2005) *Multikulturalizam – društveni i teorijski izazovi*, Zagreb: Školska knjiga (selected chapters).
2. Kymlicka, Will (2003) *Multikulturalno građanstvo, Liberalna teorija manjinskih prava*, Zagreb: Jesenski i Turk.
3. Young, Iris, M. (2005) *Pravednost i politika razlike*, (selected chapters) Zagreb: Jesenski i Turk.
4. Barry, Brian (2006) *Kultura i jednakost: Egalitaristička kritika multikulturalizma* (selected chapters), Zagreb: Jesenski i Turk.

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- various aspects of student work and knowledge will be evaluated: regular attendance at classes and lectures; active participation in classes; seminar paper and oral exam

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, University of Zagreb.

Course title: Contemporary Ethnography

Course lecturer: Dr. Sc. Renata Relja, senior lecturer

Course description:

The interest in the qualitative research within social sciences at the end of the 1960s and the beginning of the 1970s resulted in the specific form of *ethnographic revival*. Subsequently the sociologists of Europe and America started to give considerably more attention to ethnography within their sociological analyses. Besides the presentation of the historical genesis of the development of ethnography, within the programme of this course special emphasis will be given to the conceptualization and the possibilities of the actual realization of ethnographic field work. Aside from the five completed phases in the development of the qualitative research which can already be termed historical, new developments are currently being evaluated. Within these developments the emphasis is placed on modern, experimental research that is replacing the traditional forms of research and within which new interpretations of reality are currently being formulated. They are characterized by a totally different approach with a different positioning of the subject, relocation of the traditional research terrain and the intertwinement of the narrative, artistic and scientific.

Ethnographic materials are being increasingly »read«, interpreted and re-interpreted instead of merely being processed in terms of compiling and writing ethnographic reports. The result of this tendency is a growing demand for interpretative and critical ethnography. All these developments may be observed within post-structuralism, contemporary feminist theory, ethno-methodology, phenomenological sociology, critical theory and methodological individualism. Socio-ethnography is currently being articulated among the latest phases in the development of qualitative research. It is exactly the instrument through whose application it becomes possible to understand and accept that what is seemingly »common« in our environment.

Ethnography is only partially defined within general sociology and its related disciplines, and it is particularly difficult to define its contemporary developing trends. Therefore, the objective of this course is to familiarize students with the specific aspects of ethnography, its interdisciplinary character and the possibilities for its application within various fields of research.

The development of general and specific competences (knowledge and skills):

- Understanding the position of researcher in the process of the representation of ethnographic material
- Ability to evaluate the significance and the position of ethnographic writing
 - Ability to transcend the common ways in which we perceive »others«
 - Ability to recognize potential practical and conceptual problems related to the implementation the ethnography
- Ability to understand ethnography and ethnographic research as a form of social interaction

- Understanding different stages in the process of ethnographic research ranging from fieldwork to the writing of a report
- Ability to contextualize ethnographic reports within a researched group/society/culture

Teaching and progress monitoring methods:

- the 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 the attendants

Reading list required for the study programme and examination:

1. Fetterman, D. M. (1998) Ethnography. Step by Step. London: Sage Publications.
2. Hammersley, M. & Atkinson, P. (1997) Ethnography. Principles in Practice. London and New York: Routledge.
3. Hine, C. (2000) Virtual Ethnography. London: Sage Publications.
4. Senjković, R., & Pleše, I. (eds.) (2004) Etnografije Interneta. Zagreb: Institut za etnologiju i folkloristiku. Ibis grafika.
5. Thomas, J. (1993) Doing Critical Ethnography. Qualitative Research Methods Series. Volume 26. Newbury Park, London: Sage Publications.

Recommended additional reading list:

1. Atkinson, P., & Coffey, A., & Delamont, S., & Lofland, J., & Lofland, L. (eds.) (2001) Handbook of Ethnography. London: Sage Publications. (selected chapters- Vol. I: 1,2,4,5. Vol. II: 15, 16, 20. Vol. III: 22, 24,25,26, 27,29,33)
2. Aull Davies, C. (1999) Reflexive Ethnography. A Guide to Researching Selves and Others. London and New York: Routledge.
3. Coffey, A. (1999) The Ethnographic Self. Fieldwork and the Representation of Identity. London: Sage Publications.
4. Cohen, A. P. (2002) Britanska tradicija i pitanje drugoga. U: Segalen, M. (ed) Drugi i sličan. Pogledi na etnologiju suvremenih društava. pp. 43-67. Zagreb: Naklada Jesenski i Turk.
5. Denzin, N. (1997) Interpretative Ethnography. Ethnographic Practices for the 21st Century. London: Sage Publications.
6. Hammersley, M. (1998) What's Wrong with Ethnography? London and New York: Routledge.
7. Stewart, A. (1998) The Ethnographer's Method. London: Sage Publications.
8. Van Maanen, J. (1988) Tales of the Field, On Writing Ethnography. Chicago and London: University of Chicago Press.

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- oral exam and seminar paper

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, University of Zagreb.

Course title: **Theoretical and methodical aspects of 2nd Generation HIV/AIDS Surveillance**

Course lecturer: **Dr. Sc. Aleksandar Štulhofer, full professor**

Course description:

Within the programme of this course the students will be introduced to the principles of the so-called 2nd Generation HIV/AIDS Surveillance (WHO) which has been designed for the requirements of the countries with low or concentrated incidence of the epidemic. The course will also include the presentation of the development of the theory and methodology related to the monitoring of HIV/AIDS within the international context and the analysis of the level of efficiency of the system of monitoring in Croatia. Aside from the analysis of the theoretical assumptions on which the new system of monitoring is based, the students will be given the opportunity to thoroughly examine the specific methodological features of 2nd Generation HIV/AIDS Surveillance ranging from the specific characteristics of sampling to the critical application of international indicators.

The development of general and specific competences (knowledge and skills):

- The students will become qualified for the analysis of the contemporary national programmes designed for the monitoring of HIV/AIDS. Moreover, the students will acquire knowledge and skills necessary for the planning, coordination and conduction of research studies specified within the programme of 2nd Generation HIV/AIDS Surveillance.

Teaching and progress monitoring methods:

- the course will be realized through 4 hours of lectures and 8 hours of seminars/practical classes, along with the discussions that will be held with the participants

Reading list required for the study programme and examination:

1. Štulhofer, A., Ajduković, D., Božičević, I. and K. Kufrin (2006.) HIV/AIDS i mladi u Hrvatskoj 2005. Zagreb: Ministarstvo zdravlja i socijalne skrbi.
2. Kuzman, M. et al. (2002.) HIV/AIDS-related risk behaviours in especially vulnerable young people in Croatia. Zagreb: UNICEF.
3. *** (2000.) Second generation surveillance for HIV. Geneva: UNAIDS & WHO.
4. *** (2000.) Behavioral Surveillance Surveys. Washington, DC: USAID.
5. Ajduković, D., Ajduković, M. and R. Prišlin (1991.) AIDS i mladi. Zagreb: Medicinska naklada.

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- written report

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, University of Zagreb.

Course title: The Global Cultural Changes and the Emergence of New Cultures

Course lecturer: Dr. Sc. Nada Švob-Đokić, scientific adviser

Course description:

The global cultural changes significantly affect overall changes worldwide and they operate as active elements in the creation of the new context of world development. The existence of new global (mainly virtual) cultures coincides with the existence of national and ethnic cultures that regardless of the new circumstances are still confronted with dynamic changes that further require specific forms of development. Therefore the global world scene is characterized by the abundance of »old« cultures and their values and »new« cultures along with the interesting combinations of their overall and individual correlations. Cultural dynamics is focused on the correlations between global and local cultural development.

Although diversified, all existing cultures in the global context are currently undergoing the process of adjustment to the intensive communication and a growing exchange of cultural values. Most frequently global tendencies compel them to turn to the market as the most efficient network of exchange; nevertheless, various possibilities for a non-market exchange and the transfer of information about cultures and their values through media still persist.

The global cultural development is largely based on new communication technologies and supported through media which results in a close connection between cultural creativity and mediation of the cultural values as well as the application of the new technologies in the very process of cultural creativity. Due to the overall growth and diversification of the market, cultural products are more and more present at the market and the market itself is becoming a significant mediator within the sphere of cultural consumption. This tendency sustains the constant growth and development of the cultural industries that influence the optimal market standardization of cultural products and necessitate a more efficient distribution. In order to achieve a wider distribution, cultural industries have to market universal values that are also universally acceptable, while their reproduction has to be fast, efficacious and optimally supported by networks specialized for the exchange of cultural goods and promotion of particular cultural values. In this respect the fast cultural industrialization sustains the emergence of new cultures. Market demands transform the specific characteristics of particular cultures into items of exoticness and readily protect them as »cultural diversities«. Tolerance towards cultural diversities is becoming the key for the understanding of the cultural values and for the consummation of cultural products. It is one of the principal preconditions for the progressing globalization of cultures.

National and ethnic cultures persist as the points of intersection for individual creativity and specifically profiled cultural consumption for the majority of the population. In other words, these cultures represent the foundation for the development of strong collective cultural identities, either ethnic or national, which are turning into interlocutors within the global setting. Therefore the global cultural changes necessitate the redefinition of the established cultural identities and the construction of new cultural identities. This process is individualized, but at the same time socially organized through the activities of governments and social organizations.

The development of general and specific competences (knowledge and skills):

- the familiarization with the global trends, emergence of new cultures, redefinition of the existing cultures and cultural values;
- ability to analyse the role of new technologies in cultural creativity; cultural and creative industries; emergence of the 'creative class'; institutional and social changes brought about by new creativity;
- skills necessary for cultural exchange, cultural connections, cultural and intercultural communication; redefinition of cultural identities, creative identities and new perspectives of social development;
- ability to use creative and cultural policies as a social response to the challenges of globalization and technological progress.

Teaching and progress monitoring methods:

- the 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 the attendants

Reading list required for the study programme and examination:

1. Beck, U. (2004) *Moć protiv moći u doba globalizacije*, Zagreb: Školska knjiga
2. Canclini, N.G. (2001). *Consumers and Citizens. Globalization and Multicultural Conflicts*, Minneapolis/London: University of Minnesota Press
3. Castells, M. and P. Himanen (2002) *The Information Society and the Welfare State*, Oxford/New York: OUP
4. James, H. (2002) *The End of Globalization: Lessons from the Great Depression*, Cambridge, Mass/London: Harvard University Press
5. Knutsson, K-E. (1996) «Social field and cultural constellations: reflections on some aspects of globalization», in Arispe, L. Ed., *The Cultural Dimensions of Global Change*, Paris: UNESCO

Recommended additional reading list:

1. Canclini, N.G. (1995), *Hybrid Cultures : Strategies for Entering and Leaving Modernity*, Minneapolis: University of Minnesota Press
2. Castells, M. (1998) *End of Millennium*, Malden, MA and Oxford: Basil Blackwell
3. Eagleton, T. (2005) *Teorija i nakon nje*, Zagreb: Algoritam
4. Florida, T. (2002) *The Rise of the Creative Class*, N.Y: Basic Books
5. Hartley, J. (Ed.) (2005) *Creative Industries*, Blackwell Publishing
6. Karaman, Lj. (2001, 1961) *Problemi periferijske umjetnosti*, Zagreb: Društvo povjesničara Hrvatske
7. Lessig, L. (2005) *Free Culture: How Big Media Uses Technology and the Law to Lock Down Culture and Control Creativity*, New York: The Penguin Press
8. Mercer, C. (2001) *Convergence, Creative Industries and Civil Society: The New Cultural Policy*, Zagreb: IMO

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- seminar paper

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, University of Zagreb.

Course title: **Globalization of culture, creative class and creative economy**

Course lecturer: **Dr. Sc. Inga Tomić-Koludrović, associate professor**

Course description:

The purpose of this course is to give students the understanding of the social changes occurring at the beginning of the twenty-first century that are closely related to the globalization of culture and the role of culture within various urban and economic processes. The analysis of these phenomena will be based on the contemporary sociological theories of globalization (Giddens, Castells, Sklair) reflexive and liquid modernization (Beck, Giddens, Lash, Bauman) and on the preceding theories of information and post-industrial society (Bell, Touraine). The concepts of «creative class» (Florida), global and creative city (Sassen, Castells, Florida) and «creative economy» (Porter) will also be analysed within the programme of this course.

The lecture discussions within this course will be divided into four thematic categories: the first two will give an introduction into the problem of post-industrial modernization, while the other two will focus on the analysis of specific instances of particular social changes. The introductory lectures will include the analysis of the concepts of modernization and globalization with particular emphasis on the role of sociological science in the interpretation of these processes.

The second thematic category is related to the changes of the types of labour and economies, where culture, knowledge and information feature as the basic resources. The changes of various aspects of society and of the type of economy will be explained within theoretical frameworks ranging from the theories of post-industrial and «programmed information society» (Bell, Touraine) to the «economies of signs and space» (Lash, Urry) along with the change of the production into the consumer socialization and the accompanying concepts of lifestyle, consumer culture and the «leisure industry». The third thematic category focuses on the changes related to the perception of social class that began after the introduction of the term «creative class» by Florida (2002). The debate on the scope and the legitimacy of such a label is based on the historical perceptions of the idea of «class» by Saint-Simon, Marx, Weber, Veblen, Shellsky, Dahrendorf, Bell and Bourdieu. This examination will include a parallel analysis of the popular contemporary concepts like «new small bourgeoisie» and «bourgeois bohemians».

The fourth thematic category is dedicated to the correlation between the location of the most propulsive economic activity and the type of economy it is based on. The correlations between «creative economy», «creative class» and «creative city» will be explained. Moreover, the concepts of «creative industries mapping» and «creativity indices» of specific cities will be explained.

The development of general and specific competences (knowledge and skills):

- Throughout the programme of this course the students will obtain theoretical insights necessary for the critical analysis of the role of culture in contemporary urban and economic processes and they will develop the ability to apply these theoretical insights in sociological, urban and economic practices. General competences are of theoretical character and they are related to the students' understanding of the processes that are taking place in contemporary societies as well as to the understanding of the possibilities of their local environment (Croatia and micro-communities within Croatia) to participate in these processes. Specific competences are related to the ability to use this acquired knowledge for the purpose of the mapping of creative potentials of different cities and calculating their «creativity indices».

Teaching and progress monitoring methods:

- the 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 the participants

Reading list required for the study programme and examination:

Selected chapters from:

1. Bridge, G./S. Watson, eds., (2004), *The Blackwell City Reader*, Malden MA USA, Oxford, UK: Blackwell Publishing.
2. Clarke, D.B./M.A. Doel/K.M.L. Housiaux, eds., (2003), *The Consumption Reader*, London and New York: Routledge.
3. Harrison, Lawrence E., and Huntington, Samuel P., eds., *Culture Matters: How Values Shape Human Progress*, New York: Basic Books.
4. Florida, R. (2002), *The Rise of the Creative Class*, New York: Basic Books.
5. Lash S./J. Urry (2002), *Economies of Sign & Space*, London/ Thousand Oaks/New Delhi: SAGE Publications.

Recommended additional reading list:

Selected chapters from:

1. Barley, S., (1996) *The New World of Work*, London: British North American Committee.
2. Bauman, Z., (2005) *Liquid Modernity*, Cambridge: Polity Press.
3. Beck, U. (1986) *Risikogesellschaft. Auf dem Weg in eine andere Moderne*, Frankfurt/M: Suhrkamp.
4. Featherstone, M. (1993), *Consumer Culture & Postmodernism*, London/Thousand Oaks/New Delhi: SAGE Publications.
5. Florida, R. (2005a) *Cities and the Creative Class*, New York/London: Routledge.
6. Florida, R. (2005b) *The Flight of the Creative Class*, New York: HarperBusiness.
7. Hesmondalgh, D. (2002) *The Cultural Industries*, London/Thousand Oaks/New Delhi: SAGE Publications.
8. Mathews, G. (2000): *Global Culture – Individual Identity: Searching for Home in the Cultural Supermarket*, London/New York: Routledge.

9. Petrić, M./Tomić-Koludrović, I. (2005) "Creative City vs. Kulturstadt: Implications of Competing Policy Formulations", in *The Emerging Creative Industries in Southeastern Europe*, Zagreb: Institute for International relations, pp. 127-156.
10. Tomić-Koludrović, I./Petrić, M. (2005) "Creative Industries in Transition: Towards a Creative Economy?", in *The Emerging Creative Industries in Southeastern Europe*, Zagreb: Institute for International Relations, pp. 7-23.

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- written report (paper on a selected topic containing 15 pages) and oral exam (where the student has to present to correlation between the topic of the paper and the programme of the course)

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, University of Zagreb.

Course title: From cultural studies to cultural sociology

Course lecturer: Dr. Sc. Inga Tomić-Koludrović, associate professor

Course description:

The purpose of this course is to give students the understanding of the new theoretical approaches to the phenomena related to contemporary culture and media. The programme of the course covers the approaches that appeared after the period of the criticism of mass culture, principally British cultural studies and their influence on the development of the study of cultural and media phenomena within contemporary sociology. The lecture discussions will primarily focus on the change from macro- to micro-theoretical approaches in the context of the social changes that were historically generated by the activities and an increased social perceptibility of sub-cultural and marginal groups. The new prominence of culture within the field of sociology generated by the change from the production into the consumer socialization and by the growing significance of culture as a production resource will also be analysed.

Within the programme of this course four thematic divisions organized into four groups of lectures will be discussed:

1. The first group of lectures is dedicated to the presentation and explanation of the transition from the approaches based on the elitist criticism of mass culture and mass media to the approaches which are promoting the value of the study of the culture of everyday life and popular culture. The assumptions and the research results of the first generation of British cultural studies will be analysed.
2. The second group of lectures examines the changes that occurred within cultural studies when the focus of interest was transferred from the male sub-cultures onto the research of gender and racial identities and their representations in the media. In the theoretical sense, this was a transition from macro and quantitative to micro and qualitative (interpretative) approaches.
3. The third group of lectures deals with the latest approaches within cultural studies where the focus is placed on the disappearance of the sharp lines between theory and practice in contemporary analyses of popular culture and media. The differences between academic and popular discourse, the growing importance of «vernacular theory» and «fan criticism» as well as the changes generated by the heightened activity and productivity of the recipients of media contents enabled by new technologies will be discussed within this thematic division.
4. The differences implied in the distinctive use of the terms «sociology of culture» and «cultural sociology» as well as the reasons for a growing prominence of the latter term in current theoretical-methodological debates will be analysed in the fourth thematic division.

The development of general and specific competences (knowledge and skills):

- After completing the programme of this course the students will be able to critically analyse and explain the features of the culture that is developing through

the interaction between earlier and recent media and society, using the methods developed within cultural studies and cultural sociology.

Teaching and progress monitoring methods:

- the 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 the participants

Reading list required for the study programme and examination:

Selected chapters from:

1. Barker, Ch. (2000), *Cultural Studies. Theory and Practice*, London/Thousand Oaks/New Delhi: SAGE Publications.
2. During, S. eds. (1999), *The Cultural Studies Reader*, London: Routledge
3. During, S. (2005), *Cultural Studies. A Critical Introduction*, London&New York: Routledge.
4. Jenkins, H./Mcpherson, T./J. Shattuc, eds. (2002): *Hop on Pop. The Politics and Pleasure of Popular Culture*, Durham&London: Duke University Press.
5. Storey, J., Eds., (1996), *What is Cultural Studies. A Reader*, London/New York/Sydney/Auckland: Arnold.

Recommended additional reading list:

Selected chapters from:

1. Booker, W. (1998), *Cultural Studies*, London: Teach Yourself Books.
2. Dicks, B. (2003), *Culture on Display. The Production of Contemporary Visitability*, London: Open University Press.
3. Duda, D. (2002), *Kulturalni studiji: Ishodišta i problemi*, Zagreb: AGM.
4. Edles, L. D., (2002), *Cultural Sociology in Practice*, Blackwell Publishers.
5. Ess, Ch/F. Sudweeks. eds., (2001), *Culture, Technology, Communication. Towards an Intercultural Global Village*, New York: State University of New York Press.
6. Hall, G. (2002), *Culture in Bits: The Monstrous Future of Theory*, London: Continuum.
7. Jenkins, H./J. Tulloch, (1995), *Science Fiction Audience: Watching Dr. Who and Star Trek*, London: Routledge.
8. Philo, G. (1990), *Seeing and Believing: The Influence of Television*. London: Routledge.
9. Stevenson, N. (2002), *Understandig Media Culture*, London/Thousand Oaks/New Delhi: SAGE Publications.
10. Storey, J. eds. (1996), *What is Cultural Studies?* London: Arnold.

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- written report (paper on a selected topic containing 15 pages) and oral exam (where the student will have to present the correlation between the topic of the paper and the programme of the course)

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, University of Zagreb.

Course title: Social Policy

Course lecturers: Dr. Sc. Gojko Bežovan, full professor,
 Dr. Sc. Vlado Puljiz, full professor,
 Dr. Sc. Zoran Šućur, assistant professor,
 Dr. Sc. Siniša Zrinščak, associate professor

Course description:

The course analyses the basic welfare systems from the two main perspectives. Within the first perspective contemporary social policy reforms are presented in correlation with the historical development of particular systems in various European countries and in Croatia through the analysis of the basic social circumstances related to the appearance and development of different systems (retirement system, health care, housing, policy towards poor, unemployed, families etc.). Within the second perspective contemporary reforms of social policies are presented in correlation with the social changes at the end of the 20th and the beginning of the 21st century. In this respect, within the programme of this course the theories of social development and social changes as well as the theories of the comparative social policy (especially Titmuss's and Esping-Andersen's welfare state typology, the theories of historical institutionalism and the theories of cognitive Europeanization, etc.) will be discussed in relation to the empirical data about the changes occurring within the field of social security (globalization trends, the privatizations of social programmes, the re-commodifications of labour, poverty and social exclusion, the development of the combined models of social policy, etc.). The programme will also include the analysis of the correlation between globalization and Europeanization from the perspective of social policy with special emphasis on the concepts of social cohesion and social inclusion. The students will have the possibility to analyse Croatian social trends using the results of several research projects in which the lecturers of this course have participated, such as: Reforms of the social security system, Civil society index, Comparative value study, Globalization, Europeanization and social policy reforms, Development of the Croatian housing strategy, etc.

The development of general and specific competences (knowledge and skills):

- the students will gain in-depth knowledge related to different social policy systems, the correlation between the reforms within those systems and social changes and knowledge about systems from the comparative and European perspectives. Furthermore they will learn how to analyze the efficiency of particular systems in terms of their influence on the reduction of poverty and the growth of social cohesion. Similarly, they will acquire knowledge and skills related to various methods of advocacy used in campaigning for specific social reforms as well as to the development of social programmes as the integral component of social investment.

Teaching and progress monitoring methods:

- the 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 the attendants

Reading list required for the study programme and examination:

1. Clasen, J. (ed.) (1999.) *Comparative Social Policy. Concepts, Theories and Methods.* Blackwell Publishers

2. Esping-Andersen, G. (1999.) *Social Foundations of Postindustrial Economies*. Oxford University Press
3. Esping-Andersen, G., et al. (2002.) *Why We Need a New Welfare State?* Oxford University Press.
4. Puljiz, V., Bežovan, G., Šućur, Z., Zrinščak, S. (2005.) *Socijalna politika. Povijest, sustavi, pojmovnik*. Zagreb: Pravni fakultet
5. Zrinščak, S. (ed.) (2006.) *Socijalna država u 21. stoljeću – privid ili stvarnost?* Zagreb: RSP

Recommended additional reading list:

1. Hill, M. (1996.) *Social Policy – A Comparative Analysis*. Prentice Hall.
2. Pierson, P. (1996.) *Dismantling the Welfare State? Reagan, Thatcher and the Politics of Retrenchment*. Cambridge University Press.
3. Esping-Andersen, G. (ed.) (1996.) *Welfare States in Transition*. UNISRD/Sage.
4. Puljiz, V. (ed.) (1996.) *Hrvatska kao socijalna država*. Zagreb: RSP, CID.
5. Zrinščak, S. (ed.) (1998.) *Globalizacija i socijalna država*. Zagreb: RSP, SSSH.
6. Cochrane, A., Clarke, J., Gewirtz, S. (2001.) *Comparing Welfare States*. Sage Publications.
7. Šućur, Z. (2001.) *Siromaštvo. Teorije, koncepti, pokazatelji*. Zagreb: Pravni fakultet.
8. Bežovan, G. (2004.) *Civilno društvo*. Zagreb: Globus.
9. Journal “Revija za socijalnu politiku”
10. Journal «Journal of European Social Policy»

Credit value of the course:

- 4 ECTS Credits

Assessment procedure:

- written and oral exam

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, University of Zagreb.

Course title: **Sociology of national security**

Course lecturer: **Dr. Sc. Ozren Žunec, full professor**

Course description:

The programme of the course Sociology of national security will be dedicated to a broad thematic scope related to the correlation between the system of national security and society and it will thus include the following determinants:

1. Scientific interdisciplinarity in the research of national security. The overview of the development of the sociological research on the systems of national security, the military and related institutions and phenomena (Janowitz, Moskos, etc.)
2. The system of national security as an institution of society and state. The principles, characteristics, functions, types and forms of the systematization and organization of national security (the military, paramilitary organizations, information-security services, etc.). Social values and norms and national security. Methods of decision-making.
3. Social structure and descent of the members of the armed forces, their recruitment, education, motivation and types of career. Military technology and its influence on military organization and its use. Military ideology: values, norms and customs. Principles and types of leadership. Armed forces, politics and form of rule. The role of armed forces in democracy. Politics in the military. The forms of interference of the armed forces into the social processes and military rule; types, causes and possibilities of military coups. Military expenses and their effects on economy. Military lobbies. The militarization of society and the types of the use of the armed forces. Croatian military tradition and its values. The general characteristics of the system, structure, position, tasks and functions of the Croatian army.
4. Aggressiveness, aggression, society and culture. War as a social phenomenon and social activity. War and the system of social values and norms. Basic concepts and the historical development of conceptions, doctrines and strategies. Typology of wars. The culture of war and the general characteristics of the social history of wars (overview). Social, religious, existential and political causes of wars. War objectives and methods of warfare. Laws of war, conventions, human rights in war and war crimes. The organization of society for war and during war. War casualties and damages: proportions, types and structure. Methods and mechanisms of starting, waging and ending armed conflicts and wars. The consequences of war: social and political changes, the influence of war on values and norms, positions and relations of social groups.
5. Sociology of national security and defence in the modern world: military-political and strategic correlations in the world; conditions of armament, the balance of arms and world armed forces; sources and causes of possible conflicts (especially in SE Europe). Political, social, economic and strategic changes after 1989 and their influence on the possibilities of war. The change of the aspects of safety issues: nature and function of the European system of safety and defence in the post-communist era. The system and subjects of the world, European and regional defence: UN, NATO, EC, WEU, regional bilateral and multilateral alliances,

nations; military and political organizations and pacts. Perceptions of threat and national strategy. The emergence of armed forces in new national states. Averting strategies and the mechanisms of the peaceful solving of conflicts and disputes. Multiethnic societies and the problems related to borders. The nature and causes of future wars.

The development of general and specific competences (knowledge and skills):

The students will acquire the knowledge necessary for the competent analysis of the social meaning and societal dimensions of national security and they will become qualified for the independent research of the institutions and phenomena related to this field.

Teaching and progress monitoring methods:

- the 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 the participants

Reading list required for the study programme and examination:

1. Creighton, Colin - Martin Shaw (eds.) (1987.) *The Sociology of War and Peace*. Dobbs Ferry, N.Y.: Sheridan House.
2. Huntington, Samuel P. (¹1994., ¹1957.) *The Soldier and the State. The Theory and Politics of Civil Military Relations*. Cambridge, Massachusetts - London, England: The Belknap Press of Harvard University Press.
3. Howard, M. (2002.) *Rat u europskoj povijesti*. Zagreb: Srednja Europa.
4. Caforio, G. (ed.) (1998) *The Sociology of the Military*. Cheltenham: Edward Elgar Publishing Limited
5. Barbera, H. (1998) *The Military Factor in Social Change*. New Brunswick-London: Transaction Publishers.

Recommended additional reading list:

1. Bahrddt, Hans Paul (1987.) *Die Gesellschaft und ihre Soldaten. Zur Soziologie des Militaers*. Muenchen: C. H. Beck.
2. Finer, S. E. (1988.) *The Man on Horseback. The Role of the Military in Politics*. Second, Enlarged edition, Revised and Updated. Boluder, Colorado - London: Westview Publishers - Pinter Publishers.
3. Janowitz, Morris (1977.) *Military Institutions and Coercion in the Developing Nations*. (Enlarged edition of *The Military in the Political Development of New Nations*, 1964.) Chicago et aliud: University of Chicago Press.
4. Kuhlmann, J. and J. Callaghan (eds.) (2000.) *Military and Society in 21st Century Europe: A Comparative Analysis*. Hamburg: LIT.
5. Meyer, Peter (1977.) *Kriegs- und Militaersozologie*. Muenchen: Wilhelm Goldmann Verlag.
6. Moskos, Charles C., John Allen Williams, and David R. Segal (2000.) *The Postmodern Military: Armed Forces after the Cold War*. New York: Oxford University Press.

7. Nordlinger, Eric A. (1977.) *Soldiers in Politics. Military Coups and Governments*. Englewood Cliffs, N.J.: Prentice Hall.
8. Tatalović, Siniša (1996.) *Upravljanje u političkim sustavima i sustavima obrane*. Zagreb: Defimi.
9. Van Creveld, M. (2002.) *The Art of War. War and Military Thought*. London: Cassell.
10. Waltz, Kenneth N. (1998.) *Čovjek, država i rat. Teorijska analiza*. Translated by: Damir Grubiša. Zagreb: Barbat - Institut za međunarodne odnose.

Credit value of the course:

- 4 ECTS credits

Assessment procedure:

- The preparation of the examination paper with characteristics according to which it can be categorized as a research paper, overview paper or original scientific paper and the interview where the student will have to present the contents of this paper.

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, University of Zagreb.

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

A student's progress through the programme of study is determined by the number of credits the student has to acquire in the course of each semester of the study. In the course of three years of the study programme the student has to obtain 180 credits by combining different types of classes along with the other activities organized within the programme.

The requirements for the enrolment in the first year of the study have been described in section 2.3., while the conditions for the progress through the study programme have been outlined in section 3.1.1. During the first year of the study the student has to obtain 60 credits, 40 of which are acquired by taking ten elective courses (10x4=40) and another twenty credits are to be obtained through participation in other previously specified activities. In order to enrol the following semester of the study, the student has to acquire at least 30 ECTS credits.

The requirements for the enrolment in the second and third year of the study programme have been described in section 3.1.2. along with the conditions for student progress through the study. Student activities required in the course of the study programme have been described in section 3.1.3.

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

The doctoral study of sociology is based on an individual study programme, the so-called *Privatissimum*, counselling and guidance of the students. A supervisor is assigned to each student according to the topic of his/her doctoral dissertation. The supervisor has to organize a prescribed number of consultative sessions with the student and ensure the student's participation within the project team.

3.7. The list of courses and/or modules that the students may take within other postgraduate doctoral and specialist study programmes

The students may choose to take maximally two (2) courses from other postgraduate doctoral and specialist study programmes in the country or abroad, but for each such course they have to submit a request to their supervisor along with that course's programme description and the requirements prescribed for its completion. In consultation with the progress monitoring commission the 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 notifies in writing the Postgraduate study committee of the results of his/her review.

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

The official languages of the study programme are Croatian and English, with English featuring as an optional language in which classes will be conducted according to the level of intensity of the development of international cooperation. The decision concerning the organization of a particular course in English will be made by the Postgraduate study committee, based on the number of enrolled candidates who will not be able to attend the classes conducted in Croatian.

3.9. The criteria and conditions for the transfer of ECTS credits – determining the credit value of the courses that the students may choose to take within other study programmes at the central 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 has to submit the request to the Doctoral study of sociology committee, and with this request he/she has to enclose: the programme description of the courses for which he/she is requesting the transcript of ECTS credits as well as the confirmation concerning all the required student activities related to the programme of these courses (seminar paper, article, etc.).

The Doctoral study of sociology committee makes the Decision on the transcript approval of ECTS credits or instructs the student concerning possible differential requirements.

Those ECTS credits that the student obtains through the selection of courses within some other postgraduate doctoral study programme or at some other University in the course of the Postgraduate doctoral study programme of sociology, but that do not correspond to the courses included within the programme of the Postgraduate doctoral study of sociology (that are not listed in section 3.7.) will be registered as the student's Diploma supplement.

3.10. The final stage of the study programme and the requirements for the submission of the topic of the doctoral dissertation. The procedure and conditions for the approval of dissertation topic. The procedure and the conditions for the evaluation of the doctoral dissertation. The requirements and procedure for the defence of the doctoral dissertation.

The proceedings related to the submission, evaluation and defence of the doctoral dissertation are in compliance with the basic regulations of the Faculty of Humanities and Social Science, Zagreb, Croatia.

The requirement for the enrolment in the 6th semester is a passed doctoral exam in the field related to the dissertation. The exam is taken in the course of the 5th semester before a three-member Committee consisting of the chairperson, supervisor and a third member. The supervisor may be the chairperson of the committee, but regardless of the function he/she may perform within this committee, the supervisor's participation as a member of the committee is mandatory. The prerequisite for a student to enter for this examination is the acquirement of a required number of ECTS credits and the fulfilment of all

requirements related to the programme of the first five semesters as well as the completion of the part of research related to the dissertation which may be presented independently.

After this doctoral exam the student has final consultations with the supervisor on the topic of his/her dissertation after which he/she may submit the topic of the dissertation to the Doctoral study committee which then appoints the Evaluation committee consisting of the minimum of three members and forwards the proposal for the approval of the dissertation topic to the Faculty board of the Faculty of Humanities and Social Science at the University of Zagreb.

The student submits a required number (three or more) of unbound copies of the Dissertation to the members of the Evaluation committee that after possible alterations and revisions of the dissertation submits its evaluation for acceptance to the Faculty board. After the evaluation has been accepted the student submits ten bound copies of the Dissertation.

The date of the defence of the Dissertation has to be announced on the website of the Doctoral study at least ten days before the defence along with the evaluation and the abstract of the Dissertation.

The defence is taken before the Committee in the presence of public.

The defence of the Dissertation is considered successful when positively evaluated by the majority of the members of the Committee.

3.11. The conditions for the resumption of the study for 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 of sociology committee. The Doctoral study of sociology committee independently reviews each Request and officially notifies the students through a written Decision.

3.12. The conditions under which a student acquires the right to be issued the confirmation (certificate) of a partial completion of the doctoral study programme as a part of lifelong education.

In the course of the Doctoral study of sociology each student may be issued the Certificate of the fulfilled requirements related to the programme of the Doctoral study. The Certificate contains the transcript of the Doctoral Study Matriculation book and the acquired ECTS credits.

3.13. The conditions and procedure for the obtainment of doctorate through enrolment in the doctoral study programme and the preparation of the doctoral dissertation without fulfilling the requirements related to attendance at classes and examinations.

A student may submit the Request for the obtainment of doctorate through enrolment in the doctoral study programme and the preparation of the doctoral dissertation without being required to attend the classes and take examinations to the Doctoral study of sociology committee. The Doctoral study of sociology committee independently reviews each such Request and officially notifies the students through a written Decision.

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

In accordance with the recommendation of the Ministry of science, education and sports (MZOS) the maximum duration of the studying period from the commencement to the completion of the study programme has been determined to last for the maximum of four years for full-time students, i.e., maximally seven years for part-time students.

4. PROGRAMME PERFORMANCE REQUIREMENTS

4.1. Location of classes.

The study programme of the doctoral study of sociology will be conducted in all institutions involved in the realization of this study programme. Subsequently the lectures will be organized at those institutions that satisfy the conditions necessary for their realization, i.e., depending on whether and to what extent particular institutions may ensure the conditions necessary for the realization of particular forms of classes. Since several thematic conferences (colloquia) will be organized in the course of each academic year, it will be possible for each institution to host at least one such conference. Therefore, once a conference will be held in Zadar, next time in Split, another time in Zagreb at the premises of the Croatian studies, etc. (there is also the possibility of the organization of teleconferences– depending on the available equipment – that will be held simultaneously in all research institutions participating in the study programme). In relation to each conference a special Internet publication containing all the papers and articles prepared by conference participants will be issued. Furthermore, depending on the available financial resources this material will be published as well. The participants of the doctoral study will communicate through the Internet forum of the doctoral study as well as through the shared knowledge repository. (The doctoral study will create its horizontal portal that will be linked to the vertical portals of individual programmes, projects and project assignments that will be placed on the websites of the research institutions participating in the organization and realization of the study programme).

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

The premises and equipment are located at:

- The Department of Sociology at the Faculty of Humanities and Social Science, University of Zagreb

- The Department of Sociology at the University of Zadar,
- The Department of Sociology at the School of Humanities, 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 Chair of Social Policy, Social Work Study Centre, at the Faculty of Law in Zagreb

The classes, research activities and the entire programme are conducted by full professors, associate professors, assistant professors, scientific advisers, senior scientific associates and scientific associates from the above named Institutions.

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

The projects are listed by the Institutions participating in the realization of the study programme.

4.3.1. The Department of Sociology at the Faculty of Humanities and Social Sciences, University of Zagreb

Representatives:

Prof. Dr. Sc. Vjekoslav Afrić
 Prof. Dr. Sc. Ivan Cifrić
 Prof. Dr. Sc. Vjieran Katunarić

<u>Programme:</u>
<i>The programme within which the project is registered:</i>
<i>The head institution of the project:</i>
<i>Project's registration number (MZOS CRO):</i>
Duration of project: year of commencement –year of completion -
<i>Head of the project:</i>
<i>Full names of the persons participating in the project:</i>
<i>Project description:</i>

4.3.2. The Institute for Social Research, Zagreb

4.3.3. The Department of Sociology at the School of Humanities, University of Split

4.3.4. The Department of Sociology at the University of Zadar

4.3.5. The Institute for Migration and Ethnic Studies, Zagreb

4.3.6. The Institute for International Relations, Zagreb

4.3.7. The Chair of Social Policy, Social Work Study Centre, Faculty of Law in Zagreb

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 of sociology committee whose members will be the representatives of all institutions participating in the organization and realization of the doctoral study, while the Department of Sociology at the Faculty of Humanities and Social Science at the University of Zagreb will be responsible for academic supervision and the quality of the programme. Study Certificates will be issued by the University of Zagreb (unless it will be otherwise determined by the contract between the universities).

4.5. The contractual relationships between the students and the head institution of the doctoral study programme, including collaborating institutions: concerning the acquirement of ECTS credits, participation in research activities, the defence of the doctoral dissertation, the performance of compulsory and elective activities.

The institutions participating in the organization and realization of the doctoral study of sociology will sign a special contract that will determine their reciprocal relationships, privileges and obligations within this joint postgraduate doctoral study programme. (The contracts will be made between the three universities, individual faculties and institutes).

4.6. The list of teaching staff and associates that will participate in the realization of individual courses at the initiation of the study programme. Personal information on each lecturer:

alphabetically ordered, by the surnames of the lecturers (associates)

1. Ph.D. Vjekoslav Afrić, full professor
2. Ph.D. Gojko Bežovan, full professor
3. Ph.D. Saša Božić, senior scientific associate
4. Ph.D. Ivan Cifrić, full professor
5. Ph.D. Biserka Cyjeticanin, scientific adviser
6. Ph.D. Jadranka Čačić-Kumpes, scientific associate
7. Ph.D. Ognjen Čaldarović, full professor
8. Ph.D. Benjamin Čulig, full professor
9. Ph.D. Branka Galić, assistant professor
10. Ph.D. Emil Heršak, scientific associate
11. Ph.D. Rade Kalanj, full professor
12. Ph.D. Biljana Kašić, assistant professor
13. Ph.D. Vjeran Katunarić, full professor
14. Ph.D. Krešimir Kufrin, assistant professor
15. Ph.D. Anči Leburić, associate professor
16. Ph.D. Davorka Matić, assistant professor
17. Ph.D. Milan Mesić, full professor
18. Ph.D. Silva Mežnarić, scientific adviser
19. Ph.D. Sonja Podgorelec, scientific associate
20. Ph.D. Vlado Puljiz, full professor
21. Ph.D. Renata Relja, senior lecturer
22. Ph.D. Aleksandar Štulhofer, full professor

23. Ph.D. Zoran Šućur, assistant professor
 24. Ph.D. Nada Švob-Đokić, scientific adviser
 25. Ph.D. Inga Tomić-Koludrović, associate professor
 26. Ph.D. Siniša Zrinščak, associate professor
 27. Ph.D. Ozren Žunec, full professor

Personal information on each lecturer may be found in Enclosure A.

4.7. The list of education worksites (instructional bases) for the realization of the study programme (classes and research work), consent from the head of the instructional base where practical classes are conducted, statement on the availability of the equipment and premises necessary for the organization and realization of practical classes in accordance with the programme of study, as well as the list and the qualifications of the associates who will participate in the realization of the study programme (classes and research work).

All institutions that are participating in the organization and realization of the Doctoral study of sociology submit their official statements where they give their consent for the participation in the study programme and specify the extent to which their capacities may be used for the purposes of practical classes and research work.

4.8. The optimal number of students that may be admitted to the programme with regards to the available premises, equipment and the number of lecturers, with special regard to the number of potential doctoral dissertation supervisors.

The maximal number of the admitted students per academic year is 25. If there will be a larger number of applicants, 25 most successful candidates will be selected.

4.9. Cost estimate of the realization of doctoral programme and study programme expenses per student.

I Instruction, supervised work and examination expenses

Calculation based on 20 students attending the programme

	DESCRIPTION	NUMBER OF HOURS	AMOUNT OF HOURLY WAGE	TOTAL AMOUNT	TOTAL COSTS
I.	INSTRUCTION				862,478,32
1.	Lectures	240	400,00	96,000,00	
2.	Supervised work	3000	160,00	480,000,00	
3.	Examinations	360	160,00	57,600,00	
4.	Head and vice head of the programme (for the programme attended by maximally 60 students = 0,75 x 4.546, 80 HRK per month, during a 10-month period)			102,303,00	

5.	Income taxes (related to payments for the purposes listed in entries 1-4)			126,575,32	
II.	MATERIAL COSTS				140,000,00
1.	Travel expenses for lecturers with residence outside of Zagreb			100,000,00	
2.	Purchase of professional literature –within projects			0,00	
3.	Thematic conferences, workshops, round-table conferences....			40,000,00	
4.	Other material costs (expendable supplies, etc.)			0,00	
III	OVERHEAD AND MATERIAL COSTS OF THE FACULTY AND THE DEVELOPMENT FUND OF THE UNIVERSITY				250,619,58

Planned total costs of the study	1,253,097,90 HRK
Planned number of students	20
Tuition fee per student for the complete study programme	62,654,90 HRK
Tuition fee per student – per semester	10,442,50 HRK ~ 10,450,00 HRK

4.10. The funding of the doctoral programme:

The doctoral programme will be funded through the support of the Ministry of science, education and sports, student tuition fees, the resources obtained through tenders invited by the National Science Foundation and other tenders, as well as through the resources obtained from domestic and foreign projects in whose interest it will be to financially support this doctoral programme.

4.11. The quality of the doctoral programme:

- The system of monitoring the quality and efficiency of the **realization of the doctoral programme**, with special emphasis on the model of student participation in the evaluation of the study programme,

The quality of the programme is monitored through: a) self-evaluation, b) student evaluations (anonymous questionnaires that are to be completed once a semester), c) internal and external evaluation of prepared and published scientific papers and expert treatises prepared by students as well as of those papers written by professors that were entirely or partially produced within the research activities related to the doctoral study programme.

- The monitoring of the accomplishment of the **objectives of the doctoral study** (the acquirement of knowledge and skills, adoption of techniques, development of

skills relevant for the 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. 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-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 domestic and especially 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 the doctoral programmes at the level of the institutions participating in the organization and realization of the doctoral programme will also be implemented in the doctoral study of sociology.

FINAL REMARKS

The doctoral study of 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 Croatian society, economy, as well as the public and private sector. The institutions collaborating in the organization and realization of the doctoral study programme will be able to use the course and programme core of this doctoral study as that part of education through which the application patterns of sociological insights are established and organize professional and specialist study programmes suited to their specific demands where they will develop their own practical approaches within their specialization domains.

On behalf of the proposer of the programme of the
Postgraduate doctoral study of sociology

Head of the postgraduate doctoral study

Ph.D. Vjekoslav Afrić, full professor

Zagreb, 23 July 2006