

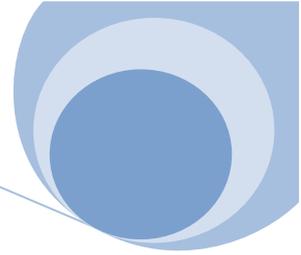


HIST

**First Cycle University
Dual-Subject Study Programme
of History**

Presentation of the
Bachelor's programme:
HISTORY





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

First Cycle University Dual-Subject Study Programme of History

1. Data on the Study Programme:

- title of study programme: **First Cycle University Dual-Subject Study Programme of History**
- short title: **History (combined)**
- duration of study programme: **3 years (6 semesters)**
- number of ECTS: **90**
- professional title: **diplomiran zgodovinar (UN)** and ... / **diplomirana zgodovinarica (UN)** and ... (Bachelor of History and ...)

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 interest in enrolment exceeds the number of available openings and a decision on limited enrolment is adopted, candidates will be divided:

- according to the criteria set out by both of the disciplines in which the student wishes to enrol.
- standardisation of these criteria.

The anticipated number of entry places for the study programme is 80 for full-time study and 30 for part-time study.

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.

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 for both programmes.

For the advancement from the second to the third 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 for both programmes. For the first (60 ECTS) and the second year the student must have 114 ECTS.

In accordance with 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 for both programmes), 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 153 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 two study programmes and the curriculums of subjects (180 ECTS).

The student must pass all the examinations and defend the Diploma's paper, with a total of 90 ECTS of fulfilled obligations in History programme.

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

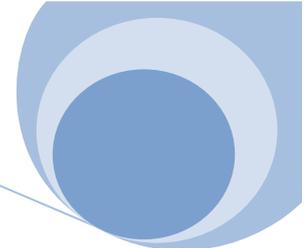
The methods of evaluation or the methods of the assessment of knowledge are defined for each subject individually in the curricula and include oral examinations, written examinations, midterms, papers, seminar papers, diploma papers, projects, essays, practical assignments and products.

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 (30 ECTS)

1st SEMESTER (15 ECTS)

Obligatory subjects (each with 5 ECTS):

- Introduction to History
- Greek History
- Roman History

2nd SEMESTER (15 ECTS)

Obligatory subject (5 ECTS):

- Slovenian Mediaeval History

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

- General History of Early Modern Times
- History of Southeast Europe in Early Modern Times

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

- General History of Middle Ages
- Mediaeval History of Southeast Europe

2nd YEAR (30 ECTS)

3rd SEMESTER (15 ECTS)

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

- General History of the 19th Century
- History of Southeast Europe in the 19th Century

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

- 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





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

- Theory of History
- One general optional subjects (optional subjects at the FA or the UL)

4th SEMESTER (15 ECTS)

Obligatory two subjects (each with 5 ECTS, together 10 ECTS):

- Slovenian History in Early Modern Times
- Slovenian History of the 19th Century

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

- Structure and Development of Historical Science
- One general optional subjects (optional subjects at the FA or the UL)

3rd YEAR (30 ECTS)

5st SEMESTER (15 ECTS)

Obligatory subject (5 ECTS):

- Contemporary Slovenian History

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

- Contemporary General History
- Contemporary History of Southeast Europe

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

- Auxiliary Historical Sciences
- One general optional subjects (optional subjects at the FA or the UL)

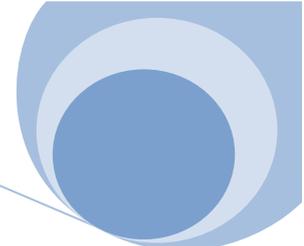
6st SEMESTER (15 ECTS)

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

- History of Institutions
- One general optional subjects (optional subjects at the FA or the UL)

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

- 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 History of the First World War
- Seminar – Contemporary Slovenian History through Archives' Material

Diploma's Thesis (5 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	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. Janez Mlinar
ZG1 Seminar iz obče zgodovine srednjega veka	Seminar in General History of Middle Ages	5	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. Dušan Mlacović
ZG1 Seminar iz zgodovine jugovzhodne Evrope v srednjem veku	Seminar in Mediaeval History of Southeast Europe	5	Dr. Dušan Mlacović
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. Sašo Jerše
ZG1 Seminar iz slovenske zgodovine v zgodnjem novem veku	Seminar in Slovenian History in Early Modern Times	5	Dr. Sašo Jerše
ZG1 Zgodovina jugovzhodne Evrope v zgodnjem novem veku	History of Southeast Europe in Early Modern Times	5	Dr. Sašo Jerše
ZG1 Seminar iz zgodovine jugovzhodne Evrope v zgodnjem novem veku	Seminar in History of Southeast Europe in Early Modern Times	5	Dr. Žiga Zwitter
ZG1 Slovenska zgodovina 19. stoletja	Slovenian History of the 19th Century	5	Dr. Irena Selišnik
ZG1 Seminar iz slovenske zgodovine 19. stoletja	Seminar in Slovenian History of the 19th Century	5	Dr. Irena Selišnik
ZG1 Obča zgodovina 19. stoletja	General History of the 19th Century	5	Dr. Marta Verginella Dr. Ana Cergol Paradiž
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	Seminar in History of Southeast Europe in the 19th Century	5	(Dr. Rok Stergar) Dr. Jernej Kosi

19. stoletja			
ZG1 Sodobna obča zgodovina	Contemporary General History	5	Dr. Kornelija Ajlec
ZG1 Seminar iz sodobne občne zgodovine	Seminar in Contemporary General History	5	Dr. Kornelija Ajlec
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 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 zgodovine prve svetovne vojne	Seminar in History of the First World War	5	Dr. Rok Stergar
ZG1 Seminar - Sodobna slovenska zgodovina skozi arhivsko gradivo	Seminar – Contemporary Slovenian History through Archives' Material	5	Dr. Bojan Balkovec
ZG1 Diplomsko delo	Diploma's Thesis	5	Different teachers

Subjects - Courses	COURSES OF INSTRUCTION - Description
Introduction to History	Acquiring knowledge of basic definitions of history science. Sources as the remains of the past, types of sources and their preservation. Critique and interpretation of sources. Publications of sources (types, purpose and most important collections). Journals in Slovenian historiography and relevant foreign journals. Chronology in history. Basic tools for research work. Objectivity in historiography. Basic procedures for research work. Relevant institutions for history research.
Theory of History	The course deals with the most important reasons of conceptual history, problem areas of

	<p>epistemological questions, which relate to history writings and the study of the past by historians. Students are acquainted with the history of historiography and reflection on the impartiality of a historian, historical truth, the legitimacy of reconstruction of the witnessed, the significance of narration, chronological division (historical time, history of the long duration, event and structure) and the role of interdisciplinarity in individual historical areas (social, historical anthropological, demographic history).</p> <p>Students are acquainted with modern historiographical guidelines and most current historiographical discussions on historical use of written and oral testaments (regression analysis, inductive methods, oral history, use of photography as historical sources), on the writings of national and ethnocentric history. Special emphasis is on the discussion on the public use of history, relations between memory and history, relation between individual and collective memory, between history and memory.</p>
<p>Auxiliary Historical Sciences</p>	<p>Basic definitions. History of discipline. Introduction into Latin Palaeography. Introduction into Diplomatics. Introduction into Chronology. Introduction into Sigillography. Introduction into Heraldry. Introduction into "egdotika" (science of the theory and practice for issues of documents). Introduction into Numismatics.</p>
<p>Greek History</p>	<p>Overview knowledge of Greek history from the beginnings to the end of the Hellenistic period. Introductory presentation of research development of Ancient Greece, study aids and sources for Greek history are followed by four periods of Greek history: (1) Pre-Homeric Greece, (2) Archaic period, (3) Classical period and (4) Hellenistic period. The last part of lectures relates to the elements of Greek presence in today's Slovenian territory and surrounding area (mythology, geographical descriptions, toponymy and material remains). Among the areas presented in more detail the following stand out: the social system of Ancient Athens, especially the question of</p>

	Athens democracy; Greek influence on the peoples in the Mediterranean area and European hinterland. In presentation of the Classical period and the decline of Greek world in Hellenistic period, the similarities and differences between the Greek world and the parallel or later development of the Roman state is exposed. The selection of sources is accessible in Slovenian language and almost entirely also in other major world and European languages.
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	Ancient Italy and beginnings of Rome, early, middle and late Republic, early and high Empire, Roman society in the empire period (structure of Roman society, especially the relationship of the state towards Jews and Christians as special religious groups). The centre of the course is the period of the Roman empire from under Augustus to Diocletian. As a historical overview lectures are linked with topical kindred sciences, especially Archaeology (mostly provincial) and history of Roman literature, although there are many connections also with the Roman law, history of religions, especially early ecclesiastical history, social history and historical anthropology.
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 accordance with the Hegel philosophy the study of general history is exposed to the so-called general phenomena and general events, which are typical for larger areas and world civilizations. Medieval general history is limited to the territory of Europe; that is the study of the emergence and development of modern European civilization. In this context the emphasis in the medieval period is above all on West, Middle and South Europe, the territory of Catholic Church. This of course does not exclude the relatively detailed depiction with data, theses and literature of individual

	important events and processes, such as the Barbarian attacks at the end of Antiquity, migration of peoples, the beginning of barbarian states, the following states of the Merovingian, Carolingian, Ottonian, Capetian, Anglo-Normans, Byzantine Empire, papacy, economic flows, trade, the Crusades, Investiture Contest, medieval Poland, Bulgaria and Russia, Islam and Arabs, the mindset and theology, late medieval culture (Dante).
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	Paradigm of Slovenian history – history of Slovenians. The image of Slovenian Middle Ages and historical reality. The influence of geographic and spatial capacities to the concrete historical events. Slovenian territory in early Middle Age: new ethnic, social, political and cultural manifestations at the end of Antiquity; the Carolingian period and (re)integration in the Western European civilization circle, specifics of development in our area, overview by lands. High and Late Middle Ages: feudalization of society in all its segments; formation of states; dynastic-political development and power elites and authorities; nobility, farmers, townspeople; church; culture.
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	<ul style="list-style-type: none"> – Structural framework of the course; – genesis of terminology with spatial and chronological definition of the term SE Europe, – Slavic settlement, – directions and settlement stages, – economic and social development stage of the Slavs upon settlement, – native influences on the Slavs, – Formation of medieval society (7th century - 11th century), – ethnogenesis of individual ethnic groups, – SE Europe as a space of mixed interests of the Frankish or German empire and

	<p>Byzantine,</p> <ul style="list-style-type: none"> – Christianization of SE Europe, – Formation of individual political centres in the area of SE Europe as the beginning of later medieval Balkan states, – political, social and economic development in individual nations, – SE Europe among Hungary, Venice and Byzantine (11th – 15th century), – decline of the Byzantine Empire, – strengthening of central authority in Balkan states, – political, social and economic development of individual political forms in SE Europe, – Decline of medieval Balkan states, – centrifugal forces in medieval Balkan states, Emergence of Turks as the future decisive force in SE Europe and their gradual domination.
<p>Seminar in Mediaeval History of Southeast Europe</p>	<p>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.</p>
<p>General History of Early Modern Times</p>	<p>The concept of the early modern age; formation of the early modern age state; demographic movements from 1300 to 1750 in Europe and the world; European economy in the 16th century; geographic discoveries of the Europeans; non-European world at the time of European expansion; the beginning of colonial empires; consequences of European discoveries; Humanism and Renaissance; print and media revolution; reformation in Europe; anti-reformation and Catholic reform; basic moves of domestic and foreign policies in 16th, 17th and first half of 18th century; non-European countries, societies and cultures in 16th century and their contact with European culture; economic standstill and European crisis in the 17th century; absolutism; English parliamentarism; laicization of politics; economy in 17th century; Mercantilism; world trade and first globalization; religion in 17th century; beginning of the new scientific paradigm; social groups and social conflicts in early modern Europe; social disciplining and changes of behavioural patterns; culture of</p>

	<p>elites, folk culture and everyday life in pre-industrial Europe; gender relations and intergenerational relations from 16th to 18th century; body, health, sickness and medicine in early modern Europe; non-European countries, societies and cultures in 17th and first half of 18th century.</p>
Seminar in General History of Early Modern Times	<p>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.</p>
Slovenian History in Early Modern Times	<p>Dualism of Monarch-classes; wars and the round-up of the Habsburg hereditary estate; political division of the Slovenian ethnic territory from 15th to 18th century; demographic trends from mid 15th to mid 18th century; economic development in 15th and 16th century; Turkish invasions in 15th century; colonisation of Uskoks; development of military organization and connections of inner Austrian lands; towns and bourgeoisie; the position of subjects and peasant revolts; church and spiritual conditions since the establishment of Ljubljana's diocese to the beginnings of reformation; Protestantism to the first Slovenian book and translation of Bible; land prince anti-reformation and Catholic restoration; confessional absolutism; Turkish invasions into Prekmurje in the 17th century; Ottoman-Venetian war; economic crisis of the 17th century; social stratification of the rural inhabitants, characteristics of land nobility in 17th and 18th century; peasant revolts in 17th and early 18th century; changes in the structure of nobility; the increase of superstition and witchcraft; the cultural flourishing in the second half of 17th century and the Baroque climax; the role of Trieste; enforcement of legal absolutism; economic development in the first half of 18th century; the reforms of Maria Theresa and their significance.</p>
Seminar in Slovenian History in Early Modern Times	<p>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.</p>
History of Southeast	<p>The spread of the Ottoman Empire to</p>

<p>Europe in Early Modern Times</p>	<p>Southeast and Central Europe in the 15th and 16th century; the relations among the Turks, the Habsburg Monarchy and Venetian Republic from the end of 15th century to the end of 18th century; Islamization; Ottoman administration; Turkish feudalism; position of vassal principalities; ethnic migrations in Southeast Europe and their permanent consequences; the overlapping of political, economic, social, religious and cultural samples; causes for scattering and dispersion of Southeast Europe with regard to European development centres; political and economic crisis of the Ottoman state; dissolution of the Ottoman feudal system ("čiftlučenje"); the role of the Orthodox church in the Ottoman state and in the Habsburg Monarchy; military, political and economic ascension of the Habsburg monarchy; acquisition of the Hungarian and Croatian crown by the Habsburgs; enforcement of absolutism and resistance in Hungary and Croatia; Serbian states in 16th and 17th century; setup of the military balance between the Habsburg lands and Ottoman state; Austrian-Hungarian wars; the beginning, development and internal organization of the Military Frontier; Venetian-Turkish wars; Venice in Dalmatia and Peloponnese; political and economic position of Dubrovnik and its cultural significance from the 15th to the beginning of 19th century; the emergence of political thought in the Balkans; the beginning of the East question; view of the Ottoman Empire and formation of thought on the Turks in the Habsburg Monarchy and Western Europe.</p>
<p>Seminar in History of Southeast Europe in Early Modern Times</p>	<p>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.</p>
<p>Slovenian History of the 19th Century</p>	<p>Emphasis is on the following topic sets:</p> <ul style="list-style-type: none"> ▪ Characteristics and dynamics of economic modernization of the Slovenian space compared to the other areas of the Habsburg Monarchy. ▪ Demographic development and gradual change of the social structure of the population in the Slovenian area.

	<ul style="list-style-type: none"> ▪ Characteristics of the process of national development of Slovenians compared to other nations of the Habsburg Monarchy (from elite nationalism to mass movement). ▪ Slovenian-German (Italian, Hungarian) relations. ▪ Development of the typical ideological-political configuration in the process of political democratization of the monarchy (differences by states). ▪ Slovenian self-image (the sense of jeopardy, finding allies, Yugoslav/Slavic idea). ▪ Slovenian politics in the national assembly. The attitude of Slovenians to the Habsburg monarchy.
Seminar in Slovenian 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.
General History of the 19th Century	<p>The course deals with general history of the 19th century with emphasis on European and world demographic, economic, social, political, cultural and idea processes, such as the demographic revolution, linked with the development of health care, urbanization (relation town – countryside), migrations, agrarian and industrial revolution, importance of technical development for the way of life, capital and market development, changes in social structure (development of capital and educated bourgeoisie/intelligence/ clerks, craftsmanship, working class, social differentiation of the rural population, professional structure, stratification of society, formation of modern countries (dominant and non-dominant), democratization of society and development of parliamentarism, emergence of ideological sides and political parties, liberalism, socialism, religions and secularization, women's political movements, emergence of anti-Semitism and racism, cultural spectrum (apart from traditional folk culture/culture of celebrations/innovative events in fiction, arts, science, culture of leisure, sports). Key events are dealt with in detail (e.g. French Revolution, the year 1848, American Civil War, unification of Italy and</p>

	Germany, the Russian Revolution, World War One) and development of the European (and American) imperialism and colonialism. Special emphasis will also be on the history of European colonialism in North Africa, Near and Far East.
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	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 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	The course particularly deals with the following questions: prehistory of contemporary history, the end of World War One, the revolutionary wave following it, peace treaties, the emergence of new states and social systems, characteristics of development of individual countries, especially neighbouring, characteristics of Fascism, Nazism and Communism, the Great Depression, the people's front, division of the world into two camps that confronted one another in World War Two, crisis areas before the beginning of war, military and political events during World War Two and the resistance movements during it, the end of WWII and its consequences, UN and its role, the dissolution of the anti-fascist coalition, the Cold War, the formation of blocs, Non-Aligned Movement, crisis areas, decolonization and emergence of new countries; economic, social and cultural problem areas of the post war 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	The course deals with socio-political, economic, social and cultural history of Slovenians from the end of WWI at the entire ethnic area.

	<p>Chronologically, the problem area is divided into five basic sets: the period between the two wars, the period of WWII, the period after WWII, the period of Slovenian independence and the period after the independence. The content sets equally include political, military, economic, social and cultural history, everyday life, scientific development and technological improvement and with it the changes in society. In political history, the emphasis is on each social organization and inner political conditions and relations among political forces in Slovenia. The course is related to the history of Southeast Europe and general history.</p>
<p>Seminar in Contemporary Slovenian History</p>	<p>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.</p>
<p>Contemporary History of Southeast Europe</p>	<p>The course in the form of lectures especially deals with the following questions: the emergence of the Yugoslav state, its national, economic and cultural structure, the fight for the borders, constitutional organization, national and socio-economic questions and the struggles of political parties and other factors for their resolution, the foreign policy of Yugoslavia, especially its role in SE Europe, the main characteristics of the development of countries of the area during the wars, occupation and division of Yugoslavia in 1941, the characteristics of the resistance movements and the stages of their development, the collaboration question, revolution and civil war, the specialties of mid-war development of individual Yugoslav peoples and comparison of resistance movements in SE Europe, periodization of post-war development of Yugoslavia, the fight for the borders, development of the constitutional organization, restoration, assumption of power by the Communist party, revolutionary measures, settlements with the opponents, administrative socialism, conflict with the Informbiro, self-management, party and off-party opposition, economic, social, cultural development, relations of Yugoslavia with the countries of SE Europe, the characteristics of their</p>

	development, the dissolution of Yugoslavia and its consequences and relations with new-emerged countries.
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.
Structure and Development of Historical Science	Historical awareness, its social role and factors that form it; the difference between common sense perception of the past and a reflected awareness of the past; the subject of history science; history science as a humanistic and social science; the relation of history science and other social sciences and humanities; the historiographical paradigm and its components; interactions among historical sources, paradigm and the historian; the role of a historian in defining knowledge of the past; the problem of objectivity in historiography; the problems of legalities and models in historical development; historical sources and their typology; historical sources sites: field, institutions, publications of sources; textual and historical critique of sources; auxiliary sciences of history; the problems of periodization of the past; the subject and basic methods of different historiographical areas; general and national history; micro history; ancient historiography; medieval historiography; the emergence and development of textual and historic critique; erudition; historiography in Enlightenment; the concept of historicism; the joining of erudition and synthetic reflection of the past; historiography in 19 th century; the breaking of the traditional paradigm around 1900; Marxism and historiography; the Annales School; history as a historical social science; the expansion of historical anthropology; linguistic twist and its influence to modern historiography; historiography in Slovenia.
History of Institutions	Introductory lectures: Acquainting with basic archive definitions, types of material and use of archive tools. Part of the lessons therefore takes place in an archive institution. The majority of content is intended for obtaining knowledge of institutions as the main

	<p>creators of archive material or historical sources in general. A chronological overview from the Middle Ages to the recent period systematically covers the areas of: administration (secular and church); judicial system, economy and social activities. Constant overlapping with historical geography and illustration with archive sources enable synchronous knowledge of the topic, that is the important orientation through time and space and the ability to adopt judgments, where and how to find sources for a certain research.</p>
Seminar in History of the First World War	<p>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.</p>
Seminar – Contemporary Slovenian History through Archives' Material	<p>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.</p>
Diploma's Thesis	<p>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:</p>

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

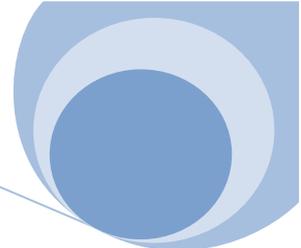


13. Additional Information on the Study Programme

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/studij/oddelki>



Cover page by Jure Preglau

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Translated by FuroCat and Danijela Trškan

Accessed at: http://www.ff.uni-lj.si/studij/dodiplomski_studij_1_stopnja/predstavitveni_zborniki_studijskih_programov

Ljubljana, 2017



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