

**First Cycle University
Study Programme of History**

**Presentation of the
Bachelor's programme:
HISTORY**



Univerza v Ljubljani
**FILOZOFSKA
FAKULTETA**

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

First Cycle University Study Programme of History

1. Data on the Study Programme:

- title of study programme: **First Cycle University Study Programme of History**
- duration of study programme: **3 years (6 semesters)**
- number of ECTS: **180**
- professional title: **diplomiran zgodovinar (UN) / diplomirana zgodovinarica (UN)** (Bachelor of History)

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

The programme of the study of history shapes a graduate who is well versed in the humanities and social science. It enables the student to acquire fundamental historical knowledge and the basic skills of scientific and research work. The acquired knowledge and skills mastered by the graduate meet high international standards. The graduate is capable of viewing the past analytically, critically and in-depth; he/she is also capable of recognising contemporary political and social events and critically evaluating them.

Throughout the course of study the student is encouraged to perform independent work, the results of which are continuously being included in the pedagogical and research part of the study. The acquired competence enables the graduate to carry out certain forms of research, journalistic, archival and museum work in the scope of different positions within the discipline and various similar work in the field of the humanities and social sciences.

History graduates acquire:

- the knowledge of the structure of historical science,
- the knowledge of specific methods of historical research,
- the understanding of different theoretical views on historical science and of the epistemological and ontological scope of its findings,

- the understanding of the connection of historical science to its auxiliary sciences and to other humanistic and social sciences,
- a factual review of history from the oldest periods to the modern time,
- an in-depth knowledge of select historical periods or contents,
- the ability to understand events, processes and structures, as well as changes or constants in their simultaneous political, social and mental contexts (or the awareness of the changing concepts of individuals and individual groups and the ability to interpret these within their respective contexts),
- the ability of historical empathy, i.e. putting oneself in the shoes of the agents of historical events,
- a critical attitude towards historical sources and historiographical literature,
- the ability to read, understand and interpret historical sources and scientific literature in the field of the humanities and social sciences.

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

Enrolment conditions are determined in compliance with the Higher Education Act and the Statute of the University of Ljubljana. The 1st cycle university study programme in History can be enrolled by those:

- who have passed the matura examination;
- who have passed the vocational matura examination and an examination in one of the matura subjects; however, the chosen subject must not be a subject that the candidate had already passed in the vocational matura examination;
- who have concluded any four-year secondary school programme prior to 1st June 1995;
- who have successfully concluded an equivalent study abroad.

If a decision on limited enrolment in the study programme is adopted, the candidates who have successfully passed the general matura examination will be chosen according to their achieved points, in compliance with Article 41 of the Higher Education Act:

- general results of the matura examination (60 % of all points),
- general performance in the 3rd and 4th year of secondary school (40 % of all points).

In the event of limited enrolment, candidates who have passed the vocational matura examination and a matura test in one subject will be chosen according to their achieved points:

- general performance in the vocational matura examination (60 % of all points),
- general performance in the 3rd and 4th year of secondary school (40 % of all points).

Candidates who have successfully concluded any four-year secondary school programme prior to 1st June 1995 will, in the event of limited enrolment, be chosen according to their achieved points:

- general performance in the final examination (60 % of all points),
- general performance in the 3rd and 4th year of secondary school (40 % of all points).

In the event of limited enrolment, with regard to the form of high school education, those candidates who have concluded equivalent education abroad will also be selected by the criteria described above.

The anticipated number of entry places for the study programme is 50 for full-time study and 25 for part-time study.

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 (or from the second to the third year) of the study programme, the student must fulfil in its entirety all the obligations prescribed by the weekly schedule of subjects and the individual curriculums for the first year, in the total amount of 60 ECTS.

In accordance with a decision by the Senate of the Faculty of Arts of the University of Ljubljana (43rd session of the FA Senate on 25. 5. 2005) and 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 6 ECTS of study obligations (10 % 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.

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 (25 % of the total number of ECTS for an individual year).

The conditions for the extension of student status are defined by Article 238, and the conditions for the stagnation of student status by Article 240 of the Statute of the University of Ljubljana.

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 Diploma's paper, with a total of 180 ECTS of fulfilled obligations.

7. Transitions between Study Programmes

Transitions are possible between study programmes of the same cycle, i.e. of the 1st cycle.

Until the study programmes adopted prior to 11th June 2004 stop being implemented, transitions are also possible from Non-bologna University study programmes to study programmes of the 1st 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.

With regard to the scope of obligations acknowledged from the first study programme, a student can enrol in the same or higher year of study in the second study programme. In any case the candidate must meet the conditions for enrolment into the initial year of the study programme to which he/she is transferring.

Enrolment into the initial year of the new study programme is not considered transition between programmes, even though individual obligations which the student had concluded in the first study programme are acknowledged. In this case the candidate must meet the conditions for enrolment into the initial year in compliance with the law and study programme.

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.

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.

The fulfilment of transfer conditions between study programmes, based on an individual application by the candidate, is decided on by the competent faculty body with a procedure that is established in the Statute of the University of Ljubljana.

8. Methods of Evaluation

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

The evaluation scale ranges from 1-5 (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 - 1 - (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 subjects (each with 5 ECTS):

- Introduction to History
- Greek History
- German 1

Obligatory subject (7 ECTS):

- Latin 1

Optional subjects (each subject with 3 ECTS, the student chooses one subject):

- Seminar Exercises from Modern History
- Seminar Exercises from Ancient History

One general optional subjects (optional subjects at the FA or the UL for 5 ECTS)

2nd SEMESTER (30 ECTS)

Obligatory subjects (each with 5 ECTS):

- Slovenian Mediaeval History
- German 2
- Latin 2
- General History of Middle Ages
- General History of Early Modern Times
- Mediaeval History of Southeast Europe

2nd YEAR (60 ECTS)

3rd SEMESTER (30 ECTS)

Obligatory subjects (each with 5 ECTS):

- Roman History
- General History of the 19th Century
- Latin 3
- German 3

Optional subjects (each subject with 5 ECTS, the student chooses two subjects):

- Seminar in Greek History

- Seminar in General History of the 19th Century
- Seminar in General History of Middle Ages
- Seminar in General History of Early Modern Times
- Seminar in Slovenian History of the 19th Century
- Seminar in Slovenian History in Early Modern Times
- Seminar in Mediaeval History of Southeast Europe
- Seminar in History of Southeast Europe in Early Modern Times

4th SEMESTER (30 ECTS)

Obligatory subjects (each with 5 ECTS):

- History of Southeast Europe in Early Modern Times
- Slovenian History in Early Modern Times
- Slovenian History of the 19th Century
- Structure and Development of Historical Science

Two general optional subjects (optional subjects at the FA or the UL, each for 5 ECTS)

3rd YEAR (60 ECTS)

5st SEMESTER (30 ECTS)

Obligatory subjects (each with 5 ECTS):

- Contemporary General History
- Contemporary Slovenian History
- Contemporary History of Southeast Europe
- History of Southeast Europe in the 19th Century
- Theory of History
- Auxiliary Historical Sciences

6st SEMESTER (30 ECTS)

Obligatory subject (5 ECTS):

- History of Institutions

Optional subjects (each subject with 5 ECTS, the student chooses two subjects):

- Seminar in Roman History
- Seminar in Slovenian Mediaeval History
- Seminar in Contemporary General History
- Seminar in Contemporary Slovenian History
- Seminar in Contemporary History of Southeast Europe
- Seminar in History of Southeast Europe in the 19th Century
- Seminar in General History of the 19th Century – First World War
- Seminar – Contemporary Slovenian History through Archives' Material

One general optional subject (optional subject at the FA or the UL for 5 ECTS)

Diploma's Thesis (10 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

Subjects in Slovene	Subjects – Courses in English	ECTS	Lecturer
ZG1 Uvod v študij zgodovine	Introduction to History	5	Dr. Bojan Balkovec
ZG1 Teorija zgodovine	Theory of History	5	Dr. Marta Verginella
ZG1 Pomožne zgodovinske vede	Auxiliary Historical Sciences (in Slovene or German only)	5	Dr. Peter Štih
ZG1 Grška zgodovina	Greek History	5	Dr. Alenka Cedilnik
ZG1 Seminar iz grške zgodovine	Seminar in Greek History	5	Dr. Alenka Cedilnik
ZG1 Rimska zgodovina	Roman History	5	Dr. Rajko Bratož
ZG1 Seminar iz rimske zgodovine	Seminar in Roman History	5	Dr. Rajko Bratož
ZG1 Obča zgodovina srednjega veka	General History of Middle Ages	5	Dr. Dušan Mlacović
ZG1 Seminar iz obče zgodovine srednjega	Seminar in General History of Middle Ages	5	Dr. Dušan Mlacović

veka			or Dr. Janez Mlinar
ZG1 Slovenska zgodovina v srednjem veku	Slovenian Mediaeval History	5	Dr. Peter Štih
ZG1 Seminar iz slovenske zgodovine v srednjem veku	Seminar in Slovenian Mediaeval History	5	Dr. Peter Štih
ZG1 Zgodovina jugovzhodne Evrope v srednjem veku	Mediaeval History of Southeast Europe	5	Dr. Janez Mlinar
ZG1 Seminar iz zgodovine jugovzhodne Evrope v srednjem veku	Seminar in Mediaeval History of Southeast Europe	5	Dr. Dušan Mlacovič or Dr. Janez Mlinar
ZG1 Obča zgodovina zgodnjega novega veka	General History of Early Modern Times	5	Dr. Marko Štuhec
ZG1 Seminar iz obče zgodovine zgodnjega novega veka	Seminar in General History of Early Modern Times	5	Dr. Marko Štuhec
ZG1 Slovenska zgodovina v zgodnjem novem veku	Slovenian History in Early Modern Times	5	Dr. Vasko Simoniti
ZG1 Seminar iz slovenske zgodovine v zgodnjem novem veku	Seminar in Slovenian History in Early Modern Times	5	Dr. Vasko Simoniti
ZG1 Zgodovina jugovzhodne Evrope v zgodnjem novem veku	History of Southeast Europe in Early Modern Times	5	Dr. Vasko Simoniti
ZG1 Seminar iz zgodovine jugovzhodne Evrope v zgodnjem novem veku	Seminar in History of Southeast Europe in Early Modern Times	5	Dr. Sašo Jerše
ZG1 Slovenska zgodovina 19. stoletja	Slovenian History of the 19th Century	5	Dr. Rok Stergar
ZG1 Seminar iz slovenske zgodovine 19. stoletja	Seminar in Slovenian History of the 19th Century	5	Dr. Rok Stergar
ZG1 Obča zgodovina 19. stoletja	General History of the 19th Century	5	Dr. Marta Verginella

ZG1 Seminar iz obče zgodovine 19. stoletja	Seminar in General History of the 19th Century	5	Dr. Marta Verginella
ZG1 Zgodovina jugovzhodne Evrope 19. stoletja	History of Southeast Europe in the 19th Century	5	Dr. Rok Stergar
ZG1 Seminar iz zgodovine jugovzhodne Evrope 19. stoletja	Seminar in History of Southeast Europe in the 19th Century	5	Dr. Rok Stergar
ZG1 Sodobna obča zgodovina	Contemporary General History	5	Dr. Dušan Nečak
ZG1 Seminar iz sodobne obče zgodovine	Seminar in Contemporary General History	5	Dr. Dušan Nečak
ZG1 Sodobna slovenska zgodovina	Contemporary Slovenian History	5	Dr. Božo Repe
ZG1 Seminar iz sodobne slovenske zgodovine	Seminar in Contemporary Slovenian History	5	Dr. Božo Repe
ZG1 Sodobna zgodovina jugovzhodne Evrope	Contemporary History of Southeast Europe	5	Dr. Mitja Ferenc
ZG1 Seminar iz sodobne zgodovine jugovzhodne Evrope	Seminar in Contemporary History of Southeast Europe	5	Dr. Mitja Ferenc
ZG1 Nemški jezik 1	German 1	5	Dr. Marija Mojca Peternel
ZG1 Nemški jezik 2	German 2	5	Dr. Marija Mojca Peternel
ZG1 Nemški jezik 3	German 3	5	Dr. Marija Mojca Peternel
ZG1 Latinski jezik 1	Latin 1	7	Martin Benedik
ZG1 Latinski jezik 2	Latin 2	5	Martin Benedik
ZG1 Latinski jezik 3	Latin 3	5	Martin Benedik
ZG1 Struktura in razvoj zgodovinske znanosti	Structure and Development of Historical Science	5	Dr. Marko Štuhec
ZG1 Zgodovina institucij	History of Institutions	5	Dr. Boris Golec
ZG1 Seminar iz obče zgodovine 19.	Seminar in General History of the 19th Century – First	5	Dr. Rok Stergar

stoletja - Prva svetovna vojna	World War		
ZG1 Seminar - Sodobna slovenska zgodovina skozi arhivsko gradivo	Seminar – Contemporary Slovenian History through Archives' Material	5	Dr. Bojan Balkovec
ZG1 Seminarske vaje iz starejše zgodovine	Seminar Exercises from Ancient History	3	Dr. Janez Mlinar
ZG1 Seminarske vaje iz novejše zgodovine	Seminar Exercises from Modern History	3	Dr. Bojan Balkovec
ZG1 Diplomsko delo	Diploma's Thesis	10	Different teachers

Subjects - Courses	COURSES OF INSTRUCTION - Description
Introduction to History	Familiarisation with the basic terms of historical science. Sources as remnants of the past; types of sources and their safekeeping. Criticism and interpretation of sources. Publications of sources (types, purpose and the most important collections). Expert magazines in Slovene historiography and important foreign magazines. Chronology in history. Essential aids for research work. Objectivity in historiography. Basic procedures for research work. Institutions of importance to research into history.
Theory of History	Contemporary historiographic orientations that denoted the break with the Annales School. The Annales School, its achievements and methodology; the Annales School historiographic orientations in relation to other European historiographies. Highlighted are themes initiated by the so-called narrative history, microhistoric orientation, and historic anthropology. Basic concepts employed by modern historiography, and especially social history and historic anthropology.
Auxiliary Historical Sciences (in Slovene or German only)	Palaeography, diplomatics, chronology, codicology, ecdotics, sfragistics. Basic manuals used for working with sources, and principal literature for independent research work.
Greek History	Introduction to Greek history. Overview of different periods: pre-Homeric Greece, Archaic period, Classical period, Hellenistic period. Greek presence in modern Slovenia and in the neighboring countries. Historical (and partly archaeological) sources and general bibliography on relevant themes. Each chapter is concluded by a brief survey of recent research, principal research results, and a detailed bibliography on relevant themes. Emphasis upon Hellenistic period and the presence of Greeks in modern Slovenia.

Seminar in Greek History	Seminar topics change from year to year and depend on their pedagogical and scientific relevance, the research work of the lecturer, and on the specific interest of students.
Roman History	Introduction to Roman History: Roman state in the period of the Early Emperors (Julius-Claudius dynasty, dynasty of Flavius, Adoptive Emperors, the Severan Period, the Military Emperors). Emphasis upon the territory of modern Slovenia. Detailed analysis of sources and recent historical research of the period, especially in connection with Slovenia.
Seminar in Roman History	Seminar topics change from year to year and depend on their pedagogical and scientific relevance, the research work of the lecturer, and on the specific interest of students.
General History of Middle Ages	In accord with Hegel's philosophy of history the course defines the so-called general occurrences and trends typical of larger areas and civilizations. European mediaeval history and the beginnings and development of contemporary European civilization. Emphasis is laid upon West, Central and South Europe, therefore on the area predominated by the Catholic Church. This does not exclude a detailed overview, together with bibliography, data and theses, of important events and processes such as attacks of the Barbarians at the end of Antiquity, migration of peoples, origin of the "Barbarian" states and consequently the states of the Merovingians, the Carolingians, the Otton emperors, the Capetings, the Anglo-Normans, the pontificate, economic trends, trade, crusades, the fight for investiture. Principal topics from the period between the 11 th and the 15 th centuries. Student analysis of major sources from this period (the fight for investiture, the crusades, French centralized kingdom, scholastics and mysticism, Dante and his time, Hundred Years' War, heresy).
Seminar in General History of Middle Ages	Seminar topics change from year to year and depend on their pedagogical and scientific relevance, the research work of the lecturer, and on the specific interest of students.
Slovenian Mediaeval History	The course aims to equip students with in-depth knowledge on the subject and, insofar as possible, convey research results and principal aids (sources and literature) that will enable further research of a given subject. Political, social, cultural, and economic developments of Slovene territory. Emphasis upon the end of the Antiquity and the continuity of historical development, ethnogenetical processes of the Early Middle Ages, renewed annexation of Slovene territory to the West, Carolingian dynasty, feudalisation and nobility as the principal agents of political power, formation of historic provinces, religious and spiritual circumstances, towns, agrarian history.

Seminar in Slovenian Mediaeval History	Seminar topics change from year to year and depend on their pedagogical and scientific relevance, the research work of the lecturer, and on the specific interest of students.
Mediaeval History of Southeast Europe	History of the Balkan Peninsula from the beginning of the Middle Ages to the arrival of the Turks. Principal historical processes in South East Europe. Because of the connection with Slovene history the emphasis is laid upon the history of Southern Slavs, especially Croatians. Principal topics: settlement of the Slavic peoples in the Balkans, formation of first Slovene states, the importance of Byzantium, social and other structures in the High Middle Ages, beginnings and implications of Turkish expansion.
Seminar in Mediaeval History of Southeast Europe	Seminar topics change from year to year and depend on their pedagogical and scientific relevance, the research work of the lecturer, and on the specific interest of students.
General History of Early Modern Times	Europe in the second half of the 15 th century: society, economy, politics; formation of national monarchies; European demographic regime from the beginning of the 14 th through the 16 th centuries; humanism and Renaissance; geographical discoveries: conditions and causes; pre-Columbian New World; confrontation of the Old and the New Worlds: demographic, economic and cultural implications; beginnings of Spanish and Portuguese colonial empires; the Islamic world, Black Africa, India and the Far East in the 15 th and the 16 th centuries; Turkey; 16 th -century Europe: reformation: Luther, Zwingli, Calvin; princely and people's reformation; expansion of Reformation: causes and implications; Counter Reformation and Catholic reform; rural Europe; urban Europe; culture of the elite; folk culture and its repression; origin of world trade, revolution of prices; decline of the Mediterranean; 16 th -century state and politicians: basic moves in domestic and foreign politics; 17 th -century Europe: stagnation and crisis; the plague; wars and people's uprisings; domestic and foreign politics in the first half of the 17 th century; the Thirty-Years' War and its consequences; beginnings of absolutism; English parliamentarism; domestic and foreign politics in the second half of the 17 th century; laicisation of politics, absolutism in France; 17 th -century economy; mercantilism; religion in the 17 th century; basic features of culture and art: Baroque and classicism; origin of a new scientific paradigm; society and everyday life in pre-industrial Europe; social elites, the middle classes, the lower classes; changed attitude toward poverty; identities and horizons; work and leisure; education and knowledge; body and cleanliness; family; sex roles; childhood, youth, adulthood, old age; relations between generations; social discipline and marginality; change of behavioral patterns; lodgings, food culture and clothing; Europe at the

	beginning of the 18 th century: basic characteristics of domestic and foreign political developments; non-European world in the 17 th and at the beginning of the 18 th centuries.
Seminar in General History of Early Modern Times	Seminar topics change from year to year and depend on their pedagogical and scientific relevance, the research work of the lecturer, and on the specific interest of students.
Slovenian History in Early Modern Times	General overview of Slovene history between the middle of the 15 th century, when the transition from the Middle Ages to the Early Modern Times resulted in political, religious, social, economic and cultural changes, and the second half of the 18 th century. Reforms of Maria Theresa and Joseph II and their implications. Emphasis upon the following topics: 1. formation of provincial chambers of the nobility and the dual government of the monarch and the nobility, wars, the fusion of Habsburg hereditary property, political division of Slovene territory, economic development in the 15 th and the 16 th centuries and its implications (towns, foreign merchants, phenomena of "early capitalism," the countryside – the condition of farmers, usufruct of property and land seignury, trade and relations between town and village, uprising of farmers), emigration, Turkish raids into Carinthia, Styria and Carniola, colonization of the 'Uskoki', the development of military organization and the uniting of Inner Austrian Provinces. 2. religious and spiritual circumstances between the period of foundation of the Ljubljana diocese and the beginnings of Protestant Reformation, Protestantism until the appearance of the first book in Slovene and the translation of the Bible, monarchic Counter-Reformation and Catholic restoration, beginning of confessional absolutism. 3. the 17 th century: Turkish raids into Prekmurje, Austrian-Venetian war, migrations in the 16 th and the 17 th centuries, economic circumstances in the 17 th century (changes of nobility, nobleman between sword and clothes, the decline of towns and their gradual rise, the countryside – uprisings of farmers and stratification, increase of superstition and cultural flourishing). 4. the 18 th century: the zenith of Baroque (artistic influences, everyday life), the formation of the Austrian Monarchy within the Empire, the role and importance of Trieste, the enforcement of juridical absolutism and the related economic (trade and "industry"), administrative, military, school and church reforms.
Seminar in Slovenian History in Early Modern Times	Seminar topics change from year to year and depend on their pedagogical and scientific relevance, the research work of the lecturer, and on the specific interest of students.
History of Southeast Europe in Early Modern Times	The Ottoman Empire, the Habsburg monarchy and the Venetian Republic as the dominant powers and their territorial changes. The role of the first metropolitan centres that influenced South East Europe, Rome and

	<p>Constantinople (Latin and Greek territories), and later Vienna, Venice and Istanbul; their political, economic, military, social, cultural and religious influences. General historical and civilizational developmental trends and the notions about lagging behind western Europe, peripherization of SE Europe in relation to the metropolis centres, and different stages of its development. Highlights on the expansion of the Ottoman Empire in the Balkans, the situation of subordinate nations, introduction of the Ottoman administration, the feudal system, islamization and the position of vassal estates. The slow weakening of the Ottoman Empire, its inner and economic crises, the disintegration of the feudal system, migrational processes, the changing ethnical situation, and the role of the Catholic and especially Orthodox church within the Ottoman Empire and the Habsburg Monarchy. Political, economic and military growth of the Habsburg Monarchy in South East Europe: acquisition of the Hungarian and the Croatian Crowns, the growth of absolutism and the subsequent resistance, uprisings of farmers, reinstatement of the military equilibrium with the Ottoman Empire, Austrian-Turkish wars, territorial acquisitions and colonization, the formation, arrangement and development of the so-called <i>Vojna krajina</i> (military frontier), the Eastern Question, the Ottoman Empire and the formation of the Turkish image within the Habsburg Monarchy (in the West), Venetian Republics in Dalmatia and the Peloponnesus (wars between Venice and Turkey), political situation and economic importance of the Dubrovnik Republic until its dissolution.</p>
Seminar in History of Southeast Europe in Early Modern Times	Seminar topics change from year to year and depend on their pedagogical and scientific relevance, the research work of the lecturer, and on the specific interest of students.
Slovenian History of the 19th Century	<p>Overview of social and political history of Slovene territory. Special emphasis on the following: reforms of Maria Teresa and Joseph II; enlightenment; beginnings of national awakening; echoes of the French revolution in Slovenia; gradual formation of urban middle classes; Illyrian Provinces; political, cultural and economic situation in the period before the March Revolution; social and national implications of the 1848 revolution; neoabsolutism; political, economic and social development in the 1860's and the 1870's (growth of national awareness, Slovene-German relations, liberalism and political catholicism, economic and social implications of the 1873 Vienna stock market crash) political, cultural and economic situation during the Taaffe government 1879-1893; formation of political parties and regional differences; views on the solution of the Slovene national question.</p>
Seminar in Slovenian History of	Seminar topics change from year to year and depend on their pedagogical and scientific relevance, the

the 19th Century	research work of the lecturer, and on the specific interest of students.
General History of the 19th Century	Demographic, social, economic and political history from mid-18 th century to the end of WWI. Special emphasis is on demographic, economic, social and cultural processes and important political events. Elaboration and detailed analysis of themes pertaining to the history of family, townspeople and national movements. The most influential historiographic works of the last two decades that greatly contributed to the knowledge about the history of the 19 th century.
Seminar in General History of the 19th Century	Seminar topics change from year to year and depend on their pedagogical and scientific relevance, the research work of the lecturer, and on the specific interest of students.
History of Southeast Europe in the 19th Century	Political development of South East European countries from the middle of the 18 th century to the end of WWI. National renaissance and formation of Balkan states in the territory of the Ottoman Empire. The final two centuries of the Ottoman Empire. The Eastern Question and European diplomacy. Serbian uprisings and Greek liberation war. Russian-Turkish wars. The Berlin Congress and its implications. The Annexation crisis, Balkan wars. South East Europe during WWI. Ethnic characteristics of Balkan states. Relation of European superpowers to South East European countries. Economic and social development of South East European countries.
Seminar in History of Southeast Europe in the 19th Century	Seminar topics change from year to year and depend on their pedagogical and scientific relevance, the research work of the lecturer, and on the specific interest of students.
Contemporary General History	Contemporary world history, with emphasis on European history: 1. overview of general contemporary history, 2. in-depth analysis of selected themes from world history, with emphasis on post-WWII history. Sources for general contemporary history. Topics: prehistory of contemporary history; end of WWI; post-WWI revolutions; peace treaties; origin of new countries and social systems; characteristic developmental features of different countries, especially those bordering on Slovenia; characteristics of fascism, nazism and communism; the Great Depression; the People's Front; division of the world into two sides that fought each other in WWII; critical focus points before WWII; military and political events and resistance movements during WWII; end of WWII and its consequences; UN and its political role; disintegration of antifascist coalition; the cold war; formation of the western and the eastern blocs; Non-Aligned Movement; crisis focal points; decolonisation and the origin of new countries; economic, social and cultural issues of the post-war world; the world after the disintegration of the Eastern bloc.

Seminar in Contemporary General History	Seminar topics change from year to year and depend on their pedagogical and scientific relevance, the research work of the lecturer, and on the specific interest of students.
Contemporary Slovenian History	Issues related to socio-political, economic, social and cultural histories of Slovenes since WWI in entire Slovene ethnic territory. The four chronologically arranged thematic chapters focus on political, military, economic, social and cultural histories, scientific development, technological advancements and social issues related to them: the period between WWI and WWII, WWII, the post-WWII period, the period of Slovene independence. Political history emphasizes current political regulations, domestic political situation and relations between Slovene political powers. The period between WWI and WWII focuses on the position of Slovenia in the Kingdom of the Serbs, Croats and Slovenes and in the Kingdom of Yugoslavia, and on the position of Slovenes in the neighbouring countries. The period of WWII focuses on the position of Slovenes in different occupational zones, occupational policy (by comparison), activities of principal social powers and historic events and processes related to them (collaboration, resistance, revolution, relation to Yugoslavia). The period after WWII is divided into several temporal and thematic chapters: the 1940's (the Communist Party takes over the government, revolutionary measures, introduction of administrative socialism and rapid industrialization, quarrel with the Informbiro; the 1950's (the period of self-managing socialism), the 1960's (the era of the so-called party liberalism), the 1970's (the period of the so-called delegate system and agreed economy), the 1980's (the period of economic crisis and disintegration of Yugoslavia, creation of civil society and opposition that evolved into political parties), beginnings of the 1990's (Slovenia becomes independent). Highlights on the relation between the opposition outside the Communist Party system and state authorities, fights within the Communist Party, relations between Slovenia and the Yugoslav Federation, cultural and social changes in different periods, economic growth.
Seminar in Contemporary Slovenian History	Seminar topics change from year to year and depend on their pedagogical and scientific relevance, the research work of the lecturer, and on the specific interest of students.
Contemporary History of Southeast Europe	Emphasis on the following themes: formation of Yugoslavia; its national, economic and cultural structures; fights for borders; constitutional regulation; national and socio-economic issues and fights of political parties and other factors for solving them; Yugoslav foreign politics, and especially its role in South East Europe; main developmental characteristics of SE countries in the period

	<p>between WWI and WWII; 1941 occupation and division of Yugoslavia; characteristic features of the National Fight for Liberation and its phases of development; collaboration, revolution and civil war; particular developmental features of each Yugoslav republic during WWII and comparison with resistance movements in South East Europe; periodization of post-war Yugoslav development; fight for borders; development of constitutional regulation; restoration; the taking over of state authorities by the Communist Party; revolutionary measures; reckoning with the opposition and introduction of administrative socialism; fight with the Informbiro; self-management; opposition within and outside the Communist Party; economic, social and cultural development; relations between Yugoslavia and other South East European countries; characteristics of their development; disintegration of Yugoslavia, its consequences and relations with the newly-formed states. Emphasis is laid upon the role of the so-called Slovene factor in problem-solving within the state of Yugoslavia.</p>
Seminar in Contemporary History of Southeast Europe	Seminar topics change from year to year and depend on their pedagogical and scientific relevance, the research work of the lecturer, and on the specific interest of students.
German 1	Basics of morphology and syntax of the modern German language; certain peculiarities of its word formation; basic technical terminology; printed Gothic alphabet.
German 2	Basics of morphology and syntax of the modern German language; certain peculiarities of its word formation; basic technical terminology; printed Gothic alphabet.
German 3	Cyclic repetition of the basics of the morphology and syntax of the modern German language; grammatical structures that are characteristic of the language of the discipline; certain peculiarities of word formation with regard to the language of the discipline; spreading of technical terminology; printed Gothic alphabet and written Gothic alphabet in the 19 th or early 20 th century.
Latin 1	<p>Rules on classical and traditional pronunciation.</p> <p>Latin morphology: Verbs of four conjugations in six tenses, active and passive forms; five declensions; cardinal and ordinal numerals and the usefulness of Roman numerals in chronograms; pronouns; adverbs; comparison of adjectives and adverbs; deponents and semi-deponents; irregular and defective verbs.</p> <p>Latin syntax: accusative with an infinitive; ablative absolute; supine.</p>
Latin 2	Rules on classical and traditional pronunciation.

	<p>Latin morphology: Verbs of four conjugations in six tenses, active and passive forms; five declensions; cardinal and ordinal numerals and the usefulness of Roman numerals in chronograms; pronouns; adverbs; comparison of adjectives and adverbs; deponents and semi-deponents; irregular and defective verbs.</p> <p>Latin syntax: accusative with an infinitive; ablative absolute; supine.</p>
Latin 3	<p>Latin morphology: peculiarities of declensions.</p> <p>Latin syntax: Fund of place names; active and passive descriptive conjugation; accusativus and nominativus cum infinitivo; optative sentences; expressing prohibition; sequence of tenses; subordinate clauses (final, consecutive, causal, temporal, conditional, concessive, comparative); participium coniunctum; ablativus absolutus; gerundive fund; relative phrase.</p> <p>Translation: By reading Latin texts and inscriptions, both antique and more recent, students deepen their knowledge of grammar and become accustomed to reading and understanding texts that are important for the study of history, particularly those that refer to Slovene national history.</p>
Structure and Development of Historical Science	<p>Historical consciousness, its social role and the factors shaping it; difference between common sense understanding of the past and getting to know the past reflectively; the subject of historical science; historical science as a humanistic and social science; the attitude of historical science and other humanistic and social sciences; historiographic paradigm and its contents; interactions among historical sources, the paradigm and the historian; the role of a historian in shaping the knowledge of the past; the issue of objectivity in historiography; issues of lawfulness and models in historical development; historical sources and their typology; locations of historical sources: the field, institutions, publications of sources; textual and historical criticism of sources; auxiliary historical sciences; issues of the periodisation of the past; the subject and basic methods of various historiographic fields; general and national history; microhistory; antique historiography; historiography in the Middle Ages; the creation and development of textual and historical criticism; erudition; historiography in the Age of Enlightenment; the concept of historicism; the merging of erudition and synthetic reflection on the past; historiography in the 19th century; breaking of the traditional paradigm around 1900; Marxism and</p>

	historiography; Annales School; history as a historical social science; the boom of historical anthropology; the linguistic turn and its impact on contemporary historiography; historiography in Slovenia.
History of Institutions	First third: Familiarisation with basic archivistic terms, types of material and use of archival aids. Part of the lectures is therefore carried out in an archival institute. The main part of the content is devoted to getting acquainted with institutions as the chief creators of archival material or historical sources in general. A chronological review from the Middle Ages to the recent era systematically encompasses the following areas: administration (secular and ecclesiastical), judicial system, economy, and social activities. A simultaneous combination with historical geography and illustration with archival sources enables a synchronous mastering of the topic, i.e. the necessary orientation through time and space, and the ability to judge where and how to look for sources for specific research.
Seminar in General History of the 19th Century – First World War	Seminar topics change from year to year and depend on their pedagogical and scientific relevance, the research work of the lecturer, and on the specific interest of students.
Seminar – Contemporary Slovenian History through Archives' Material	Seminar topics change from year to year and depend on their pedagogical and scientific relevance, the research work of the lecturer, and on the specific interest of students.
Seminar Exercises from Ancient History	Introduction: <ul style="list-style-type: none"> - genesis of the term the Middle Ages, definition of the term with regard to content, time and space, - mediaeval studies as part of historiography.. Sources: <ul style="list-style-type: none"> - historical source as the foundation of a historian's work, - typology of mediaeval sources (narrative sources, legal and administrative sources, fiscal and socioeconomic sources), - review of the most important local and foreign publications of sources. Auxiliary historical sciences Contemporary trends and directions in mediaeval studies
Seminar Exercises from Modern History	With seminar work students are introduced to the search for literature and historical sources and using different aids. They are acquainted with working with

	guides through archives, with bibliographic manuals, with working with statistical sources, with working with memorial literature, with writing reports on historical literature, with working on different types of atlases, with working with different types of archival material. They learn how to make a scientific apparatus. They visit archives and museums.
Diploma's Thesis	The diploma thesis is elaborated under the supervision of a chosen university teacher. Students can choose selected topics for their diploma thesis from the following fields or contents:

12. Employment Options of Graduates

The Diploma'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:

- Archives
- Museums
- Libraries (not as bibliothecaries)
- Companies involved with tourism
- 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).

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://www.ff.uni-lj.si/1/Oddelki-in-studij/Oddelki/Oddelek-za-zgodovino.aspx>

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Univerza v Ljubljani
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