**Department of Ethnology and Cultural Anthropology**

Academic year 2021 / 2022

Date: 27.10.2021

# Studies

## University undergraduate double major study Anthropology

**1. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 36001 | Introduction to anthropology | 5 | 30/30/0 | | 66524 | Introduction to Ethnology | 5 | 30/30/0 | | 64083 | Introduction to human genetics | 3 | 30/0/0 | | 39622 | Physical Education 1 | 0 | 0/0/30 | |
| **Foreign language for special purposes - choose one language (1898)** |
| |  |  |  |  | | --- | --- | --- | --- | | 225414 | English for Academic Purposes 1 | 2 | 0/30/0 | | 225418 | French for Academic Purposes 1 | 2 | 0/30/0 | | 225422 | German for Academic Purposes 1 | 2 | 0/30/0 | | 225434 | Italian for Academic Purposes 1 | 2 | 0/30/0 | | 225426 | Russian for Academic Purposes 1 | 2 | 0/30/0 | | 225430 | Spanish for Academic Purposes 1 | 2 | 0/30/0 | |

**2. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 90768 | Linguistic anthropology | 5 | 30/15/0 | | 39624 | Physical Education 2 | 0 | 0/0/30 | | 35968 | Reasearch methods in anthropology | 3 | 30/0/0 | | 64084 | Social anthropology | 5 | 30/15/15 | |
| **Foreign language for special purposes - choose same language as in 1st semester (1899)** |
| |  |  |  |  | | --- | --- | --- | --- | | 225415 | English for Academic Purposes 2 | 2 | 0/30/0 | | 225419 | French for Academic Purposes 2 | 2 | 0/30/0 | | 225423 | German for Academic Purposes 2 | 2 | 0/30/0 | | 225435 | Italian for Academic Purposes 2 | 2 | 0/30/0 | | 225427 | Russian for Academic Purposes 2 | 2 | 0/30/0 | | 225431 | Spanish for Academic Purposes 2 | 2 | 0/30/0 | |

**3. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 66815 | Introduction to population genetics | 5 | 15/15/15 | | 50927 | Physical Education 3 | 0 | 0/0/30 | | 64085 | Statistical methods for anthropologists | 4 | 15/0/30 | |
| **Elective courses - from 3rd to 6th semester choose a min. of 10 ECTS credits - from 3rd to 6th semester choose a min. of 10 ECTS credits (3859)** |
| |  | | --- | | **Courses from this department** | | |  |  |  |  | | --- | --- | --- | --- | | 51726 | Methodology of Ethnology and Cultural Anthropology | 5 | 30/30/0 | | | **Courses from other departments** | | Number of courses: 217 | |
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**4. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 64086 | Analysis of anthropological data | 4 | 15/0/30 | | 52346 | Human auxology | 3 | 30/0/0 | | 52349 | Introduction to anthropological archaeology | 5 | 30/15/0 | | 50932 | Physical Education 4 | 0 | 0/0/30 | |
| **Elective courses - from 3rd to 6th semester choose a min. of 10 ECTS credits - from 3rd to 6th semester choose a min. of 10 ECTS credits (3859)** |
| |  | | --- | | **Courses from this department** | | |  |  |  |  | | --- | --- | --- | --- | | 69813 | Quantitative genetics | 3 | 15/15/0 | | 51728 | Theories of Cultural Anthropology | 5 | 30/30/0 | | | **Courses from other departments** | | Number of courses: 219 | |
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**5. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 66636 | Educational anthropology | 5 | 30/15/0 | | 52351 | Medical anthropology | 5 | 30/15/0 | | 65530 | Sociobiology | 3 | 30/0/0 | |
| **Elective courses - from 3rd to 6th semester choose a min. of 10 ECTS credits - from 3rd to 6th semester choose a min. of 10 ECTS credits (3859)** |
| |  | | --- | | **Courses from this department** | | |  |  |  |  | | --- | --- | --- | --- | | 51726 | Methodology of Ethnology and Cultural Anthropology | 5 | 30/30/0 | | | **Courses from other departments** | | Number of courses: 217 | |
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**6. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 52352 | Basic concepts of human ecology | 3 | 15/15/0 | | 215526 | Human bihevioral ecology | 3 | 15/15/0 | | 52354 | Human evolution | 5 | 30/15/0 | | 52353 | Introduction to forensic anthropology | 5 | 30/15/0 | |
| **Elective courses - from 3rd to 6th semester choose a min. of 10 ECTS credits - from 3rd to 6th semester choose a min. of 10 ECTS credits (3859)** |
| |  | | --- | | **Courses from this department** | | |  |  |  |  | | --- | --- | --- | --- | | 69813 | Quantitative genetics | 3 | 15/15/0 | | 51728 | Theories of Cultural Anthropology | 5 | 30/30/0 | | | **Courses from other departments** | | Number of courses: 219 | |
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## University graduate double major study Anthropology

**1. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 81513 | Contemporary anthropological theories | 4 | 30/0/0 | | 124232 | Culture and identity | 5 | 30/15/0 | |
| **Elective courses - in 1st and 2nd semester choose in all a min. of 12 ECTS credits - in 1st and in 2nd semester take a min. of 12 ECTS credits (10647)** |
| |  | | --- | | **Courses from this department** | | |  |  |  |  | | --- | --- | --- | --- | | 125371 | Etics and anthropology | 3 | 15/15/0 | | 117918 | Forensic anthropology - trauma analysis and personal biology | 3 | 0/30/15 | | 117923 | Political anthropology | 5 | 30/15/0 | | 117924 | Sociology of culture I | 6 | 30/30/0 | | 225461 | Urban anthropology | 5 | 30/30/0 | | | **Courses from other departments** | | Number of courses: 212 | |
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**2. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 124231 | Molecular Archeogenetics | 5 | 30/30/0 | | 78254 | Philosophical Anthropology - Studium Generale | 4 | 30/0/0 | |
| **Elective courses - in 1st and 2nd semester choose in all a min. of 12 ECTS credits - in 1st and in 2nd semester take a min. of 12 ECTS credits (10647)** |
| |  | | --- | | **Courses from this department** | | |  |  |  |  | | --- | --- | --- | --- | | 186490 | Anthropology of medicine II | 4 | 45/0/0 | | 125368 | Dental anthropology | 3 | 30/0/0 | | | **Courses from other departments** | | Number of courses: 189 | |
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**3. semester**

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| **Internal elective courses - choose at least 15 ECTS credits (10753)** |
| |  |  |  |  | | --- | --- | --- | --- | | 125371 | Etics and anthropology | 3 | 15/15/0 | | 117918 | Forensic anthropology - trauma analysis and personal biology | 3 | 0/30/15 | | 117923 | Political anthropology | 5 | 30/15/0 | | 117924 | Sociology of culture I | 6 | 30/30/0 | | 225461 | Urban anthropology | 5 | 30/30/0 | |

**4. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 124233 | Master thesis at the Chair of Anthropology | 15 | 0/0/0 | |

## University undergraduate double major study Ethnology and Cultural Anthropology

**1. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 35995 | History of Croatian Ethnology | 5 | 30/30/0 | | 66523 | Introduction to Anthropology | 4 | 30/30/0 | | 66524 | Introduction to Ethnology | 5 | 30/30/0 | | 39622 | Physical Education 1 | 0 | 0/0/30 | |
| **Substitute course for Introduction to ethnology and Introduction to anthropology - chosen by students of Ethnology and Cultural Anthropology and Anthropology (2038)** |
| |  |  |  |  | | --- | --- | --- | --- | | 64114 | Anthropology of Family and Kinship | 5 | 30/30/0 | | 142655 | Anthropology of Migrations | 5 | 30/30/0 | | 69743 | Anthropology of Religion | 5 | 30/30/0 | | 51702 | Introduction to Folkloristics | 5 | 30/30/0 | | 51750 | Tradition and Modernity | 5 | 30/30/0 | |
| **Foreign language for special purposes - choose one language (1898)** |
| |  |  |  |  | | --- | --- | --- | --- | | 225414 | English for Academic Purposes 1 | 2 | 0/30/0 | | 225418 | French for Academic Purposes 1 | 2 | 0/30/0 | | 225422 | German for Academic Purposes 1 | 2 | 0/30/0 | | 225434 | Italian for Academic Purposes 1 | 2 | 0/30/0 | | 225426 | Russian for Academic Purposes 1 | 2 | 0/30/0 | | 225430 | Spanish for Academic Purposes 1 | 2 | 0/30/0 | |
| **Substitute course for foreign language for special purposes - choose a substitute course (1994)** |
| |  | | --- | | **Courses from this department** | | |  |  |  |  | | --- | --- | --- | --- | | 64114 | Anthropology of Family and Kinship | 5 | 30/30/0 | | 142655 | Anthropology of Migrations | 5 | 30/30/0 | | 69743 | Anthropology of Religion | 5 | 30/30/0 | | 51702 | Introduction to Folkloristics | 5 | 30/30/0 | | | **Courses from other departments** | | Number of courses: 218 | |
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**2. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 35998 | Basic Concepts of Croatian Ethnology | 5 | 30/30/0 | | 69512 | Ethnocultural Overview of the World | 4 | 30/30/0 | | 36000 | Introduction to Cultural Anthropology | 5 | 30/30/0 | | 39624 | Physical Education 2 | 0 | 0/0/30 | |
| **Foreign language for special purposes - choose same language as in 1st semester (1899)** |
| |  |  |  |  | | --- | --- | --- | --- | | 225415 | English for Academic Purposes 2 | 2 | 0/30/0 | | 225419 | French for Academic Purposes 2 | 2 | 0/30/0 | | 225423 | German for Academic Purposes 2 | 2 | 0/30/0 | | 225435 | Italian for Academic Purposes 2 | 2 | 0/30/0 | | 225427 | Russian for Academic Purposes 2 | 2 | 0/30/0 | | 225431 | Spanish for Academic Purposes 2 | 2 | 0/30/0 | |
| **Substitute course for foreign language for special purposes - choose a substitute course (1995)** |
| |  | | --- | | **Courses from this department** | | |  |  |  |  | | --- | --- | --- | --- | | 131563 | Comparative Mythology | 5 | 30/30/0 | | 51752 | Field Research Practices | 5 | 30/30/0 | | 79025 | Identity of minority cultures | 5 | 30/30/0 | | | **Courses from other departments** | | Number of courses: 218 | |
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**3. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 51731 | Ethnography of Southeast Europe | 5 | 30/30/0 | | 51726 | Methodology of Ethnology and Cultural Anthropology | 5 | 30/30/0 | | 50927 | Physical Education 3 | 0 | 0/0/30 | |
| **Core courses - choose 5 ECTS credits (5673)** |
| |  |  |  |  | | --- | --- | --- | --- | | 64114 | Anthropology of Family and Kinship | 5 | 30/30/0 | | 51702 | Introduction to Folkloristics | 5 | 30/30/0 | | 51750 | Tradition and Modernity | 5 | 30/30/0 | |

**4. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 51732 | Cultural Anthropological Problems in the Mediterranean | 5 | 30/30/0 | | 50932 | Physical Education 4 | 0 | 0/0/30 | | 51728 | Theories of Cultural Anthropology | 5 | 30/30/0 | |
| **Internal elective courses - choose 5 ECTS credits (3752)** |
| |  |  |  |  | | --- | --- | --- | --- | | 51734 | Anthropology of Textiles | 5 | 30/30/0 | | 131563 | Comparative Mythology | 5 | 30/30/0 | |

**5. semester**

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| **Core courses - choose 15 ECTS credits (3754)** |
| |  |  |  |  | | --- | --- | --- | --- | | 66634 | Anthropology of Education | 5 | 30/30/0 | | 142655 | Anthropology of Migrations | 5 | 30/30/0 | | 69743 | Anthropology of Religion | 5 | 30/30/0 | | 51736 | Introduction to Visual Anthropology | 5 | 30/30/0 | | 51749 | Rural Architecture and Housing | 5 | 30/30/0 | |

**6. semester**

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| **Internal elective courses - choose 15 ECTS credits (3755)** |
| |  |  |  |  | | --- | --- | --- | --- | | 225460 | Anthropology of Hinduism | 5 | 30/15/0 | | 51751 | Anthropology of Tourism | 5 | 30/30/0 | | 118625 | Ethnological and Cultural Anthropological Performance Studies | 5 | 30/30/0 | | 51752 | Field Research Practices | 5 | 30/30/0 | | 79025 | Identity of minority cultures | 5 | 30/30/0 | |

## University graduate double major study Ethnology and Cultural Anthropology

**1. semester**

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| **Internal elective courses - Choose 15 ECTS credits (12004)** |
| |  |  |  |  | | --- | --- | --- | --- | | 184182 | Anthropology of violence and conflict | 5 | 30/30/0 | | 131564 | Ethnological and Cultural Anthropological Approaches to Protection and Preservation of Heritage | 5 | 30/30/0 | | 117956 | Globalisation and Local Cultural Practices | 5 | 30/30/0 | | 225461 | Urban anthropology | 5 | 30/30/0 | |

**2. semester**

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| --- |
| **Internal elective courses - Choose 15 ECTS credits (12005)** |
| |  |  |  |  | | --- | --- | --- | --- | | 132081 | Anthropology and Travel | 5 | 30/30/0 | | 125400 | Lacemaking in Croatia | 5 | 30/30/0 | | 125402 | Religious Beliefs in Contemporary Sociocultural Processes | 5 | 30/30/0 | | 131565 | Shamanism | 5 | 30/30/0 | |

**3. semester**

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| **Internal elective courses - choose 15 ECTS credits (12006)** |
| |  |  |  |  | | --- | --- | --- | --- | | 86776 | Anthropology of childhood | 5 | 30/30/0 | | 117953 | Anthropology of Sports | 5 | 30/30/0 | | 131564 | Ethnological and Cultural Anthropological Approaches to Protection and Preservation of Heritage | 5 | 30/30/0 | | 117956 | Globalisation and Local Cultural Practices | 5 | 30/30/0 | | 225461 | Urban anthropology | 5 | 30/30/0 | |

**4. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 124268 | Graduation thesis | 15 | 0/0/0 | |

# Courses

## Analysis of anthropological data

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| **Name** | Analysis of anthropological data |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 4 |
| **ID** | 64086 |
| **Semesters** | Summer |
| **Teachers** | Hrvoje Čargonja, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Practicum | 30 | |
| **Prerequisites** | None |
| **Goal** | The course teaches basic principles and techniques of qualitative data processing. After exercises on the organization, management and preparation of data in qualitative research, the course will focus on different techniques and strategies of text coding. Students will be introduced to the basics of computer-aided qualitative data analysis. Coding skills students will practice on different types of qualitative data. The aim of the course is to practice developing categories and abstract theoretical concepts. Several exercises will also be dedicated to the processing of non-textual qualitative data such as images and video. Exercises will consist of demonstrations and of assignments that students will do either individually or in groups. |
| **Teaching methods** | Lectures and exercises |
| **Assessment methods** | Students are required to complete weekly assignments. Instead of final exam, students submit a final seminar assignment. The grade for the course is based on the execution of weekly obligations (assignments and exercises in class) (50%) and the final seminar assignment (50%). |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Describe the characteristics and compare different coding techniques of qualitative data | | 2. | Apply and select basic coding techniques for different types of qualitative data | | 3. | Form basic theoretical categories and hypotheses based on coding | | 4. | Acquire basics skills in working with qualitative data analysis software | | 5. | Apply basic coding and qualitative processing procedures to non-textual qualitative data | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction - qualitative data processing | | 2. | Design and organization of qualitative research | | 3. | Qualitative data - types, management, and preparation for analysis | | 4. | Types of coding | | 5. | Other coding techniques and strategies | | 6. | Coding and computer aided qualitative data analysis | | 7. | Coding and types of qualitative data | | 8. | Development of codes, categories and concepts | | 9. | Qualitative processing of non-textual data | | |
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## Anthropology and Travel

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| --- | --- |
| **Name** | Anthropology and Travel |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 132081 |
| **Semesters** | Summer |
| **Teachers** | Ivona Grgurinović, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The course objective is to give insight into the relatively recent and comprehensive literature concerning travel practices and the relationsship between anthropological theory and practice with travel. Furthermore, the students will be introduced to the multidisciplinary research of travel, travel practices and travel writing. The goal is to apply the acquired knowledge in discussions about primary texts – travel writing and ethnographies rooted in different paradigms of travel and theory, as well as analyze practices present in the contact with the Other, the importance of this contact in anthropological research and the way the relationship towards the other and its representation changed in anthropology. |
| **Teaching methods** | Lectures, seminars and workshops, independent assignments, mentorship |
| **Assessment methods** | Evaluation of student work is based on participation in classes, writing of seminar papers, reaction papers, presentations and final oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Name and describe different travel practices through history | | 2. | Present the history of the development of field research in social and cultural anthropology and analyze the importance of travel practices | | 3. | Analyze the importance of travel practices in different disciplinary traditions of ethnology and cultural anthropology | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | 16. |  | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Anthropology of childhood

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| **Name** | Anthropology of childhood |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 86776 |
| **Semesters** | Winter |
| **Teachers** | Jelena Marković, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The aim of the course is to introduce the growing production of anthropological research with children and aspects of childhood in the last few decades and its research backgrounds that have their origin in the late nineteenth and first half of the twentieth century among anthropologists, folklorists and researchers of many other disciplines. The aim is also to acquaint students with the basic terminology and concepts of anthropology of childhood and to instruct them to use a variety of research sources and to sensitize and raise awareness of numerous methodological and ethical issues that arise in research with children and research aspects of childhood. The aim is to apply the acquired knowledge in the preparation and conduct of discussions, writing critical reaction texts, independent research and writing and oral presentation of research results, own critical reflections, etc. |
| **Teaching methods** | The classes include two hours of lectures and two hours of seminars in which independent theoretical or field research is planned. |
| **Assessment methods** | Lectures and seminars form one teaching unit and are assessed with a joint grade. Method of knowledge assessment: Teaching activity 20% Seminar paper 20% Final written exam 30% Final oral exam 30% |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | recognized cultural concept of childhood (reach, limits) | | 2. | independently identify ethical problems in the application of ethnological and cultural anthropological knowledge and solve them in accordance with the ethical principles of the disciplines | | 3. | to create a critical attitude towards the public discourse on childhood (media) | | 4. | to connect the history of anthropological interest in childhood as a whole through the relation to the history of theory | | 5. | identify and critically consider contemporary cultural and social changes by applying ethnological and cultural anthropological theories and methods | | 6. | develop cooperation and work in interdisciplinary expert groups | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | presentation of the course and explanation of student obligations | | 2. | problematization of basic concepts: children and childhood in historical perspective and through societies; notions of children and childhood; | | 3. | the first anthropological studies of the childhood of Franz Boas, Margaret Mead, Ruth Benedict and other researchers of the first half of the 20th century | | 4. | historical overview through more contemporary studies such as that of Charlotte Hardman (1974) which relates to a new way of thinking about children and childhood in the anthropological tradition, | | 5. | to recent anthropological studies (e.g. David Lancy, Robert LeVine) | | 6. | origins and problems of contemporary childhood studies (Alison James, Adrian James, Alan Prout, Jens Qvortrup, etc.) which are a postdisciplinary field that unites the knowledge of many disciplines | | 7. | research of children's folklore from the late nineteenth century to the mid-twentieth century (Alexander Chamberlain, William Wells Newell, Alice Bertha Gomme), which were marked by evolutionary notions of children's folklore as a survival, a residue of older cultural forms | | 8. | the significance of the revolutionary folklore study of the Opie couple (Lore and Language of Schoolchildren, published in 1959) | | 9. | children's folklore, folklore for children, folklore about childhood in Croatian ethnology and folklore in the 1970s and 1980s; contemporary folklore studies with emphasis on social and political changes and their connections with children's folklore and education systems | | 10. | research on aspects of childhood in Croatian ethnology and folklore in the 1990s and 2000s | | 11. | methodological issues of research with children and research of folkloristic and cultural anthropological aspects of childhood | | 12. | ethical issues of research with children and research of folkloristic and cultural anthropological aspects of childhood | | 13. | interdisciplinary potential of childhood research - history of childhood | | 14. | interdisciplinary potential of childhood research - research of language socialization | | 15. | final discussion and preparation for the final exam | | |
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## Anthropology of Family and Kinship

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| **Name** | Anthropology of Family and Kinship |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 64114 |
| **Semesters** | Winter |
| **Teachers** | Tihana Rubić, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The aim is to review and discuss theories, concepts and terminology that have been developed through the century of sociocultural anthropology of family and kinship. As a subdisciplinary field of cultural and social anthropology, family anthropology and kinship anthropology form an indispensable part of learning about the development of sociocultural anthropology and ethnology and understanding literature. The course begins with an overview of the history of the socio-cultural study of the family, at European and wider level. Terminology is presented and critically discussed by narrow topics and case studies related to family and kinship, eg: parenting, family economics, family policy, family memory, family values, gender roles, intergenerational assistance,... The ways in which Croatian ethnology approaches the topics of family and kinship are considered, with a critical discussion of the differences in research approaches and focuses. The course will contain reviews of the meanings and constructions of gender, generational, and class social categories, and related dominant social values ​​in the past and contemporary context. All thematic units will be permeated with a review of relevant anthropological / ethnological literature, illustrated with case studies (sometimes in parallel in the Croatian and European context) and discussed with students. |
| **Teaching methods** | The course will be conducted interactively. In addition to lectures, seminar classes form a basic part of learning process. An integral part of the course will be a discussion of thematic units and read texts |
| **Assessment methods** | Class attendance, active participation in seminar assignments 40% Written exam 30% Written essay 30% |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | explain, discuss, and compare fundamental theories and schools in the history of the anthropology of family and kinship | | 2. | list, describe, and critically observe the approaches and models of research on family and kinship in Croatian ethnology | | 3. | compare the Croatian research tradition in the field of family and kinship with European and Anglo-American research traditions | | 4. | list kinship categories | | 5. | list and explain the different kinship classification systems | | 6. | define and explain the differences in the understanding of the social institution of "marriage" and the category of "couple" | | 7. | distinguish the meanings and influences of gender, generational, and class social categories on family life and the life of an individual | | 8. | plan and conduct a simple qualitative research of family relationships with the application of anthropological theoretical concepts | | 9. | present orally and in writing the research results | | 10. | identify and explain basic concepts and concepts in the anthropology of family and kinship | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Presentation of course content | | 2. | Scholarly interest in the family, development of the anthropological field | | 3. | Development of anthropology of family and kinship as a scientific discipline | | 4. | Contemporary anthropological / ethnological approaches to family research | | 5. | Terminology | | 6. | Research methods | | 7. | Classification systems | | 8. | Generational perspective, generation as an ethnological topic, intergenerational assistance | | 9. | Contemporary critiques of previous anthropological / ethnological approaches to the study of family and kinship | | 10. | Partnership. When does the couple start? | | 11. | Family memory | | 12. | Ethnological and cultural anthropological research of kinship and social security - an example of the international research project KASS, 2005-2006. | | 13. | Family and the crisis: the family and the informal economy in Croatia from the 1990s to the present | | 14. | Guest lecturer | | 15. | Final discussion on the topics, student presentations | | |
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## Anthropology of Hinduism

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| **Name** | Anthropology of Hinduism |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 225460 |
| **Semesters** | Summer |
| **Teachers** | Hrvoje Čargonja, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | Hinduism is one of the oldest and most populous group of religions. The course gives an overview of Hindu traditions from early Vedism, classical and mideaval periods to the modern forms of Hinduism. The course will engage with basic categories of Hindu textual tradition and its anthropological and cosmological conceptions. With the emphasis on ethnographic perspective and case studies, the course will pay attention to specific ritual forms in Hinduism. Special focus will be given to the topics of caste, asceticism, pilgrimage and devotionalism. The course will consider Islamic and British influence on the changes in Hinduism and its global expansion. Seminars include short field excursions through which students are introduced to forms of Hinduism in Croatia. The course will discuss specific features of Hinduism and its importance for the understanding the category of religion in anthropology. |
| **Teaching methods** | Lectures and seminars |
| **Assessment methods** | Class attendance, seminars, final exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | 1. Indicate and describe the main phases of historical development of Hinduism | | 2. | 2. Indicate and interpret the main divisions and classifications of Hindu religious traditions | | 3. | 3. Define and discuss basic concepts of the Hindu worldview | | 4. | define and explain main categories of Hindu textual tradition | | 5. | Indicate and explain by examples specific ritual practices in Hinduism and their social significance | | 6. | Explain and discuss the meaning of caste, asceticism, tantra and devotionalism in Hinduism | | 7. | Explain and discuss specificities of Hinduism in the context of anthropological understandings of religion | | 8. | Identify and explain the most important forms of Hinduism in the West and Croatia | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | 1. India and Hinduism | | 2. | 2. The origin of Hinduism: Indus Valley civilisation and historical overview | | 3. | 3. Vedic society and its ritual | | 4. | 4. Sanskrit and textual tradition: vedas and upanishads | | 5. | Cosmological conceptions in Hinduism: brahman, atman, karma, liberation and reincarnation | | 6. | 6. Social organisation and values in Hinduism: dharma, varna and caste | | 7. | 7. Woman in Hinduism and rites of passage | | 8. | 8. Philosophical schools in Hinduism | | 9. | 9. Epics and devotionalism (bhakti): Mahabharata, Ramayana and Bhagavad Gita | | 10. | 10. Puranic Hinduism: shaiva, shakta and vishnu traditions | | 11. | 11. Ritual, temples and pilgrimage in Hinduism | | 12. | 12. Tantra, yoga and asceticism | | 13. | 13. Colonisation of India, reforms and modern Hinduism | | 14. | 14. Hinduism and yoga in the global perspective and in Croatia | | 15. | 15. Hinduism as a category of religion in anthropology | | |
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## Anthropology of medicine II

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| **Name** | Anthropology of medicine II |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 4 |
| **ID** | 186490 |
| **Semesters** | Summer |
| **Teachers** | Zdravko Petanjek, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 45 | |
| **Prerequisites** | None |
| **Goal** | Medical anthropology examines how health and disease are experienced, formed and understood in the context of global, historical and political events. Medical anthropology investigates complexity of diseases and through diagnostic criteria defining the line between health and diseases. The aim of this course is to upgrade obligatory course Medical anthropology, focusing on adaptive mechanism of human biological system (with special emphasis on the parts of nervous system processing highest mental functions) in the modern digital environment. The organization of health system will also be studied, focusing on comparisons between Croatia and USA. |
| **Teaching methods** | Lectures, practical’s, guided discussion, seminars |
| **Assessment methods** | Written test for acquiring factographic knowledge, discus and problem solving lesson to evaluate understanding, essay for evaluating analytical skills. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Describe main medical problems of technologically advanced countries | | 2. | Raise awareness that complexity of modern environment raises a unique pressure on biological systems | | 3. | Define biological background of physical and mental diseases in modern societies | | 4. | Demonstrate on example interaction and influence of biological and cultural factors on biological systems and their diseases | | |
| **Content** |  |
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## Anthropology of Migrations

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| **Name** | Anthropology of Migrations |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 142655 |
| **Semesters** | Winter |
| **Teachers** | Marijeta Rajković Iveta, PhD, Associate Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Students, through lectures, are introduced to the history of migration research, main theories, specific methodology and sources. The factors that have been driving people to migrate from the Croatian ethnic area during the past five centuries are presented where the students are introduced to the migration flows in the broader European and global context. A review of the Croatian diaspora is given (old diaspora from the 15th to the 18th century); of transcontinental immigration and immigration to the Western Europe. Possibilities of researching Croatian internal migrations are thematised. In addition to voluntary economic migrations, a review of political migrations is also given, as well as forced migrations (refugees and displaced persons). A large part of the lectures is dedicated to contemporary migrations in the context of global migration flows: brain-drain, virtual migrations, returnee migrations, ethnically privileged migrations and similar. In addition to legal migrations, students are also introduced to illegal migrations and to the issue of asylum. Croatia is observed as an emigration, transition and immigration country. Students will apply the acquired knowledge when they prepare their seminar papers. Students will simultaneously master the methodology and the techniques of cultural-anthropological research related to this theme, the skill of textually presenting results, presenting to the public and participating in discussions. Since previous experience has shown that migrations must be viewed interdisciplinary, students are encouraged to apply the knowledge acquired in other study groups they participate in. Migrations are viewed as an important aspect of globalization and the intention of the course is to draw attention to the problems of ethnical and cultural differences in contemporary societies. The following terms and concepts are covered: inter-culturalism, cultural pluralism, melting pot, transnationalism, acculturalization, assimilation, integration etc. Migration is also viewed from several aspects: viewpoints of the immigrants themselves and their descendants, consequences for the area the immigrants left behind, consequences for the area the immigrants moved to and the impact on the residents who did not migrate. Keeping in mind the fact that the Republic of Croatia is a country with numerous diasporas and an immigrant population, frequent internal migration, and as a member of the EU an immigrant destination that is becoming more and more desirable, the students will acquire knowledge about cultural processes and de-territorialized cultures through this elective course. |
| **Teaching methods** | The course will be divided into lectures and seminars. Lectures will use a critical review of the works of relevant theoreticians and of the fundamental theory and concept postulates to give insight into the possibility of researching migrations. The fundamental theoretical knowledge will be additionally elaborated in reaction texts that will be critically read out and analysed through student discussions within the framework of the course. Individual thematic lectures will be accompanied with reviews of case studies as well as presentations through documentaries (video and DVD records).  In the seminar part of the course, students will select themes of their seminar papers based on additional literature, their own field research (possibility of going on a field trip together) or working on databases (such as working in archives of daily papers, other archives, analysis of online forums…). Seminar papers will be organized into thematic units and students will present them accordingly in a workshops. In addition to student presentations, each workshop will include discussions and valorisations of work performed by peers. One or two of the lectures will be at different locations and students will familiarize themselves with the institutions relevant to the theme of the course. Guest lecturers will participate in certain course units. |
| **Assessment methods** | Monitoring class attendance, participation in discussions (10%), writing and presenting seminar papers (40%), written exam (35%). |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Identify and compare the motives, causes and effects of immigration from the Croatian ethnical area from the 15th century until today | | 2. | Describe and compare Croatian diaspora and immigration communities and their cultural characteristics | | 3. | Discuss the Republic of Croatia as an emigration, transition and immigration country | | 4. | Use professional terminology from the anthropology of migrations | | 5. | List and utilize the fundamental migration theories, | | 6. | Identify and gather relevant sources for simple qualitative research of migration problems | | 7. | To accept cultural diversity | | 8. | Associate the migration flows from the Republic of Croatia with the global migration flows | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | presenting the syllabus, expectations and student interests; selection of a theme for reaction text, watching documentaries, discussion | | 2. | history of migration research, migration typology, migration research methodology and instructions for writing the seminar paper (emphasis on presenting the sources of research) | | 3. | contemporary migration theories; introduction to the fundamental terminology associated with the migration policies of the Western European countries and the USA ; migration research methodology | | 4. | old Croatian diaspora: Burgenland Croats, Molise Croats, Croatians in Romania, Croatians in Slovakia... | | 5. | transcontinental migrations: North America, Australia, New Zealand, Africa | | 6. | transcontinental migrations: South America | | 7. | migrations to Western Europe | | 8. | internal Croatian migrations, lifestyle migrations | | 9. | contemporary migrations, brain-drain, virtual migrations... | | 10. | women migrants | | 11. | return migrations, ethnically privileged migrations | | 12. | forced migrations: refugees, displaced persons, asylum seekers | | 13. | consequences of migration movements, models of migrant integrations | | 14. | lecture at a location of an institution relevant to migration problems | | 15. | exam preparations | | |
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## Anthropology of Religion

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| **Name** | Anthropology of Religion |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 69743 |
| **Semesters** | Winter |
| **Teachers** | Marijana Belaj, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Students gain insights into the research of religion and religiosity from a cultural anthropological perspective. This includes familiarity with the history and development of concepts and approaches in the anthropological research of religion, and with the various aspects of religious life covered by them. Within the course, special emphasis is placed on today's disciplinary trends related to the dynamism of modern religious processes. The ultimate goal of the course is to enable students to apply and critically test the acquired knowledge within their own small research project on a selected religious phenomenon. |
| **Teaching methods** |  |
| **Assessment methods** |  |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | define and apply basic concepts in the anthropology of religion | | 2. | identify and discuss manifestations of religiosity in a cultural context | | 3. | describe the beginnings and development of anthropological research on religion | | 4. | explain and compare basic approaches and theories in the anthropology of religion and identify their main protagonists | | 5. | design and conduct a simple qualitative research of a selected religious phenomenon | | 6. | apply the ethical principles of ethnological and cultural anthropological in their research of religious phenomena | | 7. | apply theoretical orientations and approaches of ethnological and cultural anthropological research of religion in their research of religious phenomena | | 8. | identify and discuss religious differences in their research | | 9. | present their qualitative research, analysis, and interpretation of the selected religious phenomenon in the given form | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Anthropology of Sports

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| **Name** | Anthropology of Sports |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 117953 |
| **Semesters** | Winter |
| **Teachers** | Goran-Pavel Šantek, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | In this course, sport is considered from an anthropological perspective, which means that its cultural peculiarity and meaning are considered in connection with other cultural aspects: society, politics, economics, ideology, identity, etc. After the introductory part which will set the theoretical and methodological basis courses in the following units will discuss current issues of contemporary anthropology through specific cases, mainly related to football: globalization, identity, socialization patterns, social and cultural transition, festivalization, physicality, informatization, commercialization, etc. |
| **Teaching methods** | Basically lectures, seminar and research work. Ethnographic research will be the basis for seminar work, which will be presented to colleagues and which will be finalized throughout the semester at a seminar partly organized as a workshop. All present students will be involved in commenting on seminar papers and other presentations. |
| **Assessment methods** | Final written or oral exam 50%  Seminar paper and lecture 50%  Teaching activity will also be taken into account (arrivals, participation in discussions, contributions to topics, etc.) |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | 1. analyze and comment on cultural diversity in specific social contexts | | 2. | 2. critically analyze the scientific literature | | 3. | 3. plan and conduct complex ethnological and cultural anthropological research | | 4. | 4. analyze, evaluate and interpret data collected by qualitative research | | 5. | 5. independently identify ethical problems in the application of ethnological and cultural anthropological knowledge and solve them in accordance with the ethical principles of the profession | | 6. | 6. design and implement services, products and projects based on ethnological and cultural anthropological knowledge and intended for different users (individuals, associations, local communities, economic sector, public and state administration, international organizations, etc.) | | 7. | 7. argue and professionally communicate research results to experts and other users | | 8. | 8. manage and lead complex communication in the conditions of interculturalism by integrating different ethnological and cultural anthropological knowledge and skills acquired through field work | | 9. | 9. develop cooperation and work in interdisciplinary expert groups | | 10. | 10. self-evaluate and critically evaluate their own work | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introductory lecture | | 2. | Sport and anthropology. The meaning of sport: a cultural approach | | 3. | Anthropology of sport: Theories and methods. Prehistory and early history of sport | | 4. | Sport and Culture: Evolutionary Perspectives. Application of anthropology in sports research | | 5. | Durkheim elements in sports research: integration. Weberian trends: rationalization. Marxism: ideology | | 6. | Cultural studies: hegemony. Race and ethnicity in sport. Gender identities and sport | | 7. | Body in sport: discipline and pleasure. Sports spaces: topophilia. Elias: configurations | | 8. | Bourdieu: symbolic violence and struggle. Postmodernity in sport. Globalization and sport | | 9. | Seminar work | | 10. | Seminar work | | 11. | Seminar work | | 12. | Seminar work | | 13. | Seminar work | | 14. | Seminar work | | 15. | Seminar work | | |
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## Anthropology of Textiles

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| **Name** | Anthropology of Textiles |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 51734 |
| **Semesters** | Summer |
| **Teachers** | Tihana Petrović Leš, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | It is a course that presents historical, theoretical and methodological approaches, as well as the history of the clothing from 19 till 21 century in Croatia. Special attention will be put on the phenomenona such as "folk costume" and „fashion“, as well as political and social impacts on their constructing. |
| **Teaching methods** | Lectures: ex chatedra with ppt presentations, supplemented by film projections and heuristic dialogue with students; museum workshops; mentoring work. |
| **Assessment methods** | Oral exam, written paper, continually monitored during the entire semester.  Final grade is based on: 1. Class attendance: 10%, 2. research, research report: 40%, 3. Exam: (oral & written): 50% |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Present and describe the history of ethnological and cultural anthropological research of textile/clothing (folk costume, fashion) in Croatia. | | 2. | Present and explain fundamental concepts, theoretical postulates and approaches in anthropology of textile/clothing in Croatia. | | 3. | Define and explain the differences in the understanding of the phenomenona "folk costume" and „fashion“ | | 4. | Define and interpret political and social impacts on constructing phenomenona „folk costume“, „national costume | | 5. | Count persons and institutions concerning the resarch of clothing and folk costume in Croatia. | | 6. | Count, describe and compare various theories, collecting policies and presentations of clothing and folk costume. | | 7. | Describe and interpret the culture of peasant/rural clothing in Croatia | | 8. | Use professional terminology. | | 9. | Collect literature and use it in professional work. | | 10. | Plan and conduct a simple qualitative research of clothing with the application of theoretical concepts. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introductory lecture. | | 2. | Researchers and researching methods in 19th century. Seminar: a simple qualitative research of clothing (visual material: family photo album). | | 3. | Researchers and researching methods in 20th century.Seminar: a simple qualitative research of clothing (visual material: family photo album). | | 4. | Basic terminology (costume, folk costume, fashion, etc.). Costume in museum, costume in folklore, identity. Seminar: a simple qualitative research of clothing (visual material: family photo album) | | 5. | Different factors in shaping of rural clothes and fashion influences on rural clothing. Case study: peasant /rural clothing between 1918 and 1945. – influences of Croatian Peasant Party.Seminar: a simple qualitative research of clothing (visual material: family photo album) | | 6. | Ctlothing and identity (place, region, national, political, class, urban). Seminar: a simple qualitative research of clothing (visual material: family photo album) | | 7. | Literature and sources (magazines, visual material, archive data) in research of clothing. | | 8. | Peasant clothing in Croatia. | | 9. | Peasant clothing in Croatia. | | 10. | Peasant clothing in Croatia. | | 11. | Colours in traditional and contemporary clothing: simbolic meanings. Case study: traditional aprons (male and female), functions, simbols, material, colours. | | 12. | Headwear in traditional peasant and contemporary clothing. Headwear and identity. | | 13. | An overview on footwear. History of the footwear of rural population, and its meaning. | | 14. | Traditional jewelry: types, techiques; jewelry and identitiy. | | 15. | Systematization of the course content. | | |
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## Anthropology of Tourism

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| **Name** | Anthropology of Tourism |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 51751 |
| **Semesters** | Summer |
| **Teachers** | Petra Kelemen, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The course introduces students to the field of anthropology of tourism, to its theories and methodological concepts. Students work on the skills of critical reading of the academic literature. They use their knowledge in their research projects. The course is thus dedicated to the development of research skills, as well as of the written and oral presentations of research results. |
| **Teaching methods** | interactive lectures, discussions |
| **Assessment methods** | Final grade is based on: a) a written exam: 50% and b) activities during classes (reading assignments, participation in discussions), research, research report in the middle of the semester, final research report (oral & written): 50% |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | to present and describe the history of ethnological and cultural anthropological research of tourism | | 2. | to present and explain fundamental concepts, theoretical postulates and approaches in anthropology of tourism | | 3. | to describe historic development of tourism in the world and in Croatia | | 4. | to provide examples of cultural practices in tourism, describe them and explain them | | 5. | to foresee and plan the inclusion of ethnologists and cultural anthropologists in tourism | | 6. | to single out and express ideas of the selected academic publications on tourism, analyze them and discuss about them | | 7. | to conceptualize and implement a simple ethnographic research of a selected tourism practice | | 8. | to apply the techniques of qualitative ethnographic research and ethical professional standards in research of a selected tourism practice | | 9. | to publicly present the results of research of a selected tourism practice in oral and written format | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | course introduction, students' assignments | | 2. | scientific interest for tourism, ethnology and tourism, anthropology of tourism | | 3. | scientific interest for tourism, ethnology and tourism, anthropology of tourism | | 4. | scientific interest for tourism, ethnology and tourism, anthropology of tourism | | 5. | tourism actors | | 6. | tourism development, tourism and (im)mobility | | 7. | commodification of culture, authenticity | | 8. | research reports | | 9. | hosts - guests, we - others, presentation in tourism | | 10. | heritage and tourism, UNESCO and tourism | | 11. | cultural tourism | | 12. | rural tourism | | 13. | festivals and tourism | | 14. | tourism and sustainability | | 15. | systematization of the course content | | |
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## Anthropology of violence and conflict

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| **Name** | Anthropology of violence and conflict |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 184182 |
| **Semesters** | Winter |
| **Teachers** | Ivona Grgurinović, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Students will be introduced to basic ideas and theories of violence and conflict in humanities and social sciences, especially cultural anthropology, as well as theoretical perspectives on different forms of violence. Also, the course will give insight into different ethnographic research of violence and conflict and ethical problems of research in violent settings, post-conflict areas and subjects with experience of violence and conflict. |
| **Teaching methods** | Lectures, seminars and workshops, fieldwork, independent assignments |
| **Assessment methods** | oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Identify and critically reflect on contemporary cultural and social changes through the application of methods of ethnology and cultural anthropology | | 2. |  | | 3. |  | | 4. |  | | 5. | Present different theories of violence and conflict | | 6. |  | | 7. | Analyze and critically reflect research of violence and conflict in ethnology and cultural anthropology | | 8. |  | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Basic Concepts of Croatian Ethnology

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| **Name** | Basic Concepts of Croatian Ethnology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 35998 |
| **Semesters** | Summer |
| **Teachers** | Tihana Rubić, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The course aims at introducing students to the basic concepts of Croatian ethnology related to the social life.. Within the course, students are encouraged to work both individually and in groups through the preparation of a seminar paper and critical valorisation of used literature on concepts that marked the development of Croatian ethnology and cultural anthropology as relevant ethnological and cultural anthropological concepts: identity, sociability, community, customs, localisms, minority communities. The goals are: acquiring knowledge of the basic concepts of Croatian ethnology related to social life and sociability, while training students for independent and group research work on the topics of sociability. |
| **Teaching methods** | The practical application of knowledge is realized by students through seminar papers. By choosing a narrower topic, and an approach to research, students themselves actively participate in the study of certain traditional and/or contemporary phenomena from social life. |
| **Assessment methods** | Student obligations are as follows: students achieve practical work within the course by writing a seminar paper related to the appropriate thematic unit, which shows the degree of independence in the work, further active participation in the discussion and critical valorisation of other students. Furthermore, the acquired knowledge is checked in a written exam. For a certain type of activity within the course, students acquire the right to a positive grade expressed in percentages. For: - class attendance: 20% - active participation in the discussion: 20% - written exam  (seminar paper + written test): 60%  Knowledge assessment refers to knowledge acquired through the use of mandatory examination literature, in lectures and through presented seminar papers and discussion   Students acquire the right to a positive grade if they meet the above requirements, which are expressed in the points gained. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | describe and interpret the culture of everyday life in Croatia and Southeast Europe | | 2. | use professional terminology and define basic concepts in ethnology and cultural anthropology | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | 16. |  | | 17. |  | | 18. |  | | 19. |  | | 20. |  | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | presentation of course content and explanation of student obligations (preparation of seminar paper, deadlines) | | 2. | review of family research in Croatian ethnology and related sciences (presentation of the authors: V. Bogišić, M. Gavazzi; Ph. Mosely, E. Hammel, D. Rihtman-Auguštin, J. Čapo Žmegač V. Stein Erlich, E. Sicard) | | 3. | characteristics of traditional rural family life: cooperatives and nuclear family (similarities and differences): form, structure, number, kinship relations within the family.- review of aspects of family life within the patriarchal order: family in the context of wider kinship (clan, fraternity, tribe); legal aspects of family relations: collective and private property, women's property (and their interrelationship); disposal of property; standard of living; inheritance of property) | | 4. | family management: management style, authority and reputation, rights and duties; division of family work, .family relations, family relationship with the environment, hired labour | | 5. | local community. about the term local community, research in Croatian ethnology; forms of communication within the local community (village): with regard to age and gender; given the economic disparities; village management; community cohesion on an economic basis (various forms of rural solidarity, labour assistance); unrelated relationships (marital, godparents); religious gatherings and communities, relations between near and far local communities: subjective and objective distinctive features | | 6. | childbirth customs; premarital life of young people and preparations for marriage: behaviour of girls and boys; ways of meeting young people; age of marriage; the manner of choosing a spouse; motives for choosing a spouse, territorial endogamy | | 7. | forms of (pre)marital life and extramarital life: trial marriage; irregular ways of marriage; unmarried marriage; virilocal and uxorilocal principle in marriage; extramarital affairs (faith, infidelity, illegitimate children); marriage by regular procedure | | 8. | marriage, death and burial, customs | | 9. | annual customs | | 10. | rural social life, urban social life | | 11. | ethnos, ethnicity, identity: definition of concepts and theoretical approaches to research in older and newer Croatian ethnology and related scientific disciplines | | 12. | ethnic groups, ethnonyms, identity: theoretical approaches to research in Croatian ethnology; representation of ethnic groups in Croatia; research of ethnonyms in Croatian ethnology and other scientific disciplines | | 13. | local community, identity, localisms | | 14. | nation, transnationalisms, translocality, minorities | | 15. | Review of topics and student presentations | | |
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## Basic concepts of human ecology

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| **Name** | Basic concepts of human ecology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 3 |
| **ID** | 52352 |
| **Semesters** | Summer |
| **Teachers** | Tijana Trako Poljak, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | The course "The Foundations of Human Ecology" will provide knowledge about the interaction of the biological and socio-cultural environment on humans during their evolution, from the prehistoric times to the present day. The basic concepts of ecological adaptation - spontaneous and conditioned (selection, adaptation) will be explained. This course provides students with basic concepts about ecology, human ecology and social ecology. Human ecology provides an overview of the general ecology and adaptation of humans to their environment through genetic (polygenetic and monogenetic) and physiological adaptations (the body's response to external influences such as heat production or loss, hypoxia and decompression) as well as human socio-cultural adaptation to natural changes (demography, disease). Social ecology examines the social and cultural aspects of human relationship with their natural environments (exploitation of resources, anthropocentrism and eco/biocentrism, global socio-ecological crisis, its causes and possible solutions). |
| **Teaching methods** | In the realization of the course, in addition to lectures and seminars, methods of discussion and presentation will be used with the help of modern technical aids (power point presentations, documentaries, etc.). Critical reading, analysis and discussion of the literature will be encouraged. If possible, it will be organized to have field classes in the form of an organized professional visits to associations and institutions related to environmental protection and preservation) or guest lecturer(s) who work in this area. |
| **Assessment methods** | Seminar oral presentation, two colloquia during the semester, written exam (or oral if the exams cannot be organized live). Students must select one paper from the List of seminar literature and present it (mandatory condition for completing the course). The seminar presentation last 10 minutes, during which, in addition to presenting the seminar topic, students should also critically review the seminar topic (connect it with other seminars, additional literature and verified and reliable sources). Students are free to use additional aids that they consider will contribute to the quality of the seminar (e.g. power point presentations, audio and video aids, etc.). The seminar is followed by a joint discussion on the topic. During the semester two colloquia. Students will be informed about the form of the colloquia in class. Students who did not take one or both colloquia, did not pass one or both colloquia, or were dissatisfied with the final grade (average grade of both colloquia), take the final written exam (oral if there are objective reasons, such as the inability to hold the exam live). |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Understand how humans could have survive in different geographical conditions. | | 2. | Analyze different types of human adaptability. | | 3. | Give examples of how adaptation has affected human genetic and physiological structure and social and cultural heritage. | | 4. | Discuss the causes, consequences and potential solutions to contemporary socio-ecological crisis. | | 5. | Critically analyze relevant scientific papers (methods used, data processing, arguments, conclusions). | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Comparative Mythology

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| **Name** | Comparative Mythology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 131563 |
| **Semesters** | Summer |
| **Teachers** | Goran-Pavel Šantek, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The aim of the course is to provide students with insight into the possibility of historical reconstruction of individual segments of spiritual culture and to show the importance of a comparative approach in the study of the historical aspect of culture. The course enables the acquisition of concrete knowledge necessary for understanding the mythical way of thinking whose traces are still present in life, and at the same time corrects the image offered by the media about the subject matter in the course. |
| **Teaching methods** | The backbone of the course will be presentations, supplemented by presentations (texts, maps, diagrams, drawings, recordings) using a computer projector. This includes discussions with students. The work in the seminar includes the study of selected relevant literature, checking the sources, field work |
| **Assessment methods** | The grade consists of success in the written exam at the end of the semester, the quality of the seminar paper and the contribution to the teaching work (participation in discussions, constructive comments, etc.). |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | 1. Identify and explain the general features of culture and cultural processes | | 2. | 2. Describe and interpret the culture of everyday life in Croatia and Southeast Europe | | 3. | 3. Design and conduct simple qualitative research | | 4. | 4. Apply basic theoretical and methodological concepts in specific research situations | | 5. | 5. Collect literature and use it in professional work | | 6. | 9. List and explain the basic concepts of anthropology rite | | 7. | 10. Identify and interpret the sacral three-segment structure of Indo-Europeans | | 8. | 11. List and re-examine the sources for the reconstruction of Proto-Slavic mythology and their interpretation | | 9. | 12. Construct, justify and show the fundamental myth of the Slavs | | 10. | 13. Analyze and discuss ritual texts and the organization of space in relation to the features of myth | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction | | 2. | Anthropology of rituals: basic concepts (religion - faith, myth, ritual, performance of rituals, sakalno - profane, sanctity of words) | | 3. | Shamanic basis of the Proto-Slavic religious system | | 4. | Pre-Indo-European roots: cosmic conflict, horse sacrifice, cattle abduction; father and three sons | | 5. | Three-segment structure: Creator, replacement thunderbolt \* per (kw) u-no-, their wife - Mokošь / the Mother of God Mother Wet Earth (the giver of life), rival, envious and seducer Veles, lord of the Second World | | 6. | Sources for the reconstruction of Proto-Slavic mythology and early attempts at interpretation | | 7. | Reconstruction of the "basic myth", its manifestation: trial, home, calendar | | 8. | Walk through the year: New Year's rites and ritual texts; spring rites of renewal of nature, Juraj, Jarylo; beginning of summer: wedding on a dry branch, Juraj, Mara; pre-Christian Virgin; Proto-Slavic supreme god; death of brother and sister; at the bottom of the year | | 9. | Walk through the year: New Year's rites and ritual texts; spring rites of renewal of nature, Juraj, Jarylo; beginning of summer: wedding on a dry branch, Juraj, Mara; pre-Christian Virgin; Proto-Slavic supreme god; death of brother and sister; at the bottom of the year | | 10. | Walk through the year: New Year's rites and ritual texts; spring rites of renewal of nature, Juraj, Jarylo; beginning of summer: wedding on a dry branch, Juraj, Mara; pre-Christian Virgin; Proto-Slavic supreme god; death of brother and sister; at the bottom of the year | | 11. | Imprint of myth in space: bringing narration into the landscape, sacralization of space, selected examples | | 12. | Imprint of myth in space: bringing narration into the landscape, sacralization of space, selected examples | | 13. | Imprint of myth in space: bringing narration into the landscape, sacralization of space, selected examples | | 14. | Current mythological research | | 15. | Concluding remarks | | |
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## Contemporary anthropological theories

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| **Name** | Contemporary anthropological theories |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 4 |
| **ID** | 81513 |
| **Semesters** | Winter |
| **Teachers** | Duško Petrović, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | |
| **Prerequisites** | None |
| **Goal** | The main goal of this course is to provide a systematic, comprehensive, and critical overview of the relevant theoretical directions and orientations in anthropology in recent decades. Also, the goal is to point out the key controversies, current debates, and what they mean for the understanding of relationships between different cultures and humankind and culture in general. |
| **Teaching methods** | Lectures; e-learning, individual assignments, multimedia, and social networks; mentoring work. |
| **Assessment methods** | Preparation for the final problem solution essay - numerical assessment. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Acquiring the basic postulates, characteristics, and crucial concepts of relevant theoretical orientations in contemporary anthropology. | | 2. | Knowing, comparing, and critically evaluating the advantages and disadvantages of particular theoretical directions. | | 3. | Use critical judgment and argue the employment of theoretical concepts in specific research examples and situations. | | 4. | Interrelating the evolution of different theoretical positions and the broader historical, social, and scientific context in which they appear. | | 5. | Writing and defending an articulate scientific paper on a particular topic in contemporary anthropological theories. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Cultural Anthropological Problems in the Mediterranean

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| **Name** | Cultural Anthropological Problems in the Mediterranean |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 51732 |
| **Semesters** | Summer |
| **Teachers** | Nevena Škrbić Alempijević, PhD, Full Professor (primary) Kristina Vugdelija, Assistant |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The aim of the course is to provide students with an insight into the main concepts and theories related to ethnological and cultural anthropological research of the Mediterranean. The course offers a brief overview of the cultures in the Mediterranean, as well as the historical, political, economic and social circumstances that influence them. The course focuses on the selected ethnographic features widespread in the Mediterranean area, in which diverse regional and local meanings have been inscribed. The emphasis will be on the ways of constructing the Mediterranean imaginary in scientific, political, and popular discourse. The concept of "cultural zones", i.e. "cultural regions", will be problematized. The role of the term "Mediterranean" in identification strategies in Croatia will be especially considered. |
| **Teaching methods** | Lectures include critical reading and comparison of scientific and popular texts related to the Mediterranean. Certain thematic units will be covered by the presentation of archival and fieldwork case studies. The main theoretical and methodological problems related to the Mediterranean studies will be the topic of five reaction texts that will be publicly presented by the participants. All participants will be involved in discussions on those texts in the format of a round table. Reaction texts will be based on the analysis of articles that are included in the obligatiory literature for the exam, so the work within the seminar will also be a preparation for the final written exam. Documentaries of the Croatian Radio and Television, as well as fieldwork videos will also be used as a stimulus for discussions. Tours of thematic museum exhibitions and visits to events where "Mediterranean heritage" is presented on the stage, in the media, at tourist fairs, etc. are planned. Guest lecturers will be included in some teaching units, in accordance with the expressed interests of students,  Students are expected to apply the acquired knowledge in the preparation of five reaction texts related to the work of researchers from Croatia and abroad. The competencies that students will develop within the course are: the ability to conduct critical analysis of researched phenomena, independently and in group work; application of theoretical and methodological knowledge to specific case studies; the skill of textual presentation of scientific results. Each student will write his or her reaction texts independently, and the main conclusions will be analyzed in the form of a round table, open discussions or group work with the aim of discussing the answers to the questions asked. The teacher will comment on the submitted texts continuously immediately after their submission, in the next seminar slot. |
| **Assessment methods** | Students are expected to: regularly attend and prepare assigned secondary literature, participate in discussions and seminar work, write five reaction texts formulated as critical reviews of relevant literature and sources, submit the texts and present them publicly, and take a final written exam, which will be carried out after the completion of lectures. Fulfilled seminar obligations (submission and presentation of five reaction texts) are a requirement for taking the exam.  The listed activities make the final grade in the following way: 1. Activity in the seminar, preparation and presentation of five reaction texts: 50% 2. Written exam: 50%  The grade can be increased by an oral exam, which, at the request of the student, can be held after the results of the written exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | present and describe the history of ethnological and cultural anthropological research | | 2. | recognize and respect cultural differences | | 3. | ennumerate and define main concepts in Mediterranean studies | | 4. | describe the beginnings and development of Mediterranean studies | | 5. | critically assess professional and scientific papers in the field of Mediterranean studies | | 6. | present and compare ethnological and cultural anthropological approaches to Mediterranean research | | 7. | describe and compare the characteristics of cultures in the Mediterranean area | | 8. | give examples of the construction of the Mediterranean identity in Croatia and Southeast Europe | | 9. | describe and interpret the culture of everyday life in Croatia and Southeast Europe | | 10. | describe and compare ethnological and cultural anthropological theories | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | 16. |  | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introductory review of course content | | 2. | Explanation of main concepts | | 3. | Ethnological research of Mediterranean cultures in Croatia | | 4. | Historical civilizations in the Mediterranean as a basis for the construction of a cultural region | | 5. | The Mediterranean as an imaginary sea | | 6. | The construction of the Mediterranean in scientific discourse - Mediterranean studies | | 7. | The Construction of the Mediterranean in the works of Fernando Braudel | | 8. | The Mediterranean in the works of social anthropologists, the concept of the terms "honor and shame", "grace" | | 9. | Construction of the Mediterranean "from within"; deconstruction of the Mediterranean in the works of M. Herzfeld | | 10. | Cultures of the Mediterranean and tourism | | 11. | Construction of Mediterranean islands | | 12. | Ethnographic features of the Mediterranean area: main economic branches | | 13. | Ethnographic features of the Mediterranean area: concepts of place and space in the Mediterranean | | 14. | Ethnographic features of the Mediterranean area: celebrations, traditional plays, festivals | | 15. | Using the concept of the Mediterranean in contemporary Croatia | | |
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## Culture and identity

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| **Name** | Culture and identity |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 124232 |
| **Semesters** | Winter |
| **Teachers** | Tibor Komar, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | Main goals are systematization of knowledge and advanced study of key concepts in cultural anthropology and related scientific disciplines; better understanding of the scientific context (schools / approaches) from which they arise; development of general professional competencies. The Culture and Identity course explores different approaches to these two key concepts in cultural anthropology and related disciplines. The seminar is focused on in-depth reading and discussion of texts which are introduced during the lectures. The course not only introduces students to concepts as such, but presents them through a contextualized and comparative, interdisciplinary perspective. The relationship between these two concepts is conveyed, as it is, within the social and cultural frameworks in which identities are formed. Lectures and seminars focus on the concept of culture and social practice, on the social construction of identity and on the stratification of identity in modern society. The second part of the lecture observes the dynamics of the process of cultural practices and identity formation through the processes of identification, differentiation and stereotyping, especially within national, ethnic or social / class frameworks of references. Lectures and seminars aim to achieve a deeper understanding of these dynamics, the discourse of multiculturalism, cultural conflicts and conflicts of cultural identities, as well as concepts based on the fluidity and hybridity of identity constructions and they refer to the experience of migration. |
| **Teaching methods** | Lecture with powerpoint presentation including selected sequences from films (anthropological, documentary and feature); discussing the texts; individual or group student presentations. |
| **Assessment methods** | Presentation of seminar papers and written exam at the end of the semester. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Analyze, compare and interpret concepts and approaches to research of culture and identity | | 2. | Synthesize, critically evaluate and connect local cultural practices with (local and global) power relations | | 3. | Evaluate and critically discuss contemporary theories of the interrelationship of culture and identity | | 4. |  | | 5. |  | | 6. |  | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | |
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## Dental anthropology

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| **Name** | Dental anthropology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 3 |
| **ID** | 125368 |
| **Semesters** | Summer |
| **Teachers** | Tomislav Lauc, PhD, Associate Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | |
| **Prerequisites** | None |
| **Goal** | Course objective: Dental anthropology enables the study of human characteristics based on the characteristics of teeth and jaws. Due to their properties, dental tissues resist destruction processes over a long period of time and help in epidemiological, genetic, forensic, archaeological, paleontological, primatological, and other research. Numerous studies of evolutionary trends in primate development would be significantly poorer without insight into the condition and variability of teeth and jaws.  The role of the course in the overall curriculum: Dental anthropology is based on knowledge from various fields of medicine, anatomy, physiology, archeology, and sociology related to the biological and socio-cultural aspects of the craniofacial system. Given the ontogenetic duration of development, the tooth is also suitable for models of research into the impact of the environment on human growth and development, ie the assessment of the interdependence of inherited and acquired traits.  Course content: The course will contain the following teaching units that will cover a different number of hours depending on the requirements of the topic and student interests: anatomy and physiology of the craniofacial system and teeth, facial growth and development, evolution of teeth and jaws, genetics and forensics, comparative odontometry, socio-cultural aspects of the masticatory system, variability and environmental impact. |
| **Teaching methods** | As part of the course "Dental Anthropology", the methods and previous knowledge will be presented in detail through a system of lectures and analysis of scientific publications. The practical part of the course will include taking your own tooth impressions, managing advanced 3D head diagnostics techniques, and using anatomical bone preparations. |
| **Assessment methods** | Examination method: Written / oral exam - depending on the number of students Method of monitoring the quality and performance of the course: During the semester, students will receive an announced colloquium that will be included in the final grade of the student. It will give the teacher and student an understanding of the subject matter and basic courses. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Recognize, name, and describe the basic characteristics of human teeth | | 3. | Understand the practical application of estimating chronological age using dental age | | 4. | Define and be able to describe the morphology of teeth and the histological structure of dental tissues | | 5. | Recognize and explain the applicability of dental anthropology in different social and biological contexts | | 6. | Explain anthropometric features of the face and jaw, sexual dimorphism and tooth size, and the difference between anomalies and biological variations | | 8. | Understand and be able to explain the public health significance of the most common diseases of the oral cavity | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Educational anthropology

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| **Name** | Educational anthropology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 66636 |
| **Semesters** | Winter |
| **Teachers** | Vedrana Spajić-Vrkaš, PhD, Full Professor (primary) Dorijan Vahtar, Assistant |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | Understanding and appreciating the thesis that education is conditioned by culture; applying the anthropological and ethnographic approaches to analyzing and dealing with educational challenges |
| **Teaching methods** | lectures class discussions individual tasks small group assignments seminar presentations in the class |
| **Assessment methods** | The presentation of seminar assignments:  - maximum points = 3 (2 points = seminar report; 0,5 points = presentation; 0,5 points = initiating or participating in class discussion) - passing threshold = 2 points Final exam: - maximum points = 4 - passing threshold = 2 points - students with 1,75 point on final exam who have excellent seminar reports (3 points) are entitled to the passing grade Final grade: (exam + seminar report + presentation + initiating or participating in class discussion + class attendance): - 6,50 – 7 points = excellent (5) - 5,50 – 6,25 points = very good (4) - 4,50 – 5,25 points = good (3) - 4 – 4,25 points = sufficient (2) |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Specify the foundation of education in cultural values and practices | | 2. | Compare approaches to children and youth, as well as educational practices in different cultures | | 3. | Identify and interpret the key concepts and stages of development of the anthropology of education | | 4. | Describe the most important contributions of anthropology and ethnography to the theory, research methodology, and policy and practice of education | | 5. | Critically analyze the relationship of culture, intelligence and school success | | 6. | Advocate the importance of, and apply the anthropological principles and critical anthropological perspectives in reviewing the goals and outcomes of education | | 7. | Identify the main dimensions and types of school culture, distinguish the effective from ineffective school practices and propose a "healing" procedure using a hypothetical example of an unsuccessful school | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Culture, learning and human development | | 2. | Foundations of the anthropology of education 1st part: ethnographic research on socialization/inculturation | | 3. | Foundations of the anthropology of education 2nd part: anthropologies of age groups | | 4. | Constituting and developing the anthropology of education as a scientific discipline | | 5. | Basic concepts of the anthropology of education | | 6. | Principles and methods of the anthropology of education research | | 7. | Theoretical models of the anthropology of education | | 8. | Critical anthropology of education | | 9. | Cultures, political ideologies and education | | 10. | Cultural diversity, social inequality and education | | 11. | Cultures, intelligence(s) and learning styles | | 12. | Cultures and the issue of school success and failure | | 13. | Research on, and typologies of school culture | | 14. | The role of educational anthropologists in changing school culture | | 15. | Recapitulation: the contribution of the anthropology and ethnography of education to the improvement of pedagogical theory and educational practice | | |
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## Ethnocultural Overview of the World

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| **Name** | Ethnocultural Overview of the World |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 4 |
| **ID** | 69512 |
| **Semesters** | Summer |
| **Teachers** | Ivona Grgurinović, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Ethnocultural overview of the world is an obligatory course which gives an introduction into regional sociocultural anthropology, with an emphasis on Africa, Latin America and the Pacific region. The goal of the course is to introduce students to basic concepts and approaches to researching these regions in social and cultural anthropology. Special emphasis will be given to the relationship between colonialism and research in Africa, Latin America and the Pacific region, as well as an overview of cultures and social position of native communities, the effect of political and economic power on culture and differences between communities and cultures, as well as examples of museum collections presenting the cultures of Latin America, Africa and the Pacific region. |
| **Teaching methods** | Lectures, seminars, interactive classes, discussions related to assigned reading |
| **Assessment methods** | Class attendance, active participation in discussions, independent work, written essays, written and oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Identify and explain the general characteristics of culture and cultural processes | | 2. | Explain the relationship of colonialism and ethnographic research in Africa, Latin America and the Pacific region | | 3. | Name the basic cultural characteristics and present the social position of native communities of Africa, Latin America and the Pacific region | | 4. | Discuss the regional orientation of social and cultural anthropology | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | 16. |  | | 17. |  | | 18. |  | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Ethnography of Southeast Europe

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| **Name** | Ethnography of Southeast Europe |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 51731 |
| **Semesters** | Winter |
| **Teachers** | Goran-Pavel Šantek, PhD, Full Professor (primary) Kristina Vugdelija, Assistant |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The main goals and intentions are to acquire a certain amount of knowledge about the ethnography of Southeast Europe and analytical and systematic study and critical reflection on the material in the context of multicultural and intercultural relations, similarities and differences that make up the mosaic of cultural humanistic universalism. The material will be processed and presented as an overview and system of different regional, ethnic and national characteristics and recognizable values ​​of ethnographic cultural heritage, including its diachronic and synchronic dimension. Through several thematic units in the postgraduate study (12 hours of lectures), the structures and contents of ethnographic phenomena on the principles of spatial distribution, and their cultural and historical context from the aspect of the so-called material, social and spiritual cultures. The synthesis of basic elements will be based on knowledge of the traditional economy (livestock, agriculture, additional forms of business such as hunting, fishing, traditional crafts, etc.) and in this regard beliefs, customs and rituals in the cycle of life and annual customs (family, regional, maternity, wedding, posthumous, and those related to significant periods and dates with emphasis on the structure of the liturgical year). |
| **Teaching methods** | In seminars (by groups) weekly topics of lectures are elaborated, students are encouraged to actively participate in the discussion and to write, present seminar papers and field reports. |
| **Assessment methods** | - active participation in classes - 20% - seminar paper - 20% - final oral exam: - 60% |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | enumerate and define the main ethno-areas in the area of Southeast Europe | | 2. | analyze and comment on the geographical distribution of individual cultural phenomena through ethno-areas | | 3. | describe and illustrate the distinctive cultural phenomena of a particular ethno-area from the aspect of customs, rural architecture and traditional economy | | 4. | enumerate and describe the main cultural and genetic strata of Southeast Europe | | 5. | analyze data from the archives of the Questionnaire of the Ethnological Atlas of Yugoslavia | | 6. | explain the significance of the Questionnaire for the development of typologies of cultural phenomena and their mapping | | 7. | to connect the geographical distribution of cultural phenomena through ethno-areas with their historical development and genesis | | 8. | enumerate examples of contemporary manifestation, protection and presentation of material rural culture and traditional customs | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction and introduction to the content of the subject by presenting the basic elements of traditional culture, publications and works that treat various aspects of the so-called ethnography. material, social and spiritual cultures | | 2. | Ethnoareals (zones) in the area of Southeast Europe and their ethnographic features (Alpine, Dinaric, Pannonian, Adriatic - Mediterranean: northern, central and southern Adriatic, Ionian, Aegean, eastern Danube, Balkan, Rhodope, Thracian, (post) Moravian, Vardar, South Balkan-Epirus-Pindus | | 3. | Analysis and systematization of selected examples, peculiarities, influences and permeations in space and time (diachronic and synchronic); cultural-genetic strata: Old Balkan, Roman, Old Mediterranean, Old Slavic, Slavic, Oriental-Levantine, Italian, Western and Central European | | 4. | Topics from the Questionnaires for the territory of the former Yugoslavia and their importance for the development of typologies and mapping | | 5. | Social life, content and customs: rural areas, village and family as a community, contents from the life of cooperative families, historical, socio-economic and ethnographic material, approaches, interpretations and interpretations, traditions and transformations | | 6. | Relations and cooperation in basic economic branches and additional forms of business (agricultural activities, animal husbandry, fishing ...); coupling, alliance, srida, chord | | 7. | Viticulture and olive growing | | 8. | Prevalence and characteristics of livestock movements (so-called alpine and transhumant type, variants and forms), forms of association and customary legal norms (sumjes, supon, supaša, bačija) | | 9. | Traditional rural construction (profane, sacral and "residential") | | 10. | Ethnoparks, ethno and eco museums, open-air museums. Status, presentation and protection of rural architectural heritage | | 11. | Selected topics from the cycle of annual and life customs (liturgical year - Advent time, Christmas Eve and Christmas, Easter, holidays throughout the year (Christmas time, St. George's Day, Pentecost, St. John's Day, St. Martin's Day ... differences of traditions and their structure) | | 12. | Annual parades and events (Carnival time, patrols of carpenters, carnivals, Jurjaši, Kraljice-ljelje | | 13. | Funeral customs and rituals (from the sign of death to tombstones and memorials) | | 14. | Analysis of processed topics | | |
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## Ethnological and Cultural Anthropological Approaches to Protection and Preservation of Heritage

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| **Name** | Ethnological and Cultural Anthropological Approaches to Protection and Preservation of Heritage |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 131564 |
| **Semesters** | Winter |
| **Teachers** | Sanja Lončar, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The main goal of this course is to provide a systematic, comprehensive, and critical overview of the relevant theoretical directions and orientations in anthropology in recent decades. Also, the goal is to point out the key controversies, current debates, and what they mean for the understanding of relationships between different cultures and humankind and culture in general. |
| **Teaching methods** | Lectures; e-learning, individual assignments, multimedia, and social networks; mentoring work |
| **Assessment methods** | Preparation for the final problem solution essay - numerical assessment |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Acquiring the basic postulates, characteristics, and crucial concepts of relevant theoretical orientations in contemporary anthropology | | 2. | Knowing, comparing, and critically evaluating the advantages and disadvantages of particular theoretical directions | | 3. | Use critical judgment and argue the employment of theoretical concepts in specific research examples and situations | | 4. | Interrelating the evolution of different theoretical positions and the broader historical, social, and scientific context in which they appear | | 5. | Writing and defending an articulate scientific paper on a particular topic in contemporary anthropological theories | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Ethnological and Cultural Anthropological Performance Studies

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| **Name** | Ethnological and Cultural Anthropological Performance Studies |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 118625 |
| **Semesters** | Summer |
| **Teachers** | Nevena Škrbić Alempijević, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The aim of the course is to introduce students to the performative forms and disguising strategiest that occur in various Croatian cultural practices, as well as to their changes and meanings that they acquire in different contexts. The intention is to shed light on: the main concepts and theories of performance and play; the study of carnivalesque elements in culture; the relationship of rituals and customs; on potential of applying these concepts in contemporary analysis of culture and society. Students are expected to apply this knowledge and check the effectiveness of those approaches during their own field and archive work. They will simultaneously master the methodology, techniques of ethnological research and the skill of textual presentation of scientific results. |
| **Teaching methods** | Key theoretical and methodological approaches to performance studies will be the topic of two reaction texts, which will be discussed during the seminar classes. Selected units thematized in lectures will also be covered through fieldwork. Within the seminar, students will present their ideas for individual research, preparations and dilemmas in the first session and, after the research has been carried out, their results. All participants will comment the students' individual research in the form of a round table. Documentaries produced bythe Croatian Radio and Television and field recordings that present traditional and contemporary performance phenomena will also be used as a stimulus for discussions. Students will also analyze websites that thematize performance techniques on stage and in tourism sector. The course will also encompass guided tours of thematic museum exhibitions and contemporary staging of traditional performative forms. Guest lecturers will be included in some teaching units. |
| **Assessment methods** | Students are expected to: regularly attend and work on assigned secondary literature, participate in discussions and seminar work, write two reaction texts, submit and give an oral presentation of the seminar paper based on their own field research or work on primary material, and take a written examination, which will be taken at the end of classes. Those activities make a final assessment based on the following ration: 1. Writing two reaction texts: 20% 2. Preparation and presentation of seminar paper: 30% 3. Written exam: 50%  Only students who have fulfilled all the seminar obligations within the course, ie who submitted and presented reaction texts and seminar papers, can take the written exam. The grade can be increased by an oral exam, by a maximum of one grade in relation to the cumulative result of the written exam and seminar paper. The oral exam can be held at the student's request, after the announcement of the results of the written exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | apply learning skills to continue studies at a higher level | | 2. | state and define the basic concepts of performance studies | | 3. | describe the beginnings and development of performance studies | | 4. | analyze professional and scientific texts on performance | | 5. | present and compare ethnological and cultural anthropological approaches to performance | | 6. | analyze cultural practices as performative forms | | 7. | design and carry out a simple qualitative research of a performative form | | 8. |  | | 9. | apply the concepts of ethnological and cultural anthropological studies of performance in cultural and artistic amateurism and the festival industry | | 10. | present and describe the history of ethnological and cultural anthropological research | | 11. | design and carry out a simple qualitative research | | 12. | understand and apply the main ethical professional standards | | 13. | apply basic theoretical and methodological concepts in specific research situations | | 14. | plan and carry out tasks in the field of ethnology and cultural anthropology in various spheres of professional activity, for example in museum and conservation activities, in associations for the preservation and restoration of local traditions, in the civil sector, in tourism, in public administration, etc. | | 15. | gather literature and use it in professional work | | 16. | present the research results orally and in writing | | 17. | use foreign languages ​​in scientific and professional work and communication | | 18. | describe and compare ethnological and cultural anthropological theories | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Orientation week | | 2. | Introduction to the course | | 3. | Brief historical overview of performance studies in Croatia - pre-scientific phase | | 4. | Historical overview of research of performance studies in Croatia - institutionalization of ethnology and systematic research on ethnotheatrology | | 5. | Explanation of basic terms: "representation", "performance", "folk drama", "folklore theater", "theatrical forms of folklore" | | 6. | Custom as a performative context | | 7. | Performance in everyday life | | 8. | Overview of performance studies in Croatian customs | | 9. | Methodology of performance research in customs and everyday context | | 10. | Carnival as the most theatre-like framework within the annual custom calendar | | 11. | Wedding as the most theatre-like framework within the life custom calendar | | 12. | Perfomance in other customs | | 13. | Disguising techniques in Croatian customs | | 14. | Presenting tradition on stage | | 15. | Contemporary performances | | |
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## Etics and anthropology

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| **Name** | Etics and anthropology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 3 |
| **ID** | 125371 |
| **Semesters** | Winter |
| **Teachers** | Darko Polšek, PhD, Full Professor (primary) Iva Grubiša, Assistant |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | "Never before in human history has humanity been so unprepared for the new technological and economic opportunities, challenges and risks that lie ahead. Our lives will change more in the next few decades than in the previous thousand years. By 2025, we and our children may be living in a completely different world from what we have known before. "With these dramatic words, Jeremy Rifkin begins the book The Biotechnology Century. Part of that prophecy is true: The study of anthropology should provide such preparation: by teaching - by getting acquainted with the current basic concepts and disputes between biological (naturalistic) and deontological (moral) paradigm, by knowing the specific procedures of the possibility of genome modification (gene therapy), medically assisted fertilization and genetic interventions in human heritage; knowledge of specific legal and social cases that have arisen as a result of ignorance or non-existence of legal, moral and social norms for resolving (bio) ethically controversial situations.  This course should thus have a threefold function: the function of informing about bioethical principles and cases, the function of predicting controversial bioethical situations in medical and genetic practice, and the ability to resolve (or at least develop a concept of ways to resolve) conflict situations using bioethical and legal norms.  In the year of Darwin's anniversary, it is worth recalling that the conflict of moral conceptions in relation to evolution and the issue of offspring, ie "faith and reason", as well as greater or lesser admissibility of social intervention in the sphere of autonomous individual decision-making is very old. much earlier), but today, due to the ever-increasing knowledge of the scale and possibilities of genetic and other medical technologies, they can outgrow ethical conflicts and become real political problems (the cases of Schiavo (in the USA) and Englaro (Italy)). they have shaken public confidence in legal procedures, the autonomy of the legal system, and the delegation of free decision-making about themselves and their loved ones. |
| **Teaching methods** | Teaching will encompass lectures and seminars. Student is supposed to participate in the learning process actively and continuously on a weekly basis. Students should prepare for each unit by reading specified literature, serving as a means/tools for discussions on the course. Seminars may also include workshop-type interaction. Seminars may consist of questioning and presenting student's own papers. Students will prepare for seminars by presenting the results of their own research homeworks, and additionally submitting the results in a written form. |
| **Assessment methods** | Evaluation quotas: seminars - 50%, written work - 30%, weekly workload tasks and seminar attendance 20% |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Choose less processed, unknown and original areas of research and application of your knowledge | | 2. | Analyze and explain biological and sociocultural processes that affect the development of certain (ethical) aspects of man and human communities | | 3. | Being / becoming able to draw more general conclusions in areas concerning his / her profession and specialization | | 4. | Create effective ethical solutions in conducting research | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Field Research Practices

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| **Name** | Field Research Practices |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 51752 |
| **Semesters** | Summer |
| **Teachers** | Sanja Lončar, PhD, Assistant Professor (primary) Petra Kelemen, PhD, Assistant Professor |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The aim of the course is to train students for field research (including preparatory work with literature consultation, writing a reaction text related to theoretical starting points and research topic, study and preparation of questionnaires and field research), transcription of collected material, systematization and classification of collected data, synthesis of the appropriate topic that each student chooses according to personal affinity. |
| **Teaching methods** | The course consists of an introduction to the methodology of field research, with the purpose of students participation in its practical implementation. The practical work of students is realized in the field research, transcription of interviews with narrators, in the systematization and classification of the collected material and in the synthesis of field research topics (seminar paper). Based on their seminar papers, students can further write a professional or scientific paper, which is published in professional scientific journals, which, however, goes beyond the teaching framework, and at the request of students work with them continues after the formal completion of classes within the course. |
| **Assessment methods** | The assessment is based on the successful completion of the envisaged obligations: - preparation for field research (writing a reaction text) 15% - field research 20% - transcription of material 15% - systematization and classification of data 20% - synthesis (seminar paper) 30%  Upon completion of the course, students acquire the right to a positive grade if they have met each of the above requirements.  Note: Students can present their work to the wider ethnological and other scientific public, which is not a condition for obtaining a positive assessment. This part of the paper goes beyond the course (both in time and in terms of the workload of each student) and is not evaluated separately. If students’ work is accepted (and previous experience shows that they mostly do), their work is evaluated by reviewers, who decide whether the work is accepted or not for publication in an appropriate professional-scientific journal. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Distinguish strategies of ethnological and cultural anthropological qualitative research | | 2. | Design and conduct simple qualitative research | | 3. | Know and apply basic ethical standards of the profession | | 4. | Apply basic theoretical and methodological concepts in specific research situations | | 5. | Collect relevant literature and use it in professional work | | 6. | Present the research results orally and in writing | | 7. | Recognize and respect cultural differences | | 8. | Use basic computer skills for professional and scientific purposes | | 9. | Apply learning skills to continue their studies at a higher level | | 10. | Compile a research plan, design and discuss a research topic | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | 16. |  | | 17. |  | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Presentation of the course and explanation of student obligations | | 2. | Introduction to the methods and practices of field research | | 3. | Agreement on drafting a reaction text (expanding and linking the acquired knowledge within the course Methodology of Ethnology and Cultural Anthropology with the research plan of a specific selected topic). Agreement on how to prepare for the upcoming field research (topic selection, consulting relevant literature on the selected topic, review and preparation questionnaire) | | 4. | Presentation of reaction texts, on the basis of which the upcoming field teaching will be discussed with the purpose of better theoretical preparation and conducting field research | | 5. | Presentation of reaction texts, on the basis of which the upcoming field teaching will be discussed with the purpose of better theoretical preparation and conducting field research. Screening of selected films about the heritage of Bačka Bunjevci | | 6. | Conducting field research (relocated classes): a stay of one week is planned in the area of Bačka in Vojvodina (or individual field research in other areas according to the choice of individual students) | | 7. | Transcription of the collected material | | 8. | Transcription of the collected material | | 9. | Transcription of the collected material | | 10. | Systematization and classification of collected data | | 11. | Systematization and classification of collected data | | 12. | Making a synthesis (in the first phase it is a working variant of the seminar paper) | | 13. | Preparation of the final synthesis; note: in this part of the curriculum (7 -13) students mostly work individually on their topics, with consultations as needed and occasional joint consideration of individual methodological issues related to all phases of the seminar paper. | | 14. | Presentation of research results and presentation of completed seminar papers | | 15. | Presentation of research results and presentation of completed seminar papers; valorization of acquired experiences through the practice of field research, imagined and realized expectations from the subject and the way of teaching | | |
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## Forensic anthropology - trauma analysis and personal biology

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| **Name** | Forensic anthropology - trauma analysis and personal biology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 3 |
| **ID** | 117918 |
| **Semesters** | Winter |
| **Teachers** | Zdravka Hincak, PhD, Associate Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Seminar | 30 | | Practicum | 15 | |
| **Prerequisites** | None |
| **Goal** | Students who complete the course acquire basic knowledge of forensic anthropology. In addition, students receive basic knowledge of field and laboratory work with human bone material from forensic and archaeological contexts. The particular emphasis during the lecture will be given to the analysis of pathological changes that occur due to age, habitual activities and various diseases, and the study of trauma by type and time of occurrence to reconstruct identity and time of death successfully.  Students will develop a sound knowledge of laboratory-based scientific methods and other skills, which are standard within forensic osteology but can also be transferred to biological anthropology, bioarchaeology and archaeological field research. They will also attain a deep knowledge and experience of techniques relevant to forensic osteology and their practical application. Students will develop an awareness of professional and ethical standards and practices during the course. |
| **Teaching methods** | During the lecture, various social and active forms of work will be used: frontal, individual and group forms, and practical workshops. During the exercises, the method of demonstration, practical work, individual and group forms of social-active forms of work and practical workshops will be used. |
| **Assessment methods** | Colloquia during the semester (attendance is mandatory) and final exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Students will recognize, define and classify morphological bone elements of the skeleton into an anatomical position. | | 2. | Students will connect the acquired knowledge in the problem of gender identification in adults and the age of death of children and adults in a narrower ran. | | 3. | Students will apply the acquired knowledge of anthropological osteometry in forensics (determination of gender, height - whole element, fragment and in classical biological anthropology - height - whole element, fragment, kinship, gender, degree of sexual dimorphism, even ethnicity). | | 4. | Students will be able to identify and distinguish primary from secondary burials in the field. | | 5. | Students will distinguish, recognize, describe and define the basic pathological changes and trauma to the skeleton. | | 6. | Students will distinguish well-preserved human bone elements from animal ones. | | 7. | Students will be able to apply the acquired knowledge, make a basic anthropological analysis of skeletal remains (sex, age of death, body height) | | 8. | Students will be able to recognize, describe and define burned bone remains and make a basic anthropological analysis (gender, age at death in a wide range). | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Forensic Archeology - Non-Destructive Methods of Field Research | | 2. | Forensic Archaeology - Methods of Field Research and Exhumation. | | 3. | Taphonomy. | | 4. | Mass Graves Exploration. | | 5. | Skeletal Biology - Personal Biology. | | 6. | Morphological Changes Visible on Bones and Caused by Habitual Activities (Markers of Occupational Stress). | | 7. | Biostatistics. Collection and ComputerProcessing of Osteological data. | | 8. | Anthropological Osteometry I | | 9. | Anthropological Osteometry II | | 10. | Skeletal Trauma | | 11. | Zoonoses and Parasitoses | | 12. | Burned Bones Analysis I: Examples of Thermal Destruction on Bone Remains, Colour, Deformations, Burning Temperature | | 13. | Burned Bones Analysis II: Recognition of Anatomical Elements (individual and group burials, sex, age at death and stature) | | 14. | Comparative Osteology I | | 15. | Comparative Osteology II | | |
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## Globalisation and Local Cultural Practices

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| **Name** | Globalisation and Local Cultural Practices |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 117956 |
| **Semesters** | Winter |
| **Teachers** | Tibor Komar, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | This course aims to acquaint students with the content and topics related to culture, identity, globalization and locality, their correlation, the interaction of traditional and contemporary culture and identity in globalization conditions and opposing processes in the relationship globalization vs. localization. Students will get acquainted with theoretical concepts and approaches to research of culture, identity in older and newer / new / scientific practice / literature / in Croatian ethnology, consequently recent theoretical and methodological approaches to research in ethnology and cultural anthropology of European and American provenance and scientific approaches research of globalization. In case studies, according to the instruction and mentoring of the teacher, but still the choice of the student, the course aims to encourage students to think and discuss the topic / topic, to choose from the literature offered or find glaring examples of the same (Croatian, European, World), to encourage discussion on identity analysis and identification processes in order to develop the skills of independently designing an approach to the topic and finally the application of knowledge and skills, ie demonstrating the knowledge they have acquired. Finally, the aim is to explore cultural parameters to describe and define the process of identification and globalization (ie striking factors of identity such as language, religion, traditional cultural heritage, contemporary culture, commodification, consumerism, Americanization, Europeanization, etc.). The course further seeks to achieve a more comprehensive understanding of social events and cultural processes, especially sensitization to issues of power relations in today's world. Theses on the de-ethnicization of society, on global trends related to the topic are discussed, local cultural practices are analyzed as support or resistance to globalization. |
| **Teaching methods** | Lecture with powerpoint presentation including selected sequences from films (anthropological, documentary and feature); discussing the texts; individual or group student presentations. |
| **Assessment methods** | Presentation of seminar papers and written exam at the end of the semester. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Analyze, compare and interpret concepts and approaches to research of globalization and localization processes | | 2. | Critically disuss contemporary examples of of globalization and localization processes | | 3. | Critically disuss the opposition of globalization and localization | | 4. | Apply theoretical assumptions in the qualitative research of local cultural practices in the context of globalization | | 5. | Synthesize, critically valorize and connect local cultural practices with global and local power relations | | 6. | Analyze and comment on cultural diversity in specific social contexts | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Graduation thesis

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| **Name** | Graduation thesis |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 15 |
| **ID** | 124268 |
| **Semesters** | Summer |
| **Teachers** | Tibor Komar, PhD, Assistant Professor (primary) Duško Petrović, PhD, Assistant Professor (primary) Goran-Pavel Šantek, PhD, Full Professor (primary) Hrvoje Čargonja, PhD, Assistant Professor (primary) Ivona Grgurinović, PhD, Assistant Professor (primary) Jelena Marković, PhD, Assistant Professor (primary) Marijana Belaj, PhD, Full Professor (primary) Marijeta Rajković Iveta, PhD, Associate Professor (primary) Nevena Škrbić Alempijević, PhD, Full Professor (primary) Petra Kelemen, PhD, Assistant Professor (primary) Sanja Lončar, PhD, Assistant Professor (primary) Sanja Potkonjak, PhD, Associate Professor (primary) Tanja Bukovčan, PhD, Assistant Professor (primary) Tomislav Pletenac, PhD, Full Professor (primary) Tihana Petrović Leš, PhD, Full Professor (primary) Tihana Rubić, PhD, Assistant Professor (primary) Valentina Gulin Zrnić, PhD, Associate Professor (primary) Grozdana Marošević Lidija Bajuk, PhD, Scientific Associate Tvrtko Zebec, PhD, Scientific Adviser |
| **Hours** | |  |  | | --- | --- | | Seminar | 0 | |
| **Prerequisites** | None |
| **Goal** |  |
| **Teaching methods** |  |
| **Assessment methods** |  |
| **Learning outcomes** |  |
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| **Content** |  |
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## History of Croatian Ethnology

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| **Name** | History of Croatian Ethnology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 35995 |
| **Semesters** | Winter |
| **Teachers** | Tihana Petrović Leš, PhD, Full Professor (primary) Iva Grubiša, Assistant |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Broad - based review of subject History of Croatian ethnology is divided into two parts. First one deals with period from the Middle Ages to the end of the 19th century, while the second one deals with period between the of the 19th century and 1950. Emphasis is put on the role of the researchers, institutions in the social, political and economical context. |
| **Teaching methods** | Lectures: ex chatedra with ppt presentations, supplemented by film projections and heuristic dialogue with students; museum workshops; mentoring work. |
| **Assessment methods** | Final grade is based on: 1. Class attendance: 10%, 2. research, research report: 40%, 3. Exam: (oral & written): 50% |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Present and describe history of Croatian ethnology as a part of a national scientific heritage. | | 2. | Describe the beginnings and development of Croatian ethnology | | 3. | List the key representatives of the discipline (ethnographers, ethnologist, museums, institutions, etc.,) i | | 4. | Link the changes in the political (social -economical) context and influences on development of ethnology in Croatia. | | 5. | Describe and compare research approaches and methods. | | 6. | Plan and conduct a simple research. | | 7. | Collect literature and use it in professional work. | | 8. | Use professional terminology. | | 9. |  | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introductory review of course content. | | 2. | Ethnology and Middle Ages in Croatia. Seminar: Academic writing. | | 3. | Ethnology in the time of Humanism and Renaissance in south Croatia. Seminar: Academic writing. | | 4. | Ethnology in the time of Humanism and Renaissance in nothern Croatia. Seminar: Academic writing. | | 5. | Enlightenment and ethnology. Seminar: Data basis. | | 6. | Ethnology – developing of „Panonnic ethnoloy“ in Croatia. Seminar: conceptualize and implement a simple ethnographic research of a selected ethnologists | | 7. | Croatian National Revival and ethnology.  Seminar: conceptualize and implement a simple ethnographic research of a selected ethnologists. | | 8. | Ethnology and Travel: 18 th and 19th century travelers and travel literature. Seminar: conceptualize and implement a simple ethnographic research of a selected ethnologists. | | 9. | Ethnology in 19th century. Seminar: conceptualize and implement a simple ethnographic research of a selected ethnologists. | | 10. | Ethnology in Croatian Academy of Sciences and Arts: Antun Radić and his work. Seminar: conceptualize and implement a simple ethnographic research of a selected ethnologists. | | 11. | Ethnographic collections, exhibitions and museums in Croatia. Seminar: conceptualize and implement a simple ethnographic research of a selected ethnologists. | | 12. | Ethnology between 1919 and 1945: ethnology of Zagreb University and in secondary schools, M. Gavazzi. Ethnographic museum in Zagreb. Seminar: conceptualize and implement a simple ethnographic research of a selected ethnologists. | | 13. | Ethnology between 1919 and 1945: ethnology of Zagreb University and in secondary schools, M. Gavazzi, B. Bratanić, Ethnographic museum in Zagreb. Seminar: oral presentations of seminar papers. | | 14. | Croatian ethnology and cultural anthropology after II. World War 1945-1960): The Institute of Ethnology and Folklore Research, Croatian ethnological society, ethnographic museums). Seminar: conceptualize and implement a simple ethnographic research of a selected ethnologists. Seminar: oral presentations of seminar papers. | | 15. | Systematization of the course content. Seminar: oral presentations of seminar papers | | |
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## Human auxology

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| **Name** | Human auxology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 3 |
| **ID** | 52346 |
| **Semesters** | Summer |
| **Teachers** | Zdravko Petanjek, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | |
| **Prerequisites** | None |
| **Goal** | To make an overview about ontogenetic and phylogenetic human development and cause of variation in human life cycle in time and space, with special emphasis on central nervous system. Aquired knowledge will allow students assessment and correct explanation for differences in particular biological systems during growth, development and aging |
| **Teaching methods** | Lectures, practicals, guided discussion, seminars |
| **Assessment methods** | Writen test for aquiring factographic knowledge, discussion and problem solving lesson to evaluate understanding, esay for evaluating analitical skills. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Explain principles of ontogenetic and phylogenetic development | | 2. | Specify developmental periods and physical changes characterizing these periods | | 3. | Describe basic organization of human biological systems | | 4. | Explain relation between brain changes and appearance of human specific cognitive functions | | 5. | Define brain plasticity and societal, cultural and psychological effects of environmental influence on the brain structure | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Human bihevioral ecology

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| **Name** | Human bihevioral ecology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 3 |
| **ID** | 215526 |
| **Semesters** | Summer |
| **Teachers** | Darko Polšek, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | The main goal of the course is to show the importance of heuristic research in anthropological investigations. We shall focus on the role of heuristics and biases (bounded rationality) in everyday life. We shall explore the notions of optimality and suboptimality, in various human ecologies (problem-solving situations), by presenting a variety of already established theoretical responses (from biology, psychology, economics and statistics, but mainly from the field of behavioral economics) to the important questions like: "why people make irrational decisions"? "When is it likely that people will err in their judgment?", "How to build a rational ecology/architecture of choice?" and the like. One of the basic ideas of the course is that anthropology is very fit to answer questions that are usually explored in other disciplines. |
| **Teaching methods** | Apart from the standard teaching, and seminar oriented work, we shall conduct several experiments on the fly. Firstly, by repeating and testing already performed and known experiments withing behavioral economics; secondly by designing new experiments on particular subjects, which we are going to try to carry out. |
| **Assessment methods** | Knowledge testing (oral and written): 40%; attendance and activities 30%; design of experiment and its execution 30% |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Student will be able to recognize standard, forseeable types of biases in decision making. | | 2. | Students will be able to try to frame the choice ecology to avoid standard biases. | | 3. | Students will be able to model and foresee irrational choices in the standard decision-making situations | | 4. | Students will be able to predict which type of "rationality" will be used by subjects according to a specified situation | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | What are heuristics and bias. Importance of heuristics study in anthropology. | | 2. | Heuristic and bias research in various scientific fields, and their applications in multitude of everyday situations | | 3. | Optimality vs Heuristics 1. Three paradigms of explanation.  Rational Choice Theory | | 4. | Evolutionary importance of Heuristics and Biases 1.  Dual processing theory | | 5. | Evolutionary importance of Heuristics and Biases 2 Intuitions and reasons for fast and frugal decision-making | | 6. | Basics of Game Theory | | 7. | Nudging and the Architecture of Choice (Thaler/Sunstein) | | 8. | Classification of biases (extended version) (Kahneman-Tversky) | | |
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## Human evolution

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| **Name** | Human evolution |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 52354 |
| **Semesters** | Summer |
| **Teachers** | Davorka Radovčić, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | To acquaint students with human evolution and the current state of research in human evolution. Through lectures, students will gain insight into the development of evolutionary thought, the development of paleoanthropology, and the theory of evolution. They will learn about the main dating and classification methods as well as the main researchers and fossil findings of hominins from their first appearance on African soil about 6 million years ago to the appearance of anatomically modern man on European soil between 30 and 40,000 years before present. Furthermore, by following the lectures and reading the selected literature, students will gain insight into the main theories of human evolution. The lectures will be based mainly on biological evolution, but will also be supplemented by the most important archaeological and genetic results related to the study of human evolution. |
| **Teaching methods** | Powerpoint lectures with the use of films and animations related to the subject matter of the course. |
| **Assessment methods** | Exam, seminar paper |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | To iIdentify, describe and distinguish the main cultural phenomena and changes during human evolution, up to the emergence of anatomically modern humans and so-called "modern behavior" and to connect the main elements of biological evolution and cultural development. | | 2. | To analyze and critically assess the argumentation of popular texts and media presentations related to the topic of the course. | | 3. | To distinguish, explain and discuss the main theoretical determinants related to evolution, evolutionary theory and human evolution. | | 4. | To list and describe the main methods of biology, geology, archaeology and other sciences that are relevant to human evolution. | | 5. | To identify and distinguish the main anatomical changes and features of different types of hominins across time and space (temporal and geographical dimensions). | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction. Development of evolutionary thought. | | 2. | Evolution: mechanisms, principles and methods of study. | | 3. | Fundamentals of paleoanthropology. Primates: characteristics and taxonomy. | | 4. | Evolution of primates until the appearance of first hominins. | | 5. | Hominins: taxonomy and problems. Development of bipedal movement. | | 6. | First hominins: a historical review. From the first hominins to the genus Australopithecus. | | 7. | Genus Australopithecus 1: “gracile” species of East Africa. | | 8. | Genus Australopithecus 2: “gracile” species of South Africa. “Robust” australopithecines. | | 9. | The emergence of the genus Homo: a historical overview, the earliest species and issues. | | 10. | Homo erectus/ergaster: historical review, introduction to morphology. | | 11. | Regional evolution of the genus Homo in the Middle Pleistocene. | | 12. | Neandertals | | |
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## Identity of minority cultures

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| **Name** | Identity of minority cultures |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 79025 |
| **Semesters** | Summer |
| **Teachers** | Marijeta Rajković Iveta, PhD, Associate Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The course provides insight into the formation of minority (national, ethnic) communities, insight into how historical changes are changing at the global level, reflected at the micro level, on the culture and everyday life of a particular minority. The aim of the course is to acquaint students with the basic concepts and settings of the theory of minority affiliations, as well as with the possibility of applying these concepts in contemporary research on both traditional and contemporary cultures of minority communities. |
| **Teaching methods** | The course will be divided into lectures and seminars. Lectures will use a critical review of the works of relevant theoreticians and of the fundamental theory and concept postulates to give insight into the possibility of researching minority communities. The fundamental theoretical knowledge will be additionally elaborated in reaction texts that will be critically read out and analysed through student discussions within the framework of the course. Individual thematic lectures will be accompanied with reviews of case studies as well as presentations through documentaries (video and DVD records).  In the seminar part of the course, students will select themes of their seminar papers based on additional literature, their own field research (possibility of going on a field trip together) or working on databases (analysis of online forums…). Seminar papers will be organized into thematic units and students will present them accordingly in a workshops. In addition to student presentations, each workshop will include discussions and valorisations of work performed by peers. One or two of the lectures will be at different locations and students will familiarize themselves with the institutions relevant to the theme of the course. Guest lecturers will participate in certain course units. |
| **Assessment methods** | Regular class attendance, participation in discussions and seminar work, submission and presentation of reaction text and seminar paper (condition for taking the written exam). These activities constitute the final assessment according to the following percentages: - regular attendance, especially participation in the discussion 10% - writing and presenting a reaction text 15% - preparation and presentation of seminar paper 35%  - written exam 40% |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | link changes in political boundaries with the emergence of minority communities | | 2. | give examples of group migrations of the population and the formation of minority communities | | 3. | enumerate the most famous minority peoples in Europe | | 4. | enumerate minority communities in the Republic of Croatia | | 5. | state the cultural characteristics of minority communities in the Republic of Croatia | | 6. | compare the cultural characteristics of national and ethnic minorities in the Republic of Croatia | | 7. | identify and collect relevant sources for simple qualitative research on minority issues | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Presenting the syllabus, expectations and student interests; selection of a theme for reaction text, watching documentaries, discussion | | 2. | The formation of minority communities; geographical distribution of minorities; statistical data, concepts; the influence of borders. | | 3. | Theories (identity, borders studies). Instructions for writing the seminar paper (emphasis on presenting the sources of research); introduction to the fundamental terminology associated. | | 4. | Minority peoples in Europe and Croatia. Minority rights to the preservation of cultural identity, Croatia-Europe comparative approach. | | 5. | Roma | | 6. | Jews | | 7. | Serbs, Vlachs, Romanians | | 8. | Italians, Germans, Austrians | | 9. | Poles | | 10. | Czech Slovak | | 11. | Ruthenians, Ukrainians, Turks | | 12. | Bulgarians, Macedonians, Albanians, Montenegrins | | 13. | Bosniaks, Montenegrins, Slovenes, Hungarians | | 14. | A visit to a minority institution. | | 15. | Racism, xenophobia. Stereotypes and prejudices. The contribution of minorities to Croatian culture. Repetition and evaluation. | | |
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## Introduction to anthropological archaeology

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| **Name** | Introduction to anthropological archaeology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 52349 |
| **Semesters** | Summer |
| **Teachers** | Nikola Vukosavljević, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | Briefly introduce anthroplogy students wiht chronological dimension of humankind, give insights into temporal depth and geographic diversity of human adaptation in the past, and therefore enable the students to study other courses with full understanding |
| **Teaching methods** | Teaching accompanied with visual materials, working with didactic collection |
| **Assessment methods** | written and oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | be able to list basic theories, methods and techniques of anthroplogical archaeology as cultural anthroplogy of the past | | 2. | be able to comprehensively consider temporal depth and geographic diversity of human adaptions in the past | | 3. | apply scientific terms from anthroplogical archaeology in Croatian and foreign language | | 4. | use scientific literature, library and databases while working independently and in scientific communication | | 5. | apply acquired knowledge at higher levels of university studies | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Culture as key feature that differentiates humans from other animals. | | 2. | Earliest material culture and its connection with hominin fossil remains. | | 3. | Early hominins' behavior: technology and subsistence strategies I. | | 4. | Early hominins' behavior: technology and subsistence strategies II. | | 5. | Evolution of basic characteristics of modern cultural behavior. | | 6. | History of the continent colonisation and cultural adaptations that allowed for global expansion of the humankind. | | 7. | Intensification and diversification of hunter-gatherers' economy at the end of Pleistocene. | | 8. | Beginnings of food production. | | 9. | Global hotspots, chronology and ecology of domestication. | | 10. | Transition to farmers' economy in Europe, models of its spreading and specific traits of individual regions. | | 11. | Social organisation and demography of early farmers. | | 12. | Intensification of food production through colonisation of marginal areas, and use of energy and secondary products of domesticated animals. | | 13. | Origin of institutionalised social inequalities, appearance of hierarchical social systems. | | 14. | Natural and social contexts of the rise of earliest urban civilizations, theoretical models of their appearance. | | 15. | Economic basis, social organisation, demography and collapse of early civilizations. | | |
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## Introduction to anthropology

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| **Name** | Introduction to anthropology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 36001 |
| **Semesters** | Winter |
| **Teachers** | Darko Polšek, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The main goal of the course (expected competences). A) General. Defining the scope and area of anthropology as a human, social and biomedical science; historical overview of the descent and evolution of man; B) specific. Subject, methods and means of micro-evolution of man; variety of group-forming; analysis of genetic mechanisms; methods of demographic analysis and forecasting on the level of the population. |
| **Teaching methods** | Oral examinations (ppt presentations), interactions and colloquia, visual methods. |
| **Assessment methods** | seminars (ppt presentation and written seminar); compulsory end-seminar testing; oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Student will be able to provide explanation and analysis for the basic tenets of theories in biological and socio-cultural anthropology in 19th and 20th century. | | 2. | S/he will be able to give and present an overview of the decent and evolution of man | | 3. | Student will be able to explain adaptive mechanisms as sources of variability on the population level | | 4. | S/he will be able to explain interactive processes forming contemporary, modern human groups, processes that form human inter- and intra-population variability | | 5. | ... to present and explain examples of human microevolution, and methods of human group-bonding by applying genetic analysis | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction | | 2. | What is anthropology. A brief historical note | | 3. | Evolutionary forces. Gene flow. Genetic Drift. Mutation. Natural selection. | | 4. | Biological variability. Blood Groups. Genetic markers. Forensic identification. | | 5. | Genetic history of populations. Genetic inheritance and cultural identity | | 6. | Methods in anthropology: anthropometry; etnography | | 7. | Neolitic revolution and its import for the rise of civilization | | 8. | Human variation. Races and etnicities. | | 9. | Early hominins. Homo | | 10. | Anthropometry. History of human nutrition and nutritional studies | | 11. | Ecogenetics. Ilnesses | | 12. | Biological importance of agriculture. Populational rise. Biological determinants of civilization and urbanization. Overview of the study of human variability. | | 13. | Epidemiology, infects and pandemics. Secular and demographic change. Ecological anthropology. Climate change and risk perception. | | 14. | Applied anthropology. Language and communication. Art, media, sport. | | |
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## Introduction to Anthropology

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| **Name** | Introduction to Anthropology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 4 |
| **ID** | 66523 |
| **Semesters** | Winter |
| **Teachers** | Darko Polšek, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The main goal of the course (expected competences). A) General. Defining the scope and area of anthropology as a human, social and biomedical science; historical overview of the descent and evolution of man; B) specific. Subject, methods and means of micro-evolution of man; variety of group-forming; analysis of genetic mechanisms; methods of demographic analysis and forecasting on the level of the population. |
| **Teaching methods** | Oral examinations (ppt presentations), interactions and colloquia, visual methods |
| **Assessment methods** | seminars (ppt presentation and written seminar); compulsory end-seminar testing; oral exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Student will be able to provide explanation and analysis for the basic tenets of theories in biological and socio-cultural anthropology in 19th and 20th century. | | 2. | S/he will be able to give and present an overview of the decent and evolution of man | | 3. | Student will be able to explain adaptive mechanisms as sources of variability on the population level | | 4. | S/he will be able to explain interactive processes forming contemporary, modern human groups, processes that form human inter- and intra-population variability | | 5. | ... to present and explain examples of human microevolution, and methods of human group-bonding by applying genetic analysis. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction: | | 2. | What is anthropology. A brief historical note | | 3. | Evolutionary forces. Gene flow. Genetic Drift. Mutation. Natural selection. | | 4. | Biological variability. Blood Groups. Genetic markers. Forensic identification. | | 5. | Genetic history of populations. Genetic inheritance and cultural identity | | 6. | Methods in anthropology: anthropometry; etnography | | 7. | Neolitic revolution and its import for the rise of civilization | | 8. | Human variation. Races and etnicities. | | 9. | Early hominins. Homo | | 10. | Anthropometry. History of human nutrition and nutritional studies | | 11. | Ecogenetics. Ilnesses | | 12. | Biological importance of agriculture. Populational rise. Biological determinants of civilization and urbanization. Overview of the study of human variability | | 13. | Epidemiology, infects and pandemics. Secular and demographic change. Ecological anthropology. Climate change and risk perception. | | 14. | Applied anthropology. Language and communication. Art, media, sport. | | |
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## Introduction to Cultural Anthropology

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| **Name** | Introduction to Cultural Anthropology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 36000 |
| **Semesters** | Summer |
| **Teachers** | Tanja Bukovčan, PhD, Assistant Professor (primary) Tibor Komar, PhD, Assistant Professor |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The course Introduction to Cultural Anthropology is an introductory course which presents and explains basic theories and theoretical and methodological developments of the discipline, together with major research topics and breakthroughs. The students will be introduced to the most prominent and influential cultural anthropologists and to their writings which had pivotal role in the development of culutral anthropology. The students will gain knowledge on basic cultural anthropological concepts such as culture, identity, religion, kinship and descent, ethnicity, social systems and social organization, economic and political systems, etc., as well as the ongoing processes of social and cultural change. Cultural anthropology as a discipline provides an understanding of human diversity (Kottak), and its purpose is to make the world safe for human differences (Benedict). |
| **Teaching methods** | Lectures (30 hours) and seminars (30 hours) |
| **Assessment methods** | Assesment: Class participation 10% Seminar assigments 40% Written exam 50% |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | define basic concepts of cultural anthropology and explain their relations | | 2. | discuss the concepts of culture and cultural systems | | 3. | describe chronological developments of different theories and schools of cultural anthropology and name their main representatives | | 4. | identify and explain types of cultural interactions and influences | | 5. | apply cultural-anthropological theories in the analysis of cultural systems | | 6. | recognize and explain applicability of cultural anthropology in various contexts | | 7. | analyze the links between cultural anthropology and politics in different historical periods | | 8. | outline and explain the specificities of culturo-anthropological ethics | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Anthropology as a discipline Branches of anthropology Cultural, social anthropology, ethnology | | 2. | Anthropology at the beginning of the 20th century Malinowski, Radcliffe-Brown, Boas | | 3. | Anthropology in the mid-20th century Mead, Benedict Douglas, Evans-Pritchard, Levi-Strauss | | 4. | Definition of culture Acculturation, enculturation, integration, adaptation Cultural relativism, cultural shock | | 5. | Ethnolinguistics Theories of the link between language and cognition | | 6. | Social organization Forming social groups, forms ond types of descent | | 7. | Endogamy, exogamy Incest taboo | | 8. | Forms of marriage Polygamy, polyandry, polygyny Rights of sexual approach | | 9. | Forms of subsistance Division of labour Cooperation and specialization of labour | | 10. | Distribution and exchange Kula and Potlach | | 11. | Political systems | | 12. | Political control, conflict regulation Types of political power | | 13. | Magic and religion | | 14. | Religious and magical rites and rituals | | 15. | Applied anthropology Cultural future of humankind | | |
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## Introduction to Ethnology

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| **Name** | Introduction to Ethnology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 66524 |
| **Semesters** | Winter |
| **Teachers** | Marijana Belaj, PhD, Full Professor (primary) Tibor Komar, PhD, Assistant Professor |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The aim of the course is to provide insights into the dynamics of the historical development of the discipline with regard to the basic concepts within the theoretical approaches and contexts in which they arose and in relation to related disciplines. Through an overview of individual theories, schools, and significant representatives, the basic features of the discipline, research focus, and approaches are discussed. The course offers theoretical knowledge about culture as a phenomenon and about cultural processes, and encourages the understanding and development of sensibility towards cultural diversity and diversity of cultural perspectives. Students are also introduced to the basic ethical principles of the profession and scientific work in general. |
| **Teaching methods** | Classes consist of lectures, seminar workshops, and guided discussions. Continuous and active participation in classes is encouraged by initiating discussions on ethnological concepts, approaches, and problems in selected ethnographic texts. Within the seminar, students practice oral and constructive presentations of a given topic with the use of computers and actively participate in the guided discussions. |
| **Assessment methods** | The work of students will be continually monitored during the entire semester and the final grade will be cumulative. All learning outcomes will be assessed and graded by final written exam, and learning outcomes 2 – 4, 7, 9 and10 will be additionally assessed and graded by seminar essay and participation in class discussions. Grading: final written exam – 80%; class attendance, participation in class discussions, seminar essay – 20%. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | define and compare basic concepts in ethnology and cultural anthropology | | 2. | use professional terminology | | 3. | recognize and explain the different understanding of ethnology and its research subject in the disciplinary history | | 4. | explain and compare fundamental theories and schools in ethnology until the middle of the 20th century | | 5. | define and explain general features of culture as a phenomenon | | 6. | define, explain and compare cultural processes | | 7. | discuss the ethnological contribution to the understanding of cultural differences | | 8. | explain the basic methods of ethnological research | | 9. | explain the basic ethical principles of ethnology and cultural anthropology | | 10. | use basic computer skills for professional and scientific purposes | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Introduction to Folkloristics

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| **Name** | Introduction to Folkloristics |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 51702 |
| **Semesters** | Winter |
| **Teachers** | Grozdana Marošević (primary) Ljiljana Marks, PhD, Full Professor Tvrtko Zebec, PhD, Scientific Adviser |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The aim of the course is to provide students with a basic insight into folkloristics as a multidisciplinary science and a complex area of its study. Students will be introduced to the development of the discipline, theoretical, historical and field research, which will be demonstrated in three basic disciplines: ethnomusicology, ethnochoreology, and oral literature. The aim is to enable students to recognize the folklore segment within ethnological research (but also music history, literature, history and related humanities), to show them the genre, thematic and regional diversity. The presentation of important individuals, historical periods, scientific directions and research methods follows the basic features of folklore research. |
| **Teaching methods** | It is a course that presents historical, theoretical and methodological approaches, as well as the history of the profession, so the backbone of the course will be ex chatedra presentations supplemented by projections using a computer projector (maps, oral texts, audio and video recordings) and heuristic dialogue with students. |
| **Assessment methods** | Two written colloquia or a written exam at the end of the semester. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | to list and define basic concepts in folkloristics | | 2. | to describe the beginnings and development of folkloristics, ethnomusicology and ethnochoreology as disciplines | | 3. | to describe and compare folklore research approaches and methods | | 4. | critically considering professional and scientific papers in the field of folklore research, ethnomusicology and ethnochoreology | | 5. | to list the key representatives of the discipline (philologists, folklorists, ethnomusicologists, ethnochoreologists) in Croatia | | 6. | to give examples and interpret Croatian oral, musical and dance forms | | 7. | to give examples of the formation of Croatian intangible heritage | | 8. | to analyse the context of cultural performances according to the traditional calendar, rituals in life customs and political rituals and their changes | | 9. | to explain the historical, social and cultural context in the development of national music and dance | | 10. | to nalyse cultural policies and public practices of national music and dance in amateur and professional creation | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Determination of the oral literary corpus and basic theoretical approaches to oral literature (Prof. Ljiljana Marks, PhD) | | 2. | Oral lyrics in the customs of the life and annual cycle; processions songs (texts related to spring and winter parades: filipovčice [for St Philip chermis], jakobovčice [St Jacob], kraljice [queens, for the feast of Pentecost], etc. and carols) (Prof. Ljiljana Marks, PhD) | | 3. | Basic features of Croatian oral epics with an emphasis on the life of the genre in rural (and urban) environments and the performance component (contemporary folklore festivals) and written epics (A. Kačić Miošić) (Prof. Ljiljana Marks, PhD) | | 4. | Epic-lyrical songs (ballads, romances, bugarštice); texts related to rituals (basmas, oaths) (Prof. Ljiljana Marks, PhD) | | 5. | Huge systematic research in the 19th century and basic collections of oral literature (ONŽO and MH) (Prof. Ljiljana Marks, PhD) | | 6. | Basic features of prose genres (fairy tale, everyday stories, funny stories) (Prof. Ljiljana Marks, PhD) | | 7. | Oral tradition between truth, belief and fiction (Prof. Ljiljana Marks, PhD) | | 8. | Ethnotheatrology between performance and record; small forms; (Prof. Ljiljana Marks, PhD) | | 9. | Folklore and comparative musicological research; Anthropological approaches to music (Prof. Grozdana Marošević, PhD) | | 10. | Performative (contextual) folk music research; Croatian traditional music: Istria and the Croatian Littoral and Dalmatia (Dinaric hinterland, coast, islands) (Prof. Grozdana Marošević, PhD) | | 11. | Croatian traditional music: Slavonia and Baranja and central Croatia; Traditional music in contemporary practice (amateurism, festivals, media, ethno-music) (Prof. Naila Ceribašić, PhD) | | 12. | Musical and sound component of customs and rituals: annual processions; Musical and sound component of customs and rituals: life customs (Prof. Grozdana Marošević, PhD) | | 13. | Approaches, methods and thematic aspects of contemporary ethnomusicological research (Prof. Grozdana Marošević, PhD) | | 14. | Dance research methodology: development and comparison of the disciplines of ethnochoreology, dance ethnology, anthropology of dance and the structured movement, and dance ethnography and their paradigms (Prof. Tvrtko Zebec, PhD) | | 15. | Regional overview of folk dance in Croatia (example of circle dance kolo in life and annual customs / rituals, and political rituals) (Prof. Tvrtko Zebec, PhD) | | |
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## Introduction to forensic anthropology

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| **Name** | Introduction to forensic anthropology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 52353 |
| **Semesters** | Summer |
| **Teachers** | Zdravka Hincak, PhD, Associate Professor (primary) Ana Mikulka, Assistant Damir Mihelić, PhD, Full Professor |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | Students who complete the course acquire basic knowledge of forensic anthropology that includes distinguishing between human and animal remains, distinguishing archaeological from forensic cases, and determining the gender of human bone remains and age at death.  This knowledge is necessary for the ultimate goal: the personal identification of human remains found in a forensic context. |
| **Teaching methods** | During the lecture, various social and active forms of work will be used: frontal, individual and group forms, and practical workshops. During the seminar, demonstration, conversation, discussion and frontal and individual social-active forms of work will be used. |
| **Assessment methods** | Written colloquia during the semester and oral exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Students will be able to recognize and classify elements of the human skeleton. | | 2. | In the case of well-preserved bone elements, students will be able to connect the acquired knowledge in the problem of gender identification of adults and the age at death of children and adults in a wider range. | | 3. | Students will be able to determine the body stature of adults by anthropometrical methods. | | 4. | Students will be able to distinguish changes that are part of pathological bone changes from osteological morphological variants. | | 5. | Students will be able to define and describe basic statistical analyses in biological anthropology. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introductory Lecture. Forensic Anthropology. | | 2. | Tissues. Bone Structure. | | 3. | Differentiating Human Bones from Animal Bones | | 4. | Fundamentals of Human Osteology. Bones of the Axial Skeleton. | | 5. | Fundamentals of Human Osteology. Upper Extremity Bones. | | 6. | Fundamentals of Human Osteology. Lower Extremity Bones | | 7. | Fundamentals of Human Osteology. Cranial Bones. | | 8. | Creating a Biological Profile. | | 9. | Features of Skeletal Sexual Dimorphism | | 10. | Morphological and Histological Methods of the Age at Death Determination. | | 11. | Determination of Age at Death on Bone Remains of Children. Ossification Centres, the Chronology of Bone Fusion. | | 12. | Age at Death Determination on Dental Remains of Children. Chronology of Tooth Growth. | | 13. | Determination of Age at Death on Adult Bone Remains. | | 14. | Determination of Age at Death on Dental Remains of Adults. | | 15. | Biostatistics. Basic Statistical Methods in Anthropology. | | |
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## Introduction to human genetics

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| **Name** | Introduction to human genetics |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 3 |
| **ID** | 64083 |
| **Semesters** | Winter |
| **Teachers** | Petar Tomev Mitrikeski, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | |
| **Prerequisites** | None |
| **Goal** | The main objectives are (i) knowledge of the basic principles and paradigms of genetics, and (ii) their recognition in the human species at the level of (a) individuals, and (b) their communities (families and/or the general human population). The overall purpose of the course, in addition to acquiring critical factual knowledge, is a conceptual understanding of (human) genetics. |
| **Teaching methods** | Lectures and guided discussion |
| **Assessment methods** | Written exam to check factual knowledge and ability to connect facts; additionally and optional oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | To explain basic genetic principles and paradigms | | 2. | To explain the concept of the cell as (i) the basic unit of living things and (ii) the basic functional components of multicellular organisms | | 3. | To explain how the concept of the cell cycle differs from the concept of life cycles and how the cell cycle contributes to the realization of life cycles (the relationship between mitosis and meiosis), and thus the general survival of life | | 4. | To demonstrate an essential understanding of classical genetics and recognize the molecular basis of Mendel's principles | | 5. | To distinguish the concept of genes from the concept of alleles | | 6. | To distinguish qualitative (concept "one gene – one trait") from quantitative hereditary traits (concept "multiple genes – one trait") | | 7. | To explain (i) the concept of ideal population, (ii) the concept of evolutionary forces, and (iii) the concept of evolution as changes in allele frequency and genotype over generations | | 8. | To apply basic genetic concepts in anthropological dilemmas | | 9. | To identify and critically discuss open genetic issues in scientific anthropology | | 10. | To distinguish the philosophy of genetics as a scientific discipline, which significantly contributes to the increase of basic human knowledge, from ideological deviations and abuse of genetic knowledge | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction: (i) overview of course topics; (ii) clarification of the prescribed literature; (iii) specifying student obligations; (iv) Why genetics? - positioning genetics as a basic scientific branch of biology and clarifying its relationship with other scientific branches (a) within and (b) outside the field of natural sciences | | 2. |  | | 3. | History and philosophy of genetics: (i) a closer understanding of the emergence (phenomenon) and development of genetics; (ii) an attempt at a broader conceptualization of overall genetic paradigms; (iii) more on the concept of man as a biological being capable of transmitting genetic heritage (link to item 15 below) | | 4. | Cell nucleus: (i) the holder of the hereditary substance (in the narrow sense; link to item 3 above); (ii) cell nucleus structure | | 5. | Chromosomes: (i) organized hereditary matter; (ii) karyotype; (iii) chromosomal aberrations (link to item 8 below) | | 6. | Nucleic acids (DNA and RNA): (i) DNA molecule as a hereditary substance; (ii) RNA molecule; (iii) molecular genetics (replication, transcription, translation; repair of damaged DNA molecules and genetic recombination) | | 7. | Mitosis: (i) cell cycle (link to item 3 above); (ii) karyokinesis; (iii) cytokinesis | | 8. | Meiosis: (i) life cycles (link to item 3 above); meiosis I; meiosis II | | 9. | Classical genetics: (i) the concept of genes (link to item 6 above); (ii) the allele concept; (iii) phenotype; (iv) genotype; (v) ploidy; (vi) homozygotes; (vii) heterozygotes | | 10. | Mendel's principles: (i) the principle of segregation; (ii) the principle of independent assortment; (iii) the concept of "one gene – one trait"; (iv) the molecular basis of Mendel's principles; (v) deviations from Mendel's principles | | 11. | Hardy-Weinberg principle: (i) population concept; (ii) frequency of alleles and genotypes in an ideal population | | 12. | Genetics of complex traits: (i) the concept of a complex trait (“multiple genes – one trait”); (ii) polyhybrid crossing with incomplete dominance | | 13. | Evolutionary forces: (i) the concept of evolutionary forces; (ii) evolution as a change in allele frequency and genotype over generations; (iii) change in information in the hereditary substance (i.e. DNA) as a basis for changing the frequency of alleles in the population (link to item 6 above) | | 14. | Genetics and genomics of the microevolution of the human population: (i) the concept of the Y chromosome; (ii) the concept of mitochondrial DNA; (iii) the concept of race | | 15. | The social significance of genetics: (i) genetics as a philosophical concept; (ii) deviations such as eugenics; (iii) genetics and general ethics and bioethics (link to item 2 above) | | |
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## Introduction to population genetics

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| **Name** | Introduction to population genetics |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 66815 |
| **Semesters** | Winter |
| **Teachers** | Krunoslav Brčić-Kostić, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | | Methodology exercies | 15 | |
| **Prerequisites** | None |
| **Goal** | LEARNING OUTCOMES - INTRODUCTION TO POPULATION GENETICS (45 hours in total: 15 hours of lectures, 15 hours of exercises and 15 hours of seminars): 1. Define and describe the basic concepts of population genetics and their implications to other biological disciplines. 2. Explain the action of evolutionary forces, the point out the similarities and differences between them, find out which of them and under which condition maximally influence the  3. Estimate the population genetic parameters and to monitor the evolutionary dynamics by the equations of evolutionary changes. 4. Analyse the population genetic parameters and explain them by the theoretical population genetics. 5. Recognise and application of the concepts of population genetics in other fundamental biological disciplines (zoology, botany, evolutionary biology and ecology) as well as in applied biology (conservation biology, agronomy, medicine and forensics). 6. Develope the critical thinking and the ability of solving problems.  THE COURSE CONTENT The course „Introduction to population genetics“ is composed of two parts: the classical population genetics and the molecular population genetics. LECTURES 1. Classical population genetics – History of population genetics; population without evolutionary forces (ideal population, the concept of allele and genotypic freqences, Hardy-Weiberg law, gametic dissequilibrium). 2. The concept of evolutionary forces (systematic and nonsystematic evolutionary forces, definition of evolutionary change); isolated actions of evolutionary forces at the level of one locus and two alleles; mutation as the evolutionary force; migration (gene flow). 3. Natural selection as the evolutionary force; selection equations (the concept of fitness, directional selection and balancing seletion). 4. Balancing selection (overdominance selection); alternate formulas for natural selection (the concept of selection coefficient, genetic load). 5. The mutation-selection balance (the equilibrium genetic load); genetic drift in metapopulation (variance of allele frequences, Drosophila experiment, Wright-Fisher model of genetic drift, Kimura model of genetic drift). 6. Genetic drift and inbreeding (definition of inbreeding coefficient, the concept of the effective population size, genotypic frequences as the result of inbreeding, Wright F statistics). 7. Molecular population genetics – Infinite allelle model (equilibrium between mutation and drift, probability of allele fixation, rate of gene substitution). 8. Neutral theory of molecular evolution (rate of aminoacid substitution, empirical data for the polymorphysm and rate of gene substitution, the neutralist-selectionist debate).  EXERCISES The exercises consist of problems based on the theory according to lectures 1. Hardy-Weinberg law and gametic dissequilibrium. 2. Mutation and migration. 3. Natural selection and the general selection equation. 4. Overdominant selection, alternate formulas for directional and overdominant selection. 5. Equilibrium between mutation and selection, genetic drift. 6. Genetic drift and inbreeding. 7. Equilibrium inbreeding coefficient and heterozygosity, the probability of allele fixation, rate of gene substitution. 8. Neutral theory and the rate of aminoacid substitution.  SEMINAR Seminar consist of the discussions about the problems in lectures as follows 1. Population without evolutionary forces. 2. Mutation and migration. 3. Natural selection (one locus models). 4. Mutation-selection balance and genetic drift. 5. Genetic drift and inbreeding. 6. Genetic drift, inbreeding and the rate of gene substitution. 7. Neutral theory and the rate of aminoacid substitution. 8. Students seminars about original papers from the field of population genetics. |
| **Teaching methods** | Lectures, Power Point Presentation, film, discussion and solving of problems Literature: Halliburton R., 2004, Introduction to Population Genetics, Pearson Education, Inc.  Brčić-Kostić K., Uvod u populacijsku genetiku, unofficial material (scripta) |
| **Assessment methods** | Written and oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Introduction to Visual Anthropology

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| **Name** | Introduction to Visual Anthropology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 51736 |
| **Semesters** | Winter |
| **Teachers** | Tanja Bukovčan, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The elective course Introduction to Visual Anthropology introduces the students to one of the applied subdisciplines of socio-cultural anthropology. As a relatively young subdicsipline, originating in the 1970s, visual anthropology deals with the usage of visual methodology in ethnological and anthropological research (camera, film, photography). It also covers the anthropology of the visual, i.e. the ways in which different cultures express, experience and present visual and aestheticize their own everyday cultural existence. This course will cover the most relevant theories and theoretical framework of visual anthropology as well as the most prominent visual anthropologists through their theories and practice. The students will learn the basics of the usage of visual media and video editing in ethnological and anthropological research. |
| **Teaching methods** | Lectures (30 hours) and seminars (30 hours) |
| **Assessment methods** | Assesment: Class participation 10% Seminar assigments 40% Written exam 50% |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | recognize and outline basic scientific theories and methods of visual anthropology, and name the most relevant visual anthropologists | | 2. | use expert terminology and define basic concepts in visual anthropology | | 3. | recognize and evaluate relevant literature from the field of visual anthropology and use it in expert work | | 4. | present critical and theoretical analysis of ethnographic films in oral and written from | | 5. | produce a visual ethnography | | 6. | recognize and apply basic ethnical standards of visual anthropology | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Visual anthropology - the beginnings and the development of the discipline | | 2. | The beginnings of the usage of visual methodology in anthropological research | | 3. | Visual research from the 1940s to 1980s | | 4. | Robert Flaherty as the unwanted ethnographer | | 5. | Margaret Mead and Gregory Bateson - the clash of the paradigms | | 6. | Robert Gardner as the filming angel | | 7. | Jean Rouch - the shift of paradigms | | 8. | Mc Dougall and the "golden standard" of ethnographic film | | 9. | Jay Ruby and Marcus Banks - theoreticians but (not) film makers | | 10. | Sensory anthropology in visual anthropology - Sarah Pink | | 11. | Native cinematography - Trinh T. Minh-ha | | 12. | Milovan Gavazzi - native or an impostor? | | 13. | Ethics of visual research - the eye of the ethnographer | | 14. | Who is the Other in a selfie? | | 15. | Photography as a method of research | | |
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## Lacemaking in Croatia

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| **Name** | Lacemaking in Croatia |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 125400 |
| **Semesters** | Summer |
| **Teachers** | Tihana Petrović Leš, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | It is a course that presents historical, theoretical and methodological approaches, as well as the history of the   lacemaking in Croatia. It gives basic terminology and data concerning contemporary lacemaking in the   context of cultural policies and explains lacemaking in Croatia as phenomenon of intangible heritage. |
| **Teaching methods** | Lectures - ex chatedra presentations with ppt projections, supplemented by film projections and heuristic dialogue with students; museum an resotration isntitution workshops; mentoring work. |
| **Assessment methods** | Final grade is based on: 1. Class attendance: 10%, 2. research, research report: 40%, 3. Exam: (oral & written): 50% |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Critically analyze cultural policies and heritage creation. | | 2. | Evaluate cultural policies of different cultural and heritage institutions. | | 3. | Create devise tools for the development of cultural policies in heritage institutions. | | 4. | Create and design research of lacemaking. | | 5. | List and describe the key lacemaking tehiques in Croatia. | | 6. | Explain lacemaking in Croatia as phenomenon of intangible heritage (UNESCO convention). | | 7. | Critically analyse cultural policies and creation of cultural heritage. | | 8. | Describe methods and approaches in researches of lacemaking in Croatia. | | 9. | Count and describe cultural policies of heritage institutions concerning lacemaking. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introductory review of course content Short history of lacemaking concerning origin and development of basic techniques, materials, motifs, terminology. | | 2. | Freehand lace in Europe and Croatia | | 3. | Lace in clothes, fashion, liturgy – short history. Case study: Lacemaking in old Dubrovnik. | | 4. | Contemporary lacemaking in Croatia: techiques, materials, application. | | 5. | Lacemaking researches in Croatia (J. Belović Bernadzikowska, N. Bruck Auffenberg, Z. Šufflay, M. Gušić, etc.). Case study – Hvar lacemaking. | | 6. | Sprang in Croatia: history and origin questions. | | 7. | Pag lacemaking: history, cultural politics, tourism, heritage. | | 8. | Lacemaking in Sveta Marija and Sikirevci – heritage creation. | | 9. | Lacemaking in Europe, Austro- Hungarian Monarchy and Croatia in second half of 19th century: home industry, Zentraslspitzenkurs in Vienna, Iso Kršnjavi and Museum of Arts and Crafts in Zagreb. | | 10. | Lepoglava lacemaking – cultural policies 1892. - 1918. and 1919. - 1942. | | 11. | Identity: Folk/national laces in Croatia. | | 12. | Lace collections in Etnographic museum/ Museum of Arts and Crafts in Zagreb.  Workshop: lace recognition. | | 13. | Restoration and conservation of lace. | | 14. | Presentations and cultural policies in contemporary lacemaking (festivalization, musealization,  preservation). | | 15. | Systematization of the course content. | | |
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## Linguistic anthropology

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| **Name** | Linguistic anthropology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 90768 |
| **Semesters** | Summer |
| **Teachers** | Mislava Bertoša, PhD, Full Professor (primary) Daniela Katunar, PhD, Assistant Professor |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | Introducing the main areas of research and schools of thought in linguistic anthropology and in its significance within the broader field of anthropology. Presenting the varieties of human languages as a form of human creativity and its connection with the context of certain cultures and societies. Understanding of language as a central and integral property of human behaviour, social and cultural practice. |
| **Teaching methods** | lectures, discussions, individual assignment |
| **Assessment methods** | written assessment (colloquium), oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | List the main directions of the development of linguistic anthropology. | | 2. | Point out basic theories and approaches in linguistic anthropology. | | 3. | Evaluate the applicability of specific methods of linguistic anthropology to language data description. | | 4. | Analyze language data with a select linguistic anthropology method. | | 5. | Expertly discuss topics of linguistic anthropology. | | 6. | Evaluate Croatian and English scientific literature from the field of linguistic anthropology. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introductory lecture. | | 2. | Basic properties of language. | | 3. | Biological foundations of language. | | 4. | Evolution and origin of language. | | 5. | First language acquisition. | | 6. | Language and thought. | | 7. | Assessment 1. | | 8. | Language in culture and society. | | 9. | Language socialization. | | 10. | Language and identity. | | 11. | Language and gender. | | 12. | Language change and language loss. | | 13. | Methods of research in linguistics. | | 14. | Assessment 2. | | 15. | Final discussion. | | |
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## Master thesis at the Chair of Anthropology

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| **Name** | Master thesis at the Chair of Anthropology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 15 |
| **ID** | 124233 |
| **Semesters** | Summer |
| **Teachers** | Tibor Komar, PhD, Assistant Professor (primary) Ana Butković, PhD, Associate Professor (primary) Denis Bratko, PhD, Full Professor (primary) Darko Polšek, PhD, Full Professor (primary) Duško Petrović, PhD, Assistant Professor (primary) Emil Heršak, PhD, Associate Professor (primary) Hrvoje Čargonja, PhD, Assistant Professor (primary) Jasminka Lažnjak, PhD, Full Professor (primary) Krunoslav Brčić-Kostić, PhD, Assistant Professor (primary) Luka Bogdanić, PhD, Associate Professor (primary) Mislava Bertoša, PhD, Full Professor (primary) Marijana Belaj, PhD, Full Professor (primary) Mirjana Tonković, PhD, Associate Professor (primary) Nikola Vukosavljević, PhD, Assistant Professor (primary) Petar Tomev Mitrikeski, PhD, Assistant Professor (primary) Sanja Potkonjak, PhD, Associate Professor (primary) Tanja Bukovčan, PhD, Assistant Professor (primary) Tomislav Lauc, PhD, Associate Professor (primary) Tomislav Pletenac, PhD, Full Professor (primary) Tihana Rubić, PhD, Assistant Professor (primary) Tijana Trako Poljak, PhD, Assistant Professor (primary) Vedrana Spajić-Vrkaš, PhD, Full Professor (primary) Zdravka Hincak, PhD, Associate Professor (primary) Zdravko Petanjek, PhD, Full Professor (primary) Valentina Gulin Zrnić, PhD, Associate Professor (primary) Daniela Katunar, PhD, Assistant Professor Davorka Radovčić, PhD, Assistant Professor Martina Podnar Lešić, PhD, Assistant Professor |
| **Hours** | |  |  | | --- | --- | | Seminar | 0 | |
| **Prerequisites** | None |
| **Goal** |  |
| **Teaching methods** |  |
| **Assessment methods** |  |
| **Learning outcomes** |  |
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| **Content** |  |
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## Medical anthropology

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| **Name** | Medical anthropology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 52351 |
| **Semesters** | Winter |
| **Teachers** | Tanja Bukovčan, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | Medical anthropology analyzes the interaction between culture, health and illness, studies various medical traditions and understandings and concepts of health and wellbeing, utilizing bio-cultural approach to contemporary isuues of individual and public health. |
| **Teaching methods** | Lectures (30 hours) and seminars (15 hours) |
| **Assessment methods** | Assessment: Class participation 10% of the grade Seminar assignments 40% Written exam 50% |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Outline basic theoretical developments of medical anthropology | | 2. | Define the possible approaches and analyses of medical systems | | 3. | Recognize the link between culture and medicine | | 4. | Apply basic theoretical concepts to the analysis of contemporary healthcare issues and problems | | 5. | Recognize, respect and promote cultural differences related to medico-anthropological isuues | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Medical anthropology - history and development | | 2. | Theories and developments of medical systems | | 3. | Narrative and cultural construction of illness | | 4. | Ethnography and the clinical encounter | | 5. | Patient-centered approach to evidence-based madicine | | 6. | History of public health and social medicine | | 7. | Medicalization and societies | | 8. | Medical pluralism/ On rationality of making medical decisions | | 9. | Medical markets - health commodified, health consumed | | 10. | Ethical approaches to medical anthropology | | 11. | Body politics: healthy, beautiful and efficient | | 12. | Perception, experience and embodiment as paradigms | | 13. | Healthcare and equity | | 14. | Medico-political borders and migrations | | 15. | Cultures and mental health | | |
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## Methodology of Ethnology and Cultural Anthropology

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| **Name** | Methodology of Ethnology and Cultural Anthropology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 51726 |
| **Semesters** | Winter |
| **Teachers** | Sanja Potkonjak, PhD, Associate Professor (primary) Goran-Pavel Šantek, PhD, Full Professor Ivona Grgurinović, PhD, Assistant Professor Tihana Rubić, PhD, Assistant Professor Iva Grubiša, Assistant |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The curse provides an overview of basic qualitative research methods in ethnology and cultural anthropology. It is a mandatory course that introduces students in core principles of qualitative research, discusses basic fieldwork strategies, and reviews different approaches to ethnographic research.  The course aims at introducing students into history of different qualitative methods and contemporary debates on ethnography. The main objective of the course is to provide students with a set of knowledge and methodological skills that will help them in designing and conducting a simple research project. A special attention is put on the ethics of ethnographic research. |
| **Teaching methods** | The course uses interactive, participative and learner-centered methods. It is comprised of a series of lectures and seminars. The work in seminars is organized in small groups and based on collaboration on an assigned project. The progress is contentiously monitored by submission of weekly tasks. |
| **Assessment methods** | Course requirements: Submission of a final project report (8 pages min. group work)  Oral presentation of project results Weekly assignments during the project preparations (1-2 pages) Final written exam.  A student's participation in the work of the course is mandatory prerequisite for receiving credits for the course. Students are required to attend the course on a regular basis (up to max 3 absences); to continuously work on assigned project and to regularly submit weekly assignments (60% of the grade) , to take written exam (40 % of the grade). The students must complete all course requirements related to project assignment by the last week in a semester to be allowed to take exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Discuss ethical principles | | 2. | Design simple ethnographic project | | 3. | Analyze ethnographic data (line-by-line coding) | | 4. | Communicate research results | | 5. | Design a qualitative protocol | | 6. | Conduct ethnographic interview | | 7. | Design a qualitative protocol | | 8. | Prepare research project documentation | | 9. | Conduct ethnographic interview | | 10. |  | | 11. |  | | 12. |  | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introductory class. Discussing course outline, and setting up groups. | | 2. | Intro to research methods - history of Croatian research metods | | 3. | The concept of fieldwork - from exotic u/topias to research of one owns home | | 4. | Participating and observing - Participant observation | | 5. | Ethnological trifles - small things as ethnography. Autoethnography | | 6. | Contemporary fieldwork - on the ethics of ethnographic research | | 7. | Interpretative ethnography | | 8. | Anthropology as/in political economy | | 9. | Anthropology as/in cultural critique | | 10. | Native paradox | | 11. | Writing ethnography and the authority | | 12. | Realist Tales, impressionist tales, confessional tales | | 13. | Discussing research results, analytical tools | | 14. | Discussing research results, analytical tools | | 15. | Self-evaluation | | |
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## Molecular Archeogenetics

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| **Name** | Molecular Archeogenetics |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 124231 |
| **Semesters** | Summer |
| **Teachers** | Martina Podnar Lešić, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The aim of the course is to provide insight into the principles of analysis of modern and ancient human genomes to study population variability and elucidate human evolutionary history. Students will be introduced to the most commonly used molecular markers, molecular genetics laboratory techniques and methods of analysis. As part of the course, students will become familiar with the historical development of the discipline and the importance and opportunities provided by the interdisciplinary archaeogenetic approach. The structure, mode of inheritance and variability of individual parts of the human genome as well as the molecular genetic approaches to reconstruct phylogenetic relationships within genus Homo will be explained. Students will become familiar with the sources and geographical distribution of human genetic diversity as well as with historical processes that have shaped the phylogeographic pattern observed in contemporary human populations. Since this is a very dynamic field of research characterized by numerous conflicting hypotheses, the special goal of the course is to teach students a critical evaluation of the applied methodology and theoretical conclusions of the archaeogenetic research. |
| **Teaching methods** | Teaching includes lectures, seminars, discussions, and exercises. Students are constantly encouraged to ask questions to clarify any ambiguities. Within the seminar, students independently work on and present review article on a previously covered course topic. In this way, the content of the course is practiced, but also expanded. The presentation is followed by a short oral examination on the article and students are encouraged to participate in the discussion. The understanding of the basic principles of molecular genetics is tested and, if necessary, clarified by problem solving in groups. |
| **Assessment methods** | The grade is formed based on the success in the final written exam (75%), the preparation, the quality of the presentations and the understanding of the content of the seminar paper (20%) and active class participation (5%). The acquisition of learning outcomes 3-7 is specifically assessed through the presentation of the seminar paper, and acquisition of all learning outcomes is evaluated via final written exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | to define archaeogenetics as a scientific discipline | | 2. | to describe the historical development of the discipline and to explain the importance and opportunities provided by the interdisciplinary archaeogenetic approach in the study of the human past | | 3. | to explain the principles of analysis of human genome variability and to use the professional terminology of molecular biological techniques and bioinformatics methods used in archaeogenetic research | | 4. | to explain structure and organization of the human genome, mode of inheritance and variability of its individual parts | | 5. | to explain and use professional terminology of molecular genetics and phylogeny | | 6. | to identify and explain the processes that shaped phylogeographic structure of human populations | | 7. | to read, understand, and critically evaluate a recent scientific publication in the field of archaeogenetics in terms of applied methodology and theoretical conclusions. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Political anthropology

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| **Name** | Political anthropology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 117923 |
| **Semesters** | Winter |
| **Teachers** | Duško Petrović, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | The goal of this course is to familiarize students with the basic theoretical and methodological research principles in the field of political anthropology. The implementation of this goal includes 1. Basic conceptual definition and delineation of the phenomenon of social power in different cultures, 2. Introduction to various theoretical and methodological levels of approach to the phenomenon of politics 3. Review of research within cultural anthropology and ethnology. 4. Critical and metatheoretical questioning of politics as a phenomenon through framework of theoretical and research practices in ethnology and cultural anthropology |
| **Teaching methods** | Lectures, seminars, workshops, and individual assignments for students |
| **Assessment methods** | Student attendance monitoring, keeping track of student's engagement in discussions, an oral exam, evaluating the quality of essays, mentoring the quality of the research for writing essays. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Analyze and compare different research approaches in political anthropology and evaluate the contributions of various authors and schools | | 2. | Evolve their critical thinking skills and synthesize contributions to different approaches with the possibility of conceptualizing their scientific approach | | 3. | Formulate a systematic study of the relationship between culture and power and approach the phenomenon of politics from an anthropological perspective | | 4. | Critically and metatheoretically question the impact of politics on anthropological theory and research practice. | | 5. | Plan and organize their research of a chosen political phenomenon and apply qualitative techniques that correspond to each case | | 6. | Question the relationship between practical qualitative research of political phenomena and anthropological theory and practice | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Quantitative genetics

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| **Name** | Quantitative genetics |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 3 |
| **ID** | 69813 |
| **Semesters** | Summer |
| **Teachers** | Krunoslav Brčić-Kostić, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | LEARNING OUTCOMES – QUANTITATIVE GENETICS (30 hours in total: 15 hours of lectures and 15 hours of seminar) 1. Define and describe the basic concepts of quantitative genetics and its implications to other biological disciplines. 2. Explain the action of evolutionary forces (The breeders equation and the change of mean phenotype of population). 3. Estimation of quantitative genetic parameters and monitoring the change of the mean population phenotype. 4. Analyse the empirical estimates of quantitative genetic parameters based on quantitative genetic theory. 5. Recognise and apply the concept of quantitative genetics in other biological disciplines (botany, zoology, evolutionary biology and ecology) as well as in applied biological disciplines (conservation biology, agronomy, medicine and forensics). 6. Develop the critical thinking and the ability to solve the problems.  COURSE CONTENT The course of quantitative genetics is composed of three parts: „Decomposition of phenotype and the variance“, „Resemlance between relatives and the heritability“ and „Artificial selection, natural selection and the microevolutionary change“.).  LECTURES 1. Decomposition of phenotype and variance – Polygenic inheritance and the simultanious segregations on many loci and the distribution of phenotypic values. 2. Genetic basis of quantitative traits (regresions); decomposition of the phenotype (genotypic value and environmental deviation, breeding value, dominance deviation and interaction deviation). 3. Phenotypic variance and its decompositions (genotypic variance and the environmental variance, additive genetic variance, dominance variance and interaction variance). 4. Resemblance between relatives and heritability - Concept of heritability as the microevolutionary potential of population. Similarity between siblings (regresions, intraclass correlation) and the estimates of heritability. 5. Artificial selection, natural selection and the microevolutionary change – Selection of quantitative traits (artificial selection, breeders equation, selection differential, response to selection, derivation of breeders equation). 6. Experimental artificial selection and experimental microevolution (short term and long term response, experimental selection in Drosophila and mouse); application of breeders equation to natural selection. 7. Natural selection in wild populations (selection differential as a phenotypic covariance between trait and fitness, selection equation for natural selection, Fisher's fundamental theorem of natural selection), genes for quantitative traits and quantitative trait loci (QTLs).  SEMINAR Seminar consists of problems based on theory, empirical examples and discussions about problems based on lectures as follows: 1. Mean phenotype of population; 2. Decomposition of phenotypic and genotypic values; 3. Phenotypic variance and its decomposition; 4. Resemblance between relatives and the estimation of heritability; 5. Artificial selection of quantitative traits; 6. Natural selection of quantitative traits. |
| **Teaching methods** | Lectures, Power Point Presentation, film, discussion and solving the problems Literature: Falconer D. S., 1989, Introduction to Quantitative Genetics, Longman Scientific and Technical  Brčić-Kostić K., Kvantitativna genetika - unofficial material (scripta) |
| **Assessment methods** | written and oral exam |
| **Learning outcomes** |  |
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| **Content** |  |
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## Reasearch methods in anthropology

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| **Name** | Reasearch methods in anthropology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 3 |
| **ID** | 35968 |
| **Semesters** | Summer |
| **Teachers** | Jasminka Lažnjak, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | |
| **Prerequisites** | None |
| **Goal** | General and basic knowledge of the basics of scientific research in the social sciences and especially in anthropology. Mastering the elementary characteristics and scope of individual research methods and methodology in general. Acquisition of basic methodology knowledge for training for more advanced methodology study. Students' ability to develop their own initial research concepts and to understand and analyse empirical research. |
| **Teaching methods** | Lectures with PowerPoint presentations and other multimedia content. Lectures and auxiliary material are available online on the Omega Distance Learning platform. |
| **Assessment methods** | Regular class attendance, colloquium and written exam, the oral exam for those who want a higher grade after passing the written exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Name, describe and apply basic qualitative and quantitative research methods in anthropology and social sciences. | | 2. | Interpret statistical and other data collection results | | 3. | Compare, analyze and comment on the methodology and results of different anthropological research | | 4. | List and describe the basic concepts and processes of social research | | 5. | List and describe basic statistical and qualitative data collection techniques | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction, Role, purpose, and meaning of science, Definition of science, Scientific knowledge versus tradition and common sense, Philosophical assumptions of science, Objectives of social research | | 2. | Structure of science: concepts, hypotheses, generalizations and theories; Paradigms and theories, Basic concepts: theoretical and empirical research, Qualitative and quantitative methodology | | 3. | Deductive and inductive theory construction. Variables and characteristics of variables | | 4. | Purpose of the research: Examination, description, explanation; Idiographic and nomothetic explanation; Units of analysis, Correlation, and causality; Necessary and sufficient cause. | | 5. | The time dimension of research: Cross-section and longitudinal research (trend, panel and cohort) | | 6. | Conceptualization, Operationalization, Measurement, Indicators, Validity and reliability. Scales, indexes, and typologies. | | 7. | Scale, indexes and typologies. | | 8. | Sample and sampling logic; Representative and non-representative sample, Sample selection techniques. | | 9. | Survey, Basic characteristics of the method, Why it is used so often, Construction of questionnaires, Open questions, Control questions, Interpretation of results | | 10. | Experiment, Possibilities and Limitations of Experiment in the Social Science | | 11. | Qualitative research methods; Field research Observation, basic characteristics and shortcomings, Case analysis. | | 12. | Interview, Types of interviews, Focus groups, Problems of objectivity control and analysis and presentation of results, Ethical aspects | | 13. | Unobtrusive research methods, Content analysis; Statistical databases and how to use them | | 14. | Evaluation and action research. | | 15. | Writing research report, Ethical and political issues in social research- | | |
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## Religious Beliefs in Contemporary Sociocultural Processes

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| **Name** | Religious Beliefs in Contemporary Sociocultural Processes |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 125402 |
| **Semesters** | Summer |
| **Teachers** | Marijana Belaj, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Relying on cultural anthropological analyzes and interpretations that students will be introduced to, they will gain insights into the problems and forms of religiosity in conjunction with contemporary sociocultural processes and question how certain forms of religiosity promote cultural stability and cultural change. Through case studies, the repercussions of global religious processes in the local context will be considered. The ultimate goal of the course is to enable students to apply and critically test the acquired knowledge within their own small research project. |
| **Teaching methods** |  |
| **Assessment methods** |  |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | identify and define postmodern forms of religiosity | | 2. | recognize and define global socio-cultural processes and their local receptions within contemporary forms of religiosity | | 3. | define and evaluate religious processes (eg. syncretism, pluralism, fundamentalism, etc.) in contemporary forms of religiosity | | 4. | identify, analyze and interpret religious forms of behavior in non-religious contexts | | 5. | design and conduct complex qualitative research of the interaction of contemporary forms of religiosity and socio-cultural processes | | 6. | apply ethical principles of ethnology and cultural anthropology in the research of religion and religiosity | | 7. | apply relevant theoretical orientations and approaches in the analysis and interpretation of contemporary religious forms | | 8. | demonstrate sensitivity to and understanding of religious (cultural) differences | | 9. | present research project in written and oral form | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Rural Architecture and Housing

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| **Name** | Rural Architecture and Housing |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 51749 |
| **Semesters** | Winter |
| **Teachers** | Sanja Lončar, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The aim of the course is to train students for field research (including preparatory work with literature consultation, writing a reaction text related to theoretical starting points and research topic, study and preparation of questionnaires and field research), transcription of collected material, systematization and classification of collected data, synthesis of the appropriate topic that each student chooses according to personal affinity. |
| **Teaching methods** | The course consists of an introduction to the methodology of field research, with the purpose of students participation in its practical implementation. The practical work of students is realized in the field research, transcription of interviews with narrators, in the systematization and classification of the collected material and in the synthesis of field research topics (seminar paper). Based on their seminar papers, students can further write a professional or scientific paper, which is published in professional scientific journals, which, however, goes beyond the teaching framework, and at the request of students work with them continues after the formal completion of classes within the course. |
| **Assessment methods** | The assessment is based on the successful completion of the envisaged obligations: - preparation for field research (writing a reaction text) 15% - field research 20% - transcription of material 15% - systematization and classification of data 20% - synthesis (seminar paper) 30%  Upon completion of the course, students acquire the right to a positive grade if they have met each of the above requirements.  Note: Students can present their work to the wider ethnological and other scientific public, which is not a condition for obtaining a positive assessment. This part of the paper goes beyond the course (both in time and in terms of the workload of each student) and is not evaluated separately. If students’ work is accepted (and previous experience shows that they mostly do), their work is evaluated by reviewers, who decide whether the work is accepted or not for publication in an appropriate professional-scientific journal. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | List and describe the basic terms and concepts in the research of rural space, architecture and housing | | 2. | Identify and enumerate individuals (institutions and publications) highlighted in the research on rural architecture and housing | | 3. | State and describe the basic characteristics of rural architecture and housing in Croatia | | 4. | State and describe the basic methodology of research of rural areas, architecture and housing | | 5. | Design and conduct simple qualitative research on the topic of rural architecture and housing | | 6. | Know and apply the guidelines of the Code of Ethics of the Croatian Ethnological Society in research | | 7. | Collect and critically analyze literature on topics dealing with rural space, architecture and housing | | 8. | Use professional and scientific literature in designing and conducting qualitative research on topics related to rural areas, architecture and housing | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction to course content and student obligations. | | 2. | Explanation of seminar obligations - research of rural landscape, settlements and architecture. | | 3. | Basic concepts: rural areas, rurality, rural landscape, rural settlements, architecture, housing. Terminology, classifications, typologies. | | 4. | History and approaches to the study of rural areas, settlements, architecture and housing. | | 5. | Sources and methodology for research of rural settlements, architecture and housing | | 6. | Rural space, construction and housing: wood | | 7. | Rural space, construction and housing: earth/mud | | 8. | Rural space, construction and housing: earth/mud | | 9. | Rural space, construction and housing: stone | | 10. | Rural space, construction and housing: stone | | 11. | Standardized architectural projects for rural areas. School of Public Health "Andrija Štampar" and sanitation of the village. Post-war renewals. Planned settlements. Standardized buildings (social homes, etc.) | | 12. | Relationship between architecture and local / regional architectural traditions - examples from the 19th and 20th centuries contemporary architecture in rural areas. Ecological / natural construction | | 13. | Preservation and regeneration of rural settlements and architecture in modern times; protected buildings and areas, open-air museums, cultural landscapes. | | 14. | Preservation and regeneration of rural settlements and architecture in modern times; Abandonment of rural space. Tourism. Modernization and digitization of rural space (smart villages). Education. | | 15. | Preservation and regeneration of rural settlements and architecture in modern times; Abandonment of rural space. Tourism. Modernization and digitization of rural space (smart villages). Education. | | |
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## Shamanism

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| **Name** | Shamanism |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 131565 |
| **Semesters** | Summer |
| **Teachers** | Hrvoje Čargonja, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The aim of the course is to acquaint students with basic approaches to shamanism and religious experience in cultural anthropology. Shamanism is a specific religious expression that is historically associated with small-scale societies. However, shamanism also finds its reinterpretations in contemporary complex cultures. Students will be introduced to the basic characteristics of the shamanic worldview, its material culture and ritual practices. The course will discuss the genealogy of shamanism in the West as well as its definitions and relationships with the category of religion in cultural anthropology. In a cross-cultural perspective, the course will present some of the major ethnic groups marked by shamanism, as well as modern expressions of this form of religion such as neo-shamanism. Special attention will be paid to power relations and the social role of shamans. Shamanism is characterized by specific religious phenomenology expressed through concepts such as ecstasy, trance, altered states of consciousness, possession, etc. Through basic approaches to the study of consciousness and religious subjectivity in anthropology, the course will focus on the importance of religious experiences for society and the individual. |
| **Teaching methods** | Lectures and seminars |
| **Assessment methods** | Class participation 20% Seminar 40% Final exam 40% |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | explain and discuss the basic characteristics of shamanism as a specific form of religiosity in its worldview, ritual and experiential aspect | | 2. | explain and discuss the history of the study of shamanism in the West | | 3. | explain and analyse different cultural-anthropological notions of religious experience | | 4. | describe and use examples of ethnographic research, critically evaluate basic anthropological approaches to shamanism and religious experience in anthropology | | 5. | describe and use examples of ethnographic research to explain the transformation of shamanism in the contemporary context | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | History of shamanism and its study | | 2. | Shamanism and the category of religion in anthropology | | 3. | Becoming a shaman and initiation | | 4. | The social role and power of shamans | | 5. | Shamanism among the Inuit and among the Arctic-Siberian ethnic groups | | 6. | Religious experience in anthropology: ecstasy, trance, possession, altered states of consciousness | | 7. | Ritual in shamanism and collective consciousness (Durkheim) | | 8. | Effectiveness of shamanistic healing (Levi Strauss) | | 9. | Possession and the unconscious (Freud and Jung) | | 10. | Social deprivation and ecstasy (Lewis) | | 11. | Psychotropic plants, ayahuasca and shamanism in Latin America | | 12. | Phenomenological approaches to shamanism and religious | | 13. | Biocultural and cognitive approaches to religious experience | | 14. | Neo-shamanism and revitalization of shamanism | | 15. | Rationality, magic and shamanism | | |
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## Social anthropology

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| **Name** | Social anthropology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 64084 |
| **Semesters** | Summer |
| **Teachers** | Sanja Potkonjak, PhD, Associate Professor (primary) Tanja Bukovčan, PhD, Assistant Professor |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 15 | | Practicum | 15 | |
| **Prerequisites** | None |
| **Goal** | The course aims at reviewing key concepts,theories and epistemological approaches in anthropology. It aims at providing a framework for understanding how anthropology evolved through out the time. By encouraging students to critically engage with contemporary social and cultural issues it put emphasis on anthropologist's role in understanding, analyzing and challenging socially preconceived biases.  The course introduce students into key concepts of socio-cultural anthropology (such as society, culture, cultural relativism, holism, ethnocentrism, community, family, life-cycle, economic system, religion...), key theories (from evolution to postmodernism) and key approaches used in anthropological studies of humankind. |
| **Teaching methods** | The course is based on interactive and participatory methods. The class will be held in combination of lectures and seminars with assigned readings. Students are required to take participation and actively engage in discussions and presentations during the seminars. |
| **Assessment methods** | The final grade for the semester is based on attendance, active participation, completion of 4 reading assignments and a final paper. Final paper is due by the last week of the semester. Paper includes material from readings, films, lectures, and class discussions. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | To understand key concepts in social anthropology | | 2. | To understand key theories in social anthropology | | 3. | To understand cultural and social phenomena as a process | | 4. | To analyze case studies | | 5. | To interpret and discuss contemporary social phenomena by using anthropological lenses | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Intro to key concepts in socio-cultural anthropology | | 2. | Intro to key theories - ethnographic research, history, methods and theories | | 3. | Becoming human - the origins and diversity | | 4. | Patterns of subsistence | | 5. | Economic Systems | | 6. | Sex, marriage, family | | 7. | Kinship and descent | | 8. | Grouping by gender, age | | 9. | Grouping by common interest and social status | | 10. | Spirituality and religion | | 11. | The processes of cultural change | | 12. | Anthropology and the Future | | 13. | Global Change | | 14. | Local responses | | 15. | The role of anthropology (of the future) | | |
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## Sociobiology

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| **Name** | Sociobiology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 3 |
| **ID** | 65530 |
| **Semesters** | Winter |
| **Teachers** | Darko Polšek, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | |
| **Prerequisites** | None |
| **Goal** | Course goal (expected competences): the ultimate goal of the course is to try to prepare the student to be able to describe human social phenomena (unpredicted and undescribed as yet), via Hamilton's formula, inclusive fitness theory, Trivers's hypothesis (on reciprocal altruism, parental investment strategies, generational and intra- and inter-group conflicts), and game theory. Focus of discussions on the seminar is questioning the applications of sociobiological (evolutionary psychological) contentions, predictions and theories on a variety of contemporary phenomena. |
| **Teaching methods** | Lectures. Readings and comments of texts. Written "reactive tests". Seminars (ppt presentations) on materials provided on Omega server at FFZG. |
| **Assessment methods** | 20% attendance; 10% "reactive test"; 30% end-seminar test; 20% oral exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Explain and analyze theoretical concepts of kin/sexual selection. Hamilton's formula. Basics of game theory in explaining of altruistic behavior (from IU1) and in other fields of anthropology (from IU2) | | 2. | Be able to explain how theoretical concepts and hypothesis relate to the observed phenomena of aggression, parental investment, partner selection, jealousy, and some basic societal/mating patterns (exogamy...) (from IU2) | | 3. | Be able to assess merits of the same/similar conceptual constructs in a variety of theoretical suppositions (in evolutionary psychology, dual inheritance theory and behavioral ecology) (from IU3) | | 4. | Be able to describe and construct explanatory models and predictions (Hamilton, Game Theory, Rational Choice Theory), and to apply them to empirical findings... | | 5. | Be able to recognize the sensitive ethical aspects of the aforementioned modelling. Be able to compare usual ethical theories with the rational choice models. (from IU5) | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | History of evolutionary theories of behaviour (Darwin, Lorenz, Mayr). Idea of sexual selection (anisogamy, dymorphism)... | | 2. | Basic concepts of sociobiology. Kin selection. Selfish Gene theory. | | 3. | Basic concepts of sociobiology 2. Axelrod, Game theory, evolution of trust and altruism. | | 4. | Application of the idea of anysogamy and sexual dimorphism in mating behaviour. Variety of payoff matrices by sex. | | 5. | Coordination and conflict caused by the difference in behavioral payoff, by the number of partners.. (short-term; long-term strategies by sex..). | | 6. | Kin selection and game theoretical predictions on durability of social arrangements (institutions) | | 7. | Evolutionary psychology, dual inheritance theory, sociobiology, human behavioral ecology: similarities and differences | | 8. | What are evolutionary stable strategies? | | 9. | Payoff matrices for agression and territoriality. Examples of behavioral strategies in various contexts. | | 10. | Evolutionary cues for recognition and decision-making biases. Error management theory. Basics of probability theory. | | 11. | Modularity. Era(s) of evolutionary adaptedness. Their role in explanation of current evolutionary UNfitness. | | 12. | Runaway selection | | 13. | What are behavioral adaptations/exaptations? What is the proper range for such ascriptions? | | 14. | Sociobiology and politics. Evolutionary and sociobiological "explanatory promises". Human nature and expectations thereof. | | 15. | Sociobiology and ethics. Is mathematics of interest of any help? What is sociology good for? Wrap-up. | | |
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## Sociology of culture I

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| **Name** | Sociology of culture I |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 6 |
| **ID** | 117924 |
| **Semesters** | Winter |
| **Teachers** | Darko Polšek, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The aim of the course is to acquaint students with newer, more interesting anthropological-sociological topics and theories of culture, which renew "big" cultural issues: the emergence and collapse of civilizations, the dependence of culture on climate, disease, values. In parallel with the review of recent theories in thematic units 5-9, an analytical framework will be offered to possible sociological and anthropological explanations of cultural and civilizational phenomena. We will apply these concepts, theories and types of analysis to specific social periods, cultural phenomena and wholes. |
| **Teaching methods** | Classes consist of lectures and seminars. It includes continuous and active attendance and monitoring of classes. Students are encouraged to read the provided literature regularly, on which the discussions within the teaching are based. It is a seminar part of the workshop type teaching. Within the seminar, students question and present the results of mentored research in the field of ethnology and cultural anthropology and sociology of culture. During the semester and within their own research project (seminar topics), students will perform weekly research assignments. Based on the results of research and discussions, students will prepare and present a final seminar paper. |
| **Assessment methods** | Seminar paper 50%; written exam 30%; activity, weekly research assignments and arrivals 20%. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | The student will be able to analyze (and explain) biological and sociocultural processes that affect the development / collapse of social groups (from IU2). | | 2. | The student will be able to integrate knowledge about a particular anthropological phenomenon from the given / processed literature (Diamond, Tainter, Toynbee) into a more comprehensive social, historical and scientific framework (IU3). | | 3. | The student will be able to conduct professional and scientific analysis and interpretation (selected / given) of anthropological material applying the learned models. | | 4. | The student will be able to improve existing knowledge and methods of professional work by independently finding and valorizing selected, new, unprocessed, contemporary, acute social phenomena (refugees, demographic oscillations, economic crises, political trends) (IU9). | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Statistical methods for anthropologists

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| **Name** | Statistical methods for anthropologists |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 4 |
| **ID** | 64085 |
| **Semesters** | Winter |
| **Teachers** | Mirjana Tonković, PhD, Associate Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Practicum | 30 | |
| **Prerequisites** | None |
| **Goal** | The aim of the course is to gain an understanding of the quantitative relationships that arise from the numerical data of anthropological research. In this context, the goal is to develop the skill of collecting quantitative and qualitative data typical for the relationship between biological and socio-cultural phenomena. At the same time, the aim is to acquaint students with the limitations in drawing conclusions based on the application of certain types of statistical methods. Also, one of the goals is to acquire skills and competence in judging the anthropological aspects of social change and other conditions that can be quantified. Finally, the goal is to familiarize students with the anthropological topics on which they will apply statistical methods. Therefore, examples used are from the filed of anthropology, from the stage of data preparation, through their analysis, all the way to the interpretation of the results, with emphasis on the formulating of hypotheses and their final support or rejection. |
| **Teaching methods** | Lectures, individual assignments, discussions, demonstration and exercises. |
| **Assessment methods** | Grades from two mid-term exams and the final exam are combined into a final grade.  The final exam is a written exam. Oral exam is optional. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Explain of the meaning of statistics in the context of scientific work. | | 2. | Understand statistical analyses in research and in scientific articles. | | 3. | Recognize and present different data types. | | 4. | Understand the limitations of conclusions based on different types of statistical methods. | | 5. | Formulate and test the hypothesis. | | 6. | Evaluate the research hypothesis after statistical analysis. | | 7. | Understand the logic of descriptive and inferential statistics procedures. | | 8. | Interpret the results of statistical analyses.. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction to statistics. Scales of measurement. | | 2. | Normal distribution. Measures of central tendency. | | 3. | Data visualization. Measures of variability | | 4. | Standard scores, z-scores, norms. | | 5. | Sample and population. Estimation of population parameters. | | 6. | Null-hypothesis testing. Testing the difference between two means, t-test. | | 7. | Introduction to software for statistical analyses. | | 8. | Testing the difference between more than two means, one-way analysis of variance. | | 9. | Testing the difference between observed frequency distribution and expected frequency distribution (chi-square test) | | 10. | 12. Logic and meaning of correlation. Correlation coefficients: | | 11. | Effect size. | | 12. | Most commonly used non-parametric tests. | | 13. | Most commonly used non-parametric correlation coefficients. | | 14. | Review - assumptions for different statistical tests depending on the type of data. | | 15. | Review for the final exam. | | |
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## Theories of Cultural Anthropology

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| **Name** | Theories of Cultural Anthropology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 51728 |
| **Semesters** | Summer |
| **Teachers** | Duško Petrović, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The aim of the course is to enable students to use theoretical approaches in anthropology, introduce them to the fundamental problems of anthropological theories today and point out the interdisciplinary areas in which anthropology plays a key role. |
| **Teaching methods** | listening to lectures, reading texts, discussion |
| **Assessment methods** | Open book exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | explain and use the main characteristics of semiotics (sign, meaning, syntagm, paradigm) | | 2. | use the foundations of interpretive anthropology (dense description, textuality, context) | | 3. | understand the nature of language reversal in anthropology (James Clifford, writing culture, metaanthropology) | | 4. | analyze the discursive and deological substrate of the ethnographic text (Michael Foucault, discourse, knowledge / power) | | 5. | recognize new relationships in anthropological theory with the emergence of interdisciplinary fields (postcolonial, feminist and cultural studies) | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | The relationship between the theory of anthropology and ethnography | | 2. | The problem of establishing and representing differences | | 3. | Ethnographic text as a form of discursive regulation of cultural difference | | 4. | Semiotic approach to culture | | 5. | Culture as text (interpretive anthropology) and dense description | | 6. | Ethnography as a translation of culture | | 7. | The power and authority of ethnography | | 8. | The meaning that eludes - "That's not what I said!" | | 9. | Postcolonial critique of anthropology | | 10. | Feminist critique of anthropology | | 11. | Biology and culture | | 12. | Research of one's own culture - domestic anthropologists, ethnographers and lovers of tradition (epistemiology of the domestic Other) | | 13. | Anthropology and nationalism (heritage, tradition, identity) | | 14. | Is there a culture, after all? | | 15. | A new synthesis? The horizon of neuroanthropology | | |
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## Tradition and Modernity

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| **Name** | Tradition and Modernity |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 51750 |
| **Semesters** | Winter |
| **Teachers** | Marijeta Rajković Iveta, PhD, Associate Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The intention of the course is to acquaint students with the share and influences of traditional cultural practices in contemporary culture. During the lecture, different approaches to the study of tradition and their main representatives are compared. Students are introduced to the basic concepts and methodological approaches in the study of tradition and heritage. The lectures present empirical case studies and examples of the use of tradition in modern times, national / regional / local practices (in music, clothing, nutrition, popular culture, etc.). Examples of recent use and presentation of Croatian tangible and intangible cultural heritage are analyzed. The aim of the course, among other things, is to understand Croatian cultural identity in a contemporary global context. During the lectures and seminars, the following topics are covered: cultural selectivity, rural urbanization, urbanization of cities, locally / globally, hybridization of culture, subcultures, cultural imperialism, cultural relativism, popular culture, etc. |
| **Teaching methods** | The course will be divided into lectures and seminars. Individual thematic lectures will be accompanied with reviews of case studies as well as presentations through documentaries (video and DVD records).  In the seminar part of the course, students will select themes of their seminar papers based on additional literature, their own field research. Seminar papers will be organized into thematic units and students will present them accordingly in a workshops. In addition to student presentations, each workshop will include discussions and valorisations of work performed by peers. One or two of the lectures will be at different locations and students will familiarize themselves with the institutions relevant to the theme of the course. |
| **Assessment methods** | Regular class attendance, active participation in discussions and seminar work, and preparation and presentation of seminar work. These activities constitute the final assessment according to the following percentages: 1. Regular attendance, especially participation in the discussion 10% 2. Writing and presenting a seminar paper 40% 3. Final written exam 50%. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | - list and define the basic terms used in the study of tradition and heritage | | 2. | - compare different approaches to the study of tradition and list their main representatives | | 3. | - to present and discuss the contribution of ethnology and cultural anthropology to the research of tradition in the contemporary context | | 4. | - analyze different forms and ways of constructing tradition in modern times | | 5. | - single out and explain examples of the use of traditional motifs in modern times (in music, clothing, food, economy, popular culture, etc.), | | 6. | - list and describe examples of recent use and presentation of Croatian tangible and intangible cultural heritage, | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | presenting the syllabus, expectations and student interests; watching documentaries, discussion | | 2. | approaches to culture and heritage research | | 3. | construction of tradition in modernity, fictional traditions, presentation of tradition.. | | 4. | local, translocal, national, transnational, deterritorialized cultures, new age communities (internet and culture, virtual communities) | | 5. | from oral stories and legends to popular culture: vampires, Hallowen,... | | 6. | recent use and presentation of Croatian tangible and intangible cultural heritage, | | 7. | diet, souvenirs, alcohol and opiates (from shamans to subcultures). | | 8. | handicrafts, clothing, body decoration, crafts: ethnomotives on modern usable and clothing items, souvenir offer | | 9. | relocated classes at the Ethnographic Museum in Zagreb | | 10. | global - local, selection and commercialization of tradition on the example of annual customs (eg Easter, Christmas (Santa Claus), St. Patrick's day...) | | 11. | use of traditional culture in rural tourism, agrotourism (olive growing, viticulture, fishing, hunting ...) | | 12. | relocated classes at the Ethnographic Museum in Zagreb | | 13. | the position and presentation of women in traditional and modern society (lolita subculture, harajuku girls...). | | 14. | commercialization of ethnic elements / enrichment of cultural diversity (eg music), subcultures, body decoration: body art (tattoos, piercings...). | | 15. | exam preparation. | | |
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## Urban anthropology

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| **Name** | Urban anthropology |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **ECTS credits** | 5 |
| **ID** | 225461 |
| **Semesters** | Winter |
| **Teachers** | Valentina Gulin Zrnić, PhD, Associate Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The course is an introduction into the field of urban anthropology. Cities are defined as complex systems made up of interaction of political-economic, ideological, socio-cultural, technological, environmental, global and local factors. Furthermore, the city is approached in terms of incompleteness, ambiguity, everyday life and experience. Through all these perspectives, students will discuss a number of relevant urban issues (see course content) by using theoretical insights and anthropological concepts; by comparing world and domestic urban case studies; by analyzing controversial topics in the aspects of urban belonging, appropriation of space, social justice, negotiation of meaning, etc .; by reflecting on one's own cognition and urban experience and by questioning methodological possibilities and innovations. The course provides a basis for the inclusion of urban anthropological knowledge, methodology and competencies into the interdisciplinary field of urban studies and develops wider visibility and applicability of urban anthropology in academia and civil society. |
| **Teaching methods** | lectures, discussions, visual methods, expert tours, team work, case studies |
| **Assessment methods** | Class activity, reading and discussing course texts, seminar assignments, written/oral examination |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | to define and explain fundamental concepts in urban anthropology and to compare different approaches in urban research in an interdisciplinary context | | 2. | to use anthropological concepts to identify, analyze, and interpret urban issues | | 3. | to identify, analyze and interpret global and local processes that affect the development of cities and urban everyday life | | 4. | to place the urban anthropological research topic in a complex network of political-economic, social and environmental factors and to construct the design of ethnographic research for the analysis of urban processes | | 5. | to articulate one's own critical reflection on urban processes and phenomena | | 6. | to consider and evaluate the role of ethnologists and cultural anthropologists in urban research and engagement | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Research in/of the city: ethnological and cultural anthropological concepts and approaches | | 2. | City-making: production and construction of the city | | 3. | Methodology of cultural anthropological research of the city | | 4. | Applications of cultural anthropological research of the city | | 5. | City and migrations: from rural immigration to cosmopolitan cities | | 6. | Public cultures and urban everyday life | | 7. | Citizenship and urban habitus | | 8. | The city and politics of difference | | 9. | City economies | | 10. | Transformations of cities: global programs and local scenes | | 11. | Urban politics, urban governance and civil participation | | 12. | Public space: meanings, spatial tactics and multiple publics | | 13. | City as embodied space | | 14. | Urban performativity: the city as “theatre of social action” | | 15. | Urban ethics | | |
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# Teachers

## Bajuk, Lidija

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| --- | --- |
| **Academic degree** | doctor of philosophy |
| **Title** | scientific associate |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **CV** |  |
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## Belaj, Marijana

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| **Academic degree** | doctor of philosophy |
| **Title** | full professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **CV** |  |
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## Brčić-Kostić, Krunoslav

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| --- | --- |
| **Academic degree** | doctor of philosophy |
| **Title** | assistant professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
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## Bukovčan, Tanja

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| --- | --- |
| **Academic degree** | doctor of philosophy |
| **Title** | assistant professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **CV** |  |
| Tanja Bukovčan works as the Assistant Professor at the Department of Ethnology and Cultural Anthropology, University of Zagreb, Croatia, and teaches courses in medical and visual anthropology. Her research interests include medical pluralism, medical narratives, public health, ethnography in clinical practice and visual ethnography. ORCID iD: https://orcid.org/0000-0003-1970-8044 | |
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## Čargonja, Hrvoje

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| --- | --- |
| **Academic degree** | doctor of philosophy |
| **Title** | assistant professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **CV** |  |
| Hrvoje Čargonja is assistant professor at the Department of Ethnology and Cultural Anthropology, Faculty of Humanities and Social Sciences, University of Zagreb, Zagreb, Croatia where he teaches classes on Hinduism, religious experience and shamanism. He obtained MSc in molecular biology and PhD in cultural anthropology from the University of Zagreb. His doctoral thesis, supervised by Professor Gavin Flood (Oxford Centre for Hindu Studies, Oxford University), was research on religious experience in the Hare Krishna movement. He conducted his fieldwork in Croatia, UK and India. His special research interests include cultural phenomenology, Hare Krishna movement and phenomenology of religious experience. | |
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## Grgurinović, Ivona

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| **Academic degree** | doctor of philosophy |
| **Title** | assistant professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
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## Grubiša, Iva

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| **Academic degree** |  |
| **Title** | assistant |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
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## Gulin Zrnić, Valentina

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| **Academic degree** | doctor of philosophy |
| **Title** | associate professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **CV** |  |
| Valentina Gulin Zrnić, scientific advisor (Institute of Ethnology and Folklore Research) and titular Associate Professor at the University of Zagreb. She graduated in history and ethnology at the Faculty of Humanities and Social Sciences, University of Zagreb; she obtained MA in history from the Central European University, Budapest (1997) and MA in ethnology at the Faculty of Humanities and Social Sciences, University of Zagreb (1999); she holds PhD in ethnology and cultural anthropology from the Faculty of Humanities and Social Sciences, University of Zagreb (2004). Since 1996 she has been working at the Institute of Ethnology and Folklore Research in Zagreb. She participated in 4 national and one international scientific-research projects and was the co-leader of the research segments of three scientific-artistic EU projects; currently she is the leader of one of the projects ("Urban Processes and Identities") at her home institution and the bilateral Croatian-Slovenian project "Urban Futures: Imagining and Activating Possibilities in Unsettled Times" funded by respective national agencies (2020-2023). She is the author of the book "Kvartovska spika. Značenja grada i urbani lokalizmi u Novom Zagrebu" [Talk of the Neighborhood. The Meanings of the City and Urban Localisms in Novi Zagreb] (2009, Annual Award of the Croatian Ethnological Society) and co-author (with N. Škrbić Alempijević) of the book "Grad kao susret. Etnografije zagrebačkih trgova" [City as an Encounter: Ethnography of Zagreb Squares] (2019, National Science Award); she is the co-editor of 5 scientific volumes and has published about 90 scientific and professional papers and contributions. She has won several scholarships (Open Society Foundation, Oxford Colleges Hospitality Scheme), and has been an invited participant of an international study stay in China. From academic year 2005/06 until today she is involved in university teaching at the undergraduate, graduate and postgraduate levels as a lecturer and supervisor, and one of the editorial books is the university manual "Etnografija bliskoga. Poetika i politika suvremenih terenskih istraživanja" [Ethnology of the Proximate: Poetics and Politics of Contemporary Field Research]. She served as an editor in scientific journals and publishing series. She presents relevant professional and research topics in public life (forums and workshops), and she also implements her professional knowledge through collaborations in exhibition and theater projects, as well as educational and civic initiatives. https://www.ief.hr/en/researchers/valentina-gulin-zrnic/ | |
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## Heršak, Emil

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| **Academic degree** | doctor of philosophy |
| **Title** | associate professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **CV** |  |
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## Kelemen, Petra

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| **Academic degree** | doctor of philosophy |
| **Title** | assistant professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **CV** |  |
| Petra Kelemen was born in 1981 in Varaždin. In 2004 she graduated Croatian Language and Literature and Ethnology at the Faculty of Humanities and Social Sciences, University of Zagreb. At the same faculty, in October 2012 she defended her doctoral thesis titled “The Festival and the Town – Cultural Policies, Performances and Identities. A Case Study of the Špancirfest, Varaždin”.  She worked as an assistant at the Department of Ethnology and Cultural Anthropology at the University of Zadar from September 2007 till October 2008. Since November 2008 she works at the Department of Ethnology and Cultural Anthropology at the Faculty of Humanities and Social Sciences in Zagreb. She teaches courses Introduction to Ethnology, Anthropology of Tourism, Anthropology of Festivals and Intangible Cultural Heritage.  She collaborated on more than ten domestic and international scientific projects. She published one book (with Nevena Škrbić Alempijević) and one popular scientific publication (with Jasna Čapo). She co-edited two edited volumes. She published around thirty scientific and professional papers in Croatian and international journals and edited volumes. She participated at thirty domestic and international scientific conferences and professional events. She received Franjo Marković Award from the Faculty of Humanities and Social Sciences, University of Zagreb (in 2005), Annual award from the Faculty of Humanities and Social Sciences, University of Zagreb (in 2013), Special recognition from the Faculty of Humanities and Social Sciences, University of Zagreb (in 2015), Recognition from the Croatian Ethnological Society (in 2015), Annual award “Milovan Gavazzi” from the Croatian Ethnological Society (in 2019), and Special recognition from the Croatian Ethnological Society (in 2020). From 2016 till 2020 she was the editor-in-chief of the scientific journal Etnološka tribina. She is the member of the Croatian Ethnological Society and the Société Internationale d’Ethnologie et de Folklore (SIEF). The focuses of her scientific interest are the construction of heritage, intangible cultural heritage, festivals and other public events, contemporary migration and cities, and the anthropology of tourism.  Bibliography: https://www.bib.irb.hr/pregled/profil/23909. | |
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## Komar, Tibor

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| **Academic degree** | doctor of philosophy |
| **Title** | assistant professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
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## Lauc, Tomislav

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| **Academic degree** | doctor of philosophy |
| **Title** | associate professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
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## Lončar, Sanja

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| **Academic degree** | doctor of philosophy |
| **Title** | assistant professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
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## Marković, Jelena

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| **Academic degree** | doctor of philosophy |
| **Title** | assistant professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
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## Mikulka, Ana

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| **Academic degree** |  |
| **Title** | assistant |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **CV** |  |
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## Mitrikeski, Petar Tomev

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| **Academic degree** | doctor of philosophy |
| **Title** | assistant professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **CV** |  |
| He is an Assistant Professor at the Faculty of Philosophy and Religious Studies (FFRS) of the University of Zagreb and an external associate of the Ruđer Bošković Institute. He was born on November 28, 1969 in Prilep in the Prespa-Pelagonija diocese in Macedonia in a Christian family of Macedonian Bulgarians with a longer tradition. He finished primary and secondary school in Veles (Macedonia). He graduated in 1996 from the Faculty of Science, University of Zagreb (Molecular Biology), where in 2001 he also received his master's degree (Molecular and Cell Biology). He won the Rector's Award of the University of Zagreb (1992), as well as the Scholarship for the preparation of a master's thesis abroad (1996-1997; Ministry of Science of the Republic of Macedonia). He received his PhD in 2010 at the Faculty of Science (Alma Mater), University of Zagreb (scientific branch Genetics, Evolution and Phylogeny) under the mentorship of Professor Zoran Zgaga (1956-2011). He conducted post-doctoral training in the research group of Dr Krunoslav Brčić-Kostić (2011-2013; Laboratory for Evolutionary Genetics, Department of Molecular Biology, Ruđer Bošković Institute). On September 12, 2016, he was elected to the scientific title of research associate in the field of natural sciences for the scientific field of biology. Since October 1, 2016, he has been an external associate of the Department of Ethnology and Cultural Anthropology at the Faculty of Humanities and Social Sciences, University of Zagreb (Study of Anthropology), and since July 17, 2017, of the Department of Psychology at the same faculty. On May 1, 2019, he became an employee of the Faculty of Philosophy and Religious Sciences, University of Zagreb.  He was the President of the Scientific Council of the Institute for Research and Development of Sustainable Ecosystems (IRES; 2013-2015), and also an associate and/or co-leader of several scientific projects. He attended several scientific summer schools, courses and workshops (period: 1994-2014), and lectured/exhibited at about 20 scientific conferences. He has lectured or is lecturing at the Catholic University of Croatia (2013-2015), at the Faculty of Science, University of Zagreb, and at the Faculty of Humanities and Social Sciences, University of Rijeka. He is the author of several scientific papers, book chapters and short theological-philosophical-scientific essays. He gave a dozen invited lectures, in Croatia and abroad (period: 1996-2015). He reviews for several foreign and domestic scientific journals. He is a member of a dozen professional associations from home and abroad. He has organized and/or participated in several scientific conferences, public forums and intellectual events (period: 1997-2016). He has appeared on several television and radio shows and given several newspaper interviews dedicated to science and/or the relationship between science and Christian beliefs (period: 2001-2017). On September 15, 2021, he was appointed Head of the Center for the Study of the Relationship between Science and Religion of the FFRS. | |
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## Nuredinović, Andrej Ivan

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| **Academic degree** |  |
| **Title** |  |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
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## Petanjek, Zdravko

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| **Academic degree** | doctor of philosophy |
| **Title** | full professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **CV** |  |
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## Petrović, Duško

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| **Academic degree** | doctor of philosophy |
| **Title** | assistant professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
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## Petrović Leš, Tihana

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| --- | --- |
| **Academic degree** | doctor of philosophy |
| **Title** | full professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **CV** |  |
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## Pletenac, Tomislav

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| **Academic degree** | doctor of philosophy |
| **Title** | full professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **CV** |  |
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## Podnar Lešić, Martina

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| **Academic degree** | doctor of philosophy |
| **Title** | assistant professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **CV** |  |
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## Polšek, Darko

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| **Academic degree** | doctor of philosophy |
| **Title** | full professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **CV** |  |
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## Potkonjak, Sanja

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| **Academic degree** | doctor of philosophy |
| **Title** | associate professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **CV** |  |
| Sanja Potkonjak was born June 14, 1972 in Zagreb where she finished her primary and secondary education (Center for Cultural Education). She graduated from ethnology and archaeology at the Faculty of Humanities and Social Sciences in Zagreb. The title of her graduate thesis is Good people – Introduction to the Research of Institutions of Customary Law. She received her MA from gender studies program of the Central European University in Budapest where she defended her MA thesis in 2002, titled “Virgine” – An Anthropological View on Crossdressed and Transgender Behaviour in the Balkans. She received her PhD in ethnology and cultural anthropology on February 7, 2010. The dissertation titled "Women Authorship in Croatian Ethnology of the Twentieth Century" was written under the supervision of her mentor, dr. Ines Prica, research advisor at the Institute for Ethnology and Folklore Research. She is associate professor. Works at the Department of Ethnology and Cultural Anthropology since 1 March, 2003. She was Deputy Head of PhD program in ethnology and cultural anthropology from 2014-2018. From 2016 she is a member of the academic board of the International PhD program Transformations in European Societies (LMU München). Currently she is director of the PhD program of Ethnology and Cultural Anthropology at her home Faculty.  She stood as the member of the editorial board of the scientific journal Studia ethnologica Croatica from 2008-2016, and was editor-in-chief of the Etnološka tribina – the journal of Croatian Ethnological Society from 2012-2016. She stands as the member of the international editorial board of the book series Etnoantropološki problemi – e monografije (Belgrade, Serbia) and is co-founder and editor of an e-book series titled hed-biblioteka of Croatian Ethnological Society. She received several scholarships from Curriculum Resource Center, Central European University, Budapest, Hungary; and a six-month scholarship at the University of California, Berkeley (form Junior Faculty Development Program, Bureau of Education and Cultural Affairs, SAD). She is the member of the Croatian Ethnological Society, European Association of Social Anthropologist, American Anthropological Association, and International Association for Southeast European Anthropology. Fields of interest: qualitative methodology, anthropology of gender and, more recently, post- socialism, transition, cultures of memory and ethnographies of work. Bibliography: https://www.bib.irb.hr/pretraga?operators=and|Potkonjak,%20Sanja%20%2821576%29|text|profile | |
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## Radovčić, Davorka

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| **Academic degree** | doctor of philosophy |
| **Title** | assistant professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **CV** |  |
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## Rajković Iveta, Marijeta

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| **Academic degree** | doctor of philosophy |
| **Title** | associate professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **CV** |  |
| Marijeta Rajković Iveta was born in 1976 in Sisak. She graduated Ethnology and History at the Faculty of Humanities and Social Sciences of the University of Zagreb (2003). She received her PhD in Ethnology/Cultural Anthropology in 2010. The title of her PhD thesis was: Coastal Bunjevci: Migrations (1918 – 1939), Translocalism, Acculturation, Identity. In 2004, she started working as a junior research assistant at the Department of Ethnology and Cultural Anthropology. She was appointed research associate in 2012, assistant professor in 2014, and associate professor in 2019. She started teaching at the Department of Ethnology and Cultural Anthropology in 2004. She created and introduced the following new courses into the curriculum: Anthropology of Migrations and Identity of Minority Cultures (since 2005, undergraduate study programme) and Contemporary Croatian Migrations in a Global Context (since 2014, postgraduate doctoral programme). She has been teaching at the Croaticum programme – Centre for Croatian as a Second and Foreign Language since 2010 (since 2017, as the holder of the course Croatian Ethnological Heritage).  She participated in ten national or international scientific research projects (project funded by the Croatian Science Foundation, Erasmus +, The Ministry of Science and Education of the Republic of Croatia, the European Union, the European Regional Development Fund...). She has been the principal investigator on four scientific projects, among which the Croatian-Slovenian bilateral project Second Homes and Lifestyle Migration in Slovenia and Croatia (2018 – 2019), deserves a special mention. The following topics have been at the focus of her research: emigration and immigration to Croatia after Croatia’s entry into the EU (especially that of highly-skilled migrants, lifestyle migrants and refugees), return migration (from South America), integration processes, Croatian diaspora community (in Vojvodina, Boka kotorska, Austria), national and ethnic minorities in the Republic of Croatia, coethnic migration, historical anthropology and border studies. She has applied her scientific knowledge to the development of the economy, revitalization and tourism, especially in mountainous areas (projects related to the National Park Northern Velebit and Velebit Nature Park).  She has published one authored book (The Czechs from Jazvenik, 2013), two co-authored books (Croats in Boka kotorska: Migrations, Wedding Customs, Identities, 2018, with M. Dronjić and Those Who Rise from Their Graves at Night: Vampires in Local Tales and Popular Culture, 2017, with V. Iveta) and has co-edited four scientific monographs, four almanacs (one of which is in English). She has also edited the Croatian translation of a German book and published about 50 scientific papers, chapters in books and professional papers in international and Croatian publications. She has applied the results of her research in the popularization of science through media, popular lectures, public panel discussions, co-authorship of exhibitions and/or catalogues of exhibitions (Town Museum of Senj, City Museum of Subotica (Republic of Serbia), Town Museum of Pakrac). She also worked on the exhibition Merika. Iseljavanje iz Srednje Europe u Ameriku 1880. – 1914. (America. Emigration from Central Europe to America 1880-1914) as a researcher and author of a feature in the exhibition catalogue. This exhibition was first set up in the City Museum of Rijeka, after which it (from 2009 to 2013) visited several museums, most notably the Ellis Island Immigration Museum (USA).  She presented papers at about forty national and international conferences. She was a member of the organising and/or scientific committees of 7 conferences (6 of them international), and president of one (Contemporary Migration Trends and Flows on the Territory of Southeast Europe, 2016, Zagreb, Faculty of Humanities and Social Sciences and IMIN). Guest lectures at international conferences and universities (selection): 2018, University of Buenos Aires, Argentina; 2019, 2010, University of Ljubljana, Slovenia; Sofia, Bulgaria (2014, 2011) and summer schools: 2016 Summer School of Anthropology, Ethnography and Comparative Folklore on the Balkans (Konitsa, Greece, https://www.border-crossings.eu/konitsa/2016); 2017 Croatian-American School of Archaeology, Anthropology and History (Krasno, Croatia).  She has developed her knowledge in the field of migration, integration and minority studies at many institutions abroad: University of Malmö, Sweden (2019); University of Ljubljana, Slovenia (2019); University of Buenos Aires, Argentina (2018); Miguel Hernández University, Elche, Spain (2017); University of Regensburg, Germany (2011) and Central European University, Budapest, Hungary (2007, 2005).  At the Faculty of Humanities and Social Sciences, she has held, and still holds, several functions: Chair for Minority Cultures and Communities (2017 – today); Deputy Head of the doctoral study Ethnology and Cultural Anthropology (2018 – 2020); Deputy Head of Department (replacement in mandate 2/2019 – 10/2019); Deputy Head of the Centre for Comparative Historical and Intercultural Studies (2018 – today); Member of the Council of the Faculty (2019 – today).  She has won five awards. She received the Annual award of the Croatian Ethnological Society (Republic of Croatia) “Milovan Gavazzi” for scientific and teaching work twice: in 2018 for the co-edited volume: Contemporary Migration Trends and Flows on the Territory of Southeast Europe, and in 2009 for co-editorship of the three volumes of the monograph Living in Krivi Put. She received two international awards, one from the Institute for Culture of Croats of Vojvodina (Republic of Serbia) for the co-edited volume Bunjevci within the Context of Space and Time: 2016 the Triennial Tomo Vereš award for best book in the area of science and non-fiction for the period of 2013 – 2015 and, in 2015, the Emerik Pavić award for best book of 2014. In 2012, she was awarded the Charter of the City of Senj (Republic of Croatia) for distinguished success and achievements in ethnological research of the Senj hinterland (with M. Černelić & T. Rubić).  She is member of the following professional associations and networks: Croatian Ethnological Society (HED), member of the Board of Administration and secretary (from 2017 to 2019), member of the Ethics Committee (2019 – 2021); IMISCOE (International Migration, Integration and Social Cohesion in Europe); InASEA (International Association for Southeast European Anthropology); SIEF (International Society for Ethnology and Folklore, member of the Working Group on Migration and Mobility); Society Terra banalis, member of the Highly skilled migrants research network, Malmö University. She is one of the coordinators of mobileECA – Platform for Mobility and International Cooperation of Ethnologists and Cultural Anthropologists (with S. Lončar & P. Kelemen) at the Department of Ethnology and Cultural Anthropology, Faculty of Humanities and Social Sciences, University of Zagreb.  The main areas of her research interest are: migration (especially contemporary migration) and post-migration phenomena, minority communities, historical anthropology and border studies. | |
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## Rubić, Tihana

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| **Academic degree** | doctor of philosophy |
| **Title** | assistant professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
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## Šantek, Goran-Pavel

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| **Academic degree** | doctor of philosophy |
| **Title** | full professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
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## Škrbić Alempijević, Nevena

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| **Academic degree** | doctor of philosophy |
| **Title** | full professor |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **CV** |  |
| Born May 2, 1976 in Supetar, the island of Brač. Received her BA in ethnology and English language and literature from the Faculty of Humanities and Social Sciences, University of Zagreb July 13, 1999. After graduation she worked as a curator at the Ethnographic Museum of Istria in Pazin. Since 2001 she has been working at the Department of Ethnology and Cultural Anthropology, first as a junior researcher. She started teaching at the department in the academic year of 2004/05. She received her PhD February 6, 2006. The title of her dissertation is Analogous Phenomena in Croatian Carnival and Wedding Customs. Participated as a researcher in four national and three international scientific projects. She won several prizes and recognition awards for her scholarly and teaching work, awarded by the Croatian Ethnological Society, the Faculty of Humanities and Social Sciences and the Municipality of Bol. She received the Croatian State Award for 2019, for the book “A City as an Encounter. The Ethnography of Zagreb Squares“, published in Croatian (together with V. Gulin Zrnić). From 2008 till 2010 she was the head of the Postgraduate studies of the Department of Ethnology and Cultural Anthropology, and from 2013 to 2015 the head of the Department of Ethnology and Cultural Anthropology. She was a member of the editorial board of the scientific journal Studia ethnologica Croatica from 2007 to 2015. She is the president of the Governing board of the Institute of Ethnology and Folklore Research in Zagreb (since December 2016). She actively participates in the work of national and international professional associations. In several mandates she was a member of the Executive Board of the Croatian Ethnological Society. She was the president of the International Society for Ethnology and Folklore (SIEF) from 2017 to 2021. | |
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## Vugdelija, Kristina

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| **Academic degree** |  |
| **Title** | assistant |
| **Organizational unit** | Department of Ethnology and Cultural Anthropology |
| **CV** |  |
| Kristina Vugdelija was born in Zagreb in 1988. In 2010 she received her BA, and in 2013 her MA in ethnology and cultural anthropology and Croatian language and literature from the Faculty of Humanities and Social Sciences, University of Zagreb. For her outstanding results she was twice awarded Dean’s Award for Excellence. As a student she participated in several field researches of the Department of Ethnology and Cultural Anthropology, and from 2010 to 2013 she was engaged in the research project 'Identity and ethnocultural formation of Bunjevci' under prof. Milana Černelić, PhD. She did research on different aspects of identity and social memory, results of which she presented at several conferences and symposia. For the project research she was awarded Faculty's 'Franjo Marković' Award in 2011. In November 2014 she entered PhD program graduate studies at the Department of Ethnology and Cultural Anthropology at the Faculty of Humanities and Social Sciences. She is writing her PhD thesis on the making of national heroes in contemporary cultures of memory in Croatia. Since 2016 she is a member of the international PhD program 'Transformations in European Societies' at Ludwig-Maximilians University in Munich, in collaboration with universities of Basel, Graz, Edinburgh, Copenhagen, Murcia, Tel Aviv and Zagreb. After graduation she worked as program coordinator at the Croatian Science Foundation, on programs of research projects and young researchers funding. Since September 2017 she is employed as full time research and teaching assistant at the Department of Ethnology and Cultural Anthropology. | |
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