



UNIVERZITET U SARAJEVU
CIS Centar za
interdisciplinarnu
studije

Form SP1

UNIVERSITY OF SARAJEVO- CENTER FOR INTERDISCIPLINARY STUDIES
FORM for the completion check of the proposed study programme's
feasibility study

Page 1 of 62

FEASIBILITY STUDY
Interdisciplinary Doctoral Programme in Social Sciences
Global Studies

Programme Leaders:
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Sarajevo, 2019

1. INTRODUCTION

Institution	Center for Interdisciplinary Studies
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1.1. About the Center for Interdisciplinary Studies

The Center for Interdisciplinary Studies was founded in 1995, as a part of the University of Sarajevo, with an aim to promote interdisciplinary approaches in the area of higher education and to develop educational and research programmes that transcend the limitations of separate fields. At their core, the contemporary trends in higher education, scientific research and lifelong learning are connected with the interdisciplinary approach, which is perceived as the integration and synthesis of the different areas' perspectives, forming the key concept for the improvement of the curricula. Both the labour market and the academic community have high demands for transcending the limits of traditional disciplines and professions, whose inevitable limitations do not correspond with the deep and thorough research and teaching within the ever-growing complexity of the social and natural phenomena. CIS focuses on the interdisciplinary education of new generations of local experts from Bosnia and Herzegovina and Southeast Europe. Therefore, CIS represents a focal meeting point for more than a hundred prominent experts (both local and international) from various academic and professional fields who work jointly on various educational, research and development programs and projects. CIS is situated at the University of Sarajevo and it represents an innovative incubator for interdisciplinary programs and projects.

CIS focuses on three areas:

1. Interdisciplinary education through master and doctoral programmes
2. Interdisciplinary education through lifelong learning programmes
3. Academic research and market-oriented interdisciplinary projects

Vision: Interdisciplinary approach as the core designation of the education system and public policies in Bosnia and Herzegovina.

Mission: The Center for Interdisciplinary Studies aims to become recognizable in the academic, social and business community as an incubator for interdisciplinary education and interdisciplinary projects. CIS is therefore engaged in its mission to promote interdisciplinarity in education, science and public policies, thus contributing to spreading basic knowledge, critical thinking and natural phenomena, as well as preparation and implementation of academic-based and professional public policies and measures.

Taking into consideration the previously defined vision and mission of the Center and the three areas of its work, CIS is focused on completion of the following goals until 2022:

1. Development and maintenance of the unique interdisciplinary educational platform intended for the development of human potential necessary for the processes of democratic consolidation and European integrations in Bosnia and Herzegovina and Southeast Europe.
2. Interdisciplinary education of the young generation of experts for academic and professional positions, from the local think-tank base to professional public administration and new political leadership, in accordance with the ground requirements of the democratization and EU integration (political and economic alike).
3. Contribution to the educational reform process in Bosnia and Herzegovina through the implementation of the interdisciplinary master and doctoral programmes, based on the principles of the European higher education space and scientific research.
4. Development of interdisciplinary and multidisciplinary lifelong learning programmes, as well as additional specialist education intended for coordination with the labour market's needs.
5. Contribution to the development of the society of knowledge in Bosnia and Herzegovina through implementation and promotion of academic research, based on the integration and synthesis between scientific fields and discovery of specific scientific areas requiring interdisciplinary approach.

The third-cycle study programme is organized in the Center of Interdisciplinary Studies of the University of Sarajevo. The Center has four lecture halls, equipped with computers, a smart board and other teaching aids, along with the library and the reading room. The listed facilities will be made available for the implementation of the programme, if needed. The Center has adequate space, equipment and other teaching aids required for the teaching process and the scientific research to be carried out.

1.2. The Reasons for Starting the Doctoral Programme

1. **The importance of the study programme, taking into consideration the needs of the labour market in public and private sectors** – The interdisciplinarity of the doctoral programme is not only a trend, but an obligation of the universities all around the world. Starting this kind of a study programme, the University of Sarajevo can be compared with the leading world universities, such as Berkeley University¹; Ghent University²; Princeton University³, or the regional universities, such as the University of Ljubljana⁴ and the University of Novi Sad⁵. These universities have recognized the importance of the interdisciplinary approach to the science and scientific research. On the other hand, the importance of the area of Global studies is rising, in terms of the understanding of globalization as a multidimensional process, with significant social, cultural and economic aspects. This kind of a programme is interdisciplinary by its nature, with its historic approach to

¹ <https://grad.berkeley.edu/programs/interdisciplinary/> (accessed on Feb 5th, 2019)

² <https://www.ugent.be/en/research/doctoralresearch/enrolment-doctorate/interdisciplinaryphd.htm> (accessed on Feb 5th, 2019)

³ <https://www.princeton.edu/ihum/> (accessed on Feb 5th, 2019)

⁴ <https://www.fdv.uni-lj.si/en/study/study-at-the-FDV/doctoral-programmes> (accessed on Feb 5th, 2019)

⁵ <https://www.uns.ac.rs/index.php/rs/univerzitet/centri/acimsi/acimsi/das-rodne-studije> (accessed on Feb 5th, 2019)

the problems of the contemporary world. Furthermore, the programme emphasizes the local, regional and global context, and it is therefore highly applicable, particularly in the public sector in Bosnia and Herzegovina, a country which strives to join the EU, while simultaneously dealing with the local problems and struggling for its position within the region. The labour market in the government and non-government sector, international organizations and diplomatic and consular missions will be enriched with experts who are excellent in recognizing the current social issues and who possess ingenuity and analytical skills which they acquired at the doctoral programme, along with the ability to adjust to different social contexts.

2. **The programme's compliance with the university's mission, the study programme proponent's strategy and the current strategic document of the university** – University of Sarajevo, through its strategic documents, strongly supports the programme's interdisciplinarity, especially at the level of the third cycle. The programme's obligatory interdisciplinarity is included in the Rector's Work Plan, The University's Strategy for Development of Scientific/Artistic Research and other strategic documents, current or in progress at the University in Sarajevo. Additionally, the strategy on all levels (the University of Sarajevo, Sarajevo Canton, Federation of Bosnia and Herzegovina) lists the importance of the trend following in surrounding areas and in comparison with the world universities, which presents an additional confirmation of the importance of focus on interdisciplinary programmes. The concept of studying at all three levels within a discipline is limiting and as such outdated in the world. It is important to provide the candidates, especially on the third-cycle level, with a wider set of possibilities through interdisciplinary approach. This interdisciplinary doctoral programme in Global Studies meets all the listed criteria.

3. **Comparison of the study programme with similar, accredited study programmes** – based on the experience with similar programmes, for example, the second cycle programme European Studies, which has been implemented by the Center for Interdisciplinary Studies since 1998, there is a need for our alumni to continue their education in the area of interdisciplinary studies. By its nature, Global studies has a unique way of complementing interdisciplinarity, with its focus primarily on social studies, and it tackles the issues such as the economic development, global legal systems, issues of security on the global level, issues of migration, as well as democracy and human rights protection. It also touches upon humanities, studying the global cultures and religions, the issues of gender etc. Global studies as a doctoral programme exists on many universities around the world: University of Bern⁶; Humboldt Universitat⁷; University of Gothenburg⁸; University of Sussex⁹, to mention just a few. This feasibility study was created based on a detailed analysis of the curricula offered by the aforementioned universities.

⁶ <https://www.phdportal.com/universities/494/university-of-bern.html> (accessed on Feb 5th, 2019)

⁷ <http://global-studies-programme.com/programme/phd-programme/> (accessed on Feb 5th, 2019)

⁸ <https://globalstudies.gu.se/english/cooperation/Rwanda/phd-program> (accessed on Feb 5th, 2019)

⁹ <https://www.sussex.ac.uk/study/phd/degrees/global-studies/international-development-global-studies-phd> (accessed on Feb 5th, 2019)

1.3. Local and International Cooperation with Interest Groups

The suggested structure and organization of the interdisciplinary doctoral programme in Global studies is based on the ECTS credit system and therefore it enables student mobility in local and international higher education area. The student mobility is incorporated in the programme thusly:

- a) The doctoral students can choose elective courses (II semester) from any other doctoral programme implemented by the University of Sarajevo, under the condition that attending the course contributes to the work on the PhD research proposal (the doctoral programme's leader's approval is required),
- b) The doctoral students can choose elective courses (II semester) from any other accredited doctoral programme implemented by internationally recognized universities around the world, under the condition that attending the course contributes to the work on the PhD research proposal (the doctoral programme's leader's approval is required),
- c) Contentwise, the interdisciplinary doctoral programme in Global studies represents a variety in its courses offered for the students of other doctoral programmes, implemented by other faculties of the University of Sarajevo.

The suggested structure and organization of the interdisciplinary doctoral programme in Global studies encourages the mobility of professors in local and international higher education area by enabling the inclusion of instructors from different faculties of the University of Sarajevo in the teaching process, as well as the instructors from abroad, who teach courses incorporated in this programme. Additionally, the suggested structure and organization of the interdisciplinary doctoral programme enables cooperation with other similar doctoral programmes. This is primarily connected to the creation of mutual courses and cooperation in research project this programme relies on. It is important to point out that the Center for Interdisciplinary Studies has highly developed cooperation with a network of different partners, so this programme will host guest lecturers from the region (University of Ljubljana, University of Zagreb, University of Novi Sad etc.), as well as instructors from the world universities, e.g. Northwestern University. Taking into consideration everything listed above, governed by the structure and organization of this doctoral programme, there are real possibilities to turn this study programme into a pillar of stronger connections between the University of Sarajevo and the world.

We must not forget that, through education of the doctoral students, who will acquire the scientific title of the doctor of interdisciplinary studies in the area of Global studies, the required preconditions will be fulfilled, for further development of interdisciplinarity in academic institutions in Bosnia and Herzegovina, as well as other public and private institutions, or organizations outside the higher education system which require interdisciplinary approach to certain issues.

Therefore, it is possible to expect that different international organizations, as well as the non-government sector working in Bosnia and Herzegovina, will enable many employment

opportunities to doctors of Global studies. At the same time, there are many employment opportunities in numerous public institutions in Bosnia and Herzegovina, as well as abroad, which deal with integration processes and the processes of broadening of the EU.

2. GENERAL

Name of the Program	Interdisciplinary Doctoral Program in Social Sciences: Global Studies
Proponent of the Program	University of Sarajevo, Center for Interdisciplinary Studies
Type of the Program	Academic Study Program
Level of the Program	Third Cycle Study Program
Duration of the Program	6 semesters
ECTS credits	180 ECTS
Academic/Professional Title	Doctor of Interdisciplinary Social Sciences
Language of Instruction	English and/or Bosnian/Croatian/Serbian
European Qualification Framework (EQF)¹⁰	Level 8
Frascati Classification¹¹	509 Other Social Sciences Social Sciences – Interdisciplinary

2.1. Goals of the Programme

Global studies is an emerging interdisciplinary area, dedicated to the understanding of the global movements as multidimensional processes with significant social, cultural, political, ecological and economic consequences. This area demands an interdisciplinary, historic approach to current social issues. Additionally, it emphasizes the need to simultaneously understand the issues in their local, national, regional and global (international and transnational) context. The interdisciplinary doctoral programme Global studies offers a unique interdisciplinary programme for the students who wish to study the global questions, such as conflicts, immigration, human rights, ecological sustainability, political economy, culture and development, from an interdisciplinary perspective.

The main goal of the interdisciplinary doctoral programme Global studies is to broaden the students' knowledge in the area of interdisciplinary research in social sciences, develop the students' independent research abilities as well as the creation of future researchers capable of leading interdisciplinary research projects in social sciences. Furthermore, the goal of the interdisciplinary doctoral programme is to encourage the students' critical thinking and ensure the preconditions for successful and responsible scientific work in accordance with the highest scientific, methodological and ethic standards. The programme will capacitate the students for their further academic career in government or non-government sector.

¹⁰ <https://ec.europa.eu/ploteus/content/descriptors-page#footnote4>

¹¹ Frascati Manual 2015 Guidelines for Collecting and Reporting Data on Research and Experimental Development DOI: <https://dx.doi.org/10.1787/9789264239012-en>

2.2. Selection of Candidates and the Programme's Vertical Mobility

Pursuant to the Article 22 of the Rules for the Third Cycle of Studies at the University of Sarajevo, the candidates who have acquired a second-cycle or integrated studies degree, the title of the academic specialist and the master of science/arts in the pre-Bologna system (minimum 300 ECTS). There are no limitations in terms of the scientific/artistic area the candidates have previously specialized, due to the interdisciplinary nature of the doctoral programme Global studies.

The criteria for the selection of the candidates are the following: academic quality (grade point average during the first and second cycle of the studies), active knowledge of the English language and communicativeness. The candidates will be selected by the Programme Council, based on the applications with the required documents (university degree and transcript, the document which confirms active knowledge of English, recommendation letters and a motivation letter). There is a possibility of an interview with the candidates from the shortlist. The preliminary ranking will be made based on the results from the second cycle studies, the integrated studies, specialist or graduate studies, the relevant publications in double-blind-review international journals and based on the interview with the candidates. Additionally, we will make sure that the candidates are balanced out, with regards to their degrees from different fields of study.

Furthermore, pursuant to the Article 22 of the Rules for the Third Cycle of Studies at the University of Sarajevo, for the candidates who have obtained the title of the master of science/arts in the pre-Bologna system or the title of the academic specialist i.e. those who are enrolling in the doctoral programme with 360 ECTS, 60 ECTS credits will be recognized, through recognition of two elective courses and/or work on a part of the research proposal or the draft of the PhD thesis. These candidates, pursuant to this article, will pay two-thirds of the total tuition fee.

2.3. The Analysis of Employment Possibilities after Graduation

Before elaborating on the employment possibilities for the doctors of global studies, we will briefly list the target groups which have been identified as interested in this study programme:

1. The primary target group for the program is students, particularly the students who have graduated from a second cycle interdisciplinary programme implemented by the CIS in the last few years. They have a need for additional education, through third cycle interdisciplinary programmes.
2. The secondary target group is the early- and mid-career employees of international government and non-government agencies, embassies, public and private sectors, who occupy positions which require a high level of analytical skills and a wide range of knowledge in different social topics. The aforementioned organizations have a strong need for additional qualification of their staff, in the fields they work in and which are not, most often, the areas for which the employees possess adequate education. There are also the employees in the real sector, the professionals occupying middle management positions who require additional expertise and skills

in the areas they work in. Additionally, the employed professionals are tired of the conventional education system and they seek for challenges in the interdisciplinary approach and new topics.

The rule of the law, respect for human rights and democracy, economic growth and development, sustainability, and respect for cultures and diversities are the basic postulates upon which every modern state is founded. The process of Bosnia and Herzegovina's joining the European Union brings all-encompassing changes and reform, thus requiring an interdisciplinary approach, since that is the only way to shape and enable the acquisition of the EU's laws in Bosnia and Herzegovina: by respecting diversities and following the contemporary trends. Without doubt, this process requires the constant support from the researchers, so that the results of their research can be incorporated in the transitional and developmental processes. The experts who understand the interdisciplinary method of the scientific work directed at required integrations and syntheses between scientific disciplines, as well as the mutual approach to the scientific and other funds which support scientific development are necessary for the creators of public policies and the future of Bosnian integrations. To that end, the doctors of this study programme will become and inevitable resource in terms of human potential in the field of the policies of research and analyses, interdisciplinary research methods which is an essential requirement for the preparation of public policies and the source of new ideas in the function of corrective work. The experts capable of answering these challenges and the broader themes are exactly those who we see as graduates of the interdisciplinary doctoral programme Global studies.

The labour market in government and non-government sectors, international organizations and the diplomatic-consular representation office will be enriched with the experts with excellent knowledge in the current social issues, with great insight and analytical skills acquired at the doctoral program, and the adjustability to different social contexts. At the moment of writing of this Feasibility study, according to the official data of the Employment agency, the agency *Posao.ba* and numerous other websites, the experts who would match the criteria upon completion of the studies are demanded. More information in Annex 2.

2.4. Grading Scale

Each course has a course leader and the teaching process also includes guest lecturers from the University of Sarajevo or partner universities in Europe. A part of the classes will be used for the professor's (course leader's) lecture on certain issues, as well as lectures given by the guest local and international experts. Additionally, it is expected that the students participate actively in the discussions about certain current issues. The exams will be organized after the lectures of each module. The module leader is in charge of organizing the exam and grading the students' work. The students are required to attend all components of the programme.

Teaching methodology includes the analysis of scientific articles, discussion, workshops, presentations and it is entirely interactive. Each of the activities will be graded appropriately during the semester and the work on the PhD research proposal will be coordinated by the supervisor. In accordance with the Rules of the University of Sarajevo, the PhD thesis is written with regular consultation with the supervisor and it is defended publicly, *viva voce*. The thesis is

evaluated by a Committee, appointed by the Programme Council. The supervisor is a member of the Committee for the defence of the PhD thesis.

In the implementation of the programme, the Bologna standards are applied: (student, instructor, and researcher) mobility, ECTS, partnership between universities (inclusion of foreign lecturers in teaching, curricula development etc.), and the European dimension of the higher education.

2.5. Quality Assurance

Quality assurance and internal control of the higher education institutions' work and implementation of the study programmes are regulated by the Law of Higher Education of the Sarajevo Canton, the University of Sarajevo's Statutes and other relevant legal documents of the University, which implements the study programme. More on quality control in the Center for Interdisciplinary Studies can be found in Annex 1.

In accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area, which provide the basis for the University's adoption of processes for quality improvement and management, the Center is required to create a plan for the procedure of quality assurance of the study programme. The quality and success of the doctoral/master programme assessed throughout the duration of the study programme and it is under the jurisdiction of the Center's Council and the Doctoral/Master Study Programme's Council. The teaching is continually evaluated in accordance with the procedure implemented on all three cycles.

In the course of realization of the master programme, the following tools for quality assurance and improvement are planned:

- Evaluation of the contents and the means of implementation of the programme
- Student evaluation of teaching;
- Teacher evaluation of the syllabi and the curriculum
- Consideration of the success and the critical elements after the graduation of the first generation of students;
- Analysis of the successful completion of studies;

The aim of the student evaluation of the teaching process and instructors is to provide an insight into the quality of teaching and the work of each individual instructor and determine the means for improvement of the teaching process based on the student evaluations. The evaluation of the academic staff's work will be conducted once per semester in accordance with the Law, the Statutes of the University and the Rules.

Informing the public about the study programme is realized through:

- Information package about the study programme (the curriculum, learning outcomes etc);

- Public examination process;
- Public defences (theses, seminar papers, final thesis project, and final thesis draft);
- Public *viva voce* defence of the PhD thesis.

3. DESCRIPTION OF THE STUDY PROGRAMME

3.1. Learning Outcomes

The basic aim of the study programme is to prepare the doctoral candidates for independent leading of research projects and further scientific and academic growth in the field of global studies. Furthermore, it is expected that, after being awarded the title, the doctoral candidates will be able to continue their scientific specialization in the country and abroad through postdoctoral scholarships (programmes financed by the EU, Fulbright, JFP, DAD scholarship etc.)

The individual learning outcomes are presented here:

Knowledge: Understanding the theory of globalization through the issues of geopolitics, economy and law, or just. Understanding and interpreting the theoretical concepts in the broader area of social sciences.

Skills: Recognizing the social changes and the critical analysis and interpretation of the contemporary international relations, problems and challenges. Independent using of scientific research methodologies and the development of analytical skills in global trend assessment.

Competencies: Gaining perspective on global challenges and their influences on an individual's live, environment, economic changes, justice, institutions, technology and other spheres of the modern world. Planning and anticipating the global movements on the level of state and organization. The ability to formulate, implement and present quantitative and qualitative research.

3.2. The Structure of the Programme

In accordance with the Rules for the Third Cycle of Studies at the University of Sarajevo, the structure of the doctoral programme Global studies is organized as follows:

- First semester – Three obligatory courses, total 30 ECTS and 160 contact hours
- Second semester – One obligatory course in methodology, two elective courses from the list offered, total 30 ECTS and 150 contact hours
- Third semester – Writing of the PhD research proposal and PhD research proposal application, total 200 hours and 30 ECTS
- Fourth semester – Writing and defence of the PhD research proposal, total 200 hours and 30 ECTS
- Fifth semester – Writing of the PhD thesis draft, total 200 hours and 30 ECTS
- Sixth semester – Writing and defence of the PhD thesis, total 200 hours and 30 ECTS.

The students of the interdisciplinary doctoral programme attend four obligatory courses in total. The obligatory courses are based in three basic fields of social sciences, taking into consideration that each course is also interdisciplinary by its nature. These are the key questions which are analyzed in the global context, with the current issues the modern surroundings bring about. The students start with three basic courses: the first course is based on geopolitics and global order, the second on economy and globalization and the third on the questions of law and justice. Another obligatory course is Research Methods in Social Sciences – a course which the students will need in order to understand scientific research and methodology, as well as different quantitative and qualitative research methods.

Along with the obligatory courses, the students also choose two elective courses from the list. These courses provide the students with the possibility of specialization, depending on their individual interests. Taking into consideration the particularities of the interdisciplinary study programme and the fact that the candidates come from different backgrounds and interests, it is necessary to give them a more detailed and wider possibility for further specialization. The list of elective courses is created in a way which enables the students to independently engage and critically follow the relevant scientific literature and master the skills of recognizing and analyzing the scientific problems. The list of elective courses contains a wide variety of courses, from the issues of security, to the current issues in gender and gender policies, religion, technology, sustainable development etc., in the context of globalization. Finally, the students who plan to continue their professional engagement in scientific research have an opportunity to attend a course in Selected Topics in Research Methodology, which enables them to become high-level researchers and enrich the University of Sarajevo with good publications from their field.

Finally, the programme is enriched with additional questions and issues present in the global society, represented through short workshops during the summer and winter. The workshops are facultative, but they will certainly enrich the doctoral students' knowledge and open up possibilities for new ideas for research in the doctoral thesis. These interdisciplinary workshops deal with various current issues, from public health, to cultural heritage, to the issues of world peace, a child's inclusion in contemporary events or negotiation skills. The workshops will be open for public; in other words, short seminars will be offered to doctoral students from other faculties or universities in the region or advanced MA students. Members of the public will be awarded a Certificate with 2 ECTS credits after attending a workshop. That will enrich the University's catalogue of short courses, which will finally improve the visibility and recognition of this doctoral programme in society. Certain courses and workshops will be organized in English and given by guest lecturers. Given that the workshops do not have the status of a course and are not obligatory, the list of workshops can be broadened with each new generation, and therefore the guest lecturers' CVs and the decisions conferring their academic titles are not a part of this Feasibility Study.

3.3. The List of Obligatory and Elective Courses

Semester	Course	Hours	ECTS	Status	Course Leader(s)
First	Geopolitics and Global Order	60	10	Obligatory	Full. Prof. dr. Nerzuk Ćurak
First	Economy and Globalization	50	10	Obligatory	Assoc. Prof. Dr. Adnan Efendić
First	Global Justice	50	10	Obligatory	Asst. Prof. Dr. Midhat Izmirlija Full. Prof. Dr. Asim Mujkić
	Total in First Semester	160	30		
Second	Research Methods in Social Sciences	50	10	Obligatory	Asst. Prof. Dr. Maja Arslanagić-Kalajdžić Assoc. Prof. Dr. Dženana Husremović
Second	Elective course from the list below	50	10	Elective	
Second	Elective course from the list below	50	10	Elective	
	Total in Second Semester	150	30		
Third	Writing of the PhD Research Proposal		15	Work on PhD Thesis	
Third	PhD Research Proposal Application		15	Work on PhD Thesis	
	Total in Third Semester	200	30		
Fourth	Writing of the PhD Thesis		15	Work on PhD Thesis	
Fourth	Defence of the PhD Research Proposal		15		
	Total in Fourth Semester	200	30		
Fifth	Writing of the PhD Thesis Draft	200	30		
Sixth	Writing and Defence of the PhD Thesis	200	30	Work on PhD Thesis	
	TOTAL		180		

The List of Elective Courses:

Semester	Course	Hours	ECTS	Status	Course Leader(s)
Second	Social Algorithm: Technology, Media, Politics		10	Elective	Assoc. Prof. Dr. Mario Hibert
Second	Global Safety		10	Elective	Assoc. Prof. dr. Edina Bećirević
Second	Economic Crime, Corruption and Criminal Politics		10	Elective	Full Prof. dr. Hajrija Sijerčić Čolić
Second	Selected Topic in Research Methods		10	Elective	Assoc. Prof. dr. Selma Kadić-Maglajlić
Second	Religion in Global Society		10	Elective	Full Prof. dr. Dino Abazović
Second	Gender and Globalization		10	Elective	Full Prof. dr. Jasna Bakšić Muftić
Second	Environment in the Concept of Sustainable Development		10	Elective	Assoc. Prof. dr. Eldin Mehić Full Prof. dr. Senka Barudanović

The List of Workshops:

Semester	Course	Hours	Status	Course Leader(s)
Third	Global Cultures	10	Workshop	Assoc. Prof. Dr. Ksenija Kondali, UNSA
Fifth	Diversity, Inclusion and the Contemporary Society	10	Workshop	Dr. Nirvana Pištoljević, EDUS
Fifth	Building of Lasting and Attainable Peace	10	Workshop	Mr. Edita Čolo Zahirović, Catholic Relief Services
Third	Critical Perspectives on Global Health and Development	10	Workshop	Asst. Prof. Dr. Peter Locke, Northwestern University
Fifth	Negotiation	10	Workshop	Full Prof. Dr. Melika Husić-Mehmedović, UNSA



ANNEX 1: CONDITIONS FOR THE IMPLEMENTATION OF THE STUDY PROGRAMME

1. Location and Infrastructure

Center for Interdisciplinary Studies of the University of Sarajevo

Address	Zmaja od Bosne 8, University Campus
Surface Area	700 m ²
Conference Rooms/Lecture Halls	4 (surface area 279 m2)
Offices	12 (surface area 178 m2)
Library	1 (65 m2)
Reading Room	1
Other Facilities	Hall, kitchen (1), toilets (6), archives (1), (surface area 243 m2)
Technical Equipment and Teaching Aids	Server (1), computers (20), smart board (2), laptops (5), projectors (4), printer (6)

The second and third cycle study programmes are organized in the Center of Interdisciplinary Studies of the University of Sarajevo. The Center has four lecture halls, equipped with computers, a smart board and other teaching aids, along with the library and the reading room. The listed facilities will be made available for the implementation of the programme, if needed. The Center has adequate space, equipment and other teaching aids required for the teaching process and the scientific research to be carried out, in accordance with the standards and normative documents for higher education.

1.2 Professors and Assistants Involved in the Teaching Process

Course	Instructor**	Institution
Geopolitics and Global Order	Full Prof. dr. Nerzuk Ćurak	University of Sarajevo
	Asst. Prof. Dr. Dražen Barbarić	Faculty of Political Sciences
	Assoc. Prof. dr. Sead Turčalo	University of Mostar
	Full Prof. dr. Vlado Azinović	Faculty of Philosophy
	Asst. Prof. Dr. Slaven Kovačević	University of Sarajevo
		Faculty of Political Sciences
		University of Sarajevo
		Faculty of Political Sciences
		University of Sarajevo

		Faculty of Administration
Economy and Globalization	Assoc. Prof. dr. Adnan Efendić Asst. Prof. dr. Nebojša Stojčić Assoc. Prof. dr. Hariz Halilović	University of Sarajevo School of Economics and Business University of Zagreb Faculty of Economics and Business Royal Melbourne Institute of Technology
Global Justice	Asst. Prof. Dr. Midhat Izmirlija Full Prof. dr. Asim Mujkić Full Prof. dr. Fikret Karčić	University of Sarajevo Faculty of Law University of Sarajevo Faculty of Political Sciences University of Sarajevo Faculty of Law
Research Methods in Social Sciences	Asst. Prof. Dr. Maja Arslanagić-Kalajdžić Assoc. Prof. dr. Dženana Husremović Asst. Prof. dr. Emir Agić	University of Sarajevo School of Economics and Business University of Sarajevo Faculty of Philosophy University of Sarajevo School of Economics and Business
Social Algorithm: Technology, Media, Politics	Assoc. Prof. dr. Mario Hibert Assoc. Prof. dr. Petar Jandrić Assoc. Prof. dr. Vladan Joler	University of Sarajevo Faculty of Philosophy University of Zagreb Faculty of Philosophy University of Novi Sad Academy of Fine Arts
Global Safety	Assoc. Prof. dr. Edina Bećirević Full Prof. dr. Vlado Azinović Assoc. Prof. dr. Sead Turčalo	University of Sarajevo Faculty of Criminalistics, Criminology and Security Studies University of Sarajevo Faculty of Political Sciences University of Sarajevo Faculty of Political Sciences
Economic Crime, Corruption and Criminal Politics	Full Prof. dr. Hajrija Sijerčić Čolić Assoc. Prof. dr. Kanita Čizmić Prof. dr. Renata Salecl Asst. Prof. dr. Andrej Kurnik	University of Sarajevo Faculty of Law University of Sarajevo Faculty of Law University of Ljubljana Faculty of Law University of Ljubljana Faculty of Social Sciences
Selected Topics in Research	Assoc. Prof. dr. Selma Kadić-	University of Sarajevo

Methods	Maglajić Full Prof. Dr. Melika Husić- Mehmedović	School of Economics and Business University of Sarajevo School of Economics and Business
Religion in Global Society	Full Prof. dr. Dino Abazović	University of Sarajevo Faculty of Political Sciences
Gender and Globalization	Full Prof. dr. Jasna Bakšić Muftić Assoc. Prof. dr. Zilka Spahić- Šiljak	University of Sarajevo Faculty of Law University of Zenica Faculty of Philosophy
Environment in the Concept of Sustainable Development	Assoc. Prof. dr. Eldin Mehić Full Prof. dr. Senka Barudanović Full Prof. Dr. Rifat Škrijelj	University of Sarajevo School of Economics and Business University of Sarajevo Faculty of Science University of Sarajevo Faculty of Science

*CVs and the University Senate's Decisions conferring the academic titles for all instructors are given as an annex of this document. Guest lecturers from the local and international universities, as well as expert associates, will be involved in the teaching process. **The names of course leaders are written in bold letters.

1.3 Optimum Number of Students

For effective implementation of the doctoral programme, the maximum number of 20 students is required. The minimum number required to ensure the sustainability of the study programme and enable its implementation is 10 candidates. The budget, available as an annex to the feasibility study, was created based on enrolment fees for 10 candidates.

1.4 Cost Estimate per Student

The suggested tuition fee for the specialist programme is 18,000.00 KM (convertible marks) per student. The tuition fee is determined in accordance with the Decision of the Cantonal Government on Tuition Fees for the Studies at the University of Sarajevo. The tuition fee amounts to 3,000.00 KM per semester or 6,000.00 KM per year.

The elements of the price calculation are determined per total number of teaching hours and the price for each hour in KM, in accordance with the minimal and maximum amounts, as determined by the Cantonal Government's Decision. Therefore, the price is calculated on the bases of total number of teaching hours in all semesters. For the semesters where the study programme is not shown through the number of hours (III-VI), the working hour number will be suggested.

1. In accordance with the previously stated, the price calculation is suggested as follows:

SEMESTER I - 3 courses x 50+10 hours = 160 in class hours and 100 preparation hours
260 hours

SEMESTER II - 3 courses x 50 hours = 150 inclass hours and 100 preparation hours
250 hours

SEMESTER III - Writing of the PhD Research Proposal
PhD Research Proposal Application
200 hours (including two workshops, 20 hours total)

IV SEMESTAR - Writing of the PhD Thesis
Defence of the PhD Research Proposal
200 hours

V SEMESTAR - Writing of the PhD Thesis Draft
200 hours (including three workshops, 30 hours total)

VI SEMESTAR – Writing and Defence of the PhD Thesis
200 hours

Total number of hours for the entire study programme = 1,310 hours

Tuition fee per hour of the programme equals $18,000/1,310 = 13.74$ KM

Quality Assurance of the Study Programme

Quality Control and the Success of the Study Programme

In accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area, which provide the basis for the University's adoption of processes for quality improvement and management, the Center is required to create a plan for the procedure of quality assurance of the study programme. The quality and success of the doctoral/master programme assessed throughout the duration of the study programme and it is under the jurisdiction of the Center's Council and the Doctoral/Master Study Programme's Council. The teaching is continually evaluated in accordance with the procedure implemented on the second cycle.

- **The documents which the quality assurance system is based on**

Quality assurance and internal control of the higher education institutions' work and implementation of the study programmes are regulated by the Law of Higher Education of the Sarajevo Canton, the University of Sarajevo's Statutes and other relevant legal documents of the University, which implements the study programme.

- **In the course of realization of the master programme, the following tools for quality assurance and improvement are planned:**

- Evaluation of the contents and the means of implementation of the programme
- Student evaluation of teaching;
- Teacher evaluation of the syllabi and the curriculum
- Consideration of the success and the critical elements after the graduation of the first generation of students;
- Analysis of the exam passage rate;
- Analysis of the successful completion of studies;
- Analysis/evaluation of the resources required for the teaching and learning process

- **Student evaluation of the teaching process and instructors**

The aim of the student evaluation of the teaching process and instructors is to provide an insight into the quality of teaching and the work of each individual instructor and determine the means for improvement of the teaching process based on the student evaluations. Student evaluation of the teaching process and instructors will be conducted in accordance with the Rules of Student Evaluation of the Academic Staff's Work and the Success of Realization of the Curricula at the University of Sarajevo¹².

The evaluation of the academic staff's work will be conducted once per semester in accordance with the Law, the Statutes of the University and the Rules.

¹² <http://www.unsa.ba/sites/default/files/dodatak/2018-12/Pravilnik%20evaluacija%20ak.%20osoblja.pdf>

- **Keeping track of the knowledge assessment and the exam passage rate in the study programme**

The criteria and the procedures for student assessment are clearly defined and transparent, in accordance with the Law, the Statutes of the University and the Rules for the First and the Second Cycle, the Integrated Study Programmes, Professional and Specialist Study Programmes at the University of Sarajevo¹³/Rules for the Third Cycle of Studies at the University of Sarajevo – PhD Programme¹⁴. The continuous collection of data through the information system will enable the analysis of the students' success, exam passage rate and the students' advancement.

- **Evaluation of the availability of the teaching and learning resources**
 - Periodical evaluation of the material-technical resources, library collection etc.
 - Planning of financial investment into the resources, in order to improve the work efficiency
- **Description of the public information processes about the study programme:**

Informing the public about the study programme is realized through:

- Information package about the study programme (the curriculum, learning outcomes etc);
- Public examination process;
- Public defences (theses, seminar papers, final thesis project, and final thesis draft);
- Public *viva voce* defence of the PhD thesis.

¹³ <http://www.unsa.ba/sites/default/files/dodatak/2018-11/Pravila%20studiranja%20UNSA.pdf>

¹⁴ <http://www.unsa.ba/sites/default/files/dodatak/2018-12/Pravila%20III%20ciklus%20studija.pdf>

ANNEX 2: THE LABOUR MARKET¹⁵

The Civil Service:

The Head of the Department for Work and Employment (m/f)

<https://www.posao.ba/#!searchjobs;keyword=;page=5;title=all;range=any;location=all;i=6;lk=:job=287034>

Expert associate in the field of citizenship (m/f)

<https://www.posao.ba/#!searchjobs;keyword=;page=5;title=all;range=any;location=all;i=6;lk=:job=287033>

Expert advisor for normative jobs (m/f)

<https://www.posao.ba/#!searchjobs;keyword=;page=6;title=all;range=any;location=all;i=6;lk=:job=287032>

Expert associate for work, safety and workplace health (m/f)

<https://www.posao.ba/#!searchjobs;keyword=;page=9;title=all;range=any;location=all;i=6;lk=:job=285901>

Expert advisor for normative and legal jobs in the field of work and employment (m/f)

<https://www.posao.ba/#!searchjobs;keyword=;page=9;title=all;range=any;location=all;i=6;lk=:job=285900>

The Secretary of the Ministry (m/f)

<https://www.posao.ba/#!searchjobs;keyword=;page=9;title=all;range=any;location=all;i=6;lk=:job=285899>

School Principal

<https://www.posao.ba/#!searchjobs;keyword=;page=11;title=all;range=any;location=all;i=6;lk=:job=285864>

Expert associate for internal protocol relations (m/f)

<https://www.posao.ba/#!searchjobs;keyword=;page=13;title=all;range=any;location=all;i=6;lk=:job=284657>

Expert associate for planning and analysis (m/f)

<https://www.posao.ba/#!searchjobs;keyword=;page=14;title=all;range=any;location=all;i=6;lk=:job=284655>

International Organizations:

UNDP-National Consultant

https://jobs.undp.org/cj_view_job.cfm?cur_job_id=83335

UNDP-National Consultant for LG Performance Evaluation

https://jobs.undp.org/cj_view_job.cfm?cur_job_id=83245

UNDP-Head of Experimentation

https://jobs.partneragencies.net/erecruitjobs.html?JobOpeningId=21004&hrs_io_pst_seq=1&hrs_site_id=2

UNDP-Head of Exploration

https://jobs.partneragencies.net/erecruitjobs.html?JobOpeningId=21009&hrs_io_pst_seq=1&hrs_site_id=2

UNDP-Head of Solutions Mapping

¹⁵ All vacancy announcements and websites were accessed on Feb 8th, 2019

https://jobs.partneragencies.net/erecruitjobs.html?JobOpeningId=20990&hrs_io_pst_seq=1&hrs_site_id=2

OSCE-National Analysis and Reporting Officer, Education

<https://jobs.osce.org/vacancies/national-analysis-and-reporting-officer-education-vnbahn00872>

OSCE-National Analysis and Reporting Officer, Democratic Governance

<https://jobs.osce.org/vacancies/national-analysis-and-reporting-officer-democratic-governance-vnbahn00873>

OSCE-National Programme Officer, Legislative Support

<https://jobs.osce.org/vacancies/national-programme-officer-legislative-support-vnbahn00875>

SYLLABI

Code: CISPHD1.1	Name: Geopolitics and Global Order		
Cycle: III	Year: I	Semester: I	Number of ECTS: 10
Status: Obligatory		Total Number of Hours: 60	
Instructors:	Instructors from the academic field the course belongs to		
Enrolment preconditions:	none		
Course goals:	<p>In the last three decades, the contemporary world has faced the collapse of the bipolar geopolitical system, the speeding processes of globalization, re-conceptualization of the relations between power, space and politics and the return of geopolitics as the utilitarian method for interpretation of the world political map. While almost five decades of the 20th century were marked by the ideological conflicts between East and West, or to borrow the terms from the classical geopolitics, the First (USA) and the Second World (USSR), its final decade and the first two decades of the new millennium were marked by the appearance of the failed states as the new geopolitical phenomenon, proliferation of forbidden weapons, transnational terrorism, intensification of the environmental destruction and the global climate change, geopolitical multipolarism, global growth of multinational companies and organized crime groups which appear as micro geopolitical actors within national states. However, one must not ignore the re-traditionalization of the political and the geopolitical spheres where sovereignty, the security dilemma and the balance of powers are once again starting to shape the international relations. The goal of this module is that the students, using the interdisciplinarity of the contemporary critical geopolitics, analyze the ideologized and politicized approaches to these contemporary phenomena and present the geopolitics as a discipline significantly wider than its classical understanding as the relationship between the space and politics. The aim of the course is to critically observe the contemporary globalization and de-globalization processes, in the context of the global space and its different versions, in terms of sovereignty and neo-sovereignty. The doctoral students should recognize the complex processes of shaping of the geopolitical culture and the complexity of the relationship between the geopolitical system, geopolitical culture and geopolitical discourse. The focus of the course will be to introduce the doctoral students with the methods of current geopolitics, primarily, through deconstruction of the formal, practical and popular geopolitical discourses, used for shaping and projection of the reductionist images of the world and the manufacturing of insecurity. After successfully completing the course <i>Geopolitics and Global Order</i>, the doctoral students should be able to recognize the geographic practices and presentations of the contemporary world, which create the world politics and through</p>		

	<p>reflective and critical approach to such practice drew de-ideologized and depoliticized scientific conclusions about the current international relations.</p>
<p>Course outline/topics:</p>	<ol style="list-style-type: none"> 1. Geopolitical concepts in modern and postmodern world 2. Determination of the global geopolitical context 3. Methods of analysis of the contemporary geopolitical context 4. Space, politics and postmodernity 5. The state in the contemporary geopolitical system: from consolidated to unsuccessful states 6. Geopolitical culture and the conceptualization of the foreign policies of contemporary states 7. The geopolitics of the national identity 8. The geopolitics of ethnic cleansing 9. Manufacturing insecurity: Terrorism and the geopolitical discourse 10. The geopolitics of globalization, multipolarism and the balance of power: Geostrategic players and geopolitical headquarters 11. Environmentalist discourse in geopolitics 12. The geopolitics of energy sources 13. The geopolitics and anti geopolitics in the 21st century 14. Neo geopolitics and the geopolitics of knowledge 15. Globalization, de-globalization and the possibilities of re-globalization. The tragedy of the great forces politics 16. Regional forces in global rise: China and Russia – Geoeconomy and Euroasianism? 17. Is the geopolitics of peace possible? 18. Geophilosophy of globalization. Utopian discourse of the European geopolitics: why does Europe have to be a republic? 19. The geopolitics at the Balkans and the inner geopolitics of Bosnia and Herzegovina.
<p>Learning outcomes:</p>	<p>Knowledge: After passing the exam, the students will understand the geopolitical theories and methods, the complex world of international relations, the geopolitics of the global space and be able to critically evaluate the power relations in contemporary world, with the understanding of the world global map as a dynamic trajectory, whose dominant patterns change as the structures of the world order change.</p> <p>Skills: The students will be able to recognize the changed role of the state and the space in the interdependent world, identify and critically analyze the contemporary international relations using the geopolitical concepts and approaches, products and geopolitical scenarios.</p> <p>Competencies: Expert work in analytical teams of the government and non-government sectors, the analyses of the global space for public and private companies, the state bodies and various international organizations; a high level of competency for</p>

	comparative analyses of the global space and its regional systems; generally, the competency to understand the big picture – the ability to approach the globalization processes in a comprehensive manner.
Learning methods:	The classes will be organized in the form of interactive lectures and practical classes. The doctoral students are required to read the texts or parts of obligatory literature before each course topic. Additionally, the work in the module will be organized individually and in groups. The doctoral students are required to write their individual and group works and present them to the instructor and the other doctoral students.
Knowledge assessment:	The final grade in this module will be determined through several components, which together in total give the cumulative grade. Activity, preparation for the classes and participation in seminar discussions amount to 20%, the book review 10%, individual essay (up to 5,000 words) 40% and the final exam 30%.
Literature:	<p>Obligatory: Colin Flint: Introduction to Geopolitics, Routledge, 2016. Džon Miršajmer: Tragedija politike velikih sila, Čigoja štampa, Beograd, 2017. Gearoid O'Tuathail et al.: Uvod u geopolitiku, Politička kultura, Zagreb, 2009. <u>John McCormick</u>: Introduction to Global Studies, Macmillan International, 2018. Klaus Dodds: Geopolitika, TKD Šahinpašić, Sarajevo, 2009. Milomir Stepić (pr.): Svet i nove geopolitičke paradigme, Institut za političke studije, Beograd, 2017. Nerzuk Ćurak: Izvještaj iz periferne zemlje. Gramatika geopolitike, FPN, Sarajevo, 2011. Nerzuk Ćurak: Rasprava o miru i nasilju. (Geo)politika rata- (Geo)politika mira-Studije mira, Buybook, Sarajevo-Zagreb, 2016. Zbigniew Brzezinski: Strategic Vision: America and the Crisis of Global Power (Basic Books), 2013. Zbigniew Brzezinski: The Grand Chessboard (Basic Books), 2007.</p> <p>Recommended: Deborah P. Dixon: Feminist Geopolitics (Gender, Space and Society), Routledge, 2016. Dominik Mojsi: Geopolitika emocija, Klio, Beograd, 2015. Josip Glaurdić: Vrijeme Evrope. Zapadne sile i raspad Jugoslavije, Mate, Zagreb, 2011. Kissinger Henry: Svjetski poredak, Školska Knjiga, Zagreb, 2015. Marcus Power: Geopolitics and Development, Routledge, 2019. Paul J. Bolt, Sharyl N. Cross: China, Russia, and Twenty-First Century Global Geopolitics, Oxford University press, 2018.</p>

Zbigniew Brzezinski: The Choice: Global Domination Or Global Leadership (Basic Books), 2009.
Srđan Perišić: Nova geopolitika Rusije, Medija centar odbrana, Beograd, 2015.
Virginie Mamadouh, Reclaiming geopolitics: Geographers strike back, Geopolitics, Vol. 4, Iss. 1, 1999, pp.118-138

Code: CISPHE1.2	Name: Economy and Globalization		
Cycle: III	Year: I	Semester: I	Number of ECTS: 10
Status: Obligatory		Total Number of Hours: 50	
Instructors:	Instructors from the academic field the course belongs to		
Enrolment preconditions:	None		
Course goals:	The study aims to introduce economic aspects of globalizations, its advantages and constraints on national economic policy, the role of institutions in global economy, with particular reference to migration. The migration part of the course includes economic, ethnographic and anthropological insights, with empirical works covering the Western Balkans region and Bosnia and Herzegovina in particular.		
Course outline/topics:	<ol style="list-style-type: none"> 1. Introduction 2. Globalization and its constraints on national economic policy 3. Globalization, financial and economic crisis 4. The political economy of globalization, national sovereignty and democratic politics: "feasible globalization" 5. Formal and informal institutional effects in contemporary economy – transition, Western Balkans and EU 6. Mobility in the era of global migration: types of migration; contemporary issues; international organizations 7. Key conceptual frameworks: deterritorialization, diaspora, transnationalism and translocalism 8. Migration in Bosnia and Herzegovina and the Western Balkans region: global families, remittances, forms of return, second generation of migrants 9. Socio-economic determinants of emigration intentions, migration and return migration in Bosnia and Herzegovina 10. Economic effects of migration and the role of diaspora in development – evidence from Bosnia and Herzegovina 		
Learning outcomes:	<p>Knowledge: Understanding contemporary economic issues in globalization, with particular reference to migration and Bosnia and Herzegovina in particular.</p> <p>Skills: Theoretical and empirical skills to conduct quantitative and qualitative research on issues linked to the globalization and migration</p> <p>Competencies: Analysis of economic issues linked to the globalization, crisis and migration in general.</p>		
Learning methods:	In-class; guest lecturing, class discussion		
Knowledge assessment:	Attendance 10%; Assignment 30%; Final test 60%.		
Literature:	Obligatory: Bernanke, B. S., M. Gertler and S. Gilchrist (1996). The Financial Accelerator and the Flight to Quality, The Review of Economics and Statistics, Vol. 128(1), pp. 1-15.		

Efendic, A. (2016). Emigration intentions in a post-conflict environment: evidence from Bosnia and Herzegovina. *Post-Communist Economies* 28(3), 335-352.

Efendic, A. and Pugh, G. (2015). Institutional effects on economic performance in post-socialist transition: a dynamic panel analysis. *Acta Oeconomica* 65(4), 503-523.

Efendic, A., Babic, B. and Rebmann, A. (2014). *Diaspora and Development – Bosnia and Herzegovina*. Sarajevo: Embassy of Switzerland in BiH.

Halilovich, H. (2012). Trans-local communities in the age of transnationalism: Bosnians in diaspora. *International Migration*, 50(1), pp. 162–178.

Halilovich, H. and Efendic, N. (2019). From Refugees to Trans-local Entrepreneurs: Crossing the Borders between Formal Institutions and Informal Practices in Bosnia and Herzegovina. *Journal of Refugee Studies*, DOI: <https://doi.org/10.1093/jrs/fey066>.

Halilovich, H., Hasić, J., Karabegović, Karamehić-Muratović, A. and Oruč, N. (2018). *Mapping the Bosnian-Herzegovinian Diaspora: Utilizing the Socio-Economic Potential of the Diaspora for Development of BiH*, International Organisation for Migration, Vienna-Sarajevo.

International Organisation for Migration (2018). *Global Migration Trends*, <https://www.iom.int/global-migration-trends>.

Minsky, Hyman P. (1992). *The Financial Instability Hypothesis*. The Levy Institute of Bard College, Working Paper No.74 (May).

Zbinden, M., Dahinden, J. and Efendic, A. (2016). *Diversity of Migration in South-East Europe*. Bern: Peter Lang AG, ISBN-10: 3034321376.

Rodrik, Dani (1998a) Symposium on Globalisation in Perspective: An Introduction, *Journal of Economic Perspectives* 12(4)(Fall 1998), 3-8.

Rodrik, Dani (2002) *Feasible Globalisations*. Center for International Development (CID), Harvard University (July 2002).

Code: CISPHD1.3	Name: Global Justice		
Cycle: 3	Year: 1	Semester: 1	Number of ECTS: 6
Status: Obligatory		Total Number of Hours: 50	
Instructors:	Instructors from the academic field the course belongs to		
Enrolment preconditions:	none		
Course goals:	Critical analysis of the philosophical, legal, political consequences of the specific ways of global living, characterized by a pluralism of values of living forms; the analysis of the principles which the legal, political, cultural and economic frameworks of a pluralist world society should be based on.		
Course outline/topics:	<ul style="list-style-type: none"> • International distributive justice and the hegemony of capitalism; • Radical delocalization and biopoliticization: the crisis of administration, neoliberal administration and the strategies of resistance (Foucault, Douzinas); • The transformation of the sovereignty to global administration: the concept of the 'empire' (Hardt, Negri), 'global governance' (Sassen); • Nationalism, patriotism, cosmopolitanism (Held, Beck); • The principles of justice for the pluralist world society (Habermas); • The ideas of the 'common' and 'global Commonwealth' (Hardt, Negri); • Globalization and transformation of legal cultures 		
Learning outcomes:	<p>Knowledge: Basic notions and the fundamental, most recent theoretic insights into the issues of global justice;</p> <p>Skills: Mastering the basic notions and the fundamental, most recent theoretic insights into the issues of global justice; developed sensibility and critical polyperspectiveness of the approach to the problems; coherent argumentation and contextualization in contemporary discussions of the global justice.</p> <p>Competencies: Shows a high level of independence in thinking and making conclusions about the global justice.</p>		
Learning methods:	Interactive lectures and work on texts, seminars		
Knowledge assessment:	<ol style="list-style-type: none"> 1. Independent research paper on a given topic (5,000 words, Times New Roman 12, double space) = 40 points; 2. Active participation in class discussions and seminars = 10 points; 3. Attendance = 5 points; 4. Final exam = 45 points. 		

Literature:

Obligatory:

1. The Cosmopolitanism. Reader, G.W.Brown, D. Held eds., Polity Press 2012;
2. Foucault, Michael, Bezbednost, teritorija, stanovništvo, Novi Sad: Mediterran, 2014;
3. Harvey, David, Kratka istorija neoliberalizma, Novi Sad: Mediterran, 2012;
4. Posthumanism. Readers in Cultural Criticism, N. Badmington ed., Palgrave, 2000;
5. Douzinas, Costas, Ljudska prava i imperija, Beograd: Službeni glasnik, 2009;
6. Hardt, Michael, Negri, Antonio, Commonwealth, Cambridge Mass., Harvard University Press, 2011;
7. Sassen, Saskia, Gubitak kontrole. Suverenitet u doba globalizacije, Beograd: Beogradski krug, 2004.
8. Habermas, Jurgen, Rascijepljeni zapad, Sarajevo: Rabic, 2010;
9. Rawls, John, Teorija pravda, Beograd: Službeni list, 1998;
10. Butler, Judith, Notes Toward a Transformative Theory of Assembly, Harvard University Press, 2018;
11. Michaels, Ralf, Legal culture, Oxford Handbook of European Private Law, Oxford University Press, dostupno na https://scholarship.law.duke.edu/faculty_scholarship/2390/
12. Grodeland, Ase B., Miller, William L. European Legal Cultures in Transition, Cambridge University Press, 2015.

Recommended:

1. Social Theory. The Multicultural and Classic Readings, C. Lemert ed., Boulder: Westview Press, 1993;
2. Habermas, Jurgen, Ogljed o ustavu Evrope, Sarajevo: CJP, 2011;
3. Douzinas, Costas, Filozofija i otpor u krizi, Novi Sad: Mediterran, 2016;
4. Mouffe, Chantal, The Return of the Political, London: Verso, 2005;
5. Ostrom, Elinor, Upravljanje zajedničkim dobrima, Zagreb: Jesenski i Turk, 2006;
6. Arendt, Hannah, O totalitarizmu, Conditio Humana (bilo koje izdanje);
7. Habermas, Honi Fern, Beyond Postmodern Politics: Lyotard, Rorty, Foucault, New York: Routledge, 1994;
8. Ignatieff, Michael, Ljudska prava kao politika i idolopoklonstvo, Beograd: Službeni glasnik, 2006;
9. Muller, Jan-Werner, Ustavni patriotizam, Beograd: Reč,

- 2010;
10. Appiah, Kwame Anthony, *Cosmopolitanism. Ethics in a World of Stranger*, Penguin Books, 2007;
 11. Beck, Ulrich, Grande, Edgar, *Kozmopolitska Europa*, Zagreb: Školska knjiga, 2006;
 12. Piketty, Thomas, *Capital in the Twenty-First Century*, Cambridge, Mass.: Harvard University Press, 2013;
 13. Hoffe, Otfried, *Pravda*, Novi Sad: Akademska knjiga, 2008;
 14. John Rawls – *Justice as Fairness. A Restatement*, Erin Kelly, ed., Cambridge, Mass.: Harvard University Press, 2003;
 15. *The Rights of Minority Cultures*, W. Kymlicka ed., Oxford University Press, 1997.
 16. Sandel, Michael J., *Justice*, Penguin Books, 2007;
 17. Eagleton, Terry, *Nevolje sa strancima*, Zagreb, Algoritam, 2011.
 18. Taylor, Charles, *Doba sekularizacije*, Beograd: Službeni glasnik, 2011.
 19. Eagleton, Terry, *Hope Without Optimism*, New Haven: Yale University Press, 2017;
 20. *Contingency, Hegemony, Universality*. Judith Butler, Ernesto Laclau and Slavoj Žižek, London: Verso, 2000;
 21. Gray, John, *Selected Writings. Gray's Anatomy*, Penguin Books, 2016;
 22. Hardt, Michael, Negri, Anthony, *Imperij*, Zagreb: Past FWD, 2001;

Code: CISPHD2.1	Name: Research Methods in Social Sciences		
Cycle: III	Year: I	Semester: II	Number of ECTS: 10
Status: Obligatory		Total Number of Hours: 50	
Instructors:	Instructors from the academic field the course belongs to		
Enrolment preconditions:	-		
Course goals:	<p>The main goal of the course The advanced research methods is to introduce the doctoral students to the research process in an all-encompassing and systematic manner, which, on one hand side, points towards the complexity of the area of scientific research and, on the other hand side, acknowledges that it is a process which represents a necessary requirement for adequate and successful work on doctoral studies.</p> <p>Through three basic modules: (1) The research process, (2) Qualitative research methods and (3) Quantitative research methods, the course will present the students with different possibilities and methods which can be used in order to contribute to the approach to the research problem they intend to work on, as well as help them find answers to their research questions.</p> <p><i>Module 1 – The research process</i> encompasses the introduction to the meaning of theory in research, especially with the notion of contribution (theoretical, methodological, practical), which represents the basis for evaluation of the quality of scientific work. Additionally, within the framework of this module, the students will be presented with the basic framework for research design, with the adequate methodology and methods, as well as the basic methods of data collection.</p> <p><i>Module 2 – Qualitative research methods</i> provides the students with a review of the importance of qualitative research for the development of theory, especially from the aspect of the grounded theory method. The module also represents the qualitative data collection methods, as well as the role of the case study in qualitative research. Finally, some of the basic methods for the qualitative data analysis are presented.</p> <p>Through <i>Module 3 – Quantitative research methods</i> the students will be acquainted with the spectrum of quantitative methods they can use in their own research. They will be introduced to the multivariate processes in data analysis, the regression analysis, the analysis of validity and reliability, as well as the structural modelling. Each of the methods has its own particularities, advantages and limitations, and they will all be emphasised.</p>		

<p>Course outline/topics:</p>	<p>Module 1 The research process 1.1. <i>The role of theory in the research process</i> 1.2. <i>Research design, methodology and methods</i> 1.3. <i>Data collection methods</i></p> <p>Module 2 Qualitative research methods 2.1. <i>The importance of qualitative research for the development of theory</i> 2.2. <i>Qualitative data collection: interviews, case studies</i> 2.3. <i>Quality data analysis (content analysis, narrative analysis)</i></p> <p>Module 3 Quantitative research methods 4.1. <i>Univariate and bivariate statistical techniques</i> 4.2. <i>Multivariate statistical techniques (e.g. multiple regression, logistical regression)</i> 4.3. <i>The analysis of validity and reliability of psychometric scales (exploratory/confirmatory factor analysis)</i> 4.4. <i>The structural modelling (analysis within a group, analysis between groups)</i></p>
<p>Learning outcomes:</p>	<p>Knowledge: Shows the systematic understanding of the research process; can conduct critical analysis, synthesis and evaluation of the existing knowledge and give adequate interpretations of the complex phenomena of the scientific research methodology.</p> <p>Skills: Can individually define and create a draft of a research work (including the research problem, aims of the research, research questions) and use advanced quantitative and qualitative methods in the research process.</p> <p>Competencies: Shows a high level of independence in judgement and thinking, values highly the scientific principle and the research process; can apply the adequate research method in order to tackle the research problem.</p>
<p>Learning methods:</p>	<p>The classes are organized in the form of lectures and demonstration, through programme packages (50%), practical classes (30%) and the students' individual work (20%).</p>
<p>Knowledge assessment:</p>	<p>Written exam/Workshop</p>
<p>Literature:</p>	<p>Obligatory: Agić Emir (2018). Marketing analitika: Osnovne metode statističke analize sa primjenom u Stati, Ekonomski fakultet u Sarajevu, Agić Emir (2018). Marketing analitika: Napredne metode statističke analize sa primjenom u Stati, Ekonomski fakultet u Sarajevu. Byrne,B. (2001). <i>Structural Equation Modeling with AMOS. Basic Concepts, Applications and Programming</i>. Lawrence Erlbaum</p>

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Diamantopoulos, A. & Siguaw, J.A. 2000. *Introducing LISREL*, Sage Publications (ISBN 0-7619-5171).

Hair, J. F., Black, W. C., Babin, B. J. & Anderson, R. E. 2010. *Multivariate Data Analysis*, 7th edition, Pearson (ISBN 978-0-13-515309-3).

Healy, M. and Perry, C. (2000). Comprehensive criteria to judge validity and reliability of qualitative research within the realism paradigm. *Qualitative Market Research: An International Journal*, 3 (3): 118-126.

Spiggle, S. (1994). Analysis and interpretation of qualitative data in consumer research, *Journal of Consumer Research*, 2: 491-503.

Članci i primjeri dostavljeni u toku nastave

Recommended:

Anderson, J. C. & Gerbing, D. W. 1988. Structural Equation Modeling in Practice: A Review and Recommended Two-Step Approach. *Psychological Bulletin*, 103(3): 411-423

Bagozzi, R. P. & Yi, Y. 1988. On the Evaluation of Structural Equation Models. *Journal of the Academy of Marketing Science*, 16(1): 74-94.

Field, Andy. (2013). *Discovering Statistics using IBM SPSS Statistics*. SAGE Publications Ltd.

Iacobucci, D. 2010. Structural Equations Modeling: Fit Indices, Sample Size, and Advanced Topics. *Journal of Consumer Psychology*, 20(1): 90-98.

Jaccard, J., et.al. (2002). *Interaction effects in multiple regression*. London: Sage.

Sutton, R. I., & Staw, B. M. 1995. What Theory is Not. *Administrative Science Quarterly*, 40(3):371-384.

MacCallum, R. C. & Austin, J. T. 2000. Applications of Structural Equation Modeling in Psychological Research. *Annual Review of Psychology*, 51(1): 201-226.

Williams, L. J., Edwards, J. R. & Vandenberg, R. J. 2003. Recent Advances in Causal Modeling Methods for Organizational and Management Research. *Journal of Management*, 29(6): 903-936.

Članci i primjeri dostavljeni u toku nastave

Code: CISPHD2.2.1	Name: Social Algorithm: Technology, Media, Politics		
Cycle: III	Year: I	Semester: II	Number of ECTS: 10
Status: elective		Total Number of Hours: 50	
Instructors:	Instructors from the academic field the course belongs to		
Enrolment preconditions:	none		
Course goals:	<p>The digital condition has created the assumptions for the structural changes in the society, which are evident in two tendencies: post-democracy and commons. The aim of the module is to explain the relations at the level of the infrastructural basis of the digital networks (productions, use, transformation of the material and nonmaterial goods) which lead to erosion of the institutions of liberal democracy (their legitimization is weakening in the context of the communication capitalism of the platform) and critically respond to the techno-utopian aesthetics and its economic and political perspectives (creative industries, innovation, precariousness etc.). Governed by the fact that the aim of the media studies is to put a stop to the wrong premises which often limit the critical analysis, the elements of this module are supposed to offer insights into the operative strategies of the digital infrastructure (which has left the care of the general good to the autonomous IT systems), but also the tactical aspects of the horizons for social reorganization of the technology. The information communication technologies are not a mere tool of the force of the new "ecosystem", and the key question is not whether we use the digital technology, but whether we understand its effects. The aim of the course is to analyze and comment on the influences of the digital technology and the media on education, culture, society, human rights and actualize the critical thinking opposite to the process of the general redesigning of the technical and technological aspects of life. Interpret different actualities of the operative aesthetics and the internet politics through research in the field of art, design, activism, philosophy, critical theory and pedagogy etc.</p>		
Course outline/topics:	<ul style="list-style-type: none"> - Technological determinism and the network society. - The language of the new media and the digital age. - Critical e-education. Critical internet studies. - Political economy of the Network. The Californian Ideology. - Digital work and the communication capitalism. - Digital positivism and data fiction. - Algorithm control and big data - Post digital aesthetics and the techno-opportunism of the "new" society. - Political ecology and the digital commons. - Network activism and the distributed democracy. 		

Learning outcomes:	<p>Knowledge: Understanding the so-called digital turn and its influences on the political culture and education</p> <p>Skills: Contextualization</p> <p>Competencies: Critical thinking competencies within the new horizons of theory, in the context of the relationship between the technology and society.</p>
Learning methods:	Lectures, discussion, seminar.
Knowledge assessment:	<p>Class attendance (obligatory):</p> <ol style="list-style-type: none"> 1. Selected texts, chapters – discussion: 20 points (max 20% of the final grade) 2. Seminar paper: 50 points (max 50% of the final grade) 3. Oral exam: 30 points (max 30% of the final grade)
Literature:	<p>Obligatory:</p> <ol style="list-style-type: none"> 1. Apprich, et al. Pattern Discrimination. Minneapolis, MN: University of Minnesota Press, 2019. 2. Barbrook, Richard. Imaginary Futures: from thinking machines to the global village. London: Pluto Press, 2007. 3. Chandler, D. and Fuchs, C. Digital Objects, Digital Subjects: Interdisciplinary Perspectives on Capitalism, Labour and Politics in the Age of Big Data. London: University of Westminster Press, 2019. 4. Crawford, K. i Joler, V. "Anatomy of an AI System: The Amazon Echo As An Anatomical Map of Human Labor, Data and Planetary Resources". <i>AI Now Institute and ShareLab</i>. (September 7, 2018). https://anatomyof.ai/ 5. Day, R. E. Indexing It All: The Subject in the Age of Documentation. Cambridge, MA: MIT Press, 2014. 6. Foer, F. World Without Mind: The Existential Threat of Big Tech. New York, NY: Penguin Press, 2017. 7. Greenfield, A. Radical Technologies: The Design of Everyday Life. London; New York: Verso, 2017. 8. Hibert, M. Digitalni odrast i postdigitalna dobra. Zagreb: Multimedijalni institut i Institut za političku ekologiju, 2018. 9. Jandrić, P. Znanje u digitalnom dobu. Razgovori sa djecom jedne male revolucije. Prev. Dinko Telećan. Zagreb: Jesenski i Turk, 2019. 10. Lovink, G. Social Media Abyss: Critical Internet Cultures and the Force of Negation. Hoboken: John Wiley and Sons, 2016. 11. McChesney, R. W. Digitalna isključenost: kako kapitalizam okreće internet protiv demokracije. Zagreb: Multimedijalni institut & Fakultet za medije i komunikacije, 2013. 12. Scholz, Trebor. Uberworked and Underpaid: How Workers are Disrupting the Digital Economy, 2017. 13. Stalder, Felix. The Digital Condition. Cambridge, UK: Polity Press, 2018.

Recommended:

1. Apprich, Clemens. Technotopia: A Media Genealogy of Net Cultures. London: Rowman & Littlefield Int., 2017.
2. Benkler, Yochai. The Wealth of Networks: How social production transforms markets and freedom. New Haven, Conn.:Yale University Press, 2006.
http://www.benkler.org/Benkler_Wealth_Of_Networks.pdf
3. Berry, David M. The Philosophy of Software: Code and Mediation in the Digital Age. New York, NY: Palgrave Macmillan, 2011.
4. Bulger, M. i Davison, P. The Promises, Challenges, and Futures of Media Literacy. Journal of Media Literacy Education, 10(1), 1-21.
<https://digitalcommons.uri.edu/jmle/vol10/iss1/1/>
5. Cheney-Lippold, John. We Are Data: Algorithms and the Making of Our Digital Selves. New York, NY. New York University Press, 2017.
6. Finn, Ed. What Algorithms Want: Imagination in the Age of Computing. Cambridge, MA: MIT Press, 2017.
7. Hall, G. Pirate Philosophy For a Digital Posthumanities. Cambridge, MA: The MIT Press, 2016.
8. Kramer, F. Anti-Media: Ephemera on Speculative Arts. Rotterdam: nai010 publishers 2013.
https://monoskop.org/images/f/f9/Cramer_Florian_Anti-Media_Ephemera_on_Speculative_Arts_2013.pdf
9. Liessmann, Konrad Paul. Teorija neobrazovanosti: zablude društva znanja. Zagreb: Jesenski i Turk, 2008.
10. Lovink, G. i Rossiter, N. Organization After Social Media. New York: Minor Composition, 2018.
<http://www.minorcompositions.info/wp-content/uploads/2018/06/organizationaftersocialmedia-web.pdf>
11. Lynch, Michael P. Internet of Us: Knowing More, Understanding Less in the Age of Big Data. New York: W.W. Norton, 2016.
12. Peović Vuković, Katarina. Mediji i kultura: ideologija medija nakon decentralizacije. Zagreb: Jesenski i Turk, 2012.
13. Wardle, C. i Derakhshan, H. Information Disorder: Toward an interdisciplinary framework for research and policy making. Štrasbourg: Council of Europe, 2017.
<https://rm.coe.int/information-disorder-toward-an-interdisciplinary-framework-for-research/168076277c>
14. Webster, Frank. Theories of the Information Society. London; New York: Routledge, 1995.

Code: CISPHD2.2.2	Name: Global Safety		
Cycle: III	Year: I	Semester: II	Number of ECTS: 10
Status: elective		Total Number of Hours: 50	
Instructors:	Instructors from the academic field the course belongs to		
Enrolment preconditions:	none		
Course goals:	The broadest aim of the course is to educate the doctoral students about the key topic in the field of global/international security, with the special focus on the peace studies, transitional justice, migrations and terrorism and violent extremism. Additionally, the students will acquire the analytical skills which will help them analyze the complex topics in the area of security, especially those relevant for Western Balkans and which present the meeting point of the local, regional and global perspective.		
Course outline/topics:	<ol style="list-style-type: none"> 1. Global safety studies: theories and concepts 2. The interaction of international relations theories and the relevant sub disciplines applicable in the areas of war, peace and post-conflict challenges 3. The interaction between international politics and international law: case study International Court of Justice 4. Liberal <i>versus</i> non-liberal influences of foreign policies on the Western Balkans states 5. On the multifaceted nature of peace and conflict (I): case studies Bosnia and Herzegovina and Ruanda 6. On the multifaceted nature of peace and conflict (II): case studies Syria and Myanmar 7. The role of transitional justice in insurance of the 'lasting' peace: case study The Republic of South Africa 8. Migration and human safety 9. The impact of migration on safety and stability 10. The Western Balkans and the migration crisis 11. Radicalism, extremism and terrorism: the concepts <i>versus</i> political and media practice 12. Contemporary terrorist threats: reflections on global safety 13. Return from the foreign warzones: case studies Syria and Iraq 14. Terrorism and extremely 'right-wing' and 'left-wing' ideologies 15. The future of global safety 		
Learning outcomes:	<p>Knowledge:</p> <ul style="list-style-type: none"> • The students will form a critical and interdisciplinary insight into the global/international safety, with a special focus on the sub-disciplines of the peace studies, transitional justice, migration and terrorism and violent extremism • The students will learn how to critically analyze the patterns of 		

	<p>the local, regional and global questions of safety. They will understand the complex interactions between the international law, politics and safety.</p> <p>Skills:</p> <ul style="list-style-type: none"> • The students will be capable of individual research and analysis of the local, regional and global safety phenomena. <p>Competencies:</p> <ul style="list-style-type: none"> • The students will be capable of competent and independent questioning, analysis and suggestion of solutions for global safety problems in the local and regional context.
<p>Learning methods:</p>	<p>Lectures and practical classes, seminar classes. The listed methods encompass the students' presentations and discussions, based on the individual and group assignments.</p>
<p>Knowledge assessment:</p>	<p>Active participation in classes, written exam and a seminar paper.</p>
<p>Literature:</p>	<p>Obligatory:</p> <ol style="list-style-type: none"> 1. Williams, P. (2013). Sigurnosne studije. Routledge. 2. Kelly, P. (2016). Classical Geopolitics: A New Analytical Model. Stanford University Press. 3. Hynek, N., Ditrych, O., Sritecky, V. (2019). Regulating Global Security. Springer International Publishing. 4. Babaian, S. (2018). The International Criminal Court: An International Criminal World Court. Springer. 5. Shiraev, E.B. & Zubok, V.M. (2015). International Relations. Oxford University Press. 6. Hough, P. (2013). Understanding global security. Routledge. 7. Martin. S.F. (2013). International Migrations: Evolving Trends from The Early Twentieth Century to The Present. Cambridge University Press. 8. Horgan, J. (2011). Terrorism Studies. Routledge. <p>Recommended:</p> <ol style="list-style-type: none"> 1. Akademski članci i Recommended Literature će prije početka svakog semestra biti određeni

Code: CISPHD2.2.3	Name: Economic Crime, Corruption and Criminal Politics		
Cycle: III	Year: I	Semester: Second	Number of ECTS: 10
Status: Elective		Total Number of Hours: 50	
Instructors:	Instructors from the academic field the course belongs to		
Enrolment preconditions:	none		
Course goals:	<p>Corruption and economic crime, as well as the transnational phenomena, add an ominous tone to the general economic and financial climate. The connection between corruption and economic crime is evident, as well as their joint contribution to the deterioration of the basic social values (democracy, rule of the law, basic human rights and freedoms). The goals are to explore – describe, explain and critically judge the causes, characteristics, consequences, representation in media and the public evaluation of formal and informal approach to corruption and economic crime. The goals are also to analyze the work of the bodies of criminal justice in reduction of corruption and economic crime, in order to determine the directions of crime policies, especially while searching for answers to the questions of the adequate social reaction to corruption and economic crime. The research of these complex aspects gains its significance in the framework of the social movements in the world, the criticism connected with the theories of institutionalism and the classical and neoclassical doctrines of free market and the freedom of contracts.</p>		
Course outline/topics:	<ul style="list-style-type: none"> - Post socialist transition and the economic, social, political, legal, cultural and ideological changes caused by the neoliberal globalization and capitalist economy - The theoretical aspects of the relations between the capitalist economy (structural violence) and the economic, financial, ecological and white-collar crimes - The connection between the political corruption and transformation of the social national state into the “competing”, “punishing”, “internationalized”, “secure” state and the state which conducts surveillance. - The trends and challenges in application of economic postulates in criminal law. - The role of international public and business law in the process of globalization. - The analysis of the work of the crime justice bodies (police, prosecution, courts, and criminal sanctioning bodies) in prevention of corruption and economic crime. The problems in prevention and punishing of corruption and economic crime. 		

	<ul style="list-style-type: none"> - Determining the roads of the crime politics and research on the adequate social reaction to corruption and economic crime. - The success/failure of the repressive and preventive work in suppression, discovery and finding proof for corruption and economic crime. - The responsibility of corruption and economic crime for the immeasurable economic, financial, ecological, social, political and moral damage to the society and the individual.
Learning outcomes:	<p>Knowledge: at the level of facts: define the socio-economic flows in the contemporary world and the processes of crime suppression and discovery, proving corruption and the economic crimes; at the level of understanding: deepened, critical analysis of the terms and institutions of economic crime, corruption, criminal politics, the interconnectedness and conditionality with the socio-economic flows and transformations. Following the economic postulates in the criminal law analysis.</p> <p>Skills: interpretation and deep analysis of the specific socioeconomic, sociological, philosophical and legal questions, using the adequate doctrinary and empirical methods.</p> <p>Competencies: capacities to work in the framework of the institutions which deal with economic crime, corruption and the creation of crime policies, as well as the economic analysis of the criminal law, from different aspects.</p>
Learning methods:	lectures, seminar, supervision
Knowledge assessment:	<p>Essay 5 ECTS; 50% of the grade Final knowledge assessment/final exam 5 ECTS; 50% of the grade. Total 10 ECTS, 100%</p>
Literature:	<p>Obligatory:</p> <ul style="list-style-type: none"> - Analiza procesuiranja koruptivnih krivičnih djela u Bosni i Hercegovini kroz prikaz odabrane sudske prakse (2017). Usaid-ov projekat pravosuđa u Bosni i Hercegovini. Sarajevo, 161 str. - Crime and Transition in Central and Eastern Europe (2012). Urednici: prof. dr. Alenka Šelih, doc. dr. Aleš Završnik. Springer (New York, Heidelberg, Dodrecht, London. - Imamović-Čizmić, K. (2016). Pravne i institucionalne pretpostavke procjene učinaka propisa u Bosni i Hercegovini. Godišnjak Pravnog fakulteta u Sarajevu, LIX, str. 63-88. - Imamović-Čizmić, K., Nikolajev, A. (2018). Ključni aspekti

	<p>ekonomskih modela kriminala. Pregled: časopis za društvena pitanja. Vol. LIX, br. 2, Sarajevo, str. 1-14.</p> <ul style="list-style-type: none">- Salecl, R. (2012). Tiranija izbora. Beograd, Arhipelag, 151 str.- Sijerčić-Čolić, H. (2014). Mutual relationships between Prosecutors and Authoriezd Officials in terms of the Efficiency of the Detection of and Evidence Gathering in Criminal Offences – research on the Application of Criminal Procedure Laws in BiH. EU Support to Law Enforcement. Sarajevo.- Sijerčić-Čolić, H. (2014). Uspješnost krivičnog postupka i neki strateški aspekti provođenja istrage za krivična djela privrednog kriminaliteta (osvrt na situaciju u BiH). U: Tužilačka istraga - regionalna krivičnoprocesna zakonodavstva i iskustva u primeni. Ur. Ivan Jovanović i Ana Petrović Jovanović. OEBS Misija u Srbiji. Beograd, str. 327–344.- Sijerčić-Čolić, H. (2018). Uočene slabosti u procesuiranju korupcije u Bosni i Hercegovini – procesnopravni i organizacionopravni aspekti. Analitika, Centar za društvena istraživanja. Sarajevo, str. 6-30.- Šelih, A. (2013). Poskus razlage kriminalitete v tranzicijskih državah srednje in vzhodne Evrope. Revija za kriminalistiko in kriminologijo. Ljubljana, 64 (4), str. 313-317. <p>Recommended:</p> <ul style="list-style-type: none">- Dijagnostička analiza integriteta pravosudnog sektora u BiH i mogućih rizika od nastanka korupcije ili neetičnog ponašanja u pravosuđu (2015). Usaid-ov projekat pravosuđa u Bosni i Hercegovini. Sarajevo, 135 str.- Filipović, Lj. (2017). Kvalitet optužnica i presuda u Bosni i Hercegovini kao faktor efikasnog procesuiranja krivičnih djela korupcije. Sarajevo : Analitika – Centar za društvena istraživanja, 33 str.
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Code: CISPHD2.2.4	Name: Selected Topic in Research Methods		
Cycle: III	Year: I	Semester: II	Number of ECTS: 10
Status: Elective		Total number of hours: 50	
Instructors:	Instructors from the academic field the course belongs to		
Enrolment preconditions:	none		
Course goals:	<p>The main goal of the course is to offer an insight into selected, advanced research methods, used in social sciences. This course will present the doctoral students with the research methods which are not usual, but can be extremely useful for interdisciplinary researchers. In order to use the selected methods, an all-encompassing, systematic way of thinking is required, along with the adequate prior knowledge, which further points towards the complexity of the area of scientific research as a necessary precondition for adequate and successful work at the doctoral studies.</p> <p>Through three basic modules: (1) Multigroup confirmatory factor analysis, (2) Structural equation modelling and 3) Neurological research, the course will present the students with different possibilities and methods which can be used in order to contribute to the approach to the research problem they intend to work on.</p>		
Course outline/topics:	<p>Module 1 Multigroup confirmatory factor analysis (MCFA)</p> <p>4.5. <i>Assumptions for MCFA</i></p> <p>4.6. <i>Model specification</i></p> <p>4.7. <i>Presenting the results of the MCFA</i></p> <p>Module 2 Advanced structural equation modelling (SEM)</p> <p>5.1. <i>Moderation and mediation</i></p> <p>5.2. <i>Specification and evaluation of the SEM model with moderators and mediators</i></p> <p>5.3. <i>Representation of the results of mediation and moderation</i></p> <p>Module 3 Neurological research</p> <p>6.1. <i>The history of neuro-research</i></p> <p>6.2. <i>Types and tools of neuro-research in social sciences</i></p> <p>6.3. <i>Interpretation of the neuro-research results</i></p>		
Learning outcomes:	<p>Knowledge: Shows the understanding of the research process, which encompasses use of the multigroup confirmatory factor analysis, the advanced structural equation modelling and the neurological research in social sciences.</p> <p>Skills: Can individually conduct a multigroup confirmatory factor analysis, specify the structural equation model, which includes</p>		

	<p>moderators and/or mediators and interprets the results of the neurological research.</p> <p>Competencies: Shows a high level of independence in judgement and thinking when using the aforementioned research methods.</p>
<p>Learning methods:</p>	<p>The classes are organized in the form of lectures and demonstration, through programme packages (50%), practical classes (30%) and the students' individual work (20%).</p>
<p>Knowledge assessment:</p>	<p>Discussion – 20% Critical review – 30% Suggested methodology – 50%</p>
<p>Literature:</p>	<p>Obligatory Literature: Agić Emir (2018). Marketing analitika: Napredne metode statističke analize sa primjenom u Stati, Ekonomski fakultet u Sarajevu. Diamantopoulos, A. & Siguaw, J.A. 2000. <i>Introducing LISREL</i>, Sage Publications (ISBN 0-7619-5171). Niemand, T., & Mai, R. (2018). Flexible cutoff values for fit indices in the evaluation of structural equation models. <i>Journal of the Academy of Marketing Science</i>, 46(6), 1148–1172. Husić-Mehmedović, M., Omeragić, I., Batagelj, Z., & Kolar, T. (2017). Seeing is not necessarily liking: Advancing research on package design with eye-tracking. <i>Journal of Business Research</i>, 80, 145–154. Lee, N., Broderick, A. J., & Chamberlain, L. (2007). What is 'neuromarketing'? A discussion and agenda for future research. <i>International journal of psychophysiology</i>, 63(2), 199-204. Lee, N., Chamberlain, L., & Brandes, L. (2018). Welcome to the jungle! The neuromarketing literature through the eyes of a newcomer. <i>European Journal of Marketing</i>, 52(1/2), 4-38. Venkatraman, V., Dimoka, A., Pavlou, P. A., Vo, K., Hampton, W., Bollinger, B., et al. (2015). Predicting advertising success beyond traditional measures: New insights from neurophysiological methods and market response modeling. <i>Journal of Marketing Research</i>, 52, 436. Stanton, S. J., Sinnott-Armstrong, W., & Huettel, S. A. (2016). Neuromarketing: Ethical Implications of its Use and Potential Misuse. <i>Journal of Business Ethics</i>, 1-13.</p> <p>Recommended Literature: Plassmann, H., Venkatraman, V., Huettel, S. A., & Yoon, C. (2015). Consumer neuroscience: applications, challenges, and possible solutions. <i>Journal of Marketing Research</i>, 52, 427. Stipp, H. (2015). The Evolution of neuromarketing research: From novelty to mainstream. <i>Journal of Advertising Research</i>, 55(2), 120-122.</p>

Code: CISPHD2.2.5	Name: Religion in Global Society		
Cycle: III	Year: I	Semester: II	Number of ECTS: 10
Status: Elective		Total number of hours: 50	
Instructors:	Instructors from the academic field the course belongs to		
Enrolment preconditions:	none		
Course goals:	<p>The students will acquire additional knowledge in sociology of religion and religiology that will enable them to observe theoretically and analytically the place and role of religions and religious institutions in contemporary global social processes. The students will show sensitivity towards differences, religious cultures and traditions in their immediate surroundings. The students will understand the role of religions and religious communities in contemporary conflicts, as well as the possible contribution of the religious communities to the dialogue and reconciliation.</p>		
Course outline/topics:	<ol style="list-style-type: none"> I. Introductory topics <ul style="list-style-type: none"> • Scientific research in the fields of religion and religiousness • The religious image of the world at the beginning of the XXI century. • Religion in the contemporary world. II. Religion and the modern challenges <ul style="list-style-type: none"> • Controversies about secularization at the beginning of the XXI century. • Religion and globalization. • Social learning in religions. • Characteristics of the “secular religion” III. Religion and identity <ul style="list-style-type: none"> • Religion and identity. • Religious nationalism in contemporary world. • Gender and religion. • Religion and ethics in the contemporary age. IV. Political roles of religions vs. Politicization of religion <ul style="list-style-type: none"> • Religion(s) and the development of democracy • Religion and politics – historical perspective • Religion and politics – the contemporary age (the West; East Asia; Southern and Central Asia; Middle East; North Africa; South America; Central and Southeast Europe) V. Religion and conflicts 		

	<ul style="list-style-type: none"> • Religions and (non)violence. • Religions in conflicts and dialogue.
Learning outcomes:	<p>Knowledge: After completing the course, the students will acquire advanced knowledge in sociology of religion and understand the role of religions and religious communities in institutions in contemporary conflicts, dialogue and reconciliation.</p> <p>Skills: Analytical observations of the place and role of religions and religious institutions in contemporary global social processes</p> <p>Competencies: Developing the sensitivity towards differences in terms of religious cultures and traditions.</p>
Learning methods:	<p>The teaching process will take form of the lectures; work on texts, and research. The students attending the elective course are required to regularly attend the classes, read the required literature, prepare an introductory statement and actively participate in in-class activities.</p>
Knowledge assessment:	<p>Taking a colloquium-exam in the middle of the course; oral final exam.</p> <ul style="list-style-type: none"> • In-class activities – 10 points • Colloquium/exam – 30 points • Introductory statement – 10 points • Oral final exam – 50 points.
Literature:	<p>Obligatory:</p> <ul style="list-style-type: none"> • Sagal, Robert A. (ed.): „The Blackwell Companion to the Study of Religion“, Blackwell Publishing Ltd, 2006. (izabrani dijelovi) • Pals, Daniel L. : „Seven Theories Of Religion“ .Oxford: Oxford University Press, New York. 1996. • Woodhead, L. – Heelas, P. (eds.): „Religion in Modern Times – An Interpretative Anthology “, Blacwell Publishing, Oxford, 2003. • Casanova, Jose : „Public Religion In The Modern World“, University of Chicago Press, Chichago, 1994. • Stanovčić, Vojislav: „Političke ideje i religija, I-II“, Čigoja štampa, Beograd, 1999 (izabrani dijelovi) • Cvitković, Ivan : "Socijalna naučavanja u religijama" . Sarajevo: «Narodna i univerzitetska biblioteka», 2003. • Kuschel, Karl-Josef : „Židovi, kršćani, mislimani: Podrijetlo i budućnost“, Svjetlo riječi, Sarajevo, 2011. <p>Recommended:</p> <ul style="list-style-type: none"> • Carlson, John D. and Owens,Erik C. (eds.): „The Sacred and the Sovereign (Religion and International Politics), Washington, Georgetown University Press, 2003. • Appleby, R. Scott: „The Ambivalence of the Sacred (Religion,

	<p>Violence, and Reconciliation“, New York, Carnegie Corporation of New York, 2000.</p> <ul style="list-style-type: none">• Cvitković, Ivan i Abazović, Dino (ur.): „Religija i europske integracije“, Magistrat i FPN Sarajevo, Sarajevo, 2006.• Roy, Olivier: „Globalised Islam: The Search for New Ummah“, Hurst, London, 2004.• Davie, Grace: „Religija u suvremenoj Europi: mutacija sjećanja“, Golden Marketing, Tehnička knjiga, Zagreb, 2005.• Elijade, Mirča: „Vodič kroz svetske religije“. Beograd: «Narodna knjiga»/»Alfa», 1996.• Hamilton, Malkom: „Sociologija religije“. Beograd: „Clio“, 2003.• Đentile, Emilio: „Religije politike“, Beograd: XX vek. 2009.• Abazović, Dino : „Za naciju i Boga: Sociološko određenje religijskog nacionalizma“, Sarajevo: «Magistrat». 2006• Zbornik: ROD I RELIGIJA. Sarajevo: «TPO», 2008.
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Code: CISPHD2.2.6		Name: Gender and Globalization	
Cycle: III	Year: I	Semester: II	Number of ECTS: 10
Status: Elective		Total number of hours: 50	
Instructors:	Instructors from the academic field the course belongs to		
Enrolment preconditions:	none		
Course goals:	<p>This course analyzes the ways in which globalization, migrations and especially the legal regulation of the migratory policies in European countries shape the roles of women and men in the fields of politics, economy and culture, as well as ways in which national and transnational politics of power are gendered. Through intersectional approach to the concepts of transnationalism, globalization, migrations and gender, the students will discuss the ways in which they are intertwined with the institutions of power, economic growth and employment, the work of the government institutions and the civil society. The analysis is directed at the contemporary flows of globalization, where gender roles are constructed, as well as what is considered masculine and feminine in relation to the power dynamics of the global society and how the government policies and laws gender migration and how antigender movements use migrations to spread moral panic and dispute gender equality.</p>		
Course outline/topics:	<ol style="list-style-type: none"> 1. Introduction to the course and the basic concepts of gender, globalization, transnationalism and migration 2. Cultural constructs of gender and the self 3. The legal aspects of migration in European countries: how migrations are gendered through policies and laws 4. Gendered jurisprudence for asylum seekers: European and Canadian examples 5. Gender, national and international borders 6. Labour, gender and migration 7. Safety, gender and migration 8. Gender and global economy 9. The influences of migration on women's careers 10. Migration and human trafficking 11. Migration and development 12. Gender, migration and religion 13. Anti-gender ideology and migration 		
Learning outcomes:	<p>Knowledge:</p> <ul style="list-style-type: none"> - Understanding the concepts of gender, identity, class, ideology, transnationalism and globalization <p>Skills:</p> <ul style="list-style-type: none"> - Using gender as an analytical tool in discussions and research on global political and economic movements and migrations - Research the background and the influences of the contemporary 		

	<p>political streams on the global level which use the gender ideology against gender equality</p> <ul style="list-style-type: none"> - Analyse the influence of the policies and laws which gender the migration processes <p>Competencies:</p> <ul style="list-style-type: none"> - Questioning and researching the influences of the global socio-cultural and political contexts on changes in the local, national contexts, - Critical approach to the relations and dynamics of the political and economic globalization from the perspective of gender
<p>Learning methods:</p>	<ol style="list-style-type: none"> 1. Lectures 30% 2. Group discussions and presentations 50% 3. Analyses 20%
<p>Knowledge assessment:</p>	<p>Attendance and group discussions (20%): the students are required to attend the lectures and participate in discussions</p> <p>Reflections (30%): During the course, the students will be required to write short reflections (max 1000 words) on the literature they will be reading.</p> <p>Research project (50%): At the end of the course, the students will be required to write a research paper.</p>
<p>Literature:</p>	<p>Alison Gerard, <i>Securitization of Migration and Refugee Women</i>, Routledge, 2016.</p> <p>Anju Mary Paul, <i>Multinational Maids: Stepwise in a Global Market</i>, Cambridge University Press 2019.</p> <p>Amy S. Wharton, <i>The Sociology of Gender. An Introduction to Theory and Research</i>, Balckwell Publishing, 2005.</p> <p>Caroline Brettell, and Carolyn Sargent, (ur.) <i>Gender in Cross-Cultural Perspective</i>. 6th edition. Englewood Cliffs, NJ: Prentice Hall. 2012.</p> <p>Cynthia Enloe; <i>Bananas, Beaches and Bases: Making Feminist Sense of International Politics</i> (Paperback)</p> <p>Denise Brennan: <i>What's Love Got to Do With It? Transnational Desires and Sex Tourism in the Dominican Republic</i>, Duke University Press 2004.</p> <p>Efrat Arbel et al. <i>Gender in Refugee Law: From the Margins to the Center</i>, Routledge, 2014.</p> <p>Gregor Fitz Juerger Mackert, Bryan S. Turner (ur.) <i>Populism and the Crisis of Democracy: Migration, Gender and Religion</i>, Routledge, 2018.</p> <p>Helen Stalford, Samantha Currie i Samantha Velluti, <i>Gender and Migration in 21st Century Europe</i>, Ashgate Press, 2009.</p> <p>IOM Report, <i>Rural Women and Migration</i>, 2012.</p> <p>Irena Omelanluk, <i>Global perspective on Migration and Development</i>, Springer, 2012.</p> <p>Laura Agustin: <i>Sex at the Margins: Migration, Labour Markets and the Rescue Industry</i> Zed Books, London, 2007.</p> <p>Kofman, E., P. Raghuram, and M. Merefield. "Gendered Migrations: Towards Gender Sensitive Policies in the UK." <i>Asylum and Migration</i></p>

Working Paper 6, Institute for Public Policy Research, London, 2005.

Kitty Calavita, Migration and Law: Crossing Borders and Bridging Disciplines, *The International Migration Review*, Vol. 40, No. 1, Gender and Migration Revisited (Spring, 2006), pp. 104-132

Martha Nusbaum; *Women and Human Development*, Cambridge University Press, 2001

Rebeka Anić, *Kako razumjeti rod? Povijest rasprave i različita razumijevanja u Crkvi u Hrvatskoj*, Institut društvenih znanosti Ivo Pilar, Zagreb, 2011.

Roman Kuhar i David Paternotte, *Anti-Gender Campaigns in Europe. Mobilizing against Equality*, Rowman and Littlefield, 2017.

Seyla Benhabib i Judith Resnik (ur.), *Gender and Mobilities: Citizenship, Borders and Gender*, NYU Press, 2007.

Code: CISPHD2.2.7	Name: Environment in the Concept of Sustainable Development		
Cycle: III	Year: I	Semester: II	Number of ECTS: 10
Status: Elective		Total number of hours: 50	
Instructors:	Instructors from the academic field the course belongs to		
Enrolment preconditions:	none		
Course goals:	<p>The goal of the course is to enable the students to gain and develop the knowledge in the field of sustainable environmental management. This goal assumes the development/improvement and integration of knowledge in relevant natural and social sciences.</p> <p>As a basis for integral approach, the course is focused in its beginnings on the development of knowledge about the effects and distribution of the ecologic factors and the ecological systems they condition, or the living world on the global, regional and local spatial scale. Afterwards, the course develops the knowledge of distribution, intensity and causes of anthropogenic pressures, with the use of analytical tool for assessment of the environmental issues and the evaluation of the environmental policies. Studying the goals of the mechanism for the biodiversity management within the agenda of sustainable development, the course develops the knowledge on the needs for functional environment in the conditions of the fast economic growth. The course develops research interest in improved models of implementation of the global, regional and national plans for the sustainable use of natural resources and the preservation of healthy ecosystems.</p>		
Course outline/topics:	<ol style="list-style-type: none"> 1. The basic principles of ecology. Ecologic factors, the niche and the systems. 2. Global distribution of the ecological factors and the differentiation of the biomes. 3. Ecosystems and the ecological services in Bosnia and Herzegovina. 4. Sustainable development: the concept, principles, key issues and challenges 5. Economic growth and the environment 6. Sustainable development: the application of principles and practices of the 'sustainable development measurement' 7. International treaties for biodiversity 8. Global strategic plan for biodiversity and the sustainable development agenda 9. Strategies for preservation and sustainable use of the biodiversity of Bosnia and Herzegovina 10. Pollution: influences and policies 11. Environmental management 		
Learning outcomes:	<p>Knowledge:</p> <ul style="list-style-type: none"> • development and adoption of the basic knowledge and 		

	<p>principles of ecology</p> <ul style="list-style-type: none"> • understanding the complex relations between the organism and environment • understanding the significance of the processes of degradation, due to building, excessive exploitation, pollution, climate change and the invasive species; • understanding the consequences of the loss of biodiversity • understanding the theoretical concepts of the connection between economic growth and the environment; • understanding different solutions for solving the environmental problems <p>Skills:</p> <ul style="list-style-type: none"> • the ability to analyse the efficiency of the global, regional and local systems and mechanisms for sustainable resources management • the ability to compare and synthesise the empirical results from empirical literature on results and implications <p>Competencies:</p> <ul style="list-style-type: none"> • mastering the skills of academic critical thinking, with the aim to find the model for improved implementation of the existing management mechanisms; • improvement of the capability of analysis of the research methods used in empirical literature and the recognition of implications and limitations in studies • involvement in international scientific-political platforms for sustainable development, with the aim to protect and sustainably use the biodiversity
Learning methods:	Lectures, discussions, application of empirical analysis.
Knowledge assessment:	Final written test – 50 Essay based on the systematic literature review – 50
Literature:	<p>Obligatory:</p> <ol style="list-style-type: none"> 1. Škrijelj, R. & Đug, S. (2009): Uvod u ekologiju životinja. Prirodno-matematički fakultet, Sarajevo. 2. Barudanović, S., Macanović, A. Topalić-Trivunović, Lj. Cero, M. (2015): Ekosistemi Bosne i Hercegovine u funkciji održivog razvoja. Prirodno-matematički fakultet, Univerzitet u Sarajevu. 3. Callan, S. J. (2010). Environmental Economics and Management: Theory, Policy and Applications. South-Western College <p>Recommended:</p> <p>CBD Technical series</p> <p>Barrow, C. (2006). Environmental Management for Sustainable Development. Routledge Introductions to Environment, Paperback.</p> <p>Selected articles</p>

WORKSHOPS

Code: CISPHDR1		Name: Global Cultures	
Cycle: III	Year: II	Semester: III/IV	Number of ECTS: 0
Status: Obligatory to attend		Total number of hours: 10	
Instructors:	Instructors from the field the course belongs to		
Enrolment preconditions:	None		
Workshop goals:	<p>The goal of this workshop is to introduce the students to chosen materials and themes which shed a light on the processes and consequences of globalization to the culture and identity, or cultural production, practice and identification processes. Through focused discussion, the workshop aims to stimulate the discovery of new analytical approaches, transcultural and transnational connections in the analysis of the critical perspectives on culture in the context of globalization, especially the opposing strategies in the traditional Eurocentric and monolithic concepts of culture. Thus set goals of the workshop will direct the candidates to critically consider, analyze and discuss the various aspects of global cultures, such as the questions of identity and the identification processes in globalized conditions.</p>		
Workshop outline/topics:	<ol style="list-style-type: none"> 1. Introduction to cultures (global vs. Universal etc.). 2. Languages, cultures and intercultural meetings: potentials and challenges. 3. Fiction and reality: global novel. 4. The global nature of cultural heritage. 5. Cultural imperialism, Americanization, Europeization (global cinematography, music, fashion). 6. Commodification, consumer culture and activism. 7. The possibilities of humanist approach to the issues and processes of globalization, related to the culture. 		
Learning outcomes:	<p>After attending and passing the course, the students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Compare and categorize global cultural phenomena. - Critically analyze different phenomena and texts in the context of globalization. - Use the cultural and literal theories and other theoretical and critical approaches to analyze the global cultural trends and phenomena. - Understand and apply the basic terms and strategies in identity-shaping in global conditions. - Connect the knowledge from different professions and fields (philology, ethnology, historiography etc.) in the analysis of the cultural aspects of globalization. 		

	<ul style="list-style-type: none"> - Build and affirmative stance on multiculturalism and the principles of equality. <p>Skills:</p> <ul style="list-style-type: none"> - Apply different approaches and theories in the analysis of global cultures. - Develop analytical skills and the creation of new ideas, critical thinking and ethics in research. <p>Competencies:</p> <ul style="list-style-type: none"> - Critically present a reaction paper and the critical knowledge. - Write and discuss the complex basic concepts and phenomena in global cultures, in a successful and structured manner. - Critically integrate the important theoretical concept in oral and written analysis of the chosen cultural features in global conditions.
Learning methods:	Seminar discussions and the focused, guided discussion, student participation through the discussion, introduction to the literature and other materials (including photographs, video materials etc.), presentation of and comments on the reaction papers.
Knowledge assessment (if any):	none
Literature:	<p>Obligatory: Desai, Kiran. <i>Naslijeđe gubitka</i>. Zagreb: Algoritam, 2008. or Roy, Arundhati. <i>Capitalism: A Ghost Story</i>. Chicago: Haymarket Books, 2014.</p> <p>Recommended: Bauman, Zygmunt. <i>Wasted Lives: Modernity and Its Outcasts</i>, 2004. Bromley, Roger. <i>Narratives for a New Belonging</i>, 2000. Eagleton, T., Jameson, F., Said, E., Nationalism, Colonialism and Literature. University of Minnesota Press, 1990 (odabrani dijelovi). Harrison, R. "What is Heritage?" In R. Harrison (ed.), <i>Understanding the Politics of Heritage (Understanding Global Heritage)</i>, Manchester, 2010: 5-42. Revathi Krishnaswamy and John C. Hawley (eds). <i>The Postcolonial and the Global</i>, 2008. Jameson, Frederic and Masao Miyoshi (eds.). <i>The Cultures of Globalisation</i>, 1998. Jay, Paul. <i>Global Matters: The Transnational Turn in Literary Studies</i>, 2010. Tomlinson, John. <i>Globalization and Culture</i>, 1999.</p>

Code: CISP HDR5	Name: Diversity, Inclusion and the Contemporary Society		
Cycle: III	Year: II	Semester: III/IV	Number of ECTS: 0
Status: Obligatory to attend		Total number of hours: 10	
Instructors:			
Enrolment preconditions:	none		
Workshop goals:	Understand the concept of diversity as a positive basis for inclusion, as a philosophical concept, and every aspect of the advanced society		
Workshop outline/topics:	The concept of early growth and development The children who develop differently Diversity and neurodiversity The concept of the inclusive society Different models of inclusion in education Differentiation of instruction as the basis for the inclusive education Basic scientific techniques for creation of encouraging and inclusive surroundings (peer-tutoring, self-management, group contingencies, token economy, guided notes, etc.)		
Learning outcomes:	Knowledge: To understand diversity as the basis for the progress of the society Skills: To incorporate the understanding of the concepts of diversity and inclusion in all aspects of further academic work Competencies: To know how to apply the differentiation and various scientific techniques in order to build the inclusiveness of the society.		
Learning methods:	Lectures, practical activities, video material, group work, discussion, projects, debates		
Knowledge assessment (if any):	Individual test, group test, project activities, debates, group presentations		
Literature:	Obligatory: Mastropieri, M. A. & Scruggs, T. E. (2018). <i>The inclusive classroom: Strategies for Effective differentiated instruction (6th Edition)</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Recommended: Austin, R. D., & Pisano, G. P. (2017). Neurodiversity as a competitive advantage. <i>Harvard Business Review</i> , 95, 96-103 Baker, D. L. (2006). Neurodiversity, neurological disability and the public sector: notes on the autism spectrum. <i>Disability & Society</i> , 21(1), 15-29. Cook, B., Tenkersley, M., Landrum, T. (2000). Teachers' Attitudes Toward Their Included Students with Disabilities. <i>Exceptional Children</i> , 67, 115-135.		

- Fuchs, D., & Fuchs, L. S. (1994). Inclusive schools movement and the radicalization of special education reform. *Exceptional children*, 60(4), 294-309.
- Fuchs, D., & Fuchs, L. S. (1994). Separate Is Sometimes Better: A Case for Keeping Special Education Placements.
- Kapp, S. K., Gillespie-Lynch, K., Sherman, L. E., & Hutman, T. (2013). Deficit, difference, or both? Autism and neurodiversity. *Developmental psychology*, 49(1), 59.
- Pistoljevic, N. (2015). The effects of the environment during prenatal and postnatal period on the early childhood development. *Procedia of Academy of Arts and Sciences of Bosnia and Herzegovina*, Sarajevo; B&H.
- Pistoljevic, N. (2012). How behavioral science can help us become greener. *Proceedings of CIB W115 Green Design Conference*, 181-184. ISBN: 9978-90-365-3451-2. Retrieved from CIB- International Council for Research and Innovation in Building and Construction Digital Library.
- Pistoljevic, N., Majusevic, S., Jeina, Z. (2018). *Handbook: Introduction to differentiated instruction for elementary school teachers*. Sarajevo, B&H: UNICEF
- Robertson, S. M., & Ne'eman, A. D. (2008). Autistic acceptance, the college campus, and technology: Growth of neurodiversity in society and academia. *Disability Studies Quarterly*, 28(4).
- Salend, S. J., & Duhaney, L. G. (1999). The impact of inclusion on students with and without disabilities and their educators. *Remedial & Special Education*, 20(2), 114-127.
- Singer-Dudek, J., Pistoljevic, N. (2017). Exceptional Students. In: John Stein, J.S. (Ed.), Reference Module in Neuroscience and Biobehavioral Psychology. Elsevier, pp. 1-7.
- Stainback, S. & Stainback, W. (1992). Including students with severe disabilities in the regular classroom curriculum. *Preventing School Failure*, 37, 26-32.
- Staub, D. & Peck, C. A. (1995). What are the outcomes for nondisabled students? *Educational Leadership*, 52, 1-7.

Code: CISPHDR 3	Name: Building of Lasting and Attainable Peace – Practical application		
Cycle: III	Year: II	Semester: III/IV	Number of ECTS: 0
Status: Obligatory to attend		Total number of hours: 10	
Instructors:			
Enrolment preconditions:	none		
Workshop goals:	The students will be acquainted with the notions of lasting and attainable peace, the culture of remembrance, facing the past and the transformation of conflict, as they learn about the experienced social processes and the key actors (local, political, religious leaders, war victims, the youth etc.). Through practical examples, the students will be acquainted with different methodological approaches and processes, understand the notion of social perceptiveness and recognize the importance of inclusive approach in post conflict societies.		
Workshop outline/topics:	<ul style="list-style-type: none"> • War victims/underage soldiers speaking out • The role of the local government in the processes of building of lasting peace • The principle of inclusiveness in the processes of building of lasting and attainable peace 		
Learning outcomes:	<p><u>Knowledge:</u> The students will acquire knowledge of the basics of building the lasting peace, different theoretic perspectives and their practical appliance through the principle of inclusiveness.</p> <p><u>Skills:</u> Acquisition of conceptual skills: problem solving, strategic planning and creation of vision, holistic work in the processes of peace-building.</p> <p><u>Competencies:</u> Emotional and cultural intelligence, interpersonal skills in practice and understanding of the particularities of the concept, with the involvement of all actors in the processes of building of lasting and attainable peace.</p>		
Learning methods:	Theoretic review of the practice – presentation, practical review (guest appearance), group work and practical classes.		
Knowledge assessment (if any):	n/a		
Literature:	<p>Obligatory:</p> <ol style="list-style-type: none"> 1. <u>Paul Lederach, John, Moralna Mašta, Oxford University Press, 2005</u> https://gruposhumanidades14.files.wordpress.com/2014/10/john- 		

[paul-lederach-the-moral-imagination_the-art-and-soul-of-building-peace.pdf](#)

2. [Galtung, Johan; 1980a. 'The Basic Needs Approach', pp. 55-125 in Katrin.Lederer; David Antal & Johan Galtung, eds, Human Needs: A Contribution to the Current Debate. Cambridge, MA: Oelgeschlager, Gunn & Hain; Konigstein: Anton Hain.](#)
3. [Hart Barry i Edita Colo. 2014. "Psychosocial Peacebuilding in Bosnia and Herzegovina: Approaches to Relational and Social Change." Journal of Mental Health and Psychosocial Support in Conflict Affected Areas](#)
4. <http://tpo.ba/b/dokument/Zbornik-Trauma-pamcenje-ozdravljenje-web.pdf>

Recommended:

1. [Funk, Julianne. 2013. "Towards an Identity Theory of Peacebuilding." Centre for Research on Peace and Development. Radni list. No. 15.](#)
2. [Justad, Lars Otto. 2006. "Post-conflict Peacebuilding and Reconciliation through Dialogue". Master's Thesis, University of Oslo, Norway. https://www.duo.uio.no/bitstream/handle/10852/13993/33708.pdf?sequence=1](#)
3. [Khuzwayo, Khethokuhle. 2013. "The Role of Trauma Support Work in Peace-building" Coursework Dissertation. School of Social Sciences University of KwaZulu-Natal, South Africa.](#)
4. [Lederach, John Paul. 1997. Building Peace: Sustainable Reconciliation in Divided Societies. Washington DC: United States Institute of Peace Press.](#)
5. [Mayor, Federico. 1995. "How Psychology Can Contribute to a Culture of Peace." Peace and Conflict Journal of Peace Psychology 1:3 -9.](#)
6. [Nirthouse, Peter, G, Razvoj leaderskih vještina, Sage Publications, 2015](#)
7. [Barry Hart, Psihosocijalna trauma i izgradnja mira,](#)
8. [Nerzuk Ćurak, Rasprava o miru i nasilju, Buybook, 2016](#)

Code: CISP HDR2	Name: Critical Perspectives on Global Health and Development		
Cycle: III	Year: II	Semester: III/IV	Number of ECTS: 0
Status: Obligatory to attend		Total number of hours: 10	
Instructors:	Peter Locke, PhD, Assistant Professor of Instruction, Global Health Studies and Anthropology, Northwestern University		
Enrolment preconditions:	none		
Workshop goals:	By the end of this workshop, students should be able to: <ul style="list-style-type: none"> • Identify and critically analyze the principle actors, institutions, politics, debates, and forms of knowledge production at work in the field of global health today. • Understand and articulately discuss some of the key social, political, and economic determinants of global health inequalities, and analyze the role played by these determinants in health challenges past and present. • Understand and apply key concepts used by medical anthropologists and social epidemiologists to study global health, including medicalization, social determinants of health, biopolitics, structural violence, and health disparities. • Recognize, critically assess, and communicate the value and drawbacks of a range of research approaches, from ethnography to randomized controlled trials, for understanding and intervening in global health challenges and debates. 		
Workshop outline/topics:	<ul style="list-style-type: none"> • The history of global health inequalities, from colonial medicine to neoliberalism • Metrics and the politics of knowledge production in global health • Global health governance: key policies and institutions • Health and economic development • Comparative health systems • Medical humanitarianism • Food insecurity • Reproductive health • Epidemics and global biosecurity • Global Mental Health • Planetary health and climate change 		
Learning outcomes:	Knowledge: See workshop goals, above. Skills: Students will develop skills in critical social scientific analysis of the determinants of global health inequalities. Competencies: Students will develop a strong basic understanding of the politics and social determinants of global health inequalities, and become competent in critically interpreting scholarship and public discourse in this field.		
Learning methods:	Instruction will include a mix of lecture, discussion, and small-		

	group activities.
Knowledge assessment (if any):	An oral evaluation will be conducted at the end of the workshop to gauge student learning.
Literature:	<p>Obligatory:</p> <ul style="list-style-type: none"> • Biehl, João, and Adriana Petryna. 2013. "Critical Global Health." In <i>When People Come First: Critical Studies in Global Health</i>. Princeton: Princeton University Press, pp. 1-22. • Fidler, David. 2007. "Architecture amidst Anarchy: Global Health's Quest for Governance." <i>Global Health Governance</i>. pp. 1-17. • Greene, Jeremy, Marguerite Thorp Basilico, Heidi Kim, and Paul Farmer. 2013. "Colonial Medicine and Its Legacies." In Farmer, Paul, et.al., eds., <i>Reimagining Global Health: An Introduction</i>. Berkeley: University of California Press, pp. 33-73. • Basilico, Matthew, Jonathan Weigel, Anjali Motgi, Jacob Bor, and Salmaan Keshavjee. 2013. "Health for All? Competing Theories and Geopolitics." In Farmer, Paul, et.al., eds., <i>Reimagining Global Health: An Introduction</i>. Berkeley: University of California Press, pp. 74-110. • Farmer, Paul. 2004. "An Anthropology of Structural Violence." <i>Current Anthropology</i> 45(3): 305-325. • Adams, Vincanne. 2013. "Evidence-Based Global Public Health: Subjects, Profits, Erasures." In Biehl and Petryna, eds., <i>When People Come First: Critical Studies in Global Health</i>. Princeton: Princeton University Press, pp. 54-90. • Petryna, Adriana. 2007. "Clinical Trials Offshored: On Private Sector Science and Public Health." <i>BioSocieties</i> 2: 21-40. • Calhoun, Craig. 2010. "The Idea of Emergency: Humanitarian Action and Global (Dis)order." In Fassin, Didier, and Mariella Panfoldi, eds., <i>Contemporary States of Emergency: The Politics of Military and Humanitarian Interventions</i>. New York: Zone Books, pp. 29-58. • Summerfield, Derek. 2008. "How scientifically valid is the knowledge base of global mental health?" <i>BMJ</i> 336: 992-994. • Whitmee, Saraj, et.al. 2015. "Safeguarding human health in the Anthropocene epoch: report of The Rockefeller Foundation-Lancet Commission on planetary health." <i>The Lancet</i> 386: 1973-2028.

Code: CISP4D4	Name: Negotiation		
Cycle: III	Year: II	Semester: III/IV	Number of ECTS: 0
Status: Obligatory to attend		Total number of hours: 10	
Instructors:			
Enrolment preconditions:	None		
Workshop goals:	<ol style="list-style-type: none"> 1. Development of negotiation skills 2. Introducing the students with the negotiation techniques 3. Raising the students' awareness of the meaning of verbal and non-verbal communication in negotiation 		
Workshop outline/topics:	The communication process The negotiation process Preparations for negotiation Analysis of the negotiation positions Selected negotiation techniques		
Learning outcomes:	Knowledge: The students will master at least three negotiation techniques Skills: The students will further develop their skills of adapting their negotiation skills to the negotiation situation Competencies: The students will gain insight into their own negotiation styles and generally improve their communication skills.		
Learning methods:	Lectures (30%); Workshops (20%) Discussion (20%); Presentation (30%)		
Knowledge assessment (if any):	n/a		
Literature:	Lewicki, R.J., Saunders, D.M., i Barry, B. (2009.). Pregovaranje. Zagreb: Mate. Uzo, U. i Adigwe, J.O. (2016). Cultural norms and cultural agents in buyer–seller negotiation processes and outcomes. Journal of Personal Selling & Sales Management, 36(2), str. 126-143. Wheeler M.A. (2002). Negotiation Self-Assessment, case study, Harvard Business Review. Fisher, R., Ury, W.L. i Patton, B. (2011). Getting to yes: Negotiating agreement without giving in. Boston: Penguin Lewicki, R., Barry, B. i Saunders, D. (2015). Essentials of negotiation (6. izd.). Columbus: McGraw-Hill Higher Education.		