

Faculty of Philosophy
University of Zagreb
Chair of Anthropology

**DUAL SUBJECT
UNDERGRADUATE STUDY IN
ANTHROPOLOGY
PROGRAM CURRICULUM**

Zagreb, may 2005.

1. Introduction

a) Reasons for the making of the study

According to tradition of European universities anthropology belongs to natural and social sciences and humanities alike. Accordingly the study was organized at the Faculty of philosophy in the form of an under graduate study under the wing of humanities while the post graduate study was organized partially on the Natural science faculty at the department of Biology under the branch of biological anthropology, and partially at the Faculty of Philosophy in the field of Cultural Anthropology as a part of the postgraduate study ethnology and cultural anthropology. The nature of anthropology is holistic, as well as the growing complexity in the culture-biology relation (cultural consequences of molecular biology and bio-technology) are the main reasons for making the study of Anthropology as a self sustained holistic discipline.

b) Current proposal experiences in making similar or equivalent programs

Anthropology as a holistic science which envelops branches and disciplines which share the man as an object of their study, was available for enrollment for the first time as an undergraduate study in the year 2000/2001 in Croatia. To make the study possible a Chair of Anthropology was formed on the 9-th of December year 1998 on the Faculty of Philosophy in Zagreb.

By bringing the Science and Higher Education Act (Narodne novine no.123 from 31.07.2003.) together with the urging need for coordination of the curriculum with the Bologna declaration (3+2+3 systems), serious changes in organization of study had to be done. The major change was in reorganizing the undergraduate study in Anthropology, at the Faculty of Philosophy, according to a new 3+2 system, and adding the postgraduate (doctoral) study in Anthropology. Students can enroll in the postgraduate study after successfully completing undergraduate and graduate studies. The duration of the postgraduate study is three years by the end of which student attain the doctoral degree. According to the above stated, and the need for Anthropology to be immanent at the highest level of education, as it is the case in European universities, we propose a reorganized program study in Anthropology which is fully compatible with the 3+2+2 system. This program is a product of the joint work of the members of the Chair of Anthropology of the Faculty of Philosophy i.e. employees of the Institute for Anthropology and Faculty of Philosophy.

Based on to the former experience in conducting a postgraduate study at a master's level (field: Biology; branch: Biological anthropology), and according to the objective abilities of undergraduate, graduate and postgraduate study at the University of Zagreb (at the Faculty of Philosophy) we think that we can offer serious and high-quality program of study. The program is fully compatible with Bologna declaration and offered on three levels: undergraduate study in Anthropology, graduate study in Anthropology and postgraduate study in Anthropology.

Our proposal of the study was made according to the requirements of the Bologna declaration, oriented towards contemporary anthropology and fully compatible with other Anthropology studies across Europe.

c) Possible partners outside the school system

The professional profile of a graduated anthropologist enables him a vital role in any research project in which a society-science-technology relation is being researched, as well as on any institute that regulates human – environment relations. Furthermore the anthropology has a vital role in researching of cultural processes, ecological processes and the research of public opinion as well as in various expert teams working joined with various Ministries, other government institutions and various agencies dealing in specific social, cultural and human environment issues. We must note that one of the most recent fields where anthropologists have been very active is tied closely to intense educational science development, and widening the educational process to a life long process. This of course brings new issues demanding scientific, expert monitoring and anthropology is specialized in making experts in that field.

Research, science and lecturing cooperation is available with these partners (outside the school system): scientific institutes and various professional organizations relating faculties and departments national and international alike.

d) Study support for student mobility

As there is no discipline where its object study would be adequately analyzed without aspects of anthropology it is clear that an under graduate study of anthropology is desirable for study progress in various fields, (especially humanist and biotechnology sciences). That is the main reason why in this program many lectures are proposed which are interdisciplinary in their nature and therefore available to students of almost all faculties and departments. We must keep in mind that anthropological aspects have held their place in a very large number of study programs, not only socially – humanistic but biological, technical, medicinal and various other sciences.

Accordingly we expect the subjects and courses we are proposing to be enrolled by students of other study groups as well as students of anthropology. We are expecting our own under graduate students to be expertise in various other study groups and studies.

Let us note that our courses are available to students of various fields and profiles. Respecting the principle of mobility we are proposing a program which will enable our students to choose and interdisciplinary connect contents of various fields, as we expect students of other fields will choose a variety of classes we offer as elective.

2. General part

2.1. Study title

Dual subject under graduate study in anthropology

2.2. Educational institution

Chair of Anthropology of the Faculty of Philosophy, University of Zagreb and the
Institute of Anthropology in Zagreb

2.3. Study duration

Under graduate study 6 semesters (3 years).

2.4 Enrollment requirements

Enrollment requirements for the dual subject under graduate study:

- Obtained highschool education passed classification exam or secondary school final state exam, according to the law propositions and the propositions of the University of the faculty of Philosophy.

Enrollment requirements for the dual subject graduate study:

- Finished the dual subject under graduate study of anthropology on the Faculty of Philosophy in Zagreb , or any other compatible study

2.5 Under graduate study of anthropology

a) Duration of the undergraduate study and its academic title:

Under graduate study of anthropology lasts for six months, and the students who finish it obtain the academic title «baccalaurea/baccalaureus of human sciences, in anthropology

b) Goals of the under graduate study of anthropology:

The primary goal of the study is for its students to master the knowledge of anthropology. Knowledge can formally be graded by acting (instrumental knowledge) and the attained understanding of the world. In our present information era, speaking of knowledge we understand it as a network of data which have survived by evolution trough its use for human environment. Such understanding of knowledge gives us an understanding of existing theoretical boundaries in which such a network is formed. Students of the undergraduate study must understand the basic elements of anthropology and value their theoretic correspondence to make them able to recognize and understand

the differences of human structuring and acting which spring from them. Accordingly the under graduate study makes its students able to understand and influence the complexity of specific localities and their population from an anthropologic point of view.

Completing the course students gain the knowledge which enables them to actively participate in anthropology's researches. Furthermore after the completed study students will develop a skill of recognizing the evolutionary characteristics and connections between biological and sociocultural phenomena. Finishing the study they become capable of making an expert judgement of the credibility of social activity, and they become able to participate in the processes of social planning. Finishing the under graduate study students also achieve possibilities to continue graduate study of anthropology, ethnology and similar studies.

3. Study program description

3.1. The list compulsory of and elective subjects and/or modules with the according number of workload hours needed for their completion and the number of their ECTS credits.

**PROGRAM DESCRIPTION OF
DUAL SUBJECT
UNDERGRADUATE STUDY IN
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DUAL SUBJECT UNDERGRADUATE STUDY IN ANTHROPOLOGY PROGRAM CURRICULUM

NOTICE:

As a foreign language students can choose one language from the next list: English, German, French, Italian, and Spanish. Except a foreign language as a compulsive course on the first year of study, students can enroll another foreign language from an elective quote.

From the six elective courses on the III, IV, V and VI semesters, students are obliged to enroll at least three courses from the list of elective courses of the Chair of Anthropology.

SEMESTER	COURSE TITLE	MODES OF INSTRUCTIONS				TOTAL HOURS PER SEMESTER	ECTS CREDITS	EVALUATION METHODS	STUDENT REQUIREMENTS	
		L	S	E	F					
I.	1.Introduction to anthropology	2	1			45	4	Written and oral exam	Enrolled I. sem.	
	2. Introduction to ethnology	2	1			45	4	Written and oral exam	Enrolled I. sem.	
	3. Introduction to human genetics	2				30	4	Written and oral exam	Enrolled I. sem	
	4-Foreign language	2				30	2			
	5. Physical education					30	0.5			
II.	1.Socil anthropology	1	1			30	3	Written and oral exam	Enrolled II. sem	
	2.Introduction to linguistic anthropology	2				30	3	Written and oral exam	Enrolled II. sem	
	3.Informatics in anthropology	1		1		30	3	Written and oral exam	Enrolled II. sem	
	4.Research methods in anthropology	2				30	3	Written and oral exam	Enrolled II. sem	
	5. Foreign language	2				30	2			
	6. Physical education					30	0.5			
III.	1.Human auxology	2				30	3	Written and oral exam	Passed I.1 and I.3.	
	2.Cognitive linguistics	1	1			30	3	Oral exam	None	
	3.Statistics methods for anthropologists	1	1			30	3	Written exam	None	
	4.Intruduction to population genetics	1	1			30	3	Written exam	None	
	5. Elective courses					30	Depends on the course			
	6. Physical education					30	0.5			

SEMESTER	COURSE TITLE	MODES OF INSTRUCTIONS				TOTAL HOURS PER SEMESTER	ECTS CREDITS	EVALUATION METHODS	STUDENT REQUIREMENTS
		L	S	E	F				
IV.	1.Introduction to anthropologic archaeology	2				30	3	Written and oral exam	Enrolled III sem.
	2.Croatian narrative literature	1				15	2	Written and oral exam	None
	3.Data analysis of anthropological records	1		1		30	3	Written and oral exam	Listened III. 3.
	4.Quantitative genetics	1				15	2	Written and oral exam	Passed I.1. and I.3.
	5.Elective courses					60	Depends on the course		
	6. Physical education					30	0.5		

V.	1.Educationa anthropology	1	1			30	3	Research, oral exam	Enrolled I.1.
	2.Medical anthropology	2	1			45	4	Written and oral exam	Enrolled V sem.
	3.Basic in human ecology	1	1			30	3	Written and oral exam	Passed I.1. and I.3.
	4. Elective courses					45	Depends on the course		
	5. Physical education					30	0.5		

VI.	1.Introduction to forensic anthropology	1				15	2	Written and oral exam	Enrolled VI. Sem.
	2.General communicology	1	1			30	3	Written and oral exam	Enrolled VI. Sem
	3.Human evolution	1	1			30	3	Written and oral exam	Enrolled VI. Sem
	4. Elective courses					45	Depends on the course		
	5.Physical education			2		30	0.5		

Undergraduate study - Elective courses:

	COURSE TITLE	MODES OF INSTRUCTIONS				TOTAL HOURS PER SEMESTER	ECTS CREDITS	EVALUATION METHODS	STUDENT REQUIREMENTS
		L	S	E	F				
	Anthropology and hermeneutics	1	1			30	3	Seminar paper, oral exam	Passed 11st year
	Anthropology and management	2				30	2	Written and oral exam	None
	Interaction man and environment	1	1			30	2	Written and oral exam	None
	Man and biotope	1	1			30	2	Written and oral exam	None
	History of Life in Karst -Man and space		2			30	3	Seminar paper	None
	Culture and history	1	1			30	3	Oral exam	Passed I.2. and II.1.
	Intercultural personality research	2				30	2	Written and oral exam	None
	Methods in molecular anthropology	2				30	3	Oral exam	Passed I.1.and I.3.
	Applicative anthropology	2				30	2	Seminar paper	None
	Old East religions		2			30	3	Seminar paper	None
	Sociobiology	1	1			30	3	Seminar, w & o exam	None
	Theories of multiculturalism	1	3			60	5	Seminar, w & o exam	None
	Introduction in philosophy	2				30	2	Oral exam	None
	Visual communication	2				30	2	Written and oral exam	Passed VI.2.

3.2. Descriptions of subjects/courses

The descriptions of subjects/courses are in Attachment 1.

3.3. Study structure, study rhythm and student obligations

Study structure, study rhythm and student obligations are fully described in previous tables

3.4. Courses and/or modules students can choose from other studies

Courses and/or modules that students can choose from other studies will be decided in agreement with their mentors.

3.5. Language of the study

The studies will be held in Croatian language and depending on the interest and numbers of potential lecturers in English will be available.

3.6. Conditions and criteria of ECTS credits transfer

Conditions and criteria of ECTS credits transfer will be determined according to the instructions of the Faculty of Philosophy in Zagreb and statements of law.

3.7. Study completion

Undergraduate study of anthropology is completed after having passed all of the noted exams and after having accredited the needed number of ECTS credits.

3.8. Conditions under which the students that have terminated the study or lost their study rights on one study program may continue the study

Students which have terminated their study or have lost their study rights on one study program can continue the study according to positive statements of law, approved by the Science and Higher Education Act (Government of the Republic of Croatia).

4. Conditions of study execution

4.1. Locations of study program execution

The study program of the dual undergraduate study of anthropology will be held at the Faculty of Philosophy in Zagreb.

4.2. Study location and equipment data

The Study will be held occupying the locations where the study of anthropology was being held so far on the Faculty of Philosophy. So far it is not possible to determine if these locations are adequate. All classrooms should be equipped with an LCD projector, a computer connecting to the internet of the Faculty of Philosophy, and other technical equipment to promote class quality, although not all classrooms fulfill these standards at this moment.

4.3. Names of professors and the number of coworkers involved in project execution

Upon starting the project the following (37) professors and (10) coworkers will be in working classes:

1. Prof. dr. sc. Vjekoslav Afrić, redoviti profesor
2. Prof. dr. sc. Vitimir Belaj, redoviti profesor
3. Prof. dr. sc. Stipe Botica, redoviti profesor
4. Prof. dr. sc. Hotimir Burger, redoviti profesor

5. Prof. dr. sc. Ivan Cifrić, redoviti profesor
6. Prof. dr. sc. Slobodan Elezović, redoviti profesor
7. Prof. dr. sc. Branka Janićijević, naslovni redovni profesor
8. Prof. dr. sc. Veljko Jovanović, redoviti profesor
9. Prof. dr. sc. Osman Muftić, redoviti profesor
10. Prof. dr. sc. Milan Mesić, redoviti profesor
11. Prof. dr. sc. Marko Pranjić, redoviti profesor
12. Prof. dr. sc. Pavao Rudan, redoviti profesor
13. Prof. dr. sc. Nina Smolej – Narančić, naslovni redoviti profesor
14. Prof. dr. sc. Vedrana Spajić-Vrkaš, redoviti profesor
15. Prof. dr. sc. Anita Sujoldžić, naslovni redoviti profesor
16. Prof. dr. sc. Predrag Zarevski, redoviti profesor

17. Prof. dr. sc. Denis Bratko, izvanredni profesor
18. Prof. dr. sc. Jasna Miličić, naslovni izvanredni profesor
19. Prof. dr. sc. Darko Polšek, izvanredni profesor
20. Prof. dr. sc. Mario Šlaus, naslovni izvanredni profesor
21. Prof. dr. sc. Sanja Špoljar-Vržina, izvanredni profesor
22. Prof. dr. sc. Aleksandar Štulhofer, izvanredni profesor

23. Doc. dr. sc. Snježana Čolić, docent
24. Doc. dr. sc. Stašo Forenbacher, docent
25. Doc. dr. sc. Blaženka Grahovac, docent
26. Doc. dr. sc. Miroslav Jilek, docent
27. Doc. dr. sc. Boris Olujić, docent
28. Doc. dr. sc. Ida Rafaelli, docent
29. Doc. dr. sc. Lajos Szivoczka, naslovni docent
30. Doc. dr.sc. prim. Stjepan Turek, docent

31. Dr. sc. Lovorka Barač - Lauc, znanstveni suradnik
32. Dr. sc. Irena Martinović-Klarić, znanstveni suradnik
33. Dr. sc. Marijana Peričić, znanstveni suradnik
34. Dr. sc. Tatjana Škarić-Jurić, znanstveni suradnik
35. Dr. sc. Igor Toš, dipl. ing. arh
36. Dr. sc. Tomislav Lauc
37. Mr. Sc. Tomislav Janović, znanstveni asistent – viši predavač

38. Mr.sc. Maja Barbalić
39. Mr. sc. Ivor Janković
40. Mr. Sc. Krunoslav Nikodem, znanstveni novak
41. Evelina Rudan, znanstvena novakinja
42. Tin Turković, znanstveni novak
43. Ana Butković, asistentica
44. Lucija Šimičić, prof., asistentica
45. Dario Pavić, asistent
46. Mladen Planinc, asistent
47. Andrea Vranić, asistentica

4.4. Professor data is located in attachment 2.

4.5. –

4.6. The optimal number of students to enroll the study considering the amount of space, study equipment and the number of professors

Government supported (Ministarstvo znanosti obrazovanja i športa)	20
Study from personal needs	8

4.7. -

4.8. –Method of monitoring quality, successfulness of study program execution and especially student collaboration in study program grading

Once per semester the students will fill out a questionnaire which will be analyzed. Based on that analyses study program quality will be monitored.

5. Further notices

Considering the reformed study program of anthropology and the classes held on the Chair of Anthropology so far and in the future we have come to the conclusion that five professors in coworker occupations are needed due to the structure of the study program.

Classes at the Chair of Anthropology are organized so that they are executed by the employees of the Institute of Anthropology and professors of the Faculty of Philosophy who are already part of various Chairs of the Faculty. The Institute of Anthropology already has multiple science novices who are working in class execution, while the professors Faculty of Philosophy have no such coworkers. This problem could be solved, by employing science novices on the Chair of Anthropology.

**DESCRIPTIONS OF
COMPULSORY
SUBJECTS/COURSES**

**DUAL SUBJECT
UNDERGRADUATE STUDY IN
ANTHROPOLOGY**

- 1. Subject title:** INTRODUCTION TO ANTHROPOLOGY
2. Course title: INTRODUCTION TO ANTHROPOLOGY
3. Lecturer, coworkers: Prof.dr.sc. Pavao Rudan
4. ECTS credits: 4
5. Course language: Croatian
6. Workload hours: Winter semester (45 hours)
7. Course status: compulsory
8. Modes of Instructions: 2 hours of lectures and 1 hour of seminar weekly
9. Student requirements: Enrolled I. semester
10. Evaluation methods: Written and oral exam

11. Course content:

Course will cover basics of anthropology as a social-humanistic and biological science. Topics will cover historical basis of the so-called first, second, and third biological revolution, basics of biological and socio-cultural anthropology of the 19th and 20th century, as well as the overview of evolutionary ideas as the product of the accumulated knowledge on the humankind itself. New data from the fields of genetics, ecology, paleontology, and evolution will be discussed, thus providing a basis for the understanding the underlying mechanisms of adaptation on the individual level, but also in the context of the variability within populations. Lectures will familiarize students with human variation in a broader sense, variations of humans as biological primates through the adaptive responses and interaction of internal and external (environmental) factors, resulting in formation of modern human populations with their inter and among populational variability.

12. Literature:

Obligatory readings:

Relethford, J.: The Human Species - An Introduction to Biological Anthropology
McGraw-Hill, New York, 2003.

Rudan, P.: Populacijska biologija čovjeka (Uvod u antropologiju), fotokopije 12
dvosatnih predavanja, HAD - interno izdanje, Zagreb, 2004.

Additional recommended readings:

Sakka, M.: Les origines de l' homme - Un autre regard, Messidor/Editions sociales,
Paris, 1991.

Kottak, C. Ph.: Anthropology - The Exploration of Human Diversity, McGraw-Hill,
New York, 2003.

13. Course objectives:

a) Basic:

Defining anthropology as a social-humanistic and biomedical science, historical overview of the human emergence.

b) Specific:

Elements of microevolutionary analysis of humans, formation of the modern human groups through the analysis of genetic mechanisms, principles of demography on a populational level.

1. Subject title: INTRODUCTION TO ETHNOLOGY
2. Course title: **INTRODUCTION TO ETHNOLOGY**
3. Teacher: Prof. Vitomir Belaj
4. ECTS credits: 4
5. Course language: Croatian
6. Workload hours: winter semester
7. Course status: compulsory
8. Modes of Instructions: 2 hours lectures and +1 hour seminar weekly
9. Student requirements: none
10. Evaluation methods: Written exam and Oral exam
11. Course content:

This course is an introduction to the study of ethnology. Students become acquainted with general topics of ethnology and with its formation and development, as seen from the broader social and historical context. The course specifically deals with the following topics: mythological aspects of observation and interpretation of ethnic characteristics, the notions of formation and development of culture in ancient civilizations, features of medieval approach to science. The following set of topics covers the age of great discoveries and humanistic trends, basis of modern science (D. Scotus, R. Bacon, F. Bacon, R. Descartes) and renewal of historical sciences (Ibn Khaldun, Jean Bodin), Age of Enlightenment and continuation of non-European ethnology as a science on the history of human culture (A.C. Chavannes), the notion of encyclopedic polyhistory in the age of Baroque, Slavic ideas in Baroque and the first definition of ethnology by Jan Kollar, continuation of folk research in the Romantic Age, evolutionism in ethnology and the founders of ethnology (A. Bastian, J.J. Bachofen, E.B. Tylor, L.H. Morgan), Marxist ideology of evolutionism and the development of ethnology in communist countries. Following that is the outline of post-evolutionism, acceptance of the historical dimension in the development of culture and society and the analysis of the cultural-historical approach (F. Ratzel, F. Graebner, Vienna School of W. Schmidt and Frankfurt School of L. Frobenius) and other historically oriented ethnological approaches. The project *Ethnologia Europea* is also described, including its goals, aims and outcomes. Special emphasis is given to the relationship between historically oriented ethnology and, in the beginning, exclusively non-historical science of socio/cultural anthropology (functionalism, structuralism, etc.), and to the attempt to combine the synchronic and diachronic approaches in modern ethnology/cultural anthropology. Together with the historical development of ethnological science, the students will also be acquainted with the terminology used in specific scientific theories and ages, the motivation for the research and the common problems and questions raised in the past, as well as with the possible ways of finding the answers and solutions.

12. Literature:

Required literature:

1. Belaj, V. Plaidoyer za etnologiju kao historijsku znanost o etnickim skupinama. // *Studia ethnologica*.1(1989), str. 9-17.
2. Belaj, V. Poeci hrvatske etnološke znanosti u europskomu kontekstu. // *Studia ethnologica Croatica*.6(1994), str. 185-197.

3. Bratanič, B. Regionalna ili nacionalna i opća etnologija. // Slovenski Etnograf. X(1957), str. 7-18.
4. Čapo, J. Hrvatska etnologija, znanost o narodu ili o kulturi?. // Studia ethnologica. 3(1991), str. 7-15.
5. Kroeber, A. The Nature of Culture. 1952.

Additional (recommended) literature:

1. Benedict, R. Obrasci kulture. 1966. (1934). (odabrana poglavlja)
2. Birket-Smith, K. Putevi kulture. Zagreb, 1960.
3. Bratanič, B. Allgemeine und europäische Ethnologie heute. // Ethnologia Europaea. II-III(1970-71), str. 80-85.

13. Course objectives:

This course, presents the basic theoretical course of the whole study. Students should gain competence in historical (diachronic) research methods in ethnology, understand the close relationship between the research questions and the appropriate research methods, as well as the possibilities of different approaches to ethnological information, and gain knowledge of different sources of ethnological data. This will be accomplished through the outline of the historical development of ethnological thinking. General aspects of the science of ethnology and ethnological work will be presented through the most important ethnologists, developments and ages, together with the major approaches and methods. In the *Introduction to Cultural Anthropology*, students will be acquainted with the anthropological aspect of the research.

- 1. Subject title:** HUMAN GENETICS
- 2. Course title:** INTRODUCTION TO HUMAN GENETICS
- 3. Lecturer:** Prof.dr.sc. Branka Janićijević
- 4. ECTS:** 4
- 5. Language:** Croatian
- 6. Number of semesters:** 1 winter semester
- 7. Status:** obligatory
- 8. Form of presentation:** 2 lectures weekly
- 9. Requirements:** students enrolled in the 1. semester
- 10. Examination:** written and oral exam
- 11. Course description:** The course covers wide spectrum of concepts in human genetics. The students are introduced to basic laws of Mendelian inheritance, eugenics, medical and epidemiological genetics, molecular genetics, evolutionary genetics and ethics in human genetics.
- 12. Literature:**
Levin, P.R.: Genetika, Školska knjiga, Zagreb, 1971
Hodson, A.: Essential Genetics, Bloomsbury Publishing Limited, London, 1992.
Zergollern, L.J. et al.: Humana genetika, Medicinska naklada, Zagreb, 1996.
- 13. Aims:**
- a) **General:** Introduce students to basic concepts in human genetics and enable them to use basic genetic concepts to better understand genetic-related courses in the rest of the curriculum.
 - b) **Special:** Understanding anthropogenetic variability in humans.

1. **Subject title:** SOCIAL ANTHROPOLOGY
2. **Course title:** SOCIAL ANTHROPOLOGY
3. **Teacher, Associates – teachers:** Ph.D. Vjekoslav Afrić, full professor
4. **ECT credits:** 3
5. **Course language:** Croatian
6. **Workload hours:** summer semester, 30 hours
7. **Course status:** compulsory
8. **Modes of Instructions:** Lectures (1 hour per week) and seminars (1 hours per week).
9. **Student requirements:** none
10. **Evaluation methods:** every student has to write an obligatory seminar paper about one book from the list of Additional (recommended) literature. That seminar paper is condition for taking exam. Result exam grade will depend on three parts: Oral exam, activity during semester and quality of seminar paper.
11. **Course content:** Content of the course is divided in fifteen blocks:
 1. Subjects and methods of social anthropology, Social anthropology and related disciplines,
 2. Development from hominids to contemporary man and emergence of the ancient social institutions,
 3. Emergence of the first civilizations and theirs social structures,
 4. Differentiation between historic and a-historic cultures, between hot and cold cultures,
 5. Valorization of theoretical differences between evolutionist and diffusionist approach in anthropology.
 6. Folklore and ceremonies.
 7. Science, art, religious, magic and social order.
 8. Culture, civilization and social order.
 9. Groups and social nets.
 10. Culture and pathology.
 11. Modernism and postmodernism.
 12. Language, national consciousness and national liberation.
 13. Anthropology of Croatian everyday life
 14. Civil society, democratization process and human rights
 15. Globalizations, regionalism and multiculturalism.
12. **Required literature:**
 1. V. Erlich: **U društvu s čovjekom**, Naprijed, Zagreb 1968.
 2. L. Strauss: **Strukturalna antropologija**, Stvarnost Zagreb
 3. E. Kaleb: **Uvod u znanost o kulturi**, Školska knjiga, Zagreb 1988.
 4. Nikola Skledar: **Čovjek i kultura**, Uvod u socio-kulturnu antropologiju, Societas i Matica Hrvatske Zaprešić, Zagreb 2001
 5. Zbornik radova: **Antropologija danas** (ur. A. L. Kroeber) Vuk Karadžić, Beograd 1972.)

iz zbornika slijedeće radove: P.T.D. Šarden: Shvatanje o fosilnom čovjeku; H. Vajnert: Fosilni čovjek; K. Monge: Biološka osnova čovekovog ponašanja; Dž. H. Stjuard: Evolucija i process; Dž. S. Karter: Teorija evolucije i evolucija čoveka; I. Halovel: Kultura, ličnost i društvo; M. Mid: Nacionalni karakter; D. Bidni: Koncept vrednosti u modernoj antropologiji.

+ 2 books freely chosen from seminar literature.

Additional (recommended) literature:

L. Jovančić: **Što mi danas znamo o prvim ljudima**; S. Andre: **Čovjek u potrazi za svojim pretcima**; Čanadjia: **Krapinski pračovjek**; **Historija čovječanstva**, Kulturni i naučni razvoj, J. Hawkes: Prehistorija; 5. Srejšović: **Lapenski vir**; M. Eliade: **Kovači i alkemičari**; M. Eliade: **Šamanizam**; G. Rohajm: **Nastanak i funkcija kulture**; A. R. Redklif Brown: **Struktura i funkcija u primitivnom društvu**; B. Malinowski: **Nauka, magija i religija**; B. Malinowski: **Naučna teorija kulture**; K. Birket Smith: **Putevi kulture**; L. Vajt: **Nauka o kulturi**; L. Bruhl: **Primitivni mentalitet**; L. Strauss: **Divlja misao**; L. Strauss: **Tužni tropi**; H. Wendt: **Tražio sam Adama**; Š. Kulušić: **Život i kultura zaostalih plemena Australije**; B. Jens: **Kalahari, pračovjek u atomsko doba**; R. Benedikt: **Obrasci kulture**; J. Collier: **Indijanci obaju Amerika**; A. Heller: **Teorija istorije**; I. Attali: **Povijest vremena**; K. Kaucki: **Porijeklo hrišćanstva**; L. Mumford: **Grad u historiji**; S. Dž. Stjuard: **Teorija kulturne promene**; M. Weber: **Protestantska etika i duh kapitalizma**; R. H. Tawney: **Religija i uspon kapitalizma**; M. Gross: **Počeci moderne Hrvatske**; E. Moren: **Čovjek i smrt**; Š. Kulušić: **Neobični običaji**; S. Freud: **Totem i tabu**; D. R. Auguštin: **Etnologija naše svakodnevnice**; D. R. Auguštin: **Ulice moga grada**; J. Huizinga: **Homo ludens**; R. Božović: **Iskušenje slobodnog vremena**; V. Prop: **Morfologija bajke**; L. Morgan: **Drevno društvo**; F. Engels: **Porijeklo porodice i privatnog vlasništva**; M. Mead: **Spol i temperament u tri primitivna društva**; U. Wesel: **Mit o matrijarhatu**; Ž. Papić - L. Sklevicki (ur.): **Antropologija žene**; H. Seton-Watson: **Nacije i države**; E. Fromm: **Anatomija ljudske destruktivnosti**; K. Lorenc: **O agresiji**; R. Supek: **Društvene predrasude i nacionalizam**; Castells M.: **Uspon umreženog društva**, Informacijsko doba: Ekonomija, društvo i kultura, Svezak 1., Golden marketing, Zagreb 2000.; Zbornik: **Kiberprostor, kibertijela i cyberpunk**, uredili: M. Featherstone & R. Burrows, Zagreb, Jesenski i Turk, 2001.; J. Krippendorf: **Putujuće čovječanstvo**; Opća deklaracija o pravima čovjeka (**Revija za sociologiju 3-4/89**) I. Cifrić: **Moderno društvo i svjetski etos**, Razvoj i okoliš, Zagreb 2000.;

13. Course objectives:

Aim of social anthropology is to give elementary knowledge about emergence and development of social institution and their role in social structure of the different cultures. That knowledge will allow us seeing particular area of science like sociology, ethnology, psychology, comparative literature and so on, as a part of holistic approach to understand humans, human nature, society and culture.

1. **Subject title:** LINGUISTIC ANTHROPOLOGY
2. **Course title:** INTRODUCTION TO LINGUISTIC ANTHROPOLOGY
3. **Lecturer, coworkers:** Prof. dr. Anita Sujoldžić i Lucija Šimičić, prof., asistent
4. **ECTS credits:** 3
5. **Course language:** Croatian
6. **Workload hours:** summer semester (30 hours)
7. **Course status:** compulsory
8. **Modes of Instructions:** 2 hours of lectures weekly
9. **Student requirements:** enrolled 2. semester
10. **Evaluation methods:** Written and oral exam
11. **Course content:**

General introduction to the basic concepts in the study of language in the context of anthropology, encompassing biological, psychological and sociocultural dimensions of human language. Material from a variety of languages is used to provide a broad perspective. Key topics include biological basis of human language; basics of descriptive method; language and cognition; language in culture and society; ethnography of communication, languages in contact; language change and historical reconstruction; spoken versus written language and language planning.

12. Literature:

Required literature:

- Saussure, de F. (2000) *Tečaj opće lingvistike*. Zagreb: ArtTresor.
- Martinet, A. (1982) *Osnove opće lingvistike*. Zagreb:GZH.
- Lenneberg, E.H. (1967) *Biological foundations of language*. New York: Wiley.
- Bickerton, D. (1990) *Language and Species*, Chicago:The University of Chicago Press.
- Foley, W.A. (1998) *Anthropological linguistics*, Blackwell Publishers.
- Salzmann, Z. (1998) *Language, Culture and Society, An Introduction to Linguistic Anthropology*, Boulder, Westview Press.

Additional (recommended) literature:

- Lieberman, P. (1984) *The biology and evolution of language*. Cambridge, MA: Harvard University Press.
- Pinker, S. (1994) *The Language Instinct*, William Morrow and Company, Inc., New York
- Palmer, G. B.
- Deacon, T.W. (1997) *The Symbolic Species. The so-evolution of language and brain*. New York:Norton.
- Dunbar, R. I. M. (1996) *Grooming, Gossip and the Evolution of Language*, London:Faber & Faber.
- Lurija, A.R.(1997) *Jezik i svest*. Zavod za udžbenike, Beograd.
- Bloom, P. (2002) *How Children Learn the Meanings of Words*. MIT Press.
- Comrie, B. (1981) *Language universals and linguistic typology*. Chicago: University of Chicago Press.
- Dixon, R. M. W. (1997). *The Rise and Fall of Languages*. Cambridge/New York: Cambridge University Press.

- Hajmz, D. (1980) *Etnografija komunikacije* (prev. M. Radovanović), BIGZ, Beograd.
- Duranti, A., (1997) *Linguistic Anthropology*, Cambridge University Press, Cambridge 1997
- Sapir, E. (1974). *Ogledi iz kulturne antropologije*.BIGZ, Beograd, 1980.
- Lucy, A.J. (1992) *Language diversity and thought*. Cambridge University Press.
- Bourdieu, P.(1992) *Što znači govoriti*, Naprijed, Zagreb.
- Fasold, R. *The sociolinguistics of society*. Blackwell Publishers, 2001

13. Course objectives:

The course is designed to give the students an informed insight into relevant major areas and sub-areas of the field within anthropology, with particular emphasis on the relationship between language, culture and society.

1. **Subject title:** INFORMATICS IN ANTHROPOLOGY
2. **Course title:** INFORMATICS IN ANTHROPOLOGY
3. **Teacher, Associates – teachers:** dr.sc. Lajos Szirovica
4. **ECT credits:** 3
5. **Course language:** Croatian
6. **Duration - Workload hours:** Summer semester, 30 hours
7. **Course status:** obligatory
8. **Modes of Instructions:** Lectures (1 hour weekly) and practice (1 hour weekly).
9. **Student requirements:** enrollment in II semester
10. **Evaluation methods:** writing and oral exam
11. **Course content:**
 1. Lectures:
 - a) Organization of data: information, data and information system
 - b) Shaping of data: from the idea to the database
 - c) From the to the database
 - d) Theory of relational databases
 - e) Relational databases
 - f) Languages for working with databases: SQL
 2. Practice:
 - g) Short overview of MS WINDOWS operating system
 - h) Short overview of MS Office application
 - i) Relational databases systems – MS ACCESS
 - j) Tables and relations
 - k) Queries and forms
 - l) Reports
 - m) Realization of concrete database chose by the student
12. **Required literature:**
 1. H. Birola, V. Bosilj Vukšić, V. Čerić, K. Ćurko, A. Kliment, Ž. Požgaj, V. Srića, I. Strugar, M. Varga, N. Zalac: Poslovna informatika, Carski husar, Zagreb, 1996.
 2. L. Szirovicza: Nastavni materijal iz teorije baze podataka (u pripremi)
 3. Priručnik iz MS ACCESSA po izboru polaznika
13. **Course objectives:**
 - a) **General:** The aim of this course is to refresh the students' knowledge related to MS Office program system (especially WORD, EXCEL) and to introduce them to principle areas and technology databases.
 - b) **Specific:** In the practical part of the course, students will be introduced to MS ACCESS program for relational databases, and they will be equipped to work simpler databases.

1. Subject title: **METHODOLOGY OF SOCIAL RESEARCH**
2. Course title: **METHODOLOGY OF SOCIAL RESEARCH**
3. Teacher: Miroslav Jilek, Ph. D., assistant professor
4. ECTS credits: 3
5. Course language: croatian
6. Workload hours: winter semester
7. Course status: compulsory
8. Modes of Instructions: 2 hours of teaching
9. Student requirements: Enrolled into the 2nd semester of the sociology minor study
10. Evaluation methods: Written exam and an independent study

11. Course content:

The meaning and use of science and scientific researches, conceptualization and operationalization of a research, research outlines and steps in the research.

Methods and methodologies; rules and features of different methods; observation, interview, content analysis, survey, experiment

Systematic methodology, focus groups, case study method, complex methodology, SWOT analysis for strategic planning, hypothesis, measurement, samples.

12. Literature:

Required literature:

1. Vujević, M. Uvod u znanstveni rad. Zagreb : Školska knjiga, 2000. (or other issues).
2. Supek, R. Ispitivanje javnog mnijenja : Zagreb : Naprijed, 1968. (or other issues)

Additional (recomended) literature:

1. Zvonarević, M. Socijalna psihologija, Zagreb : Školska knjiga. 1974. Dio II., str. 59 – 181.
2. Gilli, G. A. Kako se istražuje. Zagreb : Školska knjiga, 1974.
3. Milić, V. Sociološki metod. Beograd : Nolit, 1965. (or other issues).
4. Šušnjić, Đ. Kritika sociološke metode. Niš : Gradina, 1973. (or other issues).
5. Neuman, W. L. Social Research, Qualitative and Quantitative Approaches. Boston : Allyn and Bacon, 1996

13. Course objectives:

The students are expected to acquire general and basic knowledge on the elementary features of scientific research in sociology and anthropology. Major methods will be elaborated in their scope and range. The students will be enabled to run simple researches and to continue more deep and detailed study of methodology in the social sciences. At the same time, the students will be enabled to develop their own research formats and ideas

1. **Subject title:** HUMAN AUXOLOGY
2. **Course title** HUMAN AUXOLOGY
3. **Instructor:** Nina Smolej Narančić, Ph.D.
4. **ECTS-points:** 3
5. **Language:** Croatian
6. **Duration:** 1 semester (winter)
7. **Status:** Obligatory
8. **Form of presentation:** Lectures (2 hours weekly)
9. **Requirements:** Completed courses 'Introduction to Anthropology' and 'Human Genetics'
10. **Form of examination:** Written and oral exam

11. Course description: Auxology studies growth of living organisms and combines descriptive studies, experimental research, and hypothesis testing into a comprehensive view of the structural and functional elements of growth. This course focuses on human physical growth and development from an anthropological perspective. Its principal aims are to review physical changes that occur throughout the life span as a product of both biological and socioecological processes and to explain the evolutionary foundation of the human growth pattern. Major themes of the course will be: stages in the life cycle from conception to death; comparison of growth and development in humans and other primates; the evolution of human life cycle; the interplay of biology and culture in shaping the patterns of human growth; the impact of genetic and environmental factors on human growth, maturation and aging; and variation in growth patterns among populations.

12. Readings:

Required:

1. Bogin, B. (1999) *Patterns of Human Growth*. Cambridge University Press, Cambridge, UK.
2. Malina, R.M., C. Bouchard (1991) *Growth, Maturation and Physical Activity*. Human Kinetics Books, Champaign, IL, USA.

Recommended: selected topics from

1. Ulijaszek, S., F.E. Johnston, M.A. Preece (Eds.) (1998) *The Cambridge Encyclopaedia of Human Growth and Development*. Cambridge University Press, Cambridge, UK.
2. Tanner, J.M. (1990) *Foetus into Man: Physical Growth from Conception to Maturity*. Harvard University Press, Cambridge, MA, USA.
3. Mascie-Taylor, C.G.N., B. Bogin (1995) *Human Variability and Plasticity*. Cambridge University Press, Cambridge, UK.
4. Bodszar, E.B., C. Susanne (Eds.) (1998) *Secular Growth Changes in Europe*. Eotvos University Press, Budapest, Hungary.

13. Aims:

General:

The objective of the course is to introduce students to the scientific study of human growth and development and origins of life cycle variations through time and space.

The acquired knowledge will enable them to understand and critically evaluate statements about human physical variation from infancy through old age.

Special:

It will provide the background necessary to understand the topics related to human biology that are covered by other courses

1. **Subject title:** COGNITIVE LINGUISTICS
2. **Course title:** COGNITIVE LINGUISTICS
3. **Lecturer:** Dr. sc. Ida Raffaelli, docent
4. **ECTS credits:** 3
5. **Course language:** Croatian
6. **Workload hours:** Winter semester (30 hours)
7. **Course status:** compulsory
8. **Modes of Instructions:** 1 classes of lectures + 1 class of seminar per week
9. **Student requirements:** none
10. **Evaluation methods:** Oral exam
11. **Course content:**

Position of cognitive linguistics in the frame of cognitive science. The course gives an overview of different aspects of human cognitive abilities where language is seen as a specific human ability used for study of human language structures and for comprehension of the world. Position of cognitive linguistics in respect to traditional linguistics and its predecessors is outlined (American linguistics, European structuralism).

12. Literature:

a) assigned reading

- Gardner, H. (1987) *The Mind's New Science, A History of the Cognitive Revolution*, Basic Books.
- Lakoff, G. (1987) *Women, Fire and Dangerous Things, What Categories Reveal about the Mind*, Chicago University Press.
- Langacker, R. (1987) *Foundations of Cognitive Grammar*, Vol. I, Stanford University Press.
- Taylor, J. R. (2003) *Cognitive Grammar*, Oxford University Press.

b). supplementary reading

- Jansen, T – Redeker, G. (1999) *Cognitive Linguistics: Foundation, Scope and Methodology*, Mouton de Gruyter
- Rudzka-Ostyn, B (ur.) (1988) *Topics in Cognitive Linguistics*, John Benjamins
- Varela, F.J. – Thompson, E. – Rosch E. (1993) *The Embodied Mind*, MIT Press
- Taylor J. R. (1995) *Linguistic Categorization – Prototypes in Linguistic Theory*, Clarendon Press, Oxford

13. Course objectives:

Development and acquirement of basic knowledge from cognitive linguistics.

1. Subject title:	STATISTICS
2. Course title:	STATISTICAL METHODS FOR ANTHROPOLOGISTS
3. Lecturer:	Professor Veljko Jovanović, PhD
4. ECTS:	3
5. Language:	Croatian
6. Number of semesters:	1 semester
7. Status:	compulsory
8. Form of presentation:	1 lecture hour and 1 seminar hour weekly
9. Requirements:	none
10. Examination:	written exam

11. Course description: Statistics is a complement of methods used for collection, analysis and interpretation of large numerical data sets. The students will primarily be familiarized with the development of statistics and its methodological association with anthropology. This will be followed by examples of event probability calculations and introduction to the basic concepts of the Bayes' theorem. The concept of variable is explained as it relates to statistics, followed by introduction to the expected value and variance of variables. The meaning and examples of binomial and Poisson distribution will be explained in detail. Based on the study of child development performed in Zagreb primary schools, the characteristics of Gauss distribution, the term of central limit theorem and variable normalization procedures will be explained. Since parameter estimation and hypothesis testing are typical problems encountered in statistics, the meaning and calculation of the null-hypothesis in specific tests will be presented. The results of performed studies on migrations of the populations of the island of Hvar will be used as examples for data management by means of contingency tables and null-hypothesis testing using the chi-square test. Basic characteristics of log-linear analysis will be presented. Testing of two or more groups of data will be performed under the null-hypothesis stating the groups' statistical equality will be performed by means of variance analysis (ANOVA). The results of anthropological measurements of children in the city of Zagreb show dependence of the children's weight and height on their age; based on this example, the least squares method, regression, correlation and ANOVA test in investigations of variable dependency will be explained. Students will be familiarized with non-parametric models that include assumptions of the type of probability distribution. These methods are applicable to statistical problems where few data are available.

12. Literature:

Compulsory literature:

Armitage, P.: Statistical Methods in Medical Research, Blackwell sci. pub. Oxford, 1971

Additional recommended literature:

Pauše, Ž.: Uvod u matematičku statistiku, Školska knjiga, Zagreb, 1993

13. Aims:

- General: understanding quantitative relationship of numerical data obtained in anthropological research. Development of skills for collection of this type of data characteristic for descriptions of relationship between biological and

sociocultural phenomena. Ability of drawing conclusions based on available data.

- a) Special: to gain knowledge and skills necessary for evaluations of anthropological aspects of social changes and states that can be quantified.

- 1. Subject title:** POPULATION GENETICS
- 2. Course title:** INTRODUCTION TO POPULATION GENETICS
- 3. Lecturer:** Professor Veljko Jovanović, PhD
- 4. ECTS:** 3
- 5. Language:** Croatian
- 6. Number of semesters:** 1 semester - winter
- 7. Status:** compulsory
- 8. Form of presentation:** 2 lecture hour and 1 seminar hours weekly
- 9. Requirements:** none
- 10. Examination:** written exam

11. Course description:

Population is a group inhabiting the same area so that its members form a reproductive community and therefore have a shared composition of inherited factors (gene pool). The essence of population genetics is to investigate the mechanisms causing gene frequency alterations within a population. In the field of humanities, anthropology should not lose the sight of an individual human beings that constitute investigated populations. Human populations are characterized by their sociocultural and genetic development within a specific environment, while one of indicators of such development is the demography of specific population. In relation to that, basic statistical-computing concepts necessary for understanding of evolutionary models of population genetics. As an introduction to models, development of evolutionary thought as a pattern of scientific thought with sociocultural environment will be presented. After introduction of the Hardy-Weinberg equilibrium, the concept of genetic drift will be introduced as a significant mechanism acting in small reproductively isolated populations. Based on this phenomenon, biological diversity (heterozygosity) of the population is reduced. Through the process of selection and “breeding” evolutionary changes beneficial for humanity at large are introduced. Today, anthropologists face the need of positioning themselves in relation to “creation of evolution” by means of biotechnological engineering. The term of biological kinship is fundamental to understanding gene distribution within a population. In order to estimate kinship within a certain population, effective reproductive size of that population needs to be done (N_{ef}). Effective population size is a particular size of a population with the same amount of randomness in genetic structure as the actual population. One way of quantifying biological kinship is through definition of specific coefficients that describe genetic transmission. Following an increase in inbreeding coefficient of a population (f_g), the ratio of heterozygosity and homozygosity change. Data on erythrocyte polymorphism distribution in small settlements on the island of Hvar will be used as examples. Data collected during ongoing investigations on the island of Hvar will also be used for analysis of influence of migrations on reduction of biological variability. Special attention will be placed on the model of natural selection that also has social connotations.

12. Literature:

Compulsory literature:

Hartl, L.D., and Clark, A.G.: Principles of Population Genetics, Sinauer Ass. Sunderland, 1997

13. Aims:

- b) General: development of skills and competencies enabling the students to participate in anthropological research. Ability to recognize evolutionary characteristics of biological and sociocultural phenomena and their interrelations.

Special: competence of providing educated opinion on the quality of social phenomena with anthropological repercussions

- 1. Subject title:** ANTHROPOLOGICAL ARCHAEOLOGY
- 2. Course title:** INTRODUCTION TO ANTHROPOLOGICAL ARCHAEOLOGY
- 3. Lecturer:** Doc. dr.sc. Stašo Forenbaher
- 4. ECTS credits:** 3
- 5. Course language:** Croatian
- 6. Workload hours:** Summer semester(30 hours)
- 7. Course status:** compulsory
- 8. Modes of Instructions:** 2 hours of lectures weekly
- 9. Student requirements:** enrolment in III. semester
- 10. Evaluation methods:** Written and oral exam

11. Course content:

This introductory course offers an overview of primary theories, methods and techniques employed by anthropological archaeology as cultural anthropology of the past. The overview is accomplished by presenting examples from the entire spatial and temporal range of human prehistory. A concise overview of human culture from the early hominids to the first preindustrial states will provide the necessary framework within which students will get acquainted with crucial cultural changes and the most important processes that marked those changes, as well as the distinctive methodological problems and the basic terminology of anthropological archaeology conceived as the science of past human behavior.

Basic topics:

- Culture as the key characteristic which sets humans apart from the animal world. The earliest traces of material culture and their relationship to the early hominid fossil remains. Early hominid behaviour: technology and subsistence strategies.
- Evolution of the basic elements of modern cultural behaviour (social behaviour, logistic subsistence strategies, symbolic reasoning, language and religious belief). History of the peopling of continents. Cultural adaptations which made possible the global expansion of humankind. Intensification and diversification of hunter-gatherer economy at the end of the last Ice Age.
- Beginnings of food production. Regional foci, chronology and ecology of plant and animal domestication. Transition to farming in Europe, models of its spread and specific trajectories of change in particular regions. Organization and demography of early farming societies.
- Intensification of food production by expansion into marginal lands, use of domesticated animal power, as well as secondary animal products. Origins of institutionalised social inequality and rise of hierarchical societies.

Natural and social contexts of the ascent of early urban civilizations and theoretical models explaining their formation. Expansion of early civilizations and the “World System” theory. Economic basis, social organization, demography and collapse of early civilizations.

12. Literature:

1. Barker, G. *Tehnike arheološkog iskopavanja*. Split: Muzej hrvatskih arheoloških spomenika, 2000.
2. Fagan, B.M. *People of the Earth* (10. izdanje). New Jersey: Prentice Hall, 2004.
3. Price, T.D. i Feineman, G.M. *Images of the Past* (3. izdanje). Mountain View: Mayfield, 2004.
4. Scarre, C. i Fagan, B. *Ancient Civilizations*. New York: Longman, 1997.
5. Cunliffe, B. (urednik): *Prehistoric Europe: An Illustrated History*. Oxford University Press: Oxford 1998.
6. Renfrew, C. i Bahn, P. *Archaeology: Theories, Methods and Practice* (3. izdanje). London: Thames & Hudson, 2000.

13. Course objectives:

- c) To introduce students, in a concise way, with the temporal dimension of human existence, the chronological depth and geographic diversity of the human adaptation in the past. This should improve the ability of students to follow other courses with comprehensive understanding..

Subject title: CROATIAN ORAL LITERATURE

Course title: THEORY AND POETICS OF CROATIAN ORAL LITERATURE

Lecturer: Prof. dr. sc. Stipe Botica, Evelina Rudan assistant

ETCS: 2

Language: Croatian

Duration: 15 hours

Status: compulsory

Form of instruction: 1 hour lecture weekly

Examination: oral and written exam

Course content:

Literary-theoretical and poetic explanation of the phenomenon of oral literature, definition of concepts: oral literature, verbal folklore, relation of oral literature to the performing context and its relation to written literature, precise theoretical-poetic definition and presentation of the genre system of oral literature. The system of literary genres and types, the specificity of genre in oral literature. Important characteristics of oral literature genres and types: oral lyric poems, epic poems, stories (fairytales, legends, fables, jokes, anecdotes, stories from life, etc.), dramatic forms (folklore theater), forms of speeches, small forms.

Oral literary theory and practice in our time. New forms of verbal folklore today.

Important events in the history of oral literature from the 15th to the 20th century.

12. Literature:

Required literature:

1. Stipe Botica, *Hrvatska usmenoknjiževna citanka*, Zagreb, 1995.
2. Edicija Stoljeca hrvatske književnosti Matice hrvatske, *Usmene lirске pjesme* (ed. by Stipe Botica), Zagreb, 1996.
3. *Usmene pripovijetke i predaje* (ed. by Maja Boškovic-Stulli), Zagreb, 1997.
4. *Foklorno kazalište* (ed. by Ivan Lozica), 1996.
5. *Poslovice, zagonetke, govornicki oblici* (ed. by Josip Kekez), Zagreb, 1996.
6. Josip Kekez, *Usmena književnost* In: *Uvod u književnost* (ed. by Zdenko Škreb - Ante Stamac), Zagreb, 1986. (or 5th edition, 1998.)
7. Maja Boškovic-Stulli - Divna Zecevic, *Usmena i pucka književnost*, PHK vol.1, Zagreb, 1978.
8. Maja Boškovic-Stulli, *O pojmovima usmena i pucka književnost i njihovim nazivima*. In: Boškovic, Stulli, Maja. *Usmena književnost nekada i danas*, Beograd, 1983.
9. Andre Jolles, *Jednostavni oblici*, Zagreb, 2000. (or 1978 edition).
10. Vladimir Propp (Propp), *Morfologija bajke*. Beograd, 1982.
11. Eric A. Havelock, (2003) *Muza uci pisati, Razmišljanja o usmenosti i pismenosti od antike do*
12. *danās*, Zagreb 2003.
13. Hermann Bausinger, *Volkskunde. Von der Altertumsforschung zur Kulturanalyse*,
14. Tübingen, 1999.

Additional (reccomended) literature:

1. Banov-Depope, Estela, Usmeno pjesništvo kvarnerskoga kraja, Rijeka, 2000.
2. Stipe Botica. Biserno uresje : izbor iz hrvatske usmene ljubavne lirike, Mladost, Zagreb, 1990. (or 1993 and 1998 editions)
3. Maja Boškovic-Stulli, Pjesme, price, fantastika, Zagreb, 1991.
4. Simona Delic, Između klevete i kletve. Tema obitelji u hrvatskoj usmenoj baladi. Zagreb. 2001.
5. Olinko Delorko, Zanemareno blago, Zagreb, 1979.
6. Davor Dukic, Zmaj, junak, vila. Antologija usmene epike iz Dalmacije, Split, 1992.
7. Lirske narodne pjesme (priredio Olinko Delorko), PSHK vol. 23, Zora - Matica hrvatska, Zagreb, 1963.

13. Course objective:

To develop students' professional and scientific competence in the poetic description of genres and the creation of methodological competencies that will prepare them for independent expert research and for continuing their studies at the graduate and postgraduate level. Knowledge and skill in this topic will be demonstrated by the writing of a research paper.

1. **Subject Title:** DATA ANALYSIS FOR ANTHROPOLOGIST
2. **Course title:** DATA ANALYSIS FOR ANTHROPOLOGIST
3. **Teacher:** dr.sc. Lajos Szivoczka
4. **ECT credits:** 3
5. **Course language:** Croatian
6. **Duration - Workload hours:** Summer semester, 30 hours
7. **Course status:** obligatory
8. **Modes of Instructions:** 1 hour of lectures and 1 hour of practice per week
9. **Student requirements:** enrollment in IV semester and audited course "Statistical methods for anthropologists"
10. **Evaluation methods:** Written and oral exam
11. **Course content:**

- Introduction to linear algebra – Definition of matrices. Some special matrices. Addition and multiplication of matrices. Transposition of matrices. Determinants. Rang of matrices. Inverse of matrix.
- Vector spaces – Linear dependence and independence. Base of vector spaces. Scalar product, vector length, ortogonality of vectors.
- Matrices as linear transformations. Orthogonal projection. Diagonalization of matrices.
- Principal components and factor analysis.
- Multidimensional scaling.
- Cluster analysis.
- Multivariate analysis of variance and covariance.
- Canonical discriminant analysis.
- Canonical correlation analysis.

12. **Required literature:**

1. Cooley, W. W., P. R. Lohnes. Multivariate Data Analysis, John Wiley&Sons, New York, 1971.
2. Fulgosi, A. Faktorska analiza, Školska knjiga, Zagreb, 1984.
3. Dillon, M. G., M. Goldstein. Multivariate Analysis - Methods and applications, John Wiley & Sons, New York, 1984.
4. Pauše, Ž. Uvod u matematičku statistiku, Školska knjiga, Zagreb, 1993.
5. Sokal, R. R., F. J. Rohlf. Biometry, WH Freeman&Company, New York, 1981.
6. Halmi, A. Temelji kvantitativne analize u društvenim znanostima, Alinea, Zagreb, 1999.
7. Halmi, A. Multivarijatna analiza u društvenim znanostima, Alinea, Zagreb, 2003.
8. Omladič, V. Uporaba linearne algebre v statistiki, Metodološki sveski 13, Fakulteta za družbene vede, Ljubljana, 1997.
9. Rudan, P., B. Finka, B. Janičijević, V. Jovanović, V. Kušec, J. Miličić, M. Mišigoj-Duraković, D.F. Roberts, LJ Schmutzer, N. Smolej-Narančić, A. Sujoldžić, L. Szivoczka, D. Šimić, P. Šimunović, S.M. Špoljar-Vržina: Antropološka istraživanja istočnog Jadrana, Knjiga druga Biološka i kulturna mikrodiferencijacija seoskih populacija otoka Hvara, Hrvatsko antropološko društvo, Zagreb, 1990.

13. **Course objectives:**

- a) **General:** The aim of this course is to teach students as non-mathematicians about particularities of applying statistical methods in anthropology: obtaining exact results, hypotheses testing, investigating the true relationship between facts and bringing correct conclusions based on multivariate data analysis.
- b) **Specific:** In the practical part of the course, students are offered the opportunity to master the techniques of multivariate data analysis on examples from anthropology, and to develop the skills necessary for data interpretation. The course will therefore include themes ranging from preparing the data, quantitative data analysis to interpretation of data, through using the available statistical programs (STATISTIKA or SPSS or SAS).

1. Subject title: GENETICS

2. Course title: QUANTITATIVE GENETICS

3. Lecturer: Tatjana Škarić-Jurić, M.D., Ph.D., Research Associate

Substitute lecturers: Prof. Nina Smolej Narančić, Senior Researcher and Maja Barbalić, M.Sc., Assistant

4. ECTS: 2

5. Language: Croatian

6. Status: obligatory course

7. Form of presentation: Lectures (2+ 0 + 0)

8. Number of hours: 2 hours weekly (30 hours in one semester)

9. Requirements: courses: Introduction to Anthropology, Basic Genetics

10. Form of examination: written and oral exam

11. Course description:

The main goal of quantitative genetics is to investigate the impacts of genetic and environmental factors (and their interaction) on phenotypic variation of quantitative traits (continuous, complex or multifactorial). Dramatic development in human genetics that started with Human Genome Project opened a new era of human genetics. Current genetic investigations are equally influencing the knowledge of our heritage, laboratory and computational techniques and attracting both public interest and funding. However, as the wider public is seldom aware, the decoded human genome provides only the starting point (although an excellent one) for further research oriented towards understanding of genetic determination of morphological, functional, developmental and all other human adaptive characteristics (genomic localization, pathways of activation, gene-gene, environment-gene interactions etc.). The present course introduces the basic concepts, terms and methodologies used in current genetic investigations that are to a great extent rooted in biological anthropology. In particular, the course will take upon the following topics: variability of quantitative phenotype (including evolutionary aspects), heritability of quantitative traits (influence of environment, population differences, “threshold” traits), quantitative genetic studies with respect to genetic relatedness (twins, family (nuclear and extended), population (isolates, population stratification)), family correlations, heritability coefficients, correlation of environment, gene interaction (epistasis), single gene effects on several traits (pleiotropy), “case-control” studies, relative risk, selection of target phenotype, definition of risk and pathological phenotype (discrimination of chronic diseases and normal ageing process), path analysis, complex segregation analysis, linkage analysis, linkage disequilibrium, parametric and non-parametric studies, genetic markers, SNPs, haplotypes, genetic maps (physical and linkage), candidate genes, positional genes. The course also includes a brief history of the development of quantitative genetic methods.

12. Literature:

Obligatory:

1. Falconer, D. (1981) Introduction to Quantitative Genetics. Longman Scientific and Technical Publishers, Essex, UK.

Recommended literature:

1. Weiss, K.M. (1995) Genetic Variation and Human Disease: Principles and Evolutionary Approaches. Cambridge University Press, Cambridge, UK.
2. Ott, J. (1999) Analysis of Human Genetic Linkage. Johns Hopkins University Press, Portland, OR, USA.
3. Lynch, M., B. Walsh (1997) Genetics and Analysis of Quantitative Traits. Sinauer Associates, USA.

13. Aims:**a) General:**

Acquired knowledge will allow students of anthropology to understand the role and the limits of genes and simultaneously the role and limits of non-genetic factors in the development of morphological, physiological, cognitive and psychological human characteristics.

b) Specific:

Education in quantitative genetics will enable students of anthropology to more comprehensively understand and follow other courses included in the study of anthropology. This course also provides the foundation for further specialization within the fields of human genetics, population genetics and genetic epidemiology that will enable interested ones to actively participate in scientific projects involved with genetic investigations of complex phenotypes.

1. Subject title: SOCIETY-CULTURE-EDUCATION
2. Course title: **ANTROPOLOGY OF EDUCATION**
3. **Teacher:** Prof. Vedrana Spajić-Vrkaš, Ph.D.
4. ECTS- credits: **3**
5. Language: **Croatian/English**
6. Duration: Winter semester (30 hours)
7. Status: **compulsory**
8. Form of tuition: **1 hour lectures and 1 hour seminar**
9. Requirements: **none**
10. Examination: **field research and written exam**
Condition: to sit for the exam previous acceptance of research report is obligatory.
The final grade is the sum total of the field report grade and written exam grade.
11. Content:

During this course the student will be introduced to key concepts, theoretical models and the areas of application of anthropology of education. The background, development and contributions of anthropology to the theory and practice of education will be clarified. The changes brought about by the application of ethnographic method, emic perspective, interpretative paradigm, symbolic interactionism and cultural ecology will be emphasised. In addition, the transition and acquisition of culture in simple and complex societies will be discussed with focus on the similarities and differences between traditional and modern patterns of growing up. Special attention will be given to the issues of cultural literacy and the role of anthropology in defining and solving the problem of school failure in culturally plural societies. Student will analyse school relations, statuses and roles as well as rituals and ceremonies on the basis of cultural discontinuity, self-fulfilling prophecy and labelling theories in order to understand the impacts of formal and hidden curriculum on learning outcomes. Theories of resistance and of constitutive action will help students to understand the link between ethnocentrism in education, oppositional identity and school drop-outs, as well as to approach critically to analysing of education programmes, content of textbooks and standards and instruments for the evaluation of knowledge and skills.

12. Literature:

Basic:

1. Camilleri, C. *Cultural Anthropology and Education*. London: Kogan Page i Pariz: UNESCO, 1986. (poglavljja: "Schools and the national culture problems in the West", str. 54-78).
2. Ogbu, J.U. "Ispitivanje ljudske inteligencije: Kulturno-ekološki pristup". *Napredak*: 135, 1994, 2, str. 141-153.
3. Ogbu, J. U. *Pedagoška antropologija* (Anthropology of Education). Zagreb: Školske novine, 1989.

4. Prosser, J. The evolution of school culture research." U: Prosser, J. (ur.) *School Culture* (<http://www.leeds.uk>; 1. listopada 2002, 14 str.).
5. Spajić-Vrkaš, V. *Odrastanje u tradicijskoj kulturi Hrvata: Tučepi*. Zagreb: Naklada MD, 1996.
6. Spajić-Vrkaš, V. "Antropologija odgoja i obrazovanja na Filozofskom fakultetu u Zagrebu: Retrospektiva i perspektiva". *Etnološka tribina*: 31, 2001, 204-214.
7. Spajić-Vrkaš, V. "Kulturna antropologija, antropologija obrazovanja i dileme etnografske metode". *Istraživanja odgoja i obrazovanja*: 9, 1992, str. 5-18.

Recommended:

1. Baranović, B. *"Slika" žene u udžbenicima književnosti*. Zagreb: Institut za društvena istraživanja, 2000.
2. Broude, G.J. *Growing Up*. Santa Barbara: ABC-CLIO, 1995.
3. Bruner, J. *Kultura obrazovanja*, Zagreb: Educa, 2000. (poglavlje: "Folk-pedagogija", str. 57-76).
4. Erlich, V. *U društvu s čovjekom: Tragom njegovih kulturnih i socijalnih tekovina*. Zagreb: Naprijed, 1968.
5. Skledar, N. *Čovjek i kultura: Uvod u socio-kulturnu antropologiju*. Zagreb: Zavod za sociologiju Filozofskog fakulteta, 2001. (poglavlja: "Dimenzije antropologije", str. 33-88; "Pregled antropoloških teorija", str. 140-166).
6. Spajić-Vrkaš, V. "Tradicija i vertikalna klasifikacija obiteljskih odnosa". *Društvena istraživanja*: 4, 1995, 4/5 (18/19), 451-463.

13. General and specific competence:

General: understanding and accepting cultural values and processes as the basis of education.

Specific: understanding of key concepts and theoretical and practical contributions of anthropology to the area of education; developing of analytical skills and critical thinking skills; acceptance of anthropological perspective in approaching education; understanding of the specificity of qualitative research and managing techniques of ethnographic research.

- 1. Title of the subject:** MEDICAL ANTHROPOLOGY
- 2. Title of the Course:** MEDICAL ANTHROPOLOGY
- 3. Lecturer:** Prof.dr.sc. Sanja Špoljar-Vržina
- 4. ECTS points:** 4
- 5. Jezik:** Croatian
- 6. Duration:** Winter semester (45 hours)
- 7. Status:** compulsory
- 8. Form of contact:** 2 lectures+1 seminar
- 9. Condition:** enrolled into the V semester
- 10. Form of examination:** oral and written exam

11. Course description:

Medical anthropology is engaged in the research of the interaction between health, culture and illness; studies other (bio) medical traditions and their understanding of illness and healing, as well as bio-cultural approaches towards present-day health-related problems. Through the studying of contemporary and historical texts in medical anthropology, students will be enabled to introduce themselves to the most important theoretical strands of thought of this discipline, as a basis for the later superimposition in the direction of critical-analytical evaluation of various phenomena linked to culture and medicine. The basic insight that this Course strives to arouse is that of understanding western medicine as a part of cultural expression, and therefore, the necessity of conducting an equally valuable analysis of its system, as well as comparing it to the other medical systems explored through medical anthropology. Through familiarizing students to the key concepts and similarities/differences of various theoretical strands of medical anthropology/anthropology of medicine, the Course aims at developing analytical discriminatory capacities necessary for the application of various scientific research approaches of different thought frameworks within the discipline.

12. Literature – chosen chapters from the following:

1. Anderson, R.: Magic, Science and Health (New York: Harcourt Brace & Company, 1996).
2. Brenko A., Dugac Ž, Randić M.: Narodna Medicina (Zagreb: Etnografski muzej, 2001)
3. Baer Hans A., Merrill Singer i Ida Susser: Medical Anthropology and the World System. (London: Bergin and Garvey, 1997).
4. Čolić Snježana: Kultura i povijest (socio-kulturno antropološki aspekti hierarhizacije kulture). (Zagreb: Hrvatska Sveučilišna Naklada, 2002).
5. Ember, C.R. i Ember, M.: Encyclopedia of medical anthropology: Health and illness in the world's cultures (New York: Kluwer Academi, 2004).
6. Gaines D. Atwood: Ethnopsychiatry-the cultural construction of professional and folk psychiatries. (New York: State University of New York Press, 1992).
7. Good J. Byron: Medicine, rationality and experience – an anthropological perspective. (Cambridge: Cambridge University Press, 1994).
8. Grmek Mirko Dražen: Povijest Side (Globus, Zagreb, 1991).
9. Grmek Mirko Dražen: U borbi za narodno zdravlje – izabrani članci Andrije Štampara (Zagreb: Medicinski Fakultet, 1966).

10. Romanucci-Ross L., Moreman D.E., Tancredi L.R.: *The Anthropology of Medicine*. 3rd Edition. (Wesport: Bergin Garvey, 1996).
11. Sargent C.F. and Johnson T.M.: *Medical Anthropology: Contemporary Theory and Method*. Revised Edition (New York: New Praeger, 1996).
12. Scheper-Hughes, N. i Waquant, L.: *Commodifying bodies* (London: Sage, 2002)
13. Sontag Susan: *AIDS and its Metaphors* (New York: Penguin Books, 1989).
14. Spajić-Vrkaš V., Kukoč M., Bašić S.: *Obrazovanje za ljudska prava i demokraciju: Interdisciplinarni rječnik* (Zagreb: Hrvatsko povjerenstvo za UNESCO, 2001).
15. Thaller Lujo: *Od vrača i čarobnjaka do modernog liječnika*. (Zagreb: Minerva, 1938).

* During the conduct of the Course emphasis will be put on the usage of corresponding historical and contemporary documents, such as from the World Health Organization (*A Human rights approach to tuberculosis*. Geneva: World Health Organization, 2001), American Anthropological Association (*Code of Ethics of the American Anthropological Association*, 1998), World Medical Association (*World medical association declaration of Helsinki*. [http://www. med. umich. edu./Helsinki Deaclaration](http://www.med.umich.edu/Helsinki/Declaration)), United Nations (UNHCR publications), Government and Parliament of the Republic of Croatia (*Act on the Protection of the Rights of the Patients*, 2004.), as well as other appropriate sources.

**Seminars will be conducted on the basis of the most recent national and international scientific publications (books and papers)

13. Aims:

a) General:

The aim of the Course is a) acquisition of a critical knowledge of theoretical frameworks and methodological procedures of basic approaches (especially the bio-cultural and critical-medical) upon which different problems of contemporary medical anthropology need to be elaborated in order to be solved, and b) further development of the capacities for analytical and critical analysis in the domain of key medical problems, global as well as those specifically tied to our historical medical tradition and experiences of individuals and/or populations.

b) Specific:

Development of competencies for work in all governmental and non-governmental organizations, as well as other bodies of the national and/or international level, where there is a need for solving current (social) medical problems. Developing scientifically based analytical approaches of a critical anthropological type. Conceiving meaningful interdisciplinary programs in the field of health, illness and all health-related areas.

1. **Subject title:** HUMAN ECOLOGY
2. **Course title:** BASIC CONCEPTS OF HUMAN ECOLOGY
3. **Lecturer:** Prof. dr. sc. Jasna Miličić
4. **ECTS:** 3
5. **Language:** Croatian
6. **Status:** obligatory course
7. **Form of presentation:** Lectures and seminars (1 +1+0) weekly
8. **Number of hours:** Winter semester (30 hours one semester)
9. **Requirements:** (Introduction to anthropology, Basic genetics)
10. **Form of examination:** written and oral exam
11. **Course description:**

Course: Basic concepts of human ecology will present the common knowledge of interaction between biological and socio-cultural environment on man during their evolution, from Homo sapiens till today. It will explain the basic terms of biological and ecological adaptation – spontaneous or determined (selection, mutation, adaptation). In this Course student will accept basic knowledge in biological ecology and natural laws. Human ecology is proceeding from collected knowledge of common ecology and human adaptability to environment through genetical (polygenetical and monogenetical) and physiological (body response to external influences as heat accumulation or heat loss, hypoxia and decompression etc.) adaptations and socio-cultural adaptation to natural changes (demography, diseases etc.).

12. References:

Lecture papers (available on Institute for anthropological research)

References recommended:

- E.F. Moran: Human adaptability – An Introduction to Ecological Anthropology, Westview Press, Boulder, Colorado, 1982.
- International Biological Programme (IBP): Human adaptability – A history and compendium of research.
- D. Heath, D. Reid Williams: Man at high altitude – The pathophysiology of acclimatization and adaptation. Churchill Livingstone, Edimburgh, 1981.
- J. Diamond: Guns, Germs and Steel: The fates of human societies. Norton, Comp. New York, 1997.
- A. McElroy P.K. Townsend: Medical Anthropology in Ecological Perspective. (Fourth edition), Westview Press, Oxford, 2004.
- A.C. Gyton, J.E. Hall: Medicinska fiziologija (10th edition), Medicinska Naklada, Zagreb, 2003.

13. Aims:

In this Course student will be able to understand how and why humans could survive in different, sometimes, from our opinion, very difficult environment. How it was reflected on his genetical and physiological adaptation, and on socio-cultural heritage and indirectly on demographyc structure of the World populations. This knowledge will help to understand other Courses in anthropology and ethnology.

- 1. Subject title:** FORENSIC ANTHROPOLOGY
- 2. Course title:** INTRODUCTION TO FORENSIC ANTHROPOLOGY
- 3. Lecturer, coworkers:** Prof.dr.sc. Mario Šlaus
- 4. ECTS credits:** 2
- 5. Course language:** Croatian
- 6. Workload hours:** Summer semester (15 hours)
- 7. Course status:** compulsory
- 8. Modes of Instructions:** 1 hour lectures weekly
- 9. Student requirements:** enrollment in VI. semester
- 10. Evaluation methods:** Written and oral exam

11. Course content:

Forensic anthropology deals with the examination and analysis of human skeletal remains in a medico-legal context. Students will be introduced to the following types of analysis:

1. Basic osteology of the human body – differentiating between human and animal remains, osteology, joints and muscle attachment sites.
2. Data collection and computer analysis – forensic archaeology, differentiating between forensic and archaeological remains.
3. Determination of sex – morphological differences in pelvic bones, skulls and long bones, multivariate statistical analyses.
4. Determination of age-at-death in subadults – ossification centers, the chronology of union between epiphyses and diaphyses, tooth eruption and formation.
5. Determination of age-at-death in adults – chronological changes of the pubic symphysis, auricular surface of the ilium and sternal rib ends.

12. Literature:

- Šlaus, M., (1993) Cranial variation and microevolution in two early medieval sites from Croatia; Privlaka and Stari Jankovci, *Opuscula Archaeologica*, 17, 273-307.
- Šlaus, M., (1994) Osteological evidence for perimortem trauma and occupational stress in two medieval skeletons from Croatia, *Collegium Antropologicum*, 18, 165-175.
- Šlaus, M., (1996) Antropološka analiza kasno srednjovjekovne populacije iz Danila Gornjeg kraj Šibenika, *Arheološki radovi i rasprave*, 12, 343-364.
- Brkić, H., Strinović, D., Čadež, J., Gusić, S., Šlaus, M., (1996) Dentalna identifikacija žrtava Domovinskog rata u Hrvatskoj. *Acta Stomatologica Croatica*, 20(3), 173-179.
- Šlaus, M., (1996) Demography and disease in the early medieval site of Privlaka, *Opuscula Archaeologica*, 20, 141-149.
- Owsley, D.W., Strinović, D., Šlaus, M., Kollmann, D. and Richardson, M.L., (1997) Recovery and identification of civilian victims of war in Croatia. *Cultural Resource Management*, 19 (10), 33- 36.
- Brkić, H., Strinović, D., Šlaus, M., Škavić, J., Zečević, D., and Miličević, M., (1997) Dental identification of war victims from Petrinja in Croatia, *International Journal of Legal Medicine*, 110 (2), 47-51.

- Šlaus, M., Pećina-Hrnčević, A. and Jakovljević, G., (1997) Dental disease in the late medieval population from Nova Rača, Croatia, *Collegium Antropologicum*, 21, 561-572.
- Šlaus, M., (1997) Discriminant function sexing of fragmentary and complete femora from medieval sites in continental Croatia, *Opuscula Archaeologica*, 21, 167-175.
- Šlaus, M., (1998) Kranimetrijska analiza srednjovjekovnih populacija središnje Europe s posebnim osvrtom na položaj hrvatskih nalazišta, *Starohrvatska prosvjeta*, 25, 81-107.
- Šlaus, M., (1998) Antropološka analiza osteološkoga materijala s kasno antičkog lokaliteta Štrbinci, u (B. Migotti urednica): *Accede ad Certissiam*, Antički i ranokršćanski horizonti arheološkog nalazišta Štrbinci kod Đakova, HAZU, Zagreb, 121-134.
- Šlaus, M. i Filipec K., (1998) Bioarchaeology of the medieval Đakovo cemetery; Archaeological and anthropological evidence for ethnic affiliation and migration, *Opuscula Archaeologica*, 22, 129-139.
- Šlaus, M., (1999) Antropološka analiza kasnoantičke populacije s nalazišta Ad Basilicas Pictas, Ministarstvo kulture, Uprava za zaštitu kulturne baštine, Konzervatorski odjel, Split, 60-65.
- Šlaus, M. (2000) Biocultural analysis of sex differences in mortality profiles and stress levels in the late Medieval population from Nova Rača, Croatia, *Am. J. Phys. Anthropol.* 111, 193-209.
- Šlaus, M., (2000) Craniometric analysis of medieval crania from Central Europe: New evidence for Croat expansion from the 10th to the 13th century, *Opuscula Archaeologica* 23/24, 273-284.
- Šlaus, M., Orlić, D. and Pećina, M. (2000) Osteochondroma in a skeleton from an 11th century Croatian cemetery, *Croatian Medical Journal* 41(3), 336-340.
- Pećina-Šlaus, N., Šlaus, M. (2000) Genetic polymorphism in exon 11 of the APC tumor suppressor gene in a Croatian sample, *Homo* 51(2/3), 151-155.
- Šlaus, M. (2001) Bioarchaeological research of the Štrbinci skeletal series, *Arheološki radovi i rasprave* 13, 205-224.
- Šlaus, M. (2002) *The Bioarchaeology of Continental Croatia. An analysis of human skeletal remains from the prehistoric to post-medieval periods.* Archaeopress, BAR International Series 1021, Oxford.
- Šlaus, M., Kollmann, D, Novak S., and Novak, M. (2002) Temporal trends in demographic profiles and stress levels in medieval (6th-13th century) population samples from continental Croatia, *Croatian Medical Journal* 43(5), 598-605.
- Šlaus, M., (2002) Demography and pathology of the medieval population from Stenjevec, *Opuscula Archaeologica* 26, 257-273.
- Šlaus, M., (2002) Rezultati antropološke analize ljudskog osteološkog materijala s nalazišta Naronna-Erešove bare, *Vjesnik za arheologiju i historiju dalmatinsku* 94, 205-215.
- Šlaus, M., Strinović, D., Škavić, J., and Petrovečki, V., (2003) Discriminant function sexing of fragmentary and complete femora: standards for contemporary Croatia, *Journal Forensic Sciences* 48(3), 509-512.
- Šlaus, I., Šlaus, M., (2003) Knowledge-based society, *Acque&Terre* 2, 61-63.
- Jakovljević, G, Šlaus, M. (2003) Rača i župna crkva Uznesenja Blažene Djevice Marije u Novoj Rači u svijetlu povijesnih i arheološko-antropoloških istraživanja, *Izdanja Hrvatskog arheološkog društva* 21, 121-144.

- Šlaus, M., Novak, M., Krznar, S., (2003) Paleodemografska i paleopatološka analiza ljudskog osteološkog materijala s kasnosrednjovjekovnog nalazišta Torčec-Cirkvišće kraj Koprivnice, Podravina - časopis za multidisciplinarna istraživanja 2(4), 37-48.
- Šlaus, M., (2003) Anthropological analysis of human skeletal remains from the Hallstatt period "Vinkovci-Nama" site, *Opuscula Archaeologica* 27, 257-267.
- Majnarić-Pandžić, N., Šlaus, M., Jurišić, M., (2003) Ein spathallstattzeitliches Graberfeld in Vinkovci (Nordostkroatien) und das Problem eines neuen Phänomens der Pferdeausstattung in diesem Gebiet, *Germania* 81(2), 481-511.
- Pećina-Šlaus, N., Gall-Trošelj, K., Šlaus, M., Radić, K., Nikuševa-Martić, T., and Pavelić, K., (2004) Genetic changes of the E-cadherin and APC tumour suppressor genes in clear cell renal carcinoma, *Pathology* 36(2), 145-151.
- Šlaus, M., Pećina-Šlaus, N., Brkić, H., (2004) Life stress on the Roman limes in continental Croatia, *Homo* 54(3), 240-263.
- Šlaus, M., Novak, M., Kollmann D., (2004) The Štrbinci skeletal series in context of other Late Antique skeletal series from continental Croatia, *Arheološki radovi i rasprave* 14, 247-292.
- Šlaus, M., Tomičić, Ž., Uglešić, A., Jurić, R., (2004) Craniometric relationships among medieval Central European populations: Implications for Croat migration and expansion, *Croatian Medical Journal* 45(4), 434-444.
- Šlaus, M., (2004) Anthropological remarks on the graveyard, u (E. Marin i M. Vickers urednici): *The Rise and Fall of an Imperial Shrine*, Arheološki muzej, Split, 265-266.
- Šlaus, M., (2004) *Sudska antropologija*, u (D. Zečević urednik): *Sudska medicina i deontologija*, Medicinska naklada, Zagreb, 190-209.
- Brkić, H., Šlaus, M., Keros, J., Jerolimov, V., Petrovečki, M., (2004) Dental evidence of exhumed human remains from the 1991 War in Croatia, *Collegium Antropologicum* 28 (Supplement 2), 259-266.
- Šlaus, M., (2004) Bioarheološka analiza ljudskog osteološkog materijala s nalazišta Naron-augusteum, *Vjesnik za arheologiju i historiju dalmatinsku* 96, 539-561.
- Šlaus, M., (2004) Comentariss antropologics sobre la necropoli, u (E. Marin i I. Roda urednici): *Divo Augusto, La descuberta d'un temple Roma a Croacia*, Arheološki muzej, Split, 265-266

13. Course objectives:

Students who take this course will gain an understanding of the methods currently used to differentiate between human and animal remains, forensic and archaeological remains, and determination of sex and age-at-death from skeletal remains. These data are essential for the end result of most forensic analyses – positive identification

1. Subject title:	COMMUNICOLOGY
2. Course title:	GENERAL COMMUNICOLOGY
3. Lecturer, coworkers:	Dr. sc. Slobodan Elezović, prof.
4. ECTS credits:	3
5. Course language:	Croatian
6. Workload hours:	Summer semester (30 hours)
7. Course status:	compulsory
8. Modes of Instructions:	1 sat predavanja + 1 sat seminara
9. Student requirements:	upisan VI semestar
10. Evaluation methods:	Written and oral exam

11. Course content:

Within the communicational expansion dynamics, as well as the applicational levels of the modern technological and technical standards on the daily operational experience, we are witnessing the emphasized multiculturalism and ever greater gap between cultural relationships in the modern civilization. These phenomena, within the context of the different mentalities and forms of organizational models of modern societies, modern states and their place in the modern communities of people, are emphasizing the necessity of the understanding of the individuals within their community. Further, this emphasizes the need for understanding the kinds and forms of interaction that form the parameters needed for a better understanding of people in the modern world. Within the above-cultural boundaries, this is just a starting point for the formation of the modern communicational system, a system that will allow the understanding of all people of our planet, regardless their past history..

12. Literature:

McQuail, D.: Mass Communication Theory, London, UK, 1987.
 Elezović, S.: Povijesni razvoj komuniciranja, Zagreb, 1992., AGMatoš
 Vreg, F.: Demokrasko komuniciranje, Maribor, SLO, 1990.

13. Goals:

- a) **Basic goals:** A selection of topics from the field of communicology, communicational languages and diversity, non-verbal communication.
- b) **Specific goals:** Basic concepts and definitions of communicology, history of communicological sciences, processes and models in communicology, media theory, media culture and *bonton*.

- 1. Subject title:** HUMAN EVOLUTION
- 2. Course title:** HUMAN EVOLUTION
- 3. Lecturer, coworkers:** Prof.dr.sc. Pavao Rudan, mr. sc. Ivor Janković
- 4. ECTS credits:** 3
- 5. Course language:** Croatian
- 6. Workload hours:** Summer semester (30 hours)
- 7. Course status:** compulsory
- 8. Modes of Instructions:** 1 hour lectures and one hour seminar weekly
- 9. Student requirements:** enrolled VI. semester
- 10. Evaluation methods:** Written and oral exam

11. Course content:

The main goal of the course entitled HUMAN EVOLUTION is to familiarize the students with up-to-date research in the field of human evolution. Lectures will cover topics such as history of evolutionary thought, history of paleoanthropology and evolutionary theory. Students will also be familiarized with main methods of dating and classification, as well as with the main researchers and fossil finds relevant for the subject of the course. Lectures will further focus on the biological changes in the human lineage covering the time range of more than 6 million years, since the appearance of the first recognizable hominid fossils on African soil, to the appearance and spread of anatomically modern human populations worldwide. Appropriate relevant literature will be presented and assigned to the students. Main focus will be put on the biological evolution within the human lineage, but relevant subjects such as archaeological and genetic data important for the study of human evolution will also be discussed.

Lectures will cover the following broader topics: Basics of paleoanthropology (what is paleoanthropology, history of evolutionary thought, mechanisms of evolution, taxonomy and methods of classification, dating methods and the geological framework for the human evolution), Primate evolution (primate characteristics, emergence of the first primates, hominoid origins and miocene Apes), First hominids (origins of bipedal locomotion, australopithecines and other early hominids, emergence of the genus *Homo*, taxonomic problems in the early hominid evolution), genus *Homo* (taxonomic issues, first stone tool industries, first wave out of Africa), *Homo sapiens* (Neandertals: their morphology, lifestyle and culture, emergence of *Homo sapiens sapiens* and the cultures of the Upper Paleolithic, genetic issues related to the emergence of modern humans

12. Literature:

Obligatory readings:

Aiello, L., C. Dean: An Introduction to Human Evolutionary Anatomy. Academic Press, London. Str. 1-10, 1990.

Feder, K. L., M.A. Park: Human Antiquity: An Introduction to Physical Anthropology and Archaeology (3rd ed.). Mayfield Publishing Company, Mountain View. Str. 15-33, 154-162, 1997.

Gowlett, J. A. J.: Tools – the Palaeolithic record. U: Jones, S., R. Martzin, D. Pilbeam (Ur.) The Cambridge Encyclopedia of Human Evolution. Cambridge University Press, Cambridge. Str. 350-360, 1992.

Janković, I.: Australopithecini: prvi korak u evoluciji čovjeka. *Priroda* 923/924:12-15, 2004.; Homo: pojava našeg roda. *Priroda* 927:10-13, 2004.; Neandertalci. *Prilozi Instituta za arheologiju u Zagrebu* 21: 177-196, 2004.

Stein, P. L., B.M. Rowe: *Physical Anthropology* (6th ed.). Mc. Graw-Hill. New York. Str. 200-207, 403-434, 437-442, 442-463, 1996.

Additional recommended readings:

Wolpoff, M. H.: *Paleoanthropology* (2nd ed.). Mc Graw Hill, Boston. Str.31-46, 1999.

Begun, D.R.: Miocene Apes. U: Peregrine, P. N., C.R. Ember, C. R., M. Ember (Ur.): *Physical Anthropology. Original Readings in Method and Practice*. Prentice Hall, New Jersey. Str. 68-89, 2002.

McHenry, H. M.: «Robust» Australopithecines, our family tree, and homoplasy. U: Peregrine, P.N., C.R. Ember, M. Ember (Ur.), *Physical Anthropology. Original Readings in Method and Practice*. Prentice Hall, New Jersey. Str. 124-139, 2002.

Wood, B., M. Collard: The human genus. *Science* 284: 65-71, 1999.

Karavanić, I., J. Balen: *Osvit tehnologije*. Arheološki muzej u Zagrebu, 2003.

13. Course objectives:

Through lectures and the recommended readings students will have insight in human evolution and they will gain knowledge for further specialization in this area.

**DESCRIPTIONS OF ELECTIVE
SUBJECTS/COURSES**

**DUAL SUBJECT
UNDERGRADUATE STUDY IN
ANTHROPOLOGY**

- 1. Subject title:** PHILOSOPHICAL ANTHROPOLOGY
- 2. Course title:** ANTHROPOLOGY AND HERMENEUTICS
- 3. Lecturer, coworkers:** dr. sc. Hotimir Burger, red. prof.
Mladen Planinc, asist
- 4. ECTS credits:** 3
- 5. Course language:** Croatian
- 6. Workload hours:** 1 semester (30 hours)
- 7. Course status:** elective
- 8. Modes of Instructions:** 1 hour lectures + 1 hour seminars weekly
- 9. Student requirements:** Course is open to students of Philosophy (after they have completed the required Philosophical anthropology course) and to students of Anthropology beyond their first year of study.
- 10. Evaluation methods:** Students are required to attend class meetings and to participate in seminar discussions. They are also required to turn in essay assignments, or to present an assignment orally in class, and also to take the final oral exam

11. Course content:

An introductory overview of the historical development of hermeneutics. Phenomenology and hermeneutics as the methods of philosophical understanding of man. The influence of *Lebensphilosophie* (philosophy of life) on hermeneutics and anthropology (Dilthey). The main part of the course is the elaboration and criticism of Heidegger's, Plessner's and Gadamer's philosophy, with special reference to the problems of philosophical anthropology and hermeneutics. Heidegger's hermeneutics of *Dasein*: existentials and categories, authentic and inauthentic existence, temporality and finitude of *Dasein*, Care, Death (being-unto-death) and the problem of the Self. Heidegger's criticism of the idea of anthropology. Establishing hermeneutics as Plessner's philosophical anthropology: man and stages of the organic, *excentric* positionality, laws of anthropology. Historicity of understanding, language and hermeneutical experience (Gadamer). Contemporary theories (Habermas, Apel, Ricoeur). Interpretation of the Other from the point of view of philosophical and cultural anthropology. Limits of understanding and the problem of defining man.

12. Literature:

Obligatory readings:

1. Dilthey, Izgradnja povijesnog svijeta u duhovnim znanostima
2. Heidegger, Bitak i vrijeme
3. Plessner, Stupnjevi organskog i čovjek
4. Gadamer, Istina i metoda

Recommended readings:

1. Schleiermacher, Hermeneutika
2. Dilthey, Die Entstehung der Hermeneutik
3. Heidegger, Kraj filozofije i zadaća mišljenja
4. Heidegger, Kant i problem metafizike
5. Heidegger, Unterwegs zur Sprache
6. Apel, Transformacija filozofije
7. Habermas, «Der Universalitätsanspruch der Hermeneutik» u: Kultur und Kritik

8. Habermas, Theorie des kommunikativen Handelns
9. Ricoeur, Le conflit des interprétations
10. Ricoeur, Živa metafora
11. Gadamer, Hörmann, Eggers, Učenje i razumijevanje govora
12. Gadamer, Čitanka (zbornik tekstova)
13. Frank, Kazivo i nekazivo
14. Derrida, Marges de la philosophie
15. Lévinas, Smrt i vrijeme
16. Husserl, Kriza europskih znanosti i transcendentna fenomenologija
17. Fink, Osnovni fenomeni ljudskog postojanja
18. Merleau-Ponty, Fenomenologija percepcije
19. Marcus – Fischer, Antropologija kao kritika kulture
20. Grondin, Smisao za hermeneutiku
21. Hufnagel, Uvod u hermeneutiku
22. Burger, Subjekt i subjektivnost

13. Course objectives:

Systematization of knowledge and advanced study on philosophy of man. Introduce students to contemporary philosophical discussions on man (interdisciplinary approach).

Help students develop observation skills and critical approach to the problem. Encourage students to formulate and express their thoughts through class discussions, dialogues and oral paper presentation. Develop students' competency in critical thinking and encourage them to actively participate in professional philosophic life (methodological and professional competency).

- 1. Subject title:** ANTHROPOLOGY AND MANAGEMENT
- 2. Course title:** ANTHROPOLOGY AND MANAGEMENT
- 3. Teacher, Associates – teachers:** Doc.dr.sc. Stjepan Turek
- 4. ECT credits:** 2
- 5. Course language:** Croatian
- 6. Duration - Workload hours:** Winter semester, 30 hours
- 7. Course status:** elective
- 8. Modes of Instructions:** Lectures (2 hour per week)
- 9. Student requirements:** none
- 10. Evaluation methods:** Writing and oral exam

11. Subject content framework

Dynamics of changes in terms of integration and general globalization of the world in which we live, imposes the necessity upon man to master the skills of management (skills in administration and guidance). The reality of market relationship and behavior is a novelty in our society and has crucial influence on further development. Therefore the students of anthropology in the course of lectures get acquainted with the basis of scientific management and its practice in all circumstances. The short review of historical development of management is a background for better understanding of modern management particularly in comparison with other countries, nations and cultures. Through practical application we get documented theoretical hypothesis. The lectures are, accompanied by a picture presentation, programmed in eight basic chapters: 1.Introduction; 2. History and concept of marketing – management; 3. Scientific management; 4. Management and decision-making; 5. Supervision and modern management; 6. Organization; 7. Specific features of particular fields; 8. Utopia of management; During the lectures practical examples and models are presented.

12. Literature:

Lecture papers

Recommended readings:

Velimir Srića, Principi modernog menadžmenta

13. Objectives

a. General: By perceiving the basis of scientific management the anthropology students acquire the fundamental knowledge on management, governance and application of that knowledge already in the course of the study. They acquire another dimension by considering market values, regularities and behavior. They comprehend and can understand better their duties and their personal active role in the society. They understand better the events that take place in their surroundings, imposed obligations, interaction of the surroundings and the relation towards those surroundings. They are widening the vision of thinking in their own manner in the way they never did before. This fundamental knowledge give them opportunity to pursue further and to improve the knowledge by following the novelties that occur in management.

b) Particular: The basis of management give them an assumption for its application in practice, and also through an active organization of learning and planning during their study.
Management as one of anthropologic dimension becomes their tool in everyday practice regardless of their profession.

1. **Subject title:** MAN AND ENVIRONMENT
2. **Course title:** THE INTERACTION OF MAN AND ENVIRONMENT
3. **Lecturer:** Prof. dr. sc. Jasna Miličić
4. **ECTS:** 2
5. **Language:** Croatian
6. **Status:** elective
7. **Form of presentation:** Lectures and seminars (1 +1+0)
8. **Number of hours:** 2 hours weekly through (30 hours one semester)
9. **Requirements:** none³
10. **Form of examination:** written and oral exam
11. **Course description:**

The ecosystem is very sensitive and we are obligate to protect our ecosystem and our biological differences. Urbanization, industrialization and traffic have irreversible influence on environment. We are confronted with the consequences of great need of energy from different resources, which some are reversible, but most are irreversible, provoke wars and indirectly produce pollutants. This change the landscape, the quality of air, water and land. The changes in normal circles of elements in natural cycles made great disturbances in Biosphere. As a product of industrial revolution the air pollution involve temperature inversion, smog and global heating. High population growth request more food and drinking water. In some ways the higher food production is useful, but some can harm common health (pesticides, fertilizers and GMO). How to protect the environment and how to protect our self's from hazardous environmental influences which can have influence on our health.

12. References:

- **Lecture papers** (available on Institute for anthropological research)

References recommended:

- **G Lenski, J. Lenski, P. Nolan: Human societies** – An introduction to macrosociology. McGraw-Hill, Inc. Mew York, 1991.
- **G. Heyden: Human response to environmental stress** – the development of UNESCO project. Biologik Heyden HB, 1999.
- **Okoliš: Glasilo Ministarstva zaštite okoliša i prostornog uređenja.** Zagreb od 2001.

13. Aims:

In this Course student will accept basic knowledge of air, water and land pollutions. The student will be able to understand the interaction between man

and environment or how we abuse the environment and how that environment can have influence on human health. How to protect our surrounding.

1. **Subject title:** HUMAN ECOLOGY
2. **Course title:** MAN AND BIOTOPE
3. **Lecturer:** Prof. dr. sc. Jasna Miličić
4. **ECTS:** 2
5. **Language:** Croatian
6. **Status:** elective course
7. **Form of presentation:** Lectures and seminars (1 +1+0) weekly
8. **Number of hours:** Winter semester (30 hours one semester)
9. **Requirements:** none
10. **Form of examination:** written and oral exam

11. Course description:

From primary habitation in Africa, after last great ice-ages and retreat of ice caps, man took over ecological niches on the North or South parts of the World. For survival in new territories it was necessary biological, physiological and socio-cultural adaptation on new environmental conditions. The Course will present the evolution of ecosystem of man in the past, and also the plant and animal domestications. Every specific biotop even on different Continents involve similar human adaptations. The life in tundra climate zone force human adaptation on cold polar climate and habitat. Human acclimatization and adaptation to high altitude in tropical (Tibet) or other (Ande) mountains. Nomad pastoral tribe in taiga, grassland and savanna has to be adapted to move around for food and water resources. Or in deserts adaptation to dry and hot climate, and in rainforest to hot and wet climate (Africa, Asia and America). The moderate climate zone is the most populated area, and also the most researched and referenced as common (Europe, America, China), as well as in Mediterranean zones.

12. References: Lecture papers (available on Institute for anthropological research)

References recommended:

Polar Human Biology. The proceedings of the SCAR, IUPS, IUBS Symposium on Human biology and Medicine in the Antarctic. O.G. Edholm, E.K.E. Gunderson (ur.) William Heinemann Medical Books LTD. 1973.

D. Heath, D. Reid Williams: Man at high altitude – The patophysiology of acclimatization and adaptation. Churchill Livingstone, Edimburgh, 1981.

Human biology of pastoral populations. W.R. Leonard i M.H. Crawford (ur.) Cambridge University Press, 2002.

13. Aims:

Working or traveling around the World it is necessary to know how and why populations are different and how we could survive in their environmental conditions.

- 1. Subject title:** HISTORIC ANTHROPOLOGY OF ANCIENT WORLD
- 2. Course title:** MAN AND SPACE. HISTORY OF LIFE IN KARST – PREHISTORY AND ANCIENT TIMES
- 3. Lecturer:** dr. sc. Boris Olujić.
- 4. ECTS credits:** 3
- 5. Course language:** Croatian
- 6. Workload hours:** 1 semester (30 hours)
- 7. Course status:** elective
- 8. Modes of Instructions:** 2 hours of lectures weekly
- 9. Student requirements:** none
- 10. Evaluation methods:** seminar paper

11. Course content:

The course comprises an issue of anthropological approach to ancient history. In that way it is possible to leave the traditional framework of the historical sciences and enter the transdisciplinary and interdisciplinary realm, which is the meeting place of various theoretical and practical approaches to the problem of reading the messages which in the course of time man leaves in the space by his existence. Various concepts and theoretical approaches which in the course of development of historical science have been applied on the real historical processes and problems are discussed and compared with the interpretations of other sciences. Course teaches students about the necessity of cooperation among different scientific fields for the purpose of total approach to the research of history. Participation in the practical part of the course is particularly evaluated and is included in the final mark.

12. Literature:

It is announced in a description of each course for each academic year. A list of literature is set for each course, while in graduate curriculum it can be made according to a student's choice depending on the choice of the subject for his MA thesis.

13. Course objectives:

Course suggests the importance of the cooperation between experts from various fields. It conceptualises and explains processes and problems of the ancient history, defines terminology and builds a basis for understanding the analogue problems and processes in subsequent ages..

1. **Subject title:** CULTURE AND HISTORY
2. **Course title:** CULTURE AND HISTORY
3. **Lecturer, coworkers:** Dr.sc. Snježana Čolić
4. **ECTS credits:** 3
5. **Course language:** Croatian
6. **Workload hours:** 1 semester (30 hours)
7. **Course status:** elective
8. **Modes of Instructions:** 1 sat predavanja + 1 sat seminara na tjedan
9. **Student requirements passed exam from cultural anthropology and social anthropology**
10. **Evaluation methods:** Oral exam

11. **Course content:**

Predmet se bavi pitanjima kritike zapadnjačkih karakterističnih diskursa i afirmira The course engages the critical questions about characteristic Western discourse and affirms an auto critical discourse in the observance of epistemological and key socio-cultural anthropological problems of the contemporary world. Within this framework the nature of the hierarchization of culture(s) is explored and the implications of the hierarchical approach are analyzed on two levels: intra-cultural and global. On the intra-cultural level the approach is manifested through the determination of cultural specificities within one culture (society), while on the global level it is expressed as a determination of values for cultures different from ours (euroamerican). This approach is especially expressed in the usage of concepts – culture, history, civilization, primitive, progress and similar. The background of this value hierarchization of the mentioned concepts is manifested in the hypothesis of the inferiority of cultures without written documents, while in some extreme forms these nations are considered people without history. The course enables a development of an autocritical discourse in the observing of mentioned problems in the framework of socio-cultural anthropology.

12. **Literature:**

Obligatory literature:

1. Snježana Čolić: Kultura i povijest / Socio-kulturno antropološki aspekti hijerarhizacije kulture, Hrvatska sveučilišna naklada, Zagreb, 2002.
2. Norbert Elias: O procesu civilizacije, Actant, Zagreb, 1996. (str.100-200).
3. Eric Wolf: Europe and people without history, Berkeley: University of California Press, 1982.
4. Edward Said: Orientalism, New York: Pantheon. 1978.

13. **Course objectives:**

a) General: The course enables the development of an autocritical discourse on the path of observing the mentioned problems within the framework of socio-cultural anthropology.

b) Specific:

Understanding and acquisition of the elementary concepts of socio-cultural anthropology; development of critical-analytical competencies in the framework of related disciplines.

1. **Subject title:** CROSS-CULTURAL RESEARCH IN PERSONALITY
2. **Course title:** CROSS-CULTURAL RESEARCH IN PERSONALITY
3. **Lecturer, coworkers:** dr.sc. Denis Bratko, izv.prof.; Ana Butković, asist.
4. **ECTS credits:** 2
5. **Course language:** Croatian
6. **Workload hours:** 1 semester (30 hours)
7. **Course status:** elective
8. **Modes of Instructions:** 2 hours of lectures weekly
9. **Student requirements:** none
10. **Evaluation methods:** Written and oral exam
11. **Course content:**

Introduction to personality psychology. Theories and models of personality. Personality assessment, measurement, and research design. Personality and social interaction. Sex, gender and personality. Cultural variations. Approaches to culture. Cultural differences in self-concept. Individualism versus collectivism. Cultural universals (emotions and personality traits universals). Cultural specificities. Cultural beliefs about male and female characteristics. Lexical approach and five-factor model. Cross-cultural research in personality

12. Literature:

Obligatory readings:

1. Marušić, I. (2002). Međukulturalna istraživanja ličnosti. *Društvena istraživanja*, 11(4-5), 533-551.
2. Larsen, R.J., & Buss, D.M. (2005). Socijalna i kulturalna domena (5. dio knjige *Psihologija ličnosti: Domene znanja o ljudskoj prirodi*, str.476-563). (u tisku)

Recommended readings:

1. McCrae, R., Terracciano, A., Bratko, D., Marušić, I. et al. (2005). Universal Features of Personality Traits from the Observer's Perspective: Data from 50 Cultures. *Journal of Personality and Social Psychology*. (u tisku)
2. McCrae, R., Terracciano, A., Bratko, D., Marušić, I. et al. (2005). Personality profiles of cultures: Aggregate personality traits. *Journal of Personality and Social Psychology*. (u tisku)
3. Jolijn H.A.A.J., Perugini, M., Angleitner, A., Ostendorf, F., Johnson, J.A., De Fruyt, F.; Hřebíčková, M., Murakami, T., Bratko, D., Conner, M., Nagy, J., Nussbaum, S., Rodríguez-Fornells, A., & Ruisel, I. (2003). The Five-Factor Personality Inventory: Cross-Cultural Generalizability across 13 Countries. *European Journal of Personality*, 17, 5, 347-373.
4. McCrae, R.R., Costa, P.T.Jr., Ostendorf, F., Angleitner, A., Caprara, G.V., Barbaranelli, C., Pedroso de Lima, M., Simoes, A., Marušić, I., Bratko, D. & Chae, J.(1999). Age Differences in personality across the adult life span: Parallels in five cultures. *Developmental Psychology*, 35, 2, 466-477.

13. Course objectives:

- a) General: students will gather knowledge about research and basic constructs in personality psychology.

b) Specific: students will gather specific knowledge about personality psychology and cross-cultural research in personality, and develop competencies for following literature in the field.

- 1. Subject title:** MOLECULAR ANTHROPOLOGY
2. Course title: MOLECULAR ANTHROPOLOGY
3. Lecturer: Marijana Peričić, Ph.D.
4. ECTS: 3
5. Language: Croatian
6. Number of semesters: 1 summer semester
7. Status: elective
8. Form of presentation: 2 hours lectures weekly
9. Requirements: students enrolled into the 7. semester
10. Examination: written exam

11. Course description: By completing the course Methods in Molecular Anthropology students will gain necessary prerequisites for following concepts in Molecular Anthropology. The aim of this course is to teach how basic anthropological methods are used to understand newest concepts in molecular anthropology. The course will consist of the following units to which different number of hours, according to the complexity of subjects, will be devoted: variability of the human genome; molecular genetic variability; mutation and DNA recombination in the analysis of genetic drift, natural selection and migration; interaction of different evolutionary forces and DNA data; measuring genetic variability (molecular and sequence variability); measures of genetic distance (SNP, STR etc.); phylogenetic methods; dating time and splits; phylogeographic and geographic analyses; individual identification; evolutionary heritage and health; geographic distribution of genetic traits.

12. Literature:

- a) Class handouts (will be made available on lecturer's personal web page)
- b) M.A. Jobling, M.E. Hurles i C. Tyler-Smith. Human Evolutionary Genetics. Origins, Peoples & Disease. 2004. Garland Publishing, Oxford, UK.
- c) Ciba Foundation Symposium 197. Variation in the Human Genome. 1996. John Wiley & sons, Chichester.
- d) Selected research and review articles (will be made available on lecturer's personal web page)

13. Aims:

- d) General: to familiarize students with the basic concepts of molecular anthropology.
- e) Special: to gain knowledge and skills necessary for the work in different state institutions involved in supervision or organizing research projects based on concepts in molecular anthropology.

- 1. Subject title:** APPLIED ANTHROPOLOGY
- 2. Course title:** APPLIED ANTHROPOLOGY
- 3. Lecturer, coworkers:** Prof. dr. sc. Osman Muftić
- 4. ECTS credits:** 2 ECTS
- 5. Course language:** Croatian
- 6. Workload hours:** Winter semester (30 hours)
- 7. Course status:** elective
- 8. Modes of Instructions:** 2 hours of lectures weekly
- 9. Student requirements:** none
- 10. Evaluation methods:** Obligatory seminar paper

11. Course content:

Presentation of physiological anthropology as the branch of biology dealing with functional and vital processes of living organisms or, their parts and organs. Relations are very close to the biomechanics. Investigations of various characteristics of the human beings, and how different parts of an organism work together in its mechanical sense. Biomechanical descriptions of humans. Descriptions of human movement and control by means of physiology of mind. Modelling of the humans and their segmental parts. Communication of living systems with their environment through five senses and proprioceptive system. Kinesthesia. Muscle sense. Control of the human movement. Human work analysis through intra-abdominal pressure.

12. Literature:

1. Grandjean, E.: Fitting the Task to the Man, London: Taylor & Francis, 1984.
2. Muftić O.: Mehanika živih sustava, Tehnička enciklopedija VII, JLZ, 1983.
3. Muftić, O.: Harmonijska antropometrija kao osnova za primjenjenu dinamičku antropometriju, Zbornik radova Skupa o konstruiranju FSB, Zagreb: 1984.
4. Rudan, P.: Dimenzije tijela i tjelesni položaju pri radu, Medicina rada, pp 87 – 92, Sarajevo, 1979.
5. Muftić O. and Mehdi S.: Modelling of Biomechanical Systems, Hormoszgan Univ. Publication Centre, Bandar Abass, Iran 1987.

13. Course objectives:

- a) General:** Students gain a general knowledge about applied biomechanics and anthropometrics in everyday life and work.
- b) Specific:** Students gain a specific knowledge about cinematics and dynamics anthropometrics through application of dynamic moment of inertia in understanding of relative human motion.

1. Subject title: HISTORIC ANTHROPOLOGY OF ANCIENT WORLD

2. Course title: RELIGIONS OF THE ANCIENT EAST

3. Lecturer, coworkers: dr. sc. Boris Olujić

4. ECTS credits: 3

5. Course language: Croatian

6. Workload hours: Winter semester (30 hours)

7. Course status: elective

8. Modes of Instructions: 2 hours of lectures weekly

9. Student requirements: none

10. Evaluation methods: Seminar paper

11. Course content:

The course comprises an issue of anthropological approach to ancient history. In that way it is possible to leave the traditional framework of the historical sciences and enter the transdisciplinary and interdisciplinary realm, which is the meeting place of various theoretical and practical approaches to the problem of reading the messages which in the course of time man leaves in the space by his existence. Various concepts and theoretical approaches which in the course of development of historical science have been applied on the real historical processes and problems are discussed and compared with the interpretations of other sciences. Course teaches students about the necessity of cooperation among different scientific fields for the purpose of total approach to the research of history. Participation in the practical part of the course is particularly evaluated and is included in the final mark.

12. Literature:

It is announced in a description of each course for each academic year. A list of literature is set for each course, while in graduate curriculum it can be made according to a student's choice depending on the choice of the subject for his MA thesis.

Obligatory readings: *Sumerian mythology: a study of spiritual and literary achievement in the third millenium B. C.*, S. N. Kramer, Philadelphia, University of Pennsylvania; Pregled referentnih izdanja u Nacionalnoj i Sveučilišnoj knjižnici u Zagrebu (sastavili S. Martinović i B. Olujić) – Bibliografsko pomagalo za seminarski rad, Zagreb 2004; Mozaik knjiga; B. Kuntić-Makvić, B. Olujić, *Mali pojmovnik stare povijesti*, Zagreb 2004, FF Press,

Recommended readings: *The Larousse Encyclopaedia of Myythology*, London, Chancellor Press 1997; *Povijest svjetske književnosi sv. I. i II.*, Zagreb 1982, Mladost, 35-92

13. Course objectives:

Course suggests the importance of the cooperation between experts from various fields. It conceptualises and explains processes and problems of the ancient history, defines terminology and builds a basis for understanding the analogue problems and processes in subsequent ages.

- 1. Subject title:** SOCIOBIOLOGY
- 2. Course title:** SOCIOBIOLOGY
- 3. Lecturer, coworkers:** Prof. dr. Darko Polšek
- 4. ECTS credits:** 3
- 5. Course language:** Croatian
- 6. Workload hours:** Summer semester (30 hours)
- 7. Course status:** elective
- 8. Modes of Instructions:** 1 sat predavanja, 1 sat seminara
- 9. Student requirements:** none
- 10. Evaluation methods:** Written and oral exam, Obligatory seminar paper

11. Course content:

This goal will be achieved first by explaining various phases in the history of biology and its applications to sociology. But the main focus will be on sociobiological theories from both sides of the ocean (Wilson, Trivers vs. Hamilton, Dawkins, Maynard-Smith). Thematically, the main focus of the course will be on the following units:

- Agression, territoriality, altruism
- Kin selection vs. group selection
- Units of inheritance (genome, genotype, group-deme-population, species)
- reciprocal altruism and inclusive fitness
- parental investment and fraternal conflicts
- evolutionary stable strategies (basics of the game theory))

12. Literature:

Required literature:

- Darko Polšek, ur., Sociobiologija, Jesenski-Turk, Zagreb)
- Kardum, Igor. Evolucija društvenog ponašanja, Jesenski-Turk, Zagreb
- Hrgović, Josip, Darko Polšek, (ur.) Evolucija društvenosti, Jesenski-Turk, Zagreb

Additional (reccomended) literature:

- Rajka Rusan, ur., Od Geje do sebičnog gena, Jesenski-Turk, Zagreb)
- Mark Ridley (ur.) Evolucija, Jesenski-Turk, Zagreb
- Polšek, Darko, Sudbina odabranih, ArTresor, Zagreb
- Polšek, Darko, Krešimir Pavelić (ur.) Društvena procjena genske tehnologije, Institut društvenih znanosti Ivo Pilar, Zagreb
- Mayr, Ernst, To je biologija
- Mayr, Ernst, Jedan dugi argument
- Matt Ridley, Genom
- Wilson, Edward, Sociobiology
- L. Cavalli-Sforza, Geography of Human Genes
- Tooby, Barkow, Cosmides, Adaptive Mind

13. Course objectives:

The objective of the course is to enable students, via Hamilton's formula (of inclusive fitness), Trivers' hypotheses (on reciprocal altruism, generational conflict etc.) and an elementary game theory, to describe and explain social events and behaviours not previously mentioned in the literature. In other words, the objective is to teach students how to apply sociobiological paradigm to a range of social and psychological events. One of the other intentions of the course is to enable students to evaluate the acceptability of sociobiological claims and consequences, to allow them to notice the difference between "heuristic promises" of the paradigm and the empirically testable claims within sociobiology.

The course will enhance students' knowledge in several theoretical disciplines: sociobiology, evolutionary psychology, evolutionary epistemology, history of evolutionary theory

- 1. Subject title:** THEORIES OF MULTICULTURALISM
- 2. Course title:** THEORIES OF MULTICULTURALISM
- 3. Lecturer:** Prof. dr. Milan Mesić
- 4. ECTS credits:** 5
- 5. Course language:** Croatian
- 6. Workload hours:** Winter semester (30 hours)
- 7. Course status:** elective
- 8. Modes of Instructions:** 2 hours of lectures weekly
- 9. Student requirements:** none
- 10. Evaluation methods:** oral exam and student activity during semester

11. Course content

Explanation:

Multiculturalism, as a conceptual expression of contemporary societies' cultural diversities, has become one of the (Western) world major discourses on the understanding of today's (post)modern world, both in academic and political public sphere. Multiculturality of modern societies is simply a fact, which we may like or not, but it is most likely that we will have to live with it, at least for some time in the future. Contemporary multicultural societies are not historically unique, for many premodern societies, in particular great empires used to be culturally heterogeneous as well. However until recently minority communities in general accommodated peacefully to their subordinate status. That what is relatively new is, actually, the prominence of multiculturalism as a political and theoretical issue. The capacity of social actors to impose their identities and interests as a public concern, has considerably grown in the last part of the 20th century.

In liberal democratic societies multiculturalism has become so dramatic because they wrote a provision of respect for differences into their laws and even constitutions, and made their readiness to include and integrate various minorities into mainstream society one of the fundamentals of legitimacy. Today all states are faced with the issues of multiculturalism, regardless whether they recognize it officially as a relevant political agenda or policy. The reasons for social diversity are complex and multiple (post-colonialism, globalization, international migrations, reaffirmation of national minorities and indigenous people, identity politics and other). Researchers in the field distinguish two or three or even four basic types of group formations which claim recognition of their diversity in legitimacy. In this matter some of them take into consideration exclusively culturally derived differences i.e. ethno-cultural ones (indigenous people, national minorities, ethnic groups, immigrants), while other include all kinds of identity formations, based on sex or gender (women, gays, lesbians), physical characteristics (handicapped, older persons), and so on.

On one side of the great world debate are champions of multiculturalism, and on the other its critics, both of right-wing, conservative and left-wing, liberal provenance.

Many authors, however, try not to align themselves with the ideological camps, and seek to develop their own disinterested approaches. The disputes are even sharper since they intersect familiar ideological borders between the Left and the Right. Therefore, it should not be surprising that 'natural' ideological allies may find themselves on the opposite sides of the barricade, and further deepen the confusion about the meaning of multiculturalism.

At (American) universities the politics of multiculturalism is being connected, at least in the eyes of its opponents, with rejecting of traditional great books 'canon' in social sciences and humanities, then with 'political correctness' and 'affirmative action' (a policy of preferential admission to colleges and universities of black students and students of other color), and last but not the least with cultural relativism. Yet, today even the (right) critics of multiculturalism do not deny historical injustices suffered primarily by blacks and women, accepting at the same time the need to rectify the long prevailing euro centrism and sexism in education. They agree (in principle) with the social promotion policy of marginalized and underprivileged social groups and their better representation in higher education and highly qualified jobs, although they oppose to multiculturalist (radical) methods.

Briefly, many respectable universities and colleges, in the first place in the USA, have introduced various courses on multiculturalism or 'diversity', even obligatory ones. European integration processes and especially the formation of new ethnic minorities, are one of the additional reasons for the establishment of such courses at European universities. Finally, the world context, the history of Croatia and the Croatian society, the existence of national and language minorities, or in other words social and academic relevance of the theme, are more than reasonable prerequisites to include this proposal into the curriculum of the Faculty of Philosophy. Along with the abundance of world literature in the field, an active participation of students in this seminar-workshop will be facilitated by my rather comprehensive book on multiculturalism that will be published in autumn this year.

At the end, I would like to point out that this course proposal, due to the very nature of the subject, eminently interdisciplinary and multidisciplinary, is not actually conceived as an exclusively sociological one. Therefore, it includes various anthropological, philosophical, historical, cultural, educational, linguistic and other aspects of the complex debate over multiculturalism.

COURSE DESCRIPTION:

- 1) Introducing students to the course syllabus and evaluation scoring
- 2) *Lecture:* The notion of multiculturalism
- 3) *Lecture:* Circumstances of multiculturalism
- 4) *Seminar:* politics of recognition - Charles Taylor
- 5) *Seminar:* liberal multiculturalism – Will Kymlicka
- 6) *Seminar:* radical multiculturalism – Iris M. Young
- 7) *Seminar:* dialogical and integral multiculturalism – Bhikhu Parekh
- 8) *Seminar:* typologies of multiculturalism
- 9) *Seminar:* critiques of multiculturalism I – conservative
- 10) *Seminar:* critiques of multiculturalism II – liberal
- 11) *Seminar:* responses of the multiculturalist theoreticians
- 12) *Seminar:* affirmative action
- 13) *Seminar:* political correctness
- 14) *Seminar:* multiculturalism and citizenship
- 15) *Seminar:* general debate on multiculturalism

12. Literature:

Obligatory readings:

M. Mesić (2005) *MULTIKULTURALIZAM – velika svjetska teorijska i politička debata*

Recommended readings:

Barry, Brian (2001) *Culture and Equality: An Egalitarian Critique of Multiculturalism*, Cambridge: Harvard University Press (hrvatski prijevod u tisku).

- Glazer, Nathan (1997) *We Are All Multiculturalists Now?*, Cambridge: Harvard University Press.
- Kelly, Paul (e..) (2002) *Multiculturalism Reconsidered, Culture and Equality and its Critics*, Polity Press.
- Kymlicka, Will (2003) *Multikulturalno građanstvo, Liberalna teorija manjinskih prava*, Zagreb: Jesenski / Turk.
- Parekh, Bhikhu (2000) *Rethinking Multiculturalism, Cultural Diversity and Political Theory*, New York: Palgrave.
- Schlesinger, Arthur M. (1992) *The Disuniting of America*, 2nd. New York-London: W.W. Norton.
- Taylor, Charles (1994) «The Politics of Recognition», u: Amy Gutmann (ed.) *Multiculturalism, Examining the Politics of Recognition*, Princeton University Press, 25 - 74.
- Young, Iris M. (1990) *Justice and the Politics of Difference*, Princeton University Press. (hrvatski prijevod u tisku)

13. Course objectives:

Get students acquainted with ideas, theoretical concepts and policies of multiculturalism, as well as with its critique, both conservative and liberal orientations. Encourage them to think critically on their own, about the world in which we live (crisis of modernity, cultural diversities), particularly about cultural and value determination or limitation of our knowledge and views. They are supposed to learn to appreciate cultural, spiritual and scientific achievements of the European world we belong to (and not only of its male protagonists), and at the same time to respect and be open to (of course, critically) other non-European cultures and civilizations, which have long been unjustly neglected due to predominant Eurocentric perspective

1. **Subject title:** INTRODUCTION TO PHILOSOPHY (*STUDIUM GENERALE*)
2. **Course title:** INTRODUCTION TO PHILOSOPHY
3. **Lecturer:** : prof.dr.Hotimir Burger
4. **ECTS credits:** 2
5. **Course language:** Croatian
6. **Workload hours:** 1 semester (30 hours)
7. **Course status:** elective
8. **Modes of Instructions:** 2 hours of lectures weekly
9. **Student requirements:** none
10. **Evaluation methods:** Oral exam

11. Course content:

Constitution and the concept of the philosophy in the classical Greek culture. Relation of the philosophy to other forms of knowledge and human activities: to natural and moral sciences, to theology and to the art. Fundamental disciplines of philosophy: ontology, gnoseology, logic, ethics, esthetics and history of philosophy. Essential concepts of philosophy in the history of philosophy: philosophy, science, theology, freedom, truth, theory/practice, time/space, subject/object, nature, man, history, language etc. 'End' of the philosophy, philosophical thinking and contemporary philosophical orientations. Position of philosophy in the contemporary culture and reality.

12. Literature:

Examining literature:

1. Original philosophical work
2. Introduction to philosophy (textbook of B. Despot, B. Bošnjak, E. Fink or Th.W.Adorno)
3. History of philosophy (textbook of W.Windelband, A.Bazala or B.Bošnjak)

Additional literature

1. Platon, *Menon*, Zagreb, 2001. [80a-86c, str. 37-55, i komentar F. Grgica, str. 143-167.]
2. Platon, *Fedon*, Zagreb, 1915; pretisak Zagreb, 1996. [63e-69e, 80c-84b]
3. Aristotel, *O duši*, Zagreb, 1987. (Preporucaju se strani prijevodi tog spisa, npr. Smithov prijevod u Barnes, J. (ur.), *The Complete Works of Aristotle*, sv. 1, str. 641-692.)
4. Descartes, R., *Meditacije o prvoj filozofiji*, Zagreb, 1993.
5. Locke, J., *Ogled o ljudskom razumu*, Beograd, 1962. [Knjiga II, Poglavlje 1; Knjiga II, Poglavlje 27]
6. Ryle, G., "Descartesov mit" iz *The Concept of Mind*, London, 1949.

13. Course objectives:

As a part of the *studium generale* this topics should acquaint the students studying other subjects than philosophy with the beginnings of philosophy, its history and its position in the culture of the present world; also with the particularity of the philosophical approach to knowledge and reality. This should enable the students to reflect and develop a critical relation towards their own study and the fundamental

problems of today's world. Especially important is to enable them for the reflection of the relationship between philosophical thinking and moral and social studies.

- 1. Subject title:** VISUAL COMMUNICATION
- 2. Course title:** VISUAL COMMUNICATION
- 3. Lecturer:** DR. SC. Slobodan Elezović, prof.
- 4. ECTS credits:** 2
- 5. Course language:** Croatian
- 6. Workload hours:** Winter semester (30 hours)
- 7. Course status:** elective
- 8. Modes of Instructions:** 2 hours of lectures weekly
- 9. Student requirements:** Passed course: General communicology
- 10. Evaluation methods:** Written and Oral exam

11. Course content:

In this course students will learn to affirm visual communications from the point of sinestzy and pragmatic dominance of the sense of sight compared to all other senses in the function of perceptively insightful actions. Visualization in an objective realistic and imaginative category. Visual properties of the subjective mental image of an individual as the iniciator and bearer of communication. Various types and forms of communication aiming at visual palettes of offers, electronic media and electronic graphic articulation , contemporary publicitary graphic as a source of message layers in communication capacities of contemporary civilizations in the context of a visually—chromatic cultural tradition.

12. Literature:

Required literature:

Selection of books and chapters from the expertise literature of Croatian and European authors.

13. Course objectives:

a) General:

The term of visualization, definition of visual communication.

b) Specific:

Insights and poetic-normative attributes of fine art: painting, sculpture, architecture, urbanism.