

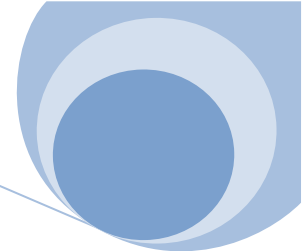


# FF

**Second Cycle Master  
Pedagogical Study  
Programme of History**

# FF





## **University of Ljubljana (UL), Faculty of Arts (FA)**

### **Second Cycle Master Pedagogical Study Programme of History**

#### **1. Data on the Study Programme:**

- title of study programme: **Second Cycle Master Pedagogical Study Programme of History**
- short title: **History**
- duration of study programme: **2 years (4 semesters)**
- number of ECTS: **120 ECTS**
- professional title: **magister professor zgodovine/magistrica profesorica zgodovine** (Master History Teacher)

#### **2. Basic Goals of the Programme and the General and Subject-Specific Competences Obtained by the Programme**

Within the scope of the proposed 2<sup>nd</sup> cycle pedagogical study programme of History students:

- deepen their historical and technical knowledge and knowledge from the field of the didactics of history,
- use the theoretical premises of historical science and its methodological procedures,
- acquire specialised knowledge of the political, social, economic and cultural history of Slovenia, of the southeastern European region, of Europe and the world,
- become qualified to independently plan and carry out history instruction in primary and secondary schools,
- become qualified to prepare and design didactic material for history instruction,
- become accustomed to the self-reflection, self-assessment and self-evaluation of lifelong education.
- become qualified to perform independent pedagogical research work.

The proposed 2<sup>nd</sup> cycle pedagogical study programme of History trains graduates for:

- knowledge of the essential didactic and methodical characteristics of history instruction in elementary and secondary schools and of contemporary didactics of history;
- connecting theoretical knowledge with practical pedagogical work in elementary and secondary school;
- the ability to plan, monitor, grade and evaluate history instruction and extra-curricular activities (museum work, archival work, field work, nature classes) in elementary and secondary schools;
- the ability to perform versatile pedagogical work of a history teacher in elementary and secondary schools;
- an in-depth knowledge of select historical periods or contents;
- the ability to describe, analyse and interpret individual historical events and processes;
- the ability to recognise the fundamental historiographic texts and mastery of the latest theoretical historiographic premises;
- the ability to describe, analyse and interpret individual historical events and processes;
- the ability to create an original expert and pedagogical contribution;
- the ability of reflection, self-assessment and self-evaluation of lifelong education.

### **3. Entry Conditions and Selection Criteria in the Case of Limited Entry**

The condition for enrolment into the 2<sup>nd</sup> cycle pedagogical study programme is a successfully concluded 1<sup>st</sup> cycle of a suitable study, namely:

- single-subject university study programme in history (180 ECTS),
- dual-discipline university study programme in history (180 ECTS).

Students who have concluded any other 1<sup>st</sup> cycle renewed study programmes accredited with 180 ECTS or 240 ECTS can enrol in the programme under the conditions stated in Indents a, b and c.

Graduates who have concluded a study programme for obtaining higher technical education, adopted between 1<sup>st</sup> January 1994 to 11<sup>th</sup> June 2004, are enrolled under the conditions stated in Indents a, b and c.

- a) Students who have completed an undergraduate study of a humanistic direction (first cycle, 180 ECTS) must additionally gain 20 ECTS of a single-course undergraduate level: Structure and Development of Historical Science (5 ECTS), Theory of History (5 ECTS) and two subjects of 5 ECTS each, which are, according to the candidate's chosen course, prescribed by the Department of History individually to each candidate;
- b) Students who have completed an undergraduate study of a sociological direction (first cycle, 180 ECTS) must additionally gain 30 ECTS of a single-course undergraduate level: Structure and Development of

- Historical Science (5 ECTS), Theory of History (5 ECTS) and four subjects of 5 ECTS each, which are, according to the candidate's chosen course, prescribed by the Department of History individually to each candidate;
- c) Students who have completed an undergraduate study of a technical and natural science direction (first cycle, 180 ECTS) must additionally gain 60 ECTS of a single-course undergraduate level: Structure and Development of Historical Science (5 ECTS), Theory of History (5 ECTS) and ten subjects of 5 ECTS each, which are, according to the candidate's chosen course, prescribed by the Department of History individually to each candidate.

A candidate can complete the prescribed obligations during 1<sup>st</sup> cycle studies, in training programmes or by taking bridging examinations prior to enrolment in the 2<sup>nd</sup> cycle study programme. Obligations are determined by both departments carrying out the programme.

Each application is treated individually; the scope and content of additional study obligations from the basic subjects that are essential for 2<sup>nd</sup> cycle study is also determined individually.

In compliance with Article 121 of the Statute of the University of Ljubljana, those who have concluded equivalent education abroad also meet the conditions for enrolment in the study for gaining an education. The procedure is managed by the authorised person of the University of Ljubljana, while the acknowledgement of education gained abroad, with regard to content, is decided on by the senate of the member country or university in compliance with Article 77 or 47 of the Statute of the University of Ljubljana.

**The anticipated number of entry places for the study programme is 15 for full-time study and 10 for part-time study.**

If a decision on limited enrolment is adopted, candidates will be chosen by the following criteria:

A) With diploma examination

- average grade in the 1<sup>st</sup> cycle study (or undergraduate study) (70 %),
- grade of the diploma thesis or diploma examination (30 %).

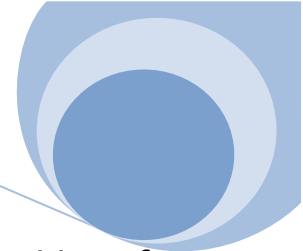
B) Without diploma examination

- average grade in the 1<sup>st</sup> cycle study (or undergraduate study) (100 %).

#### **4. Criteria for the Recognition of Knowledge and Skills Obtained before Entry in the Programme**

The Faculty of Arts can recognise the candidate his or her acquired knowledge, qualification or abilities that, as regards content and required effort, fully or partially correspond to the general or subject-specific competences defined by an individual study programme.

The knowledge, qualification or abilities obtained by a formal, informal or experiential education are recognised.



In the act of recognition:

- certificates and other documents are taken into account (recognition of »atypical certificates«, portfolio, documents of concluded courses and other forms of education),
- products, services, publications and other authorial works by the students are evaluated (the option of fulfilling study obligations – e.g. examinations, midterms, etc. – with the evaluation of products, e.g. projects, inventions, patents that the student had made prior to entry),
- the knowledge the student had acquired with self-education or experiential education is evaluated (the option of performing study obligations – e.g. examinations, midterms, etc. – without attendance at lectures, practical classes, seminars),
- appropriate work experience is taken into account (e.g. recognition of practical training and other teaching units of the programme, based on work practice and experience).

The knowledge, qualification or abilities recognised can be considered as an entry condition, selection criteria in the case of limited entry or as a fulfilled study obligation. If the knowledge, qualification or abilities are recognised as a fulfilled study obligation, they must be evaluated according to the criteria for the credit evaluation of study programmes by the ECTS.

On the basis of the recognition criteria the Faculty of Arts, via an established procedure, handles individual documented applications of students in accordance with the provisions of the statute and the Rules of the FA.

## **5. Conditions for Advancement under the Programme**

The conditions for advancement under the programme are harmonised with Articles 151-153 of the Statute of the University of Ljubljana:

For the advancement from the first to the second year of the study programme, the student must fulfil 90% of the obligations prescribed by the weekly schedule of subjects and the individual curriculums for the first year, in the total amount of 54 out of 60 ECTS.

In accordance with Article 153 of the Statute of the University of Ljubljana upon the transition to a higher year a student can be exceptionally overlooked up to 9 ECTS of study obligations (15 % of the total number of ECTS for an individual year), if there is justifiable reason. The justifiable reasons are listed in the Statute of the University of Ljubljana.

The overlooked study obligations must be fulfilled by the students prior to entry in a higher year.

The conditions for the extension of student status are defined by Article 238.



In accordance with Article 152 of the Statute of the University of Ljubljana the student, who failed to fulfil all the study obligations for entry in a higher year, as defined by the study programme, has the option of repeating the year once during his or her study, if he or she fulfils the conditions for repetition as defined by the study programme. The condition for the repetition of a year within the proposed study programme is the fulfilled study obligations in the total amount of 15 ECTS.

## **6. Conditions for Conclusion of Study**

For the conclusion of study the student must fulfil all the obligations defined by the study programme and the curriculums of subjects. The student must pass all the examinations and defend the Master's thesis, with a total of 120 ECTS of fulfilled obligations.

## **7. Transitions between Study Programmes**

Transitions are possible between study programmes of the same cycle, i.e. of the 2<sup>nd</sup> cycle.

Transitions are possible between study programmes:

- which ensure the obtaining of comparable competence at the conclusion of study;
- in which, with regard to the acknowledgement criteria, at least half of the obligations from the European Credit Transfer System of the first study programme, which relate to the compulsory subjects in the second study programme, can be acknowledged.

A student can enrol in a higher year of the second study programme if during the acknowledgement procedure due to the transition he/she is acknowledged at least as many credit points and those credit points that form the conditions for enrolment in a higher year of the publicly valid study programme.

Enrolment into the initial year of the study programme is not considered transition between programmes.

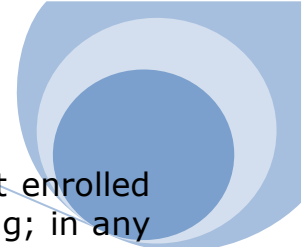
In the transition process the following can be acknowledged:

- comparable study obligations which the student completed in the first study programme;
- informally acquired comparable knowledge.

A student proves priorly acquired knowledge with appropriate documents.

In accordance with Article 5 of the Criteria for Transition between Study Programmes, students can also transfer from university (non-Bologna) study programmes, adopted prior to 11<sup>th</sup> June 2004, to Bologna study programmes, with the transition possible:

- only between study programmes of the same disciplines and



- if no more than 2 years have passed since the candidate last enrolled into the university study programme from which he/she is transferring; in any case, no later than the end of the 2015/2016 study year.

The fulfilment of transfer conditions and the acknowledgement of obligations, based on an individual application by the candidate and certificates of concluded obligations, is decided on by the competent faculty body with a procedure that is established in the Statute of the University of Ljubljana.

In the event that the student has completed obligations at a foreign higher education institution he/she submits an application for the acknowledgement of education carried out abroad on the prescribed form pursuant to the Recognition and Evaluation of Education Act and the rules in force. The student encloses the necessary documents with the application.

## **8. Methods of Evaluation**

The methods of evaluation or the methods of the assessment of knowledge are defined for each subject individually in the curriculums and include oral examinations, written examinations, midterms, papers, seminar papers, diploma papers, projects, essays, portfolio, practical assignments and products.

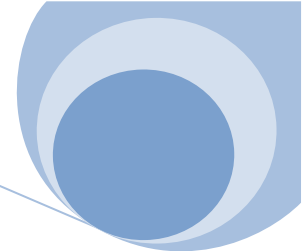
The evaluation scale ranges from 5 (negative) or 6-10 (positive). The performance at examinations is evaluated by marks.

Evaluation scale:

- 10 - (excellent: exceptional results with negligible mistakes),
- 9 - (very good: above-average knowledge, but with a few mistakes),
- 8 - (very good: solid results),
- 7 - (good: good knowledge, but with greater mistakes),
- 6 - (adequate: knowledge meets minimal criteria),
- 5 - (inadequate: knowledge does not meet minimal criteria).

Seminar papers are also evaluated according to the evaluation scale with: pass/fail.

In the evaluation the Statute of the University of Ljubljana and the examination regime of the Faculty of Arts in Ljubljana are taken into account.



## 9. Schedule of Subjects of the Study Programme

### **1st YEAR (60 ECTS)**

#### **1st SEMESTER (30 ECTS)**

##### **Obligatory pedagogical subjects (12 ECTS):**

- Psychology for Teachers (4 ECTS)
- Pedagogy (3 ECTS)
- Didactics (5 ECTS)

##### **Obligatory expert subject (8 ECTS):**

Selected Chapters from Contemporary Slovenian History

##### **Optional expert subjects (each with 5 ECTS, the student chooses one subject):**

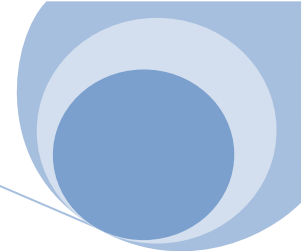
- Historical Anthropology
- German
- Greek World between the Hellenistic Era and Early Byzantium
- Latin
- Selected Chapters from Contemporary Slovenian Local History
- Selected Chapters from General History of Early Modern Times
- Selected Chapters from General History of the 19th Century
- Selected Chapters from Slovenian History in Early Modern Times
- Selected Chapters from History of Southeast Europe in the 19th Century
- Selected Chapters from Late Antiquity
- Selected Chapters from Slovenian History of the 19th Century
- Selected Chapters from Slovenian Mediaeval History

##### **(\*Not available each year).**

- \*Archivistics in Practice
- \*Cultural History
- \*Demographic History
- \*Historical Geography
- \*History of Political Thought in Early Modern Times
- \*Latin Palaeography
- \*Legal History
- \*Palaeography of Modern Times
- \*Social History
- \*Practical Course in Auxiliary Historical Sciences

**General optional subjects (optional subjects at the FA or the UL):** the student chooses one subject **with 5 ECTS**





## **2nd SEMESTER (30 ECTS)**

### **Obligatory pedagogical subjects (6 ECTS):**

- Psychology for Teachers (3 ECTS)
- Andragogy (3 ECTS)

### **Obligatory optional pedagogical subjects (2 ECTS, the student chooses one subject):**

- Observation practicum in Psychology
- Observation Practicum in Didactics
- Observation Practicum in Pedagogy
- Observation Practicum in Andragogy

### **Obligatory optional pedagogical subjects (4 ECTS, the student chooses one subject):**

- The Humanities and Social Sciences
- Research into the Teaching Process
- Slovene Language for Teachers

### **Obligatory pedagogical subject (9 ECTS):**

Didactics of History I

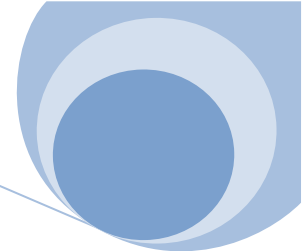
### **Optional expert subjects (each subject with 5 ECTS, the student chooses one subject):**

- Epistemology of History
- History of the Idea of European Integration
- History of Women
- Selected Chapters from Contemporary History of Southeast Europe
- Selected Chapters from General History of the Middle Ages
- Selected Chapters from Mediaeval History of Southeast Europe
- Selected Chapters from History of Southeast Europe in Early Modern Times

### **(\*Not available each year).**

- \*Archivistics with Research Methodology
- \*Ecclesiastic History
- \*Economic History
- \*History of the Media
- \*Military History
- \*Pre-Columbian America
- \*Selected Chapters from History of the Ancient East

### **Master's thesis 1 (4 ECTS)**



## **2nd YEAR (60 ECTS)**

### **3rd SEMESTER (30 ECTS)**

#### **Obligatory pedagogical subject (9 ECTS):**

Didactics of History II

#### **Obligatory expert subject (8 ECTS):**

Selected Chapters from Contemporary General History

**General optional subjects (optional subjects at the FA or the UL):** the student chooses one subject **with 5 ECTS**

#### **Master's thesis 2 (8 ECTS)**

### **4th SEMESTER (30 ECTS)**

#### **Obligatory pedagogical subject (13 ECTS):**

Teaching Practice in History

#### **Obligatory pedagogical subject (5 ECTS):**

Field Work in History in Elementary and Secondary School

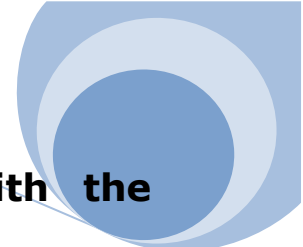
#### **Master's thesis 3 (12 ECTS)**

## **10. Information on the Possibilities of Optional Subjects and Mobility**

The student can choose general optional subjects within the University of Ljubljana or any other university in Slovenia.

The Department of History at the Faculty of Arts of the University of Ljubljana actively participates in the Lifelong Learning Programme – Erasmus. International exchanges are also possible via the programmes CEEPUS, BASILEUS and other international contracts. Depending on the contracts the exchanges are possible from 3 to 12 months.





## 11. Short Presentation of Individual Subjects with the Holders and Providers of Subjects

### PEDAGOGICAL SUBJECTS

Subject	Description of content	Holder and providers of subject
<p><b>Psychology for Teachers</b></p> <p><b>(7 ECTS)</b></p>	<ul style="list-style-type: none"> <li>○ Importance of psychological education for teachers. Research methods and techniques in education.</li> <li>○ Development: maturation and learning. Neurophysiological basis of learning.</li> <li>○ Theories of psychological development (psychoanalytical, cognitive, theories of social development). Factors of development.</li> <li>○ Phases of psychological development. Tempo, individual differences, developmental norms. Language development. Adolescence.</li> <li>○ The classification of learning (conditional learning, psychomotor skills learning, verbal learning, discrimination, learning of concepts, rule using, problem solving). Conditions for successful learning. Promoting creativity in students.</li> <li>○ Observational learning, experiential learning.</li> <li>○ Process of learning. Structure of memory. Retention and forgetting. Learning transfer. Metalearning.</li> <li>○ Factors of academic learning. Physiological factors (physiological changes in adolescence, health, fatigue). Psychological factors (abilities, cognitive and learning styles, cognitive structure, learning approaches, academic motivation, personality and emotional factors, socialisation). Physical and social factors.</li> <li>○ Modern technology and learning.</li> <li>○ Individual differences among students. Students with special needs. Psychological aspects of differentiation and individualisation.</li> <li>○ Structure and dynamic of small groups. Communication and classroom management. Constructive conflict solving. Solving discipline problems in school. Teacher personality. Emotional intelligence.</li> <li>○ Forming values and attitudes. Psychological basis of moral development.</li> <li>○ Psychological aspects of assessment. Ways of assessment. Metric and motivational function of assessment. Test construction.</li> </ul>	<p>Full Prof. Cirila Peklaj, Ph.D.</p> <p>Full Prof. Melita Puklek Levpušček, Ph.D.</p> <p>(Assist. Katja Depolli, Ph.D., Assist. Tina Pirc)</p>

<p><b>Didactics</b> <b>(5 ECTS)</b></p>	<p>I. INTRODUCTION TO DIDACTICS, FUNDAMENTAL CONCEPTS</p> <ol style="list-style-type: none"> <li>1. research into didactics, definition of didactics as an academic discipline;</li> <li>2. the relation between general didactics and subject didactics, didactics and methodology;</li> <li>3. education: definition of the concept, relation between propositional and dispositional knowledge, between education and upbringing, and between general and vocational/professional education;</li> <li>4. problems concerning the relation between teaching and learning;</li> <li>5. the teaching process: definition of instruction, functions and aspects of instruction.</li> </ol> <p>II. STRUCTURAL FACTORS OF INSTRUCTION</p> <ol style="list-style-type: none"> <li>6. teacher: teacher's role, field of activity, demands for qualifications;</li> <li>7. student's active role in instruction;</li> <li>8. communication and interaction in instruction (between teacher and students, among students themselves);</li> <li>9. educational content (foundations of educational content; elements, functions and significance of didactic transformation and reduction); educational goals and objectives (aims, goals, objectives; critique of forming objectives).</li> </ol> <p>III. PLANNING, ARTICULATION AND EVALUATION OF INSTRUCTION</p> <ol style="list-style-type: none"> <li>10. didactic phases of the teaching process;</li> <li>11. social forms and teaching methods, teaching materials, teaching strategies;</li> <li>12. strategies of curriculum planning: curriculum as content, curriculum as product, and curriculum as process;</li> <li>13. curriculum planning in teaching practice: planning the course, institutional curriculum planning, lesson plans;</li> <li>14. definition of didactic principles, their fundamental characteristics and dilemmas;</li> <li>15. Definition of curriculum evaluation; characteristics and functions, models and forms of evaluation.</li> </ol>	<p>Assoc. Prof. Damijan Štefanc, Ph.D.</p> <p>(Assist. Prof. Danijela Makovec Radovan, Ph.D.)</p>
<p><b>Pedagogy</b> <b>(3 ECTS)</b></p>	<ul style="list-style-type: none"> <li>• Definition of key concepts: pedagogy as a science, theory (philosophy), art and ideology and as an applicative and interdisciplinary approach. Moral education as intentional cultural factor, its relation to socialisation, manipulation and indoctrination.</li> <li>• School as a social institution</li> </ul>	<p>Full Prof. Robert Kroflič, Ph.D.</p> <p>(Asist. Katja Jeznik, Ph.D.)</p>

	<p>School and ideology:  School as an ideological state apparatus and the hidden curriculum. Potential ideological factors at school: educational subjects, subjects designed for moral and civic education, teaching methods, teacher, classroom and school community, school culture, marginal organisational factors. Systemic measures for diminishing ideological pressures on state education (the right to private education, laicism/secularity and the autonomy of state schools). Ethical and professional responsibility of a teacher for diminishing the influence of ideology.</p> <ul style="list-style-type: none"> <li>• Dimensions of moral education in educational programmes:  Dualistic role of school in contemporary society - moral and educational perspectives.  Legal and pedagogical perspectives of the demand for moral education in state schools.  Minimum and maximum concepts of moral education (between preventive discipline and a responsible synthesis of ethical and informational dimensions of knowledge).  Models of school socialisation (moral education): direct, indirect and combined.</li> <li>• School as an institution with explicit rules and school as a community.  Contemporary principles of establishing school community: equity, solidarity and inclusion.  Ethical models of school socialisation: deontological versus discursive ethics, ethics of justice, ethics of care and communitarian ethics.  Moral education between ethical and legal frameworks.  Monitoring the fundamental human rights and psychological rights of a child in institutional moral education</li> <li>• Theoretical and practical problems of moral education:  Development of morality between heteronomy and autonomy. Basic goals of moral education: the development of social cognition and the emotional aspect of subjectivity. Identification as a medium of moral education. Basic principles of moral reasoning. Importance of the development of empathy for moral education. Paradoxicality of the phenomenon of authority in modern educational concepts. Pedagogical Eros.</li> </ul>	
<p><b>Andragogy</b>  <b>(3 ECTS)</b></p>	<ul style="list-style-type: none"> <li>• Definition of andragogy and its fundamental concepts:  The concept of adulthood and periods of life. Adult target groups. Adult education and differences between adult education and the</li> </ul>	<p>Assoc. Prof.  Monika  Govekar-  Okoliš, Ph.D.</p>

	<p>education of children and young adults. Types of adult education. Obstacles to, reasons and motivation for adult education. Education and types of education, and re-education of adults. Socialisation of adults. Theory of permanent education and lifelong learning and adult education.</p> <ul style="list-style-type: none"> <li>• Adult education as a social, institutional (schools, adult education institutions, companies, etc.) and individual need: The influence of social changes on adult education. Knowles, Kidd (knowledge for survival). Institutionalised adult education. Tough (learning projects, independent adult education), Titmus etc. Importance of andragogical work and various roles of the professionals involved in adult education (leaders, organisers, mentors, animators, counsellors, instructors, etc.).</li> <li>• Curriculum for work with and education of adults: The andragogical cycle. Establishing the need for adult education and methods of compiling adult educational programmes. Programming and planning of adult education. Sources of knowledge. Adult education methods. Forms of adult education. Conditions and implementation of adult education and consideration of andragogical principles. Evaluation (types, methods) of adult education. Formal and informal evaluation.</li> <li>• Professional development of an adult (teacher, expert in adult education): The formulation of a model of personal lifelong learning and the method of educational biography.</li> <li>• Promotion of lifelong adult learning: Promoting opportunities for and the desire for adult learning. Promoting and facilitating access to education along a formal or informal path. Improvement of and widening of the scope of available education. Improvement of information provision, organisation, mentoring, counselling, e-education, etc. of adults.</li> </ul>	
<p><b>Observation practicum in Psychology</b> <b>(2 ECTS)</b></p>	<p>Students choose the observation practicum in one of the basic educational courses (Psychology for Teachers, Pedagogy, Dydactic, Andragogy). The practicum is performed under the supervision of a university teacher/assistant and mentor in partner schools. The university teacher/assistant will coordinate the practicum, prepare materials and assess it together with the mentor in the partner school. The educational practicum can be spread across the semester - 15 hours.</p>	<p>Full Prof. Cirila Peklaj, Ph.D.  Full Prof. Melita Puklek Levpušček, Ph.D.  (Assist. Katja Depolli, Ph.D.,</p>

	<p>Preparation of action research connected with certain problems in the classroom (e.g., in relationships, communication, classroom management, classroom interaction, motivation);</p> <p>Observation and detection of interpersonal differences among students in their ways of learning, learning styles; how to help students plan their learning activities;</p> <p>Observation and work with students with special needs (get to know the individualised learning programme, team work with students with special needs; university students offer individual help to students in the classroom);</p> <p>Work with gifted students; become acquainted with the role of teacher in identifying gifted students;</p> <p>Help teacher with his/her classroom work;</p> <p>Become acquainted with different professional services in school and their role in school and in work with students;</p> <p>Become acquainted with different ways of monitoring student progress, and giving feedback to students and their parents.</p>	<p>Assist. Tina Pirc)</p>
<p><b>Observation Practicum in Didactics</b></p> <p><b>(2 ECTS)</b></p>	<p>The aim of the observation practicum in didactics is for students to become familiar with the organisation of work in educational institutions and to observe the teaching process in one (or two) teaching subject(s).</p> <p>The student will gain the basic insight into how an educational institution functions as a whole and into the process of educational work within a selected teaching subject.</p> <p>He/she will conduct an interview with at least two qualified educational experts, preferably with his/her practical mentor at school and one of the representatives of school management (headmaster, headmaster's assistant, school counsellor etc.).</p> <p>The exact content of the practicum and schedule of activities is a matter of agreement between the student and his/her teaching mentor at selected school.</p> <p>The observation practicum consists of 9 hours of observation of the selected subject, and 1 hour aimed at interviewing a representative of the school management.</p>	<p>Assoc. Prof. Damijan Štefanc, Ph.D.</p> <p>(Assist. Prof. Danijela Makovec Radovan, Ph.D.)</p>
<p><b>Observation Practicum in</b></p>	<p>The practicum is carried out under the supervision of a university teacher and a mentor</p>	<p>Full Prof. Robert Kroflič,</p>

<p><b>Pedagogy</b> <b>(2 ECTS)</b></p>	<p>at a partner school or other institution conducting adult education activities. The university teacher coordinates the practicum, prepares the material and, together with the mentor at the school (or other institution) evaluates the success of the completed practicum. The pedagogical and andragogical practicum (15 hours) need not be carried out in one block.</p> <p>In the process of preparation for the observation practicum students are given guidelines on how to analyse pedagogical documentation and how to observe the application of moral education and discipline at the classroom level and in the school community.</p> <p>With the help of mentors students describe in detail one typical moral conflict and possible ways of solving it.</p> <p>Students prepare an analysis of the observed process of conflict resolution using course reading/literature and considering different ethical principles and formal procedures for disciplinary measures</p> <p>Students acquire knowledge on special prevention measures for establishing discipline in the classroom and school and evaluate them with the help of mentors.</p> <p>They describe one case of teaching subject content from the perspective of achieving moral and socialisation goals.</p> <p>They describe one parent teacher meeting and analyse its content and how it is led.</p>	<p>Ph.D. (Asist. Katja Jeznik, Ph.D.)</p>
<p><b>Observation Practicum in Andragogy</b> <b>(2 ECTS)</b></p>	<p>Within the time constraints and in line with the agreement between the student and the mentor at the institution, the following should form the basis of the practicum:</p> <p>Monitoring the andragogical work and appropriate communication of the mentor and other employees at the institution (taking into account andragogical principles, approaches, methods, conditions and techniques involved in working with adults and the conduct and evaluation of the education of or work with adults).</p> <p>Participation in and acquisition of practical experience in planning, conducting and implementing adult education (with the aim of finishing a specific formal or informal educational programme, teacher training, etc.) at the institution or school.</p> <p>Lesson observation, participation and acquisition of practical experience in the organisation and carrying out andragogical work</p>	<p>Assoc. Prof. Monika Govekar-Okoliš, Ph.D.</p>



	<p>with adults in line with their needs (leading meetings, workshops, study circles, short training programmes, discussions and the related inclusion of adults, supporting and encouraging knowledge acquisition).</p> <p>Practical experience through observation, monitoring the work of and cooperating with the mentor and other employees at the institution in leading and preparing projects and various events, as well as in coordinating between the institution and its wider social environment (individuals, institutions, the local community, etc.).</p> <p>Learning about specific situations, different roles played by andragogues and other employees involved in adult education (educators, mentors, advisers, animators, "sellers" of educational programmes, tutors in distant learning, etc.) and learning about working processes within the institution.</p> <p>Acquisition of knowledge regarding the importance of, opportunities for and approaches to permanent education and the encouragement of one's own professional development and lifelong learning. The use of educational biography in practice.</p> <p>Critical observation of education for and work with adults (teachers, etc.) in the specific institution and the writing of a report on the completed practicum, which includes a description and evaluation of the activities in which the student has participated. The andragogical work of the institution, the competences of the mentor and the competences of the student are assessed.</p>	
<p><b>The Humanities and Social Sciences</b></p> <p><b>(4 ECTS)</b></p>	<p><u>Sociology</u></p> <p>The course will provide a basis for understanding society and the social, as it offers students the most important theoretical inputs from the history of sociology as well as current social problems and questions. Students will be informed about most influential sociological thinking and thinkers and will analyse social processes and phenomena. The relationship between the individual and society will be explored; the role and the place of individual in different social situations (with a special emphasis on childhood and adolescence) in different social institutions (with a special emphasis on family and school). The course will include analysis of the core sociological agenda: social inequalities, social exclusion, poverty, social policy which as it is important to the</p>	<p>Full Prof. Eva D. Bahovec, Ph.D.</p> <p>Assoc. Prof. Zdravko Kobe, Ph.D.</p> <p>Assoc. Prof. Igor Pribac, Ph.D.</p> <p>Full Prof. Milica Antić Gaber, Ph.D.</p> <p>Full Prof. Rudi Rizman, Ph.D.</p>

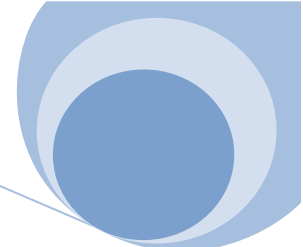
	<p>individual and to society. It will also analyse the needs and options for the study of religions as value systems to which a differentiated approach has to be developed within ethical and democratic citizenship education in a pluralist society.</p> <p><u>Philosophy:</u> The course presents various trends, fields, etc. of contemporary philosophy, as well as the philosophical basis of the humanities and social sciences. It pays special attention to everyday life and the educational process. Students get to know the basic concepts, conceptual contexts and debates in culture, ethics, education etc. in the framework of existentialism, hermeneutics, structuralism, psychoanalysis, debates on the Enlightenment, postmodernity etc. Philosophical concepts and conceptual contexts are furthermore described in relation to science, art, religion etc., as well as to everyday life and education practices. Besides providing a basic acquaintance with philosophical concepts and conceptual contexts of various traditions, the course aim to connect and comparatively evaluate different approaches as well as showing their ethical dimensions etc. The accent is on the acquisition of on-going knowledge about developing philosophical concepts, reflection on the humanities and the ethical dimensions of life in a contemporary culture.</p>	<p>Assist. Prof. Anja Zalta Bratuž, Ph.D.</p>
<p><b>Research into the Teaching Process</b>  <b>(4 ECTS)</b></p>	<p>Research based teaching. Ethical questions in research relating to school or the work environment. The law on personal data. Theoretical basis of measurement in social sciences (measurement in a broader and a more specific sense, measurement in natural and social sciences, direct and indirect measurement, scales of measurement, introspection, interpretation of behaviour, errors of measurement and assessment). Planning of research: forming of the research question, studying scientific literature and bibliography (searching databases), preparation of a research strategy and research plan, selecting the proper research method, data collecting, analysing the results, interpretation of conclusions. Research methods: descriptive, correlational, experimental; action research. Descriptive methods. Observation: random, systematic (categories, scales, coding), observation with participation.</p>	<p>Assoc. Prof. Jasna Mažgon, Ph.D.</p> <p>Full Prof. Cirila Peklaj, Ph.D.</p> <p>Full Prof. Valentin Bucik, Ph.D.</p> <p>Assoc. Prof. Gregor Sočan, Ph.D.</p>

	<p>Observation noting (notes, audio, video, recordings). Examples of observation in the classroom.</p> <p>Experiment: basic features. Variables. Types of experiments (repeated measures, non-repeated measures). Quasi experiment. Sampling. Experiments in school.</p> <p>Ethnographic research. The researcher as an agent of change – action research. Characteristics. Steps in action research.</p> <p>Techniques for data collection. Primary and secondary information sources. Qualitative techniques: interviews, diaries, speech analysis, visual data analysis, group work analysis, content analysis. Quantitative techniques: questionnaire, survey, assessment scales, grades, tests, statement scales, sociometrics. Use of techniques in course planning, implementing and evaluating the teaching process.</p> <p>The analysis and presentation of both qualitative and quantitative results. Basic methods for data description and basic methods of statistical inference. Data processing with the SPSS software.</p> <p>Interpretation and use of results for the modification of one's own practice.</p> <p>Rules and principles of written communication and reporting.</p>	
<p><b>Slovene Language for Teachers</b></p> <p><b>(4 ECTS)</b></p>	<ul style="list-style-type: none"> <li>• Role and position of Slovene language;</li> <li>• Slovene as the language used for communication in the pedagogical process, social and functional types;</li> <li>• Relational speech; politeness and pragmatic clarity as selection criteria for the means of expression to create relationships in the classroom;</li> <li>• Cognitive speech: a relationship between statements and illustrative material; description; narration; explanation; justification; expression of logical relations with linguistic resources;</li> <li>• Communication – language – text;</li> <li>• Teacher's preparation for oral presentation in the classroom; advantages and disadvantages of auditory transmission; pronunciation and rhetoric; principles of practical stylistics;</li> <li>• Conducting a conversation and participating in a discussion, forming and asking questions of different types and complexity;</li> <li>• Reading and writing of official texts (e.g. correspondence with the ministry and parents);</li> <li>• Characteristics of scientific and popular science texts;</li> </ul>	<p>Assoc. Prof. Jerica Vogel, Ph.D.</p>

	<ul style="list-style-type: none"> <li>• Writing a professional text;</li> <li>• Language manuals, corpora and other electronic resources and their use;</li> <li>• Active listening strategies;</li> <li>• Teaching reading strategies;</li> <li>• Guiding students in preparation of oral presentations and for participation in discussion;</li> <li>• Guiding students in the writing of a professional text.</li> </ul>	
<p><b>Didactics of History I (9 ECTS)</b></p>	<p>1. Introduction to History Didactics: Study programme and requirements. Aims and purpose of history lessons.</p> <p>2. Lesson Plan: Didactic and methodological structures of lesson plans. Types and formulation of educational aims (Bloom's Taxonomy). Selection of contents. Classroom dynamics. Motivational techniques. Teaching methods (explanation, discussion, demonstration of pictures, reading texts, sounds and objects; role-play, use of visual sources, use of written sources, use of ICT, use of objects, use of oral history sources). Note-taking skills (use of graphic sources). Types, selection and use of teaching materials and technology. Annual and daily planning of history lessons. Preparation and analyse of lesson plans.</p> <p>3. Observation of lessons at school: Elements of observation, watching and evaluation Reports of teaching observations</p> <p>In the summer semester there are group teaching observations in Ljubljana's elementary and secondary schools.</p>	<p>Full Prof. Danijela Trškan, Ph.D</p>
<p><b>Didactics of History II (9 ECTS)</b></p>	<p>1. Didactic and methodological characteristics of history lessons: Development of history didactics Structure, characteristics and use of history study programmes for lower and upper secondary schools. Characteristics and use of reference books for teachers and of examination reference books for pupils and teachers. Structure, characteristics and use of textbooks for lower and upper secondary schools.</p> <p>2. Alternative learning lessons: "Authentic" work and activities. Extra-curricular activities. Field work. Alternative work.</p> <p>3. Assessment and Grading:</p>	<p>Full Prof. Danijela Trškan, Ph.D</p>

	<p>Characteristics and types of assessment.          Bloom's and Marzano's Taxonomies.          Alternative grading and assessment.          4. History teacher:          Action research work of teacher and continuing education of history teachers..          Probationary service, exam and school legislation.          Class teacher, pedagogical documentation and inspection. Pupils with special needs and gifted pupils. Strategies for preventing inappropriate behaviour in history class.          5. Current Questions in the 21st<sup>t</sup> century:          European dimension, multiperspectivity, sensitive topics, local history, civil education.</p> <p>(Students visit one pedagogical institution in Ljubljana or outside Ljubljana.)</p>	
<p><b>Teaching Practice in History</b>  <b>(13 ECTS)</b></p>	<p>At a three-week continuous teaching practice a student must:</p> <ul style="list-style-type: none"> <li>- perform 6 hours of observing lessons (of which at least 4 in the history subject and two in other social science subjects in regular instruction);</li> <li>- perform 8 hours of independent class appearances (of which at least 4 class appearances must have different teaching content);</li> <li>- perform 16 hours of additional activities at a school or outside of school (e.g. talks with the mentor before observation of lessons, before and after performing the lessons, talks with the management of the school, with the school's counselling service, with the librarian or other teachers; field trip, class meeting, conferences, teacher meetings, help in preparing exhibitions, field trips or field work; hall monitoring, supervision, individual lessons with students with special needs, observing club meetings and other extra-curricular activities, correcting homework, preparing written assignments etc.);</li> <li>- perform at least 120 hours of work at home (preparing lesson plans, preparing for class appearances, filling out a teacher's diary ...);</li> <li>- organise a diary of teaching practice or a collective file of teaching practice (30 hours).</li> </ul> <p>Teaching practice encompasses at both schools 360 hours of student work.          Within the scope of teaching practice a student must perform:</p> <ul style="list-style-type: none"> <li>- group preparation for practice, in which he/she receives the necessary documentation and instructions (10 hours);</li> <li>- individual consultations (10 hours);</li> </ul>	<p>Full Prof. Danijela Trškan, Ph.D</p>

	<p>- group evaluation with presentation of reflection after the conclusion of practice at the faculty (10 hours). The entire teaching practice encompasses 390 hours of student work.</p>	
<p><b>Field Work in History in Elementary and Secondary School</b>  <b>(5 ECTS)</b></p>	<p>Contents:</p> <ul style="list-style-type: none"> <li>- Practical museum work: observing and examining the rooms, objects, pictorial and written material, and audio-visual material etc.</li> <li>- Practical archival work: observing and examining the written material.</li> <li>- Field work in a town or locality: historical field work methods; observing and examining monuments, objects, streets, buildings; preparing town and local educational trails; the role of local history or history of the locality.</li> <li>- Nature classes: visit to one of the homes of the Curricular and Extra-Curricular Activities Centre in Slovenia, practical work at the home, field work and practical work in a museum etc.</li> <li>- Computer work: making a multimedia presentation of field work (use of digital photographs, audio recordings and video footage) and making field worksheets for local history.</li> <li>- Project work: introductory presentation, project group work in the field, completing project work, a final presentation in a computer classroom and preparing an exhibition at the department.</li> </ul>	<p>Full Prof. Danijela Trškan, Ph.D</p>
<p><b>Master's Thesis</b></p> <p>Master's Thesis 1 (4 ECTS)</p> <p>Master's Thesis 2 (8 ECTS)</p> <p>Master's Thesis 3 (12 ECTS)</p>	<p>Student thesis is produced under the supervision of the teacher. Master's thesis should include an introduction, a thesis, an overview of research on selected topics, theoretical frameworks, materials and methods for the analysis, interpretation of results, conclusion and reference literature and sources used.</p> <p>Master thesis can be also an independent research work of student on the field of history didactics, which consists of empirical (5 ECTS) and teoretical work (19 ECTS).</p> <p>Master's thesis 1 in the first year involvea the title of the thesis. Master's thesis 2 in the second year involves the disposition with collected sources in the third semester. Master's thesis 3 in the second year involves writing and defence of the master thesis in the forth semester.</p>	<p>University teachers with habilitation, who are lecturers for the given study programme.</p>



## HISTORY

### 3rd SEMESTER

Subject	Description of content	Holder and providers of subject
<p><b>*Archivistics in Practice</b> <b>(5 ECTS)</b></p>	<p>The subject consists of the following content: archival information systems; expert handling of archival material; archival regulations and standards; material protection of documents; valorisation and selection. The main emphasis falls on becoming acquainted with all types of aids in classic and electronic form, taking into account informatics. The practical classes qualify the students for preparing the information that the archivist discloses to the public as a result of his or her work (inventory, list, guide, expert and scientific article). The other emphasis lies on the valorisation and the selection of archival material – one of the fundamental tasks of archivists, who cover the time after the middle of the 19th century and particularly the not so distant time (contact with the material as it is being formed in the hands of the creators).</p>	<p>Assoc. Prof. Boris Golec, Ph.D.</p> <p>Full Prof. Jedert Vodopivec, Ph.D.</p> <p>Assist. Prof. Vladimir Žumer, Ph.D.</p>
<p><b>*Demographic History</b> <b>(5 ECTS)</b></p>	<p>The subject offers insight into the history of the population, the demographic systems and factors of demographic development, into the developmental stages of the historical and demographic science and the basic methodological approaches to the analysis of demographic phenomena and their characteristics within historical populations. The programme includes becoming acquainted with the archival sources for historic demography, as well as their use and usefulness. Mentioned are issues of demographic politics and the relation between demography and politics or ideology (national, racial, economic, migrational), the interdisciplinary nature of historical demographic study and applicability of methods outside the narrower interest of demography, mostly to the areas of social and economic history, historical, cultural and ecological anthropology, and many specific topics (e.g. migrations, history of the family, history of health care, disease, wars, urbanisation, mentality and attitude towards life, death, family, strangers, »those who are different« etc.).</p>	<p>Assoc. Prof. Boris Golec, Ph.D.</p> <p>Full Prof. Jedert Vodopivec, Ph.D.</p> <p>Assist. Prof. Vladimir Žumer, Ph.D.</p>
<p><b>Greek World between the</b></p>	<p>(A) Roman expansion into the Hellenistic world (c. 200 – 30 B.C.) in an entire range of military</p>	<p>Acad. Full Prof. Rajko</p>

<p><b>Hellenistic Era and Early Byzantium</b></p> <p><b>(5 ECTS)</b></p>	<p>engagements from the second Macedonian war to the Roman conquest of Egypt; forms of resistance of a military weaker, yet culturally stronger, Hellenistic world. The formation of Roman administrative regulation in the Hellenistic East.</p> <p>(B) The Hellenistic East within the Roman Empire from Augustus to Diocletian; the administrative, social and economic image of the eastern Roman provinces; the cultural development of the Hellenistic world with special emphasis on the development of religious life in that time; Judaism and Christianity.</p> <p>(C) The Roman East in the 4th century: the gradual domination of the East over the West within the Roman Empire; the foundation of Constantinople as a new capital of the Christian empire; civil wars and other types of rivalry between both parts of the empire.</p> <p>(D) The East Roman Empire in the 5th and the first half of the 6th century: the crisis and the solution to it at a time when the empire in the West had fallen, followed by its efforts to rebuild the empire in its previous size. The issue of the attitude of Byzantium towards the Germanic successive countries in the territory of the former Roman West. The gradual transformation of the East Roman Empire into a mediaeval Byzantine Empire (national and social regulation, economy, culture, religion).</p>	<p>Bratož, Ph.D.</p> <p>Assist. Prof. Alenka Cedilnik, Ph.D.</p>
<p><b>Historical Anthropology</b></p> <p><b>(5 ECTS)</b></p>	<p>In the foreground will lie the handling of certain fundamental issues of material and biological as well as social and cultural anthropology (with emphasis on the period from the 18th to the 20th century), such as:</p> <ul style="list-style-type: none"> <li>- Housing and clothing culture.</li> <li>- History of nutrition and nutritional systems.</li> <li>- Process of hygienising urban agglomerations and the countryside.</li> <li>- History of bodily hygiene and the history of odours.</li> <li>- History of the ways of living and of the family.</li> <li>- Inter-family relations.</li> <li>- Position of women (mothers) and children in the family and in society.</li> <li>- History of conjugal relation.</li> <li>- Children out of conjugal relation.</li> <li>- Attitude towards sex and the different sexual practices.</li> <li>- Process of civilising.</li> </ul> <p>All phenomena will be discussed in light of social inequality.</p>	<p>Full Prof. Marta Verginella, Ph.D.</p> <p>Assoc. Prof. Andrej Studen, Ph.D.</p> <p>Assist. Prof. Ana Cergol Paradiž, Ph.D.</p>



	The content of the selected topics changes from year to year. It depends on the research work of the lecturer and on the specific interest of the students.	
<b>*Historical Geography</b> <b>(5 ECTS)</b>	<p>Content:</p> <ul style="list-style-type: none"> <li>- the fundamental characteristics of the science (relation geography – historical geography, interdisciplinary nature);</li> <li>- a short history of historical geography;</li> <li>- basic notions (the goals and focuses of the study);</li> <li>- examples of the fundamental historical studies for Slovenian territory (field distribution, mediaeval colonisation, the creation of towns, transport network, etc.).</li> <li>- becoming acquainted with the cartography of Slovenian territory and the possibilities of cartographic displays.</li> </ul>	Full Prof. Peter Štih, Ph.D.
<b>Selected Chapters from General History of the 19th Century</b> <b>(5 ECTS)</b>	<p>The subject discusses the general history of the 19th century with a special emphasis on the global demographic, economic, social and cultural processes, such as the demographic revolution; urbanisation (the ratio town – countryside) and migrations (forms and directions); agrarian revolution; protoindustry; industrial revolution; the creation of national markets and colonialistic policy; changes in the class and state structure; the development of the bourgeoisie (with a special emphasis on the development of new professions and the bourgeois professional culture of the 19th century and bourgeois sociability); national movements and the nationalisation of the masses; liberalism and the creation of mass political parties; the women's political movement; secularisation; the appearance of anti-Semitism and racism.</p> <p>The content is taken from the broadest framework of the subject (course) – taking into account all the important political, social, economic, cultural and ideal processes – and is thematically rounded off and then passed. In principle each semester discusses different sets of content, which are interesting either due to the significance within the periods, or due to their topicality. From a wide palette of possible topics: the formation of modern non-dominant nations; the comparison between English, French and Russian imperialism; the responses of the Catholic Church to the social issue in the 19th century; the influence of the development of technology on the way of life; the historical</p>	<p>Full Prof. Marta Verginella, Ph.D.</p> <p>Assist. Prof. Irena Selišnik, Ph.D.</p> <p>Assist. Prof. Ana Cergol Paradiž, Ph.D.</p> <p>Assoc. Prof. Borut Klabjan, Ph.D.</p>

	memory of World War I, etc.	
<b>Selected Chapters from General History of Early Modern Times</b> <b>(5 ECTS)</b>	The selected topics change from year to year in accordance with their scientific and pedagogical meaning and the research interest of the professor and the students.	Assist. Prof. Marko Štuhec, Ph.D.  Assoc. Prof. Sašo Jerše, Ph.D.
<b>Selected Chapters from Late Antiquity</b> <b>(5 ECTS)</b>	(A) General topics: the period of the Emperor Diocletian and his co-regents; Constantine the Great and his dynasty; Theodosius and his successors until the fall of the Western Roman Empire; the creation of »barbaric« state formations, early Byzantium until about 600; the ethnogenesis of the Germanic and nomad peoples from the 4th to the 6th century and their confrontations with the Roman Empire. (B) Selected topics: (a) Western Balkans and the Middle Danube as a cause of conflicts between the Western and Eastern Roman Empire; (b) The development of the civil and military administration; (c) The demographic development: losses of the population of the Roman provinces; (d) The formation of Germanic tribal unions and their presence in this area (West and East Goths; other Germanic groups in the 5th century (Suebi, Alamanni, Rugians, Scirii, Gepids); the Langobards and the Bavarians in the 6th century and the development until the arrival of the Avars and Slavs; the demise of the ancient structures and its forms with the issue of continuity.	Acad. Full Prof. Rajko Bratož, Ph.D.  Assist. Prof. Alenka Cedilnik, Ph.D.  Assist. Prof. Milan Lovenjak, Ph.D.
<b>Selected Chapters from Slovenian Mediaeval History</b> <b>(5 ECTS)</b>	The content is not precisely determined or only its broadest frame is defined: that is, Slovenian history in the Middle Ages. In principle, every year different content groups are discussed, which are interesting either due to their topicality or due to their significance and which enable the realisation of the set goals.	Full Prof. Peter Štih, Ph.D.
<b>Selected Chapters from Slovenian History of the 19th Century</b> <b>(5 ECTS)</b>	The content of the selected topics changes from year to year. It depends on the research work of the lecturer and on the specific interest of the students.	Assist. Prof. Irena Selišnik, Ph.D.
<b>Selected Chapters from</b>	The content is determined separately for each study year, before the beginning of the study	Assist. Prof. Kornelja Ajlec,

<p><b>Contemporary General History</b> <b>(8 ECTS)</b></p>	<p>year. The content is comprised by various issues from contemporary general history. Those are issues of the political, social, economic and cultural development of general history from 1918 onwards.</p>	<p>Ph.D.</p>
<p><b>Selected Chapters from Contemporary Slovenian History</b> <b>(8 ECTS)</b></p>	<p>The content is determined separately for each study year, before the beginning of the study year. The content is comprised by various issues from contemporary Slovenian history. Those are issues of the political, social, economic and cultural development of Slovenian history from 1918 onwards.</p>	<p>Full Prof. Božo Repe, Ph.D.</p>
<p><b>Selected Chapters from Contemporary Slovenian Local History</b> <b>(5 ECTS)</b></p>	<p>The content is determined separately for each study year, before the beginning of the study year. The content is comprised by various issues from contemporary Slovenian history. Those are issues of the political, social, economic and cultural development of Slovenian history from 1918 onwards.</p>	<p>Assist. Prof. Bojan Balkovec, Ph.D.</p>
<p><b>Selected Chapters from History of Southeast Europe in the 19th Century</b> <b>(5 ECTS)</b></p>	<p>The selected chapter changes depending on the research work of the lecturer, the interest of the students and with monitoring the discussions current within the discipline. Emphasis lies on the presentation of the history of research and the current state with a review of the relevant literature. In addition, the students are acquainted with the principal research approaches. Working in the seminar, they are able to independently form a research problem, gather the sources and literature, analyse them and present their findings in written form and in a presentation.</p>	<p>Assoc. Prof. Rok Stergar, Ph.D.</p>
<p><b>Selected Chapters from History of Southeast Europe in Early Modern Times</b> <b>(5 ECTS)</b></p>	<p>The selected chapters change; their content depends on the research work of the lecturer and the interest of the students.</p>	<p>Assoc. Prof. Sašo Jerše, Ph.D.  (Assist. Prof. Žiga Zwitter, Ph.D.)</p>
<p><b>*Cultural History</b> <b>(5 ECTS)</b></p>	<p>The cultural map of Europe in the 18th century. Images of Europe and its regions. Cultural institutions, school system and universities, literacy and the circulation of the press. Towns and the countryside. The nobility, the bourgeoisie, the « third class ». Linguistic practices. Changes in the spiritual horizon. The role of churches and traditional religions; rationalism</p>	<p>Assist. Prof. Marko Štuhec, Ph.D.  Full Prof. Peter Vodopivec, Ph.D.</p>

	<p>and the Enlightenment; other cultural directions (Storm and Stress). Science. Connecting the cultural centres and the intelligentsia. Freemasonry. Reform absolutism and its aftermath. National and cultural movements. Art. Smith's The Wealth of Nations.</p> <p>The cultural history of the French Revolution. The Declaration of the Rights of Man and Citizen and its influence on the liberal movements. Code Napoleon. The influence of the French Revolution on new forms of bourgeois political culture. The new concept of homeland, patriotism and loyalty. The beginnings and the formation of the modern bourgeois industrial society. Laissez-faire and British utilitarianism. The school system and the spreading of literacy and education. A new type of university: Humboldt university. The growing role of the media and the press. Types of parliamentary political culture. Liberalism, conservatism, ultramontanism. Science, art – man's view into the future, and science fiction. The relations between the genders and the position of women. Changes in the structure and role of the family. The changed relations between the town and the countryside. The differences in the structure and social power of the bourgeoisie. The development of consumption; new cultural needs. The bourgeois and workers' world. The bourgeois behavioural code. Liberalism, socialism, nationalism, anti-Semitism, racism. Europe and the world. The path towards the First World War.</p>	<p>Full Prof. Božo Repe, Ph.D.</p> <p>Assoc. Prof. Sašo Jerše, Ph.D.</p>
<p><b>*Latin Palaeography</b> <b>(5 ECTS)</b></p>	<p>The history of palaeography and the basic notions. Ancient and mediaeval writings of the Latin West, from the Capital to the Humanistic script, with an emphasis on the writings of the High and Late Middle Ages.</p>	<p>Full Prof. Peter Štih, Ph.D.</p> <p>Assoc. Prof. Janez Mlinar, Ph.D.</p> <p>Assist. Prof. Dušan Mlacovič, Ph.D.</p>
<p><b>Latin</b> <b>(5 ECTS)</b></p>	<p>Reading or translating Roman historiographers (Caesar, Livy, Tacitus, Sallust, Amian Marcellin), reading Latin inscriptions and texts concerning Slovenian older history (chronicles, travel journals, charters, deeds of donation, last wills, contracts).</p>	<p>Assist. Špela Tomažinčič, Ph.D.</p>
<p><b>German</b></p>	<p>A cyclical repetition of the basics of morphology</p>	<p>Assist. Prof.</p>

<p><b>(5 ECTS)</b></p>	<p>and the syntax of the modern German language; the adoption of structures characteristic of technical language. Certain peculiarities of word formation; the terminology of historical science; more demanding technical texts in the modern German language; printed and written sources.</p>	<p>Marija Mojca Peternel, Ph.D.  Lector Niko Hudelja, M.A.</p>
<p><b>*Palaeography of Modern Times</b>  <b>(5 ECTS)</b></p>	<p>The history of German palaeography and the basic terms. The reading, interpretation and explanation of content of cursive texts of different levels of difficulty.</p>	<p>Assoc. Prof. Boris Golec, Ph.D.  Niko Hudelja, M.A.</p>
<p><b>*Practical Classes in Auxiliary Historical Sciences</b>  <b>(5 ECTS)</b></p>	<p>Content: - types of sources (specifics, value) - auxiliary sciences - the role, their significance and limitations - heraldry (development, significance, the most important literature) - sfragistics (development, significance, the most important literature) - numismatics (development, significance, the most important literature).</p>	<p>Full Prof. Peter Štih, Ph.D.  Assoc. Prof. Janez Mlinar, Ph.D.  Assist. Prof. Dušan Mlacović, Ph.D.</p>
<p><b>*Legal History</b>  <b>(5 ECTS)</b></p>	<p>Legal history comprises selected legal institutes of the basic legal branches, of public law (administrative, criminal), as well as private law (substantive, of obligations, family) in different historical periods in the communities that populated the area of Europe and the neighbouring regions from antiquity onwards (the period of the so-called cuneiform writings of Mesopotamia and Anatolia; the periods of Greece and Rome; the period of early mediaeval family principalities and the Franconian state; and the periods that had been conceptualised by Sergij Vilfan for today's Slovenian territory, yet constantly tightly weaved into European legal/historical processes: the period of the height of legal particularism and the patrimonialisation of authority; law in the period of unification at the level of country or state; the law of the early modern state; law in the period of absolutism and the bourgeois state). The subject discusses the issues of the different types of law, with regard to their origin in individual periods (common law, law of legal conventions etc.); different theoretical conceptions on where law had come from (historical/legal school, school of natural law etc.), which had significantly affected in which sources the authors of different periods recognised law; and especially the</p>	<p>Assist. Prof. Marko Štuhec, Ph.D.  Assoc. Prof. Katja Škrubej, Ph.D.</p>

	<p>question who the holders of actual lawmaking were in individual periods and how to interpret the results of their activity (e.g. the protocols of legal affairs, compilations and codifications of law, etc.).</p>	
<p><b>*Social History</b> <b>(5 ECTS)</b></p>	<p>Social structures in Europe in the High Middle Ages. The effect of the economic and demographic crisis of the Late Middle Ages on the individual social classes. Social tensions and conflicts in European towns and in the countryside in the Late Middle Ages. The social conditions for forming the early modern state. The effect of the economic conjuncture of the »long 16th century« and early capitalism on different social groups. The crisis of the nobility and its adaptation to the increased role of the monarch and to early capitalism. The social, political and cultural role of the King's Court. The social, political and cultural role of the urban elites. Bureaucracy and the middle classes from the 15th to the 20th century. Social groups in the countryside from the 15th to the 20th century. The social base of the European discoveries and colonial conquests. Marginal social groups and the changed attitude towards poverty. Social disciplining. Social solidarity, social tensions and revolution in Europe from the end of the 15th to the end of the 20th century. The reception of reformations by different social groups. Emigrants and refugees. The cultural practices and knowledge of different social groups. The beginnings of a consumer society in the 17th, 18th and 19th centuries. Family, relations between generations, and relations between the genders from the Late Middle Ages until the 20th century. Social changes in the time of the Industrial Revolution and modernisation.</p>	<p>Assist. Prof. Marko Štuhec, Ph.D.</p> <p>Assoc. Prof. Sašo Jerše, Ph.D.</p> <p>Assoc. Prof. Andrej Studen, Ph.D.</p>
<p><b>*History of Political Thought in Early Modern Times</b> <b>(5 ECTS)</b></p>	<p>The subject focuses on the central issues with which the leading political thinkers between the 16th and the end of the 18th century had dealt. Why does man form political communities? What is it in man's nature that threatens the peace of the community and how do we resist this part of man's nature or how do we balance it? Which institutions does a political community need to ensure the well-being of all its members, and what sort of limitations must be placed on their authority?</p> <p>The subject focuses on the political thought of Niccolo Machiavelli, Thomas More, Martin Luther, John Calvin, Jean Bodin, Hugo Grotius, Thomas</p>	<p>Assoc. Prof. Sašo Jerše, Ph.D.</p>

	Hobbes, John Locke, and C. L. Montesquieu and J. J. Rousseau. It focuses on their analyses of the key political concepts (rights and duties, virtue (virtù) and depravity, legality and legitimacy, justice, authority, power) within the context of their contemporary political, social and intellectual environments.	
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## 2nd SEMESTER

Subject	Description of content and form of study and evaluation	Holder and providers of subject
<p><b>*Archivistics with Research Methodology</b></p> <p><b>(5 ECTS)</b></p>	<p>First half: Becoming acquainted with the basics of the archival science and its development, with the organisation and tasks of the archival service, and with the essential review of archival material in domestic and foreign archives.</p> <p>Second half: Becoming acquainted with the most important types of archival material that hold permanent significance to the research of history, to other sciences and to culture, and also to the ensurance of the legal security of the state and the citizens. Emphasis lies on the wide spectrum of records and files that have been created through the centuries. The subject also includes practical work with the material and the elaboration of a written work (adapted to the student's course of study).</p>	<p>Assoc. Prof. Boris Golec, Ph.D.</p> <p>Assist. Prof. Vladimir Žumer, Ph.D.</p>
<p><b>*Ecclesiastic History</b></p> <p><b>(5 ECTS)</b></p>	<p>Set 1: Christianisation as a multilayered historical process Shown are the arguments, the reasons and causes for Christianisation, its course, and also its range and effects.</p> <p>Set 2: Papacy and the empire from the Concordat of Worms (1122) to the Edict of Worms (1521) In the foreground lies the discussion of the Papacy and the Holy Roman Empire (of the German Nation) from the point of view of the relations of their holders. Attention is mostly concentrated on the changes in the development of both institutions and the influence of these on the broader social environment.</p> <p>Set 3: From the Reformation(s) to the Confessionalisation(s) The fundamental features of the different courses of the Reformation are described, from the Catholic one to the radical Protestant ones. This is followed by a portrayal of the affirmation of one's religion as one of the fundamental</p>	<p>Assist. Prof. Marko Štuhec, Ph.D.</p> <p>Assist. Prof. Lilijana Žnidaršič Golec, Ph.D.</p> <p>Full Prof. France Martin Dolinar, Ph.D.</p>

	<p>(self)identification factors of the early modern times. The similarities and differences are held under a microscope, both in the case of the Reformation and of the Confessionalisation.</p> <p>Set 4: The repercussions of the Enlightenment and secularisation in the Christian Churches Discussed above all is the question of which Enlightenment thoughts and changes of mentality in the spirit of secularisation had most marked the Christian Churches. The responses of the Churches to both phenomena or processes are particularly discussed.</p> <p>Set 5: Christian Churches in the first half of the 20th century Given is a review of the situation and the more noticeable changes in the Christian Churches in the first half of the 20th century. The most attention is focused on the issue of the standpoints and the attitudes of the Catholic and Evangelical Church towards the occurrences in World War II.</p>	
<p><b>Epistemology of History</b> <b>(5 ECTS)</b></p>	<p>The subject discusses the conditionality of historical research and opens up the theoretical background of individual historiographic issues; problematises the epistemological issues regarding the writing of history and the historian's study of the European past. In the seminar part of the subject the students try out in depth the independent reflection on individual historiographic grips (regressive method, indicative method, oral history, the use of photography as a historiographic source), and the writing of a national and ethnocentric history. In seminar form they independently problematise individual thematic groups (the public use of history, the relation between memory and history, the ratio between individual and collective memory, the ratio between history and memory).</p>	<p>Full Prof. Marta Verginella, Ph.D.  Asist. Urška Sterle, Ph.D.</p>
<p><b>*Economic History</b> <b>(5 ECTS)</b></p>	<p>The subject familiarises the students with the processes of forming a modern economic system and creating national and transnational markets within a long period of time, so that the great structural differences and changes in the economic development are evident. In addition, the basic emphasis lies on the codependence of the economic, social, cultural and political development within liberal or economically nationalistic economic regulations on a national and international level. Simultaneously, there is also a familiarisation with the comparative time</p>	<p>Full Prof. Marta Verginella, Ph.D.  Full Prof. Žarko Lazarević, Ph.D.</p>



	and trans/regional dynamics of the economic modernisation processes, which, in the merged term, are characterised as the transition from an agrarian to an industrial society from the beginning of the formation of the modern economic regulation, through the abandoning of feudalism to today's postindustrial society. Within the frame of agrarian history the following content is emphasised: the long-term restructuring of agriculture; individualisation and commercialisation; the introduction of the achievements of the agrarian/technical coup; system environment. In the case of nonagrarian history, the content of the system and structural concept of the following is emphasised: of industrialisation as the most prominent and most influential modernisation processes; of crafts; transport infrastructures; institutions of financial intermediation; entrepreneurship, entrepreneurs and the financing of the entrepreneurial incentive; domestic and international commerce; energy supply.	
<b>Selected Chapters from General History of the Middle Ages</b> <b>(5 ECTS)</b>	The more important topics of the period between the 6th and the 15th century are discussed: European society and economy in the early medieval age, feudalism, Frankish state, relation between profane and religious authorities, the fight for investiture, heresies, Venice in the medieval age, the beginning of humanism and renaissance.	Assist. Prof. Dušan Mlacovič, Ph.D.  Assoc. Prof. Janez Mlinar, Ph.D.
<b>Selected Chapters from Slovenian History of Early Modern Times</b> <b>(5 ECTS)</b>	The selected issues change from year to year and depend on their scientific and pedagogical relevancy, and on the research work of the lecturer and the research interest of the students.	Assoc. Prof. Sašo Jerše, Ph.D.
<b>Selected Chapters from Contemporary History of Southeast Europe</b> <b>(5 ECTS)</b>	The content is defined for each study year separately before the beginning of the year. The content is comprised of various issues from the history of SE Europe: issues of the political, economic, social and cultural development of the history of SE Europe of the 20th century.	Assoc. Prof. Mitja Ferenc, Ph.D.
<b>Selected Chapters from Mediaeval History of Southeast</b>	The choice of the selected chapters is variable and changes according to the topicality and the trends within the discipline, as well as the interest of the students. Precedence will be given to issues that possess a specific dynamics in the	Full Prof. Peter Štih, Ph.D.  Assoc. Prof.

<p><b>Europe</b> <b>(5 ECTS)</b></p>	<p>political, social and economic development of SE Europe in comparison with Western Europe (ethnogenesis, ethnic and religious heterogeneity of the area, the specifics of the development of feudalism, the area's political instability...).</p>	<p>Janez Mlinar, Ph.D.</p> <p>Assist. Prof. Dušan Mlacović, Ph.D.</p>
<p><b>*Selected Chapters from the History of the Ancient East</b> <b>(5 ECTS)</b></p>	<p>The borders of the world in that time. A review of the caravan, mercantile and naval transport routes. The exchange of ideas, goods, and people in antique conditions. The development of handwriting, and of the calendar. The preserved written sources. Archives and bibliotekes as the memory of humankind: Ugarit, Mari, Hattuša, Alalah, Nuzi, Arrapha, Elam, Urartu, the Tel-Amarna correspondence, Alexandria. Code of Urnamu, Code of Lipit-Istar, the Code of Hammurabi, the Hittite legal texts, the Jewish Torah, the Bible, Qumran manuscripts, the Talmud. Literary and religious texts as a source for social and religious history. The area of influence of the high cultures.</p> <p>The crafts and the technology of the manufacture of craft products. Inventions. Potter's wheel, fighting carriage. The political and administrative regulation. The development of »science and art«. The first elements of the transition from natural to monetary economy. The building of towns and architecture; irrigation; farmers and nomads. Religions and the pantheon of gods in old cultures. Sanctuaries and temples, monumental architecture, building materials. The image of the ruler. The position and social role of the woman.</p> <p>Egypt – country, people, religion, name. Dating, Maneto, lists of Egyptian rulers, the calculation of time. Old, Middle and New State.</p> <p>Mesopotamia and the Near Eastern countries – Sumer and Akkad; the Akkadian monarchy; Hammurabi.</p> <p>Hittites – the Old State, Hattuša as the capital; the library.</p> <p>Urartu – the centre by the Lake Van. The melting pot of Indo-European peoples, languages. Huri-Mitani. Elam. Persia.</p> <p>Old Israel – Kanaan, the Philistines, David, Salomon. The disintegration into two parts: Samaria, Jerusalem, Babilon slavery, the dispersing of Jews around the world, the Bible. The Talmud, the Qumran scrolls.</p> <p>The Phoenicians – naval peoples, Phoenician</p>	<p>Assist. Prof. Alenka Cedilnik, Ph.D.</p> <p>Assoc. Prof. Janez Marolt, Ph.D.</p>

	<p>colonies, letters.</p> <p>Old India – Harapa, Mohendžo Daro, the writing, the immigration of the Aryans, the time of Veda, Bimbisara, the beginning of Buddhism and Jainism, Alexander the Great in India.</p>	
<p><b>*Pre-Columbian America</b></p> <p><b>(5 ECTS)</b></p>	<p>The students are acquainted with the basic facts of the forms and the development of complex societies in Pre-Columbian America. Presented in a clear way are the natural factors that had conditioned the creation of the societies in Mesoamerica organised as states and in the area of the South American Andes, their economic foundation, the types of the social/political organisation and other more important cultural manifestations, among which belong the technological and scientific achievements, architecture, the settlement patterns, religion, rituals, etc. Emphasis will lie on the search for the explanations of the creation and development of individual cultural elements, and on their mutual connection within a particular natural and cultural context, and on the reasons that had led to these similarities and differences, in comparison with other archaic civilisations. Considering the fact that the Pre-Columbian civilisations had evolved independently of those from the Old World, the knowledge of such facts should also contribute to the understanding of the general laws of the historical processes and of the evolution of culture.</p>	<p>Assist. Prof. Marko Štuhec, Ph.D.</p> <p>Assoc. Prof. Ivan Šprajc, Ph.D.</p>
<p><b>*Military History</b></p> <p><b>(5 ECTS)</b></p>	<p>The students are acquainted with the basic features of the development in the antique and mediaeval periods, which enables them the in-depth understanding of the development of the military structures, organisations and ways of fighting in modern times, and especially in contemporaneity. They become acquainted with military history as a complex history, since emphasis lies on more modern approaches (New Military History etc.), which do not regard military history merely as a review of the great battles and famous generals.</p> <p>In the case of the more important topics, the students are acquainted with the history of the research and the current situation, and gain a review of the relevant literature. In addition they are acquainted with the principal research approaches and the specific demands of the research of military history. Working in the seminar and with independent research they are</p>	<p>Assoc. Prof. Rok Stergar, Ph.D.</p>

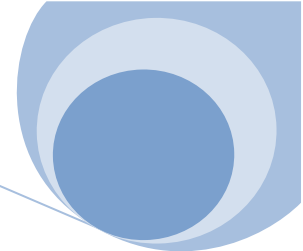
	acquainted with the issues and open questions, and are able to independently form a research problem, gather the sources and literature, analyse them and present their findings in written form and in a presentation.	
<b>History of the Idea of European Integration</b>  <b>(5 ECTS)</b>	<p>The subject will follow the history of the idea of European integration from the 14th/15th century, when Europe had started to become a political concept; through the 17th century, when new plans to connect Europe into a single whole began to take shape; the Enlightenment, when Europe began to be seen as a large republic, divided into smaller countries, a unified civilisation and cultural unit; to Napoleon's ideas of the integration of Europe; all the way to the first modern ideas of connecting Europe, as thought of by Richard N. Coudenh-Kalegr or Aristide Briand. Chronologically, the subject will be focused on the 20th century and especially on the time after the Second World War. Discussed, for instance, will be Churchill's visions of a united Europe, and the ideas of George Marshall; shown will be the creation and operation of the Organisation for European Co-operation, the Western Union, the Council of Europe, the European Iron and Steel Community, the European Defence Community, the European Economic Community, until the foundation of the European Union. Naturally, a good deal of attention will be dedicated precisely to its development all the way to the present day. And particularly the role of Slovenia in European integrations.</p>	Assist. Prof. Kornelija Ajlec, Ph.D.
<b>*History of the Media</b>  <b>(5 ECTS)</b>	<p>The subject discusses the appearance and the development of the media in Slovenia and its significance to the national development and identity. It discusses the national media within the context of the world history of the media and the concrete historical circumstances in which they had developed in the world and in Slovenia. The subject is divided into four parts: the first part is dedicated to the press, namely, from the first newspaper in Slovenia in the 19th century until the end of the First World War, until the end of the Slovenian period under the German rule; the first part also includes the press between both world wars and the time when Slovenia had been part of the Kingdom of Yugoslavia, the Slovenian press at the time of the Second World War, with the last part dedicated to the press from 1945 to 1990. The second part of the</p>	Full Prof. Božo Repe, Ph.D.  Ljerka Bizilj, Ph.D.

	<p>subject is a film discourse, which primarily includes the development of the film as a medium in the world, and from 1896 onwards also in Slovenia.</p> <p>The third part is comprised of the radio media explosion in the first half of the 20th century, from the creation of the 'box that talks' around 1920 (in Slovenia 1928) until 1990. The last part of the subject is intended for television. In Slovenia from 1958 onwards, with a turning point in 1968, when TV Ljubljana began to broadcast a Slovenian daily news programme.</p>	
<p><b>History of Women</b> <b>(5 ECTS)</b></p>	<p>The content is determined separately for each study year, before the beginning of the study year. The choice of the topic is in harmony with the most innovative research projects in the field of the history of women. The content of the seminar is comprised of individual issues referring to the most diverse sides of the life of women, their activity and creation in the past. Emphasis will lie on individual legal frames and social structures that had determined the material lives of women in the past, on their activity in the public and private sphere. Special attention will be given to the familiarisation of the way women experienced the historical periods that had presented political milestones.</p>	<p>Full Prof. Marta Verginella, Ph.D.</p> <p>Assist. Prof. Irena Selišnik, Ph.D.</p>

## 12. Employment Options of Graduates

The Master's graduates will be qualified for employment in a wide spectrum of activities in the field of humanism, sociology, culture, journalism, public relations, tourism, publishing, amateur activities. A few of the most common institutions that will be able to employ the Master's graduates are the following:

- Elementary schools
- Secondary schools
- Museums
- Libraries (not as bibliothecaries)
- Companies involved with tourism
- Pedagogical institutions
- Public administration and local self-government
- Media (editorial and reporter jobs)
- International relations services
- Public relations services

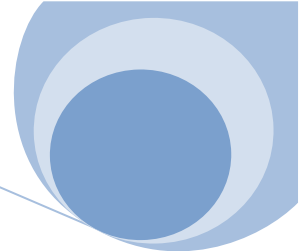


### **13. Additional Information on the Study Programme**

**The contact person for disclosing more detailed data on the study programme:** the head of the department and the secretary of the department (info.zgodovina@ff.uni-lj.si), Danijela.Trskan@ff.uni-lj.si.

Regarding questions concerning the studies, students are advised by the student representatives, the tutors, mentors of individual years and other colleagues at the department within the office hours.

The website of the Department of History at the Faculty of Arts of the UL:  
**<http://zgodovina.ff.uni-lj.si/>**



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Prepared by Danijela Trškan and Jasna Vanček

Translated by FuroCat and Danijela Trškan

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