

## **Department of Archaeology**

Academic year 2020. / 2021.

Date: 12.10.2021.

## **Studies**

# University undergraduate single major study Archaeology

## 1. semester

### Mandatory courses

35811	Documenting of Archaeological Sites	3	30/0/0
64094	Introduction to Slavic archaeology	3	30/0/0
64240	Neolithic of Croatia in the Context of Central and South-eastern Europe + Neolithic of Croatia	6	30/30/0
64241	Palaeolithic Hunters and Gatherers + Palaeolithic and Mesolithic of Croatia	6	30/30/0
39622	Physical Education 1	0	0/0/30
35810	Principles of Archaeological Research	3	30/0/0
64095	Review of European Prehistory and Protohistory	3	30/0/0

### Foreign language for special purposes - choose one foreign language (2102)

78161	English for Academic Purposes 1	2	0/0/30
78163	French for Academic Purposes 1	2	0/0/30
78162	German for Academic Purposes 1	2	0/0/30
78165	Italian for Academic Purposes 1	2	0/0/30
78166	Russian for Academic Purposes 1	2	0/0/30
78164	Spanish for Academic Purposes 1	2	0/0/30

### Elective courses - choose at least 4 ECTS credits (1743)

#### Courses from other departments

Number of courses: 112

## 2. semester

### Mandatory courses

64239	Eneolithic of Croatia in the context of Central and South-eastern Europe + Eneolithic of Croatia	6	30/30/0
35819	Geology and Mineralogy for Archaeologists	3	30/0/0
64093	Introduction to lithic analysis	3	30/0/0
39624	Physical Education 2	0	0/0/30
95289	Roman and Greek Civilisation + Proseminar on Classical Mythology	6	30/30/0
35818	Scientific Methods in Archaeology	5	30/0/0

### Foreign language for special purposes - choose same language as in 1st semester (2103)

78173	English for Academic Purposes 2	2	0/0/30
78175	French for Academic Purposes 2	2	0/0/30
78174	German for Academic Purposes 2	2	0/0/30
78181	Italian for Academic Purposes 2	2	0/0/30
78182	Russian for Academic Purposes 2	2	0/0/30
78180	Spanish for Academic Purposes 2	2	0/0/30

### Elective courses - choose at least 5 ECTS credits (4262)

103228	Croatia in Antiquity	4	30/0/0
51118	Field work - field school 1	4	0/0/120
35821	Informatics for archeologists	2	0/0/30
198943	On Roman food and drinks in light of ceramic finds from main land and submarine Croatia	3	30/0/0
103229	Roman Military in Croatia	3	30/0/0

### 3. semester

#### Mandatory courses

51093	Aegean Archaeology Basics	5	30/0/0
51092	Classical Archaeology Basics I	5	30/0/0
51097	Medieval Archaeology and History	3	30/0/0
50927	Physical Education 3	0	0/0/30
64238	Total Bronze Age of Croatia in the Context of Central and South-eastern Europe + Bronze Age Archaeology I	6	30/30/0

#### Internal elective courses - choose at least 7 ECTS credits (3623)

118627	Archaeology and Media	3	30/0/0
51100	Proseminar on Classical Archaeology	3	0/30/0
215581	Roman material finds from Illyricum	3	30/0/0

#### Elective courses - choose at least 4 ECTS credits (4260)

##### Courses from this department

118627	Archaeology and Media	3	30/0/0
51100	Proseminar on Classical Archaeology	3	0/30/0
215581	Roman material finds from Illyricum	3	30/0/0

##### Courses from other departments

Number of courses: 124

## 4. semester

### Mandatory courses

51105	Classical Archaeology Basics II	5	30/0/0
51106	Introduction to Medieval Archaeology	5	30/0/0
64242	Iron Age of Croatia in the Context of Central and South-eastern Europe + Archaeology of the Iron Age I	6	30/30/0
50932	Physical Education 4	0	0/0/30

### Internal elective courses - choose at least 10 ECTS credits (3626)

132059	Basic Course on Digital Processing of Archaeological Finds	2	0/0/30
103228	Croatia in Antiquity	4	30/0/0
56181	Field work - field school 2	4	0/0/120
51112	Greek and Roman Pottery of Common Use	2	0/0/30
51111	Greek for Archaeologists I	3	30/0/0
69904	Latin for Archeologists I	3	30/0/0
102232	Methodology of processing prehistoric pottery	3	30/0/0
215580	Necropoli, graves and funeral rites in ancient Illyricum	3	30/0/0
170515	Overview of the European Mesolithic	3	30/0/0
103229	Roman Military in Croatia	3	30/0/0
118626	Typology and Chronology of Classical Antiquity Finds	3	0/30/0

### Elective courses - choose at least 4 ECTS credits (4258)

#### Courses from this department

132059	Basic Course on Digital Processing of Archaeological Finds	2	0/0/30
103228	Croatia in Antiquity	4	30/0/0
56181	Field work - field school 2	4	0/0/120
51112	Greek and Roman Pottery of Common Use	2	0/0/30
51111	Greek for Archaeologists I	3	30/0/0
69904	Latin for Archeologists I	3	30/0/0
102232	Methodology of processing prehistoric pottery	3	30/0/0
215580	Necropoli, graves and funeral rites in ancient Illyricum	3	30/0/0
170515	Overview of the European Mesolithic	3	30/0/0
103229	Roman Military in Croatia	3	30/0/0
118626	Typology and Chronology of Classical Antiquity Finds	3	0/30/0

#### Courses from other departments

Number of courses: 118

## 5. semester

### Mandatory courses

51121	Great Migration Period	5	30/0/0
51119	Illyrians, Greeks and Romans in Illyricum	5	30/0/0
170501	Introduction to the Roman Provincial Archeology	5	30/30/0

### Internal elective courses - choose at least 10 ECTS credits (3879)

170489	Ancient Greek and Roman Numismatics	3	30/0/0
51123	Epigraphics	3	30/0/0
51124	Everyday life in Roman Provinces	2	0/0/30
51126	General Medieval Archaeology	3	0/30/0
170511	Indigenous, Roman and Oriental cults on the territory of Croatia	3	30/0/0
215583	Introduction to GIS mapping system	2	0/0/30
170492	Landscape archaeology - environments, settlements and communication networks	3	30/0/0
170518	The medieval bestiary	3	30/0/0

### Elective courses - choose at least 5 ECTS credits (4261)

#### Courses from this department

170489	Ancient Greek and Roman Numismatics	3	30/0/0
51123	Epigraphics	3	30/0/0
51124	Everyday life in Roman Provinces	2	0/0/30
51126	General Medieval Archaeology	3	0/30/0
170511	Indigenous, Roman and Oriental cults on the territory of Croatia	3	30/0/0
215583	Introduction to GIS mapping system	2	0/0/30
170492	Landscape archaeology - environments, settlements and communication networks	3	30/0/0
170518	The medieval bestiary	3	30/0/0

#### Courses from other departments

Number of courses: 126

## 6. semester

### Mandatory courses

170497	Early Christian Archaeology Basics	5	30/30/0
170499	Early Middle Ages in Croatia	6	30/30/0
170493	Modern and contemporary archaeology	3	30/0/0

### Internal elective courses - choose 11 ECTS credits (3632)

170509	Ars amatoria. Ancient Greek and Roman sexuality in the light of archaeological material	3	30/0/0
103228	Croatia in Antiquity	4	30/0/0
170516	Early Christian archaeological landscape in Croatia	3	30/0/0
184927	Everyday life in Roman Provinces 2	2	0/0/30
51117	Everyday life in the Middle Ages	3	0/30/0
56182	Field work - field school 3	4	0/0/120
170514	From Rome to Italy	3	30/0/0
64243	Introduction to digital processing of archaeological documentation	2	0/0/30
51132	Museum Work Basics	2	0/0/30
51131	Protection and Conservation of Archaeological Sites	3	30/0/0
103229	Roman Military in Croatia	3	30/0/0
170498	Settlement positioning and the construction technology	3	30/0/0

### Elective courses - choose at least 5 ECTS credits (3964)

#### Courses from this department

170509	Ars amatoria. Ancient Greek and Roman sexuality in the light of archaeological material	3	30/0/0
103228	Croatia in Antiquity	4	30/0/0
170516	Early Christian archaeological landscape in Croatia	3	30/0/0
51117	Everyday life in the Middle Ages	3	0/30/0
56182	Field work - field school 3	4	0/0/120
170514	From Rome to Italy	3	30/0/0
64243	Introduction to digital processing of archaeological documentation	2	0/0/30
51132	Museum Work Basics	2	0/0/30
51131	Protection and Conservation of Archaeological Sites	3	30/0/0
103229	Roman Military in Croatia	3	30/0/0
170498	Settlement positioning and the construction technology	3	30/0/0

#### Courses from other departments

Number of courses: 122



# University undergraduate double major study Archaeology

## 1. semester

### Mandatory courses

64240	Neolithic of Croatia in the Context of Central and South-eastern Europe + Neolithic of Croatia	6	30/30/0
64241	Palaeolithic Hunters and Gatherers + Palaeolithic and Mesolithic of Croatia	6	30/30/0
39622	Physical Education 1	0	0/0/30

### Internal elective courses - choose at least 3 ECTS credits (1461)

35811	Documenting of Archaeological Sites	3	30/0/0
64094	Introduction to Slavic archaeology	3	30/0/0
35810	Principles of Archaeological Research	3	30/0/0
64095	Review of European Prehistory and Protohistory	3	30/0/0

### Foreign language for special purposes - choose one language (1898)

78161	English for Academic Purposes 1	2	0/0/30
78163	French for Academic Purposes 1	2	0/0/30
78162	German for Academic Purposes 1	2	0/0/30
78165	Italian for Academic Purposes 1	2	0/0/30
78166	Russian for Academic Purposes 1	2	0/0/30
78164	Spanish for Academic Purposes 1	2	0/0/30

### Substitute course for foreign language for special purposes - choose a substitute course (1992)

#### Courses from this department

35811	Documenting of Archaeological Sites	3	30/0/0
64094	Introduction to Slavic archaeology	3	30/0/0
35810	Principles of Archaeological Research	3	30/0/0
64095	Review of European Prehistory and Protohistory	3	30/0/0

#### Courses from other departments

Number of courses: 114

## 2. semester

### Mandatory courses

64239	Eneolithic of Croatia in the context of Central and South-eastern Europe + Eneolithic of Croatia	6	30/30/0
39624	Physical Education 2	0	0/0/30
35818	Scientific Methods in Archaeology	5	30/0/0

### Internal elective courses - choose at least 3 ECTS credits (1463)

103228	Croatia in Antiquity	4	30/0/0
51118	Field work - field school 1	4	0/0/120
35819	Geology and Mineralogy for Archaeologists	3	30/0/0
35821	Informatics for archeologists	2	0/0/30
64093	Introduction to lithic analysis	3	30/0/0
198943	On Roman food and drinks in light of ceramic finds from main land and submarine Croatia	3	30/0/0
95289	Roman and Greek Civilisation + Proseminar on Classical Mythology	6	30/30/0
103229	Roman Military in Croatia	3	30/0/0

### Foreign language for special purposes - choose same language as in 1st semester (1899)

78173	English for Academic Purposes 2	2	0/0/30
78175	French for Academic Purposes 2	2	0/0/30
78174	German for Academic Purposes 2	2	0/0/30
78181	Italian for Academic Purposes 2	2	0/0/30
78182	Russian for Academic Purposes 2	2	0/0/30
78180	Spanish for Academic Purposes 2	2	0/0/30

### Substitute course for foreign language for special purposes - choose a substitute course (1993)

#### Courses from this department

103228	Croatia in Antiquity	4	30/0/0
51118	Field work - field school 1	4	0/0/120
35819	Geology and Mineralogy for Archaeologists	3	30/0/0
35821	Informatics for archeologists	2	0/0/30
64093	Introduction to lithic analysis	3	30/0/0
95289	Roman and Greek Civilisation + Proseminar on Classical Mythology	6	30/30/0
103229	Roman Military in Croatia	3	30/0/0

#### Courses from other departments

Number of courses: 107

### 3. semester

#### Mandatory courses

50927	Physical Education 3	0	0/0/30
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#### Core courses - choose at least 10 ECTS credits (3622)

51093	Aegean Archaeology Basics	5	30/0/0
51092	Classical Archaeology Basics I	5	30/0/0
64238	Total Bronze Age of Croatia in the Context of Central and South-eastern Europe + Bronze Age Archaeology I	6	30/30/0

#### Elective courses offered - choose at least 4 ECTS credits for both majors (16770)

##### Internal elective courses - choose at least 3 ECTS credits (16764)

118627	Archaeology and Media	3	30/0/0
51097	Medieval Archaeology and History	3	30/0/0
51100	Proseminar on Classical Archaeology	3	0/30/0
215581	Roman material finds from Illyricum	3	30/0/0

#### Elective courses - choose remaining ECTS credits from this group of electives as needed (3624)

##### Courses from this department

118627	Archaeology and Media	3	30/0/0
51097	Medieval Archaeology and History	3	30/0/0
51100	Proseminar on Classical Archaeology	3	0/30/0

##### Courses from other departments

Number of courses: 124

## 4. semester

### Mandatory courses

50932	Physical Education 4	0	0/0/30
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### Core courses - choose at least 10 ECTS credits (3625)

51105	Classical Archaeology Basics II	5	30/0/0
51106	Introduction to Medieval Archaeology	5	30/0/0
64242	Iron Age of Croatia in the Context of Central and South-eastern Europe + Archaeology of the Iron Age I	6	30/30/0

### Elective courses offered - choose at least 3 ECTS credits for both majors (16771)

#### Internal elective courses - choose at least 2 ECTS credits (16765)

132059	Basic Course on Digital Processing of Archaeological Finds	2	0/0/30
103228	Croatia in Antiquity	4	30/0/0
56181	Field work - field school 2	4	0/0/120
51112	Greek and Roman Pottery of Common Use	2	0/0/30
51111	Greek for Archaeologists I	3	30/0/0
69904	Latin for Archeologists I	3	30/0/0
102232	Methodology of processing prehistoric pottery	3	30/0/0
215580	Necropoli, graves and funeral rites in ancient Illyricum	3	30/0/0
170515	Overview of the European Mesolithic	3	30/0/0
103229	Roman Military in Croatia	3	30/0/0
118626	Typology and Chronology of Classical Antiquity Finds	3	0/30/0

#### Elective courses - choose remaining ECTS credits from this group of electives as needed (3627)

##### Courses from this department

132059	Basic Course on Digital Processing of Archaeological Finds	2	0/0/30
103228	Croatia in Antiquity	4	30/0/0
56181	Field work - field school 2	4	0/0/120
51112	Greek and Roman Pottery of Common Use	2	0/0/30
51111	Greek for Archaeologists I	3	30/0/0
69904	Latin for Archeologists I	3	30/0/0
102232	Methodology of processing prehistoric pottery	3	30/0/0
170515	Overview of the European Mesolithic	3	30/0/0
103229	Roman Military in Croatia	3	30/0/0
118626	Typology and Chronology of Classical Antiquity Finds	3	0/30/0

##### Courses from other departments

Number of courses: 116

## 5. semester

### Core courses - choose 10 ECTS credits (3628)

51121	Great Migration Period	5	30/0/0
51119	Illyrians, Greeks and Romans in Illyricum	5	30/0/0
170501	Introduction to the Roman Provincial Archeology	5	30/30/0

### Internal elective courses - choose 3 ECTS credits (3629)

170489	Ancient Greek and Roman Numismatics	3	30/0/0
51123	Epigraphics	3	30/0/0
51124	Everyday life in Roman Provinces	2	0/0/30
51126	General Medieval Archaeology	3	0/30/0
51121	Great Migration Period	5	30/0/0
51119	Illyrians, Greeks and Romans in Illyricum	5	30/0/0
170511	Indigenous, Roman and Oriental cults on the territory of Croatia	3	30/0/0
215583	Introduction to GIS mapping system	2	0/0/30
170501	Introduction to the Roman Provincial Archeology	5	30/30/0
170492	Landscape archaeology - environments, settlements and communication networks	3	30/0/0
170518	The medieval bestiary	3	30/0/0

### Elective courses - choose at least 2 ECTS credits (3630)

#### Courses from this department

170489	Ancient Greek and Roman Numismatics	3	30/0/0
51123	Epigraphics	3	30/0/0
51124	Everyday life in Roman Provinces	2	0/0/30
51126	General Medieval Archaeology	3	0/30/0
170511	Indigenous, Roman and Oriental cults on the territory of Croatia	3	30/0/0
215583	Introduction to GIS mapping system	2	0/0/30
170492	Landscape archaeology - environments, settlements and communication networks	3	30/0/0
170518	The medieval bestiary	3	30/0/0

#### Courses from other departments

Number of courses: 127

## 6. semester

### Mandatory courses

170497	Early Christian Archaeology Basics	5	30/30/0
170499	Early Middle Ages in Croatia	6	30/30/0

### Internal elective courses - choose at least 3 ECTS credits (15863)

170509	Ars amatoria. Ancient Greek and Roman sexuality in the light of archaeological material	3	30/0/0
103228	Croatia in Antiquity	4	30/0/0
170516	Early Christian archaeological landscape in Croatia	3	30/0/0
184927	Everyday life in Roman Provinces 2	2	0/0/30
51117	Everyday life in the Middle Ages	3	0/30/0
56182	Field work - field school 3	4	0/0/120
170514	From Rome to Italy	3	30/0/0
64243	Introduction to digital processing of archaeological documentation	2	0/0/30
170493	Modern and contemporary archaeology	3	30/0/0
51132	Museum Work Basics	2	0/0/30
51131	Protection and Conservation of Archaeological Sites	3	30/0/0
103229	Roman Military in Croatia	3	30/0/0
170498	Settlement positioning and the construction technology	3	30/0/0

### Elective courses - choose at least 1 ECTS credit (3633)

#### Courses from this department

170509	Ars amatoria. Ancient Greek and Roman sexuality in the light of archaeological material	3	30/0/0
103228	Croatia in Antiquity	4	30/0/0
170516	Early Christian archaeological landscape in Croatia	3	30/0/0
51117	Everyday life in the Middle Ages	3	0/30/0
56182	Field work - field school 3	4	0/0/120
170514	From Rome to Italy	3	30/0/0
64243	Introduction to digital processing of archaeological documentation	2	0/0/30
170493	Modern and contemporary archaeology	3	30/0/0
51132	Museum Work Basics	2	0/0/30
51131	Protection and Conservation of Archaeological Sites	3	30/0/0
103229	Roman Military in Croatia	3	30/0/0
170498	Settlement positioning and the construction technology	3	30/0/0

#### Courses from other departments

Number of courses: 119

# University graduate single major study

## Archaeology with Emphasis on Antique Archaeology

### 1. semester

#### Mandatory courses

117450	Aegean Archaeology	5	0/30/0
184172	Experimental Archaeology	5	30/15/0
186357	Latin for Archeologists II	3	30/0/0
117453	Phenomena of Material and Spiritual Culture of the Greek World	5	30/0/0
117483	Roman Classical Archaeology	5	30/0/0
117492	Technological Development and Ecology in Archaeology	5	30/0/0

#### Foreign language - choose a foreign language (11057)

117938	English for Academic Purposes 1	2	0/0/30
117940	French for Academic Purposes 1	2	0/0/30
117942	German for Academic Purposes 1	2	0/0/30
117948	Italian for Academic Purposes 1	2	0/0/30
117944	Russian for Academic Purposes 1	2	0/0/30
117946	Spanish for Academic Purposes 1	2	0/0/30

## 2. semester

### Mandatory courses

124261	Arts and Crafts of Classical Period	5	30/0/0
124259	Field School	5	0/0/120
124243	Greek for Archaeologists II	3	30/0/0
124242	Greek Pottery of Common Use	5	30/0/0
142626	Rome and its Provinces	5	30/0/0
142609	Selected topics in Early Christian Archaeology 1.	5	0/30/0
142665	Seminar on Archaeology of Roman Provinces 1	5	0/30/0

### Foreign language - choose a foreign language (11821)

125387	English for Academic Purposes 2	2	0/0/30
125389	French for Academic Purposes 2	2	0/0/30
125391	German for Academic Purposes 2	2	0/0/30
125397	Italian for Academic Purposes 2	2	0/0/30
125393	Russian for Academic Purposes 2	2	0/0/30
125395	Spanish for Academic Purposes 2	2	0/0/30



### 3. semester

#### Mandatory courses

142622	Early Christian Archaeology	5	30/0/0
142617	Roman Provincial Archaeology 1.	5	30/0/0
117484	Roman Provincial Pottery	3	30/0/0
142549	Selected topics in Early Christian Archaeology 2.	5	0/30/0
142666	Seminar on Archaeology of Roman Provinces 2	5	0/30/0
142663	Seminar on Late Antique Archaeology	5	0/30/0

#### Foreign language for special purposes - choose one foreign language (11699)

117938	English for Academic Purposes 1	2	0/0/30
117940	French for Academic Purposes 1	2	0/0/30
117941	French for Academic Purposes 3	2	0/0/30
117942	German for Academic Purposes 1	2	0/0/30
117943	German for Academic Purposes 3	2	0/0/30
117948	Italian for Academic Purposes 1	2	0/0/30
117949	Italian for Academic Purposes 3	2	0/0/30
117944	Russian for Academic Purposes 1	2	0/0/30
117945	Russian for Academic Purposes 3	2	0/0/30
117946	Spanish for Academic Purposes 1	2	0/0/30
117947	Spanish for Academic Purposes 3	2	0/0/30

#### Elective courses - choose at least 2 ECTS credits (11700)

##### Courses from this department

117927	Analysis of human remains from archaeological sites - (elective)	3	30/0/0
117491	Ancient Croatian cemeteries from the 7th to the 11th Century	5	30/0/0
117436	Archaeology of the Eneolithic	5	0/30/0
170491	Archaeology of the Late Middle Ages and Early Modern Period	5	30/0/0
117489	Beginnings of Symbolism and Art	5	30/0/0
117930	Byzantine Architecture, Paintings and Mosaics	3	30/0/0
117471	Concept of Neolithisation - Models of Transition to Agriculture	5	30/0/0
132061	Early and Middle Bronze Age in Carpathian Basin	4	30/0/0
170494	Eastern Hallstatt Circle	6	30/30/0
117454	Germans in Pannonia	5	0/30/0
170496	La Tene Culture in Croatia	6	30/30/0
117477	Lithic Analysis	5	30/0/0
170512	Materials and technologies in archaeology	3	30/0/0
117490	Medieval Pottery	5	0/30/0
117444	Neolithic Archaeology	5	0/30/0
117479	Pre-Romanesque and Early Romanesque Architecture	5	30/0/0
132064	Roman Administration in the Province of Dalmatia	5	30/0/0
117485	Seminar on Archaeology of Medieval Cemeteries	5	0/30/0
117932	Seminar on Medieval Architecture	5	0/30/0
132062	Stereotypes, Prejudices and Taboos In and About Roman and Greek Society	5	30/0/0

##### Courses from other departments

Number of courses: 33

#### **4. semester**

##### **Mandatory courses**

127526 Master Thesis in Archaeology

30 0/0/0

**University graduate double major study**  
**Archaeology with Emphasis on Antique Archaeology**

**1. semester**

**Mandatory courses**

117450	Aegean Archaeology	5	0/30/0
117453	Phenomena of Material and Spiritual Culture of the Greek World	5	30/0/0
117483	Roman Classical Archaeology	5	30/0/0

## **2. semester**

### **Mandatory courses**

124261	Arts and Crafts of Classical Period	5	30/0/0
124259	Field School	5	0/0/120
142626	Rome and its Provinces	5	30/0/0

### **3. semester**

#### **Mandatory courses**

142622	Early Christian Archaeology	5	30/0/0
142617	Roman Provincial Archaeology 1.	5	30/0/0
142666	Seminar on Archaeology of Roman Provinces 2	5	0/30/0

#### **4. semester**

##### **Mandatory courses**

198747 Master Thesis in Archaeology

15 0/0/0

# University graduate single major study

## Archaeology with Emphasis on Medieval Archaeology

### 1. semester

#### Mandatory courses

117454	Germans in Pannonia	5	0/30/0
117479	Pre-Romanesque and Early Romanesque Architecture	5	30/0/0
117932	Seminar on Medieval Architecture	5	0/30/0
117492	Technological Development and Ecology in Archaeology	5	30/0/0

#### Internal elective courses - choose at least 5 ECTS credits (11095)

184172	Experimental Archaeology	5	30/15/0
186357	Latin for Archeologists II	3	30/0/0

#### Elective courses - choose at least 2 ECTS credits (11096)

##### Courses from this department

117450	Aegean Archaeology	5	0/30/0
117927	Analysis of human remains from archaeological sites - (elective)	3	30/0/0
117436	Archaeology of the Eneolithic	5	0/30/0
117489	Beginnings of Symbolism and Art	5	30/0/0
117471	Concept of Neolithisation - Models of Transition to Agriculture	5	30/0/0
132061	Early and Middle Bronze Age in Carpathian Basin	4	30/0/0
142622	Early Christian Archaeology	5	30/0/0
170494	Eastern Hallstatt Circle	6	30/30/0
184172	Experimental Archaeology	5	30/15/0
170496	La Tene Culture in Croatia	6	30/30/0
186357	Latin for Archeologists II	3	30/0/0
117477	Lithic Analysis	5	30/0/0
117444	Neolithic Archaeology	5	0/30/0
117453	Phenomena of Material and Spiritual Culture of the Greek World	5	30/0/0
132064	Roman Administration in the Province of Dalmatia	5	30/0/0
117483	Roman Classical Archaeology	5	30/0/0
142617	Roman Provincial Archaeology 1.	5	30/0/0
117484	Roman Provincial Pottery	3	30/0/0
142549	Selected topics in Early Christian Archaeology 2.	5	0/30/0
142666	Seminar on Archaeology of Roman Provinces 2	5	0/30/0
142663	Seminar on Late Antique Archaeology	5	0/30/0
132062	Stereotypes, Prejudices and Taboos In and About Roman and Greek Society	5	30/0/0

##### Courses from other departments

Number of courses: 206

## 2. semester

### Mandatory courses

124234	Archaeology of Avars and Slavs from the 6th to the 9th Century	5	30/0/0
124241	Avar Cemeteries and Settlements in the Carpathian Basin	5	0/30/0
124357	Early Medieval Sculpture	5	30/0/0
117458	Germanic Cemeteries and Early Medieval Finds	5	30/0/0

### Internal elective courses - choose at least 5 ECTS credits (11825)

170513	Archaeological Research Methodology	3	30/0/0
124259	Field School	5	0/0/120
142415	Medieval numismatics	3	30/0/0

### Elective courses - Choose at least 2 ECTS credits (11826)

#### Courses from this department

170513	Archaeological Research Methodology	3	30/0/0
184170	Archaeology of Neanderthals and Modern Humans	6	30/30/0
124261	Arts and Crafts of Classical Period	5	30/0/0
124259	Field School	5	0/0/120
125380	Formation of Slavic States in Central Europe	3	30/0/0
124243	Greek for Archaeologists II	3	30/0/0
124242	Greek Pottery of Common Use	5	30/0/0
142415	Medieval numismatics	3	30/0/0
125384	Prehistoric Religion	5	30/0/0
124253	Prehistoric Society: Structure and Relations Based on Archaeological Material	5	30/0/0
142626	Rome and its Provinces	5	30/0/0
142609	Selected topics in Early Christian Archaeology 1.	5	0/30/0
142665	Seminar on Archaeology of Roman Provinces 1	5	0/30/0
170495	Urnfield Culture	6	30/30/0

#### Courses from other departments

Number of courses: 184



### 3. semester

#### Mandatory courses

117491	Ancient Croatian cemeteries from the 7th to the 11th Century	5	30/0/0
170491	Archaeology of the Late Middle Ages and Early Modern Period	5	30/0/0
117490	Medieval Pottery	5	0/30/0
117485	Seminar on Archaeology of Medieval Cemeteries	5	0/30/0

#### Internal elective courses - choose at least 5 ECTS credits (11705)

117930	Byzantine Architecture, Paintings and Mosaics	3	30/0/0
170512	Materials and technologies in archaeology	3	30/0/0
170517	Power centers and their periphery in the Middle and Modern Ages	3	30/0/0

#### Elective courses - choose at least 5 ECTS credits (11706)

##### Courses from this department

117450	Aegean Archaeology	5	0/30/0
117927	Analysis of human remains from archaeological sites - (elective)	3	30/0/0
117436	Archaeology of the Eneolithic	5	0/30/0
117489	Beginnings of Symbolism and Art	5	30/0/0
117930	Byzantine Architecture, Paintings and Mosaics	3	30/0/0
117471	Concept of Neolithisation - Models of Transition to Agriculture	5	30/0/0
132061	Early and Middle Bronze Age in Carpathian Basin	4	30/0/0
142622	Early Christian Archaeology	5	30/0/0
170494	Eastern Hallstatt Circle	6	30/30/0
170496	La Tene Culture in Croatia	6	30/30/0
186357	Latin for Archeologists II	3	30/0/0
117477	Lithic Analysis	5	30/0/0
170512	Materials and technologies in archaeology	3	30/0/0
117444	Neolithic Archaeology	5	0/30/0
117453	Phenomena of Material and Spiritual Culture of the Greek World	5	30/0/0
170517	Power centers and their periphery in the Middle and Modern Ages	3	30/0/0
132064	Roman Administration in the Province of Dalmatia	5	30/0/0
117483	Roman Classical Archaeology	5	30/0/0
142617	Roman Provincial Archaeology 1.	5	30/0/0
117484	Roman Provincial Pottery	3	30/0/0
142549	Selected topics in Early Christian Archaeology 2.	5	0/30/0
142666	Seminar on Archaeology of Roman Provinces 2	5	0/30/0
142663	Seminar on Late Antique Archaeology	5	0/30/0
132062	Stereotypes, Prejudices and Taboos In and About Roman and Greek Society	5	30/0/0

##### Courses from other departments

Number of courses: 206

#### **4. semester**

##### **Mandatory courses**

127526 Master Thesis in Archaeology

30 0/0/0

# **University graduate double major study**

## **Archaeology with Emphasis on Medieval Archaeology**

### **1. semester**

#### **Mandatory courses**

117454	Germans in Pannonia	5	0/30/0
117479	Pre-Romanesque and Early Romanesque Architecture	5	30/0/0
117932	Seminar on Medieval Architecture	5	0/30/0

## **2. semester**

### **Mandatory courses**

124234	Archaeology of Avars and Slavs from the 6th to the 9th Century	5	30/0/0
124357	Early Medieval Sculpture	5	30/0/0
117458	Germanic Cemeteries and Early Medieval Finds	5	30/0/0

### 3. semester

#### Mandatory courses

117491	Ancient Croatian cemeteries from the 7th to the 11th Century	5	30/0/0
170491	Archaeology of the Late Middle Ages and Early Modern Period	5	30/0/0

#### Elective courses - choose at least 5 ECTS credits during 3rd and 4th semester (17131)

117930	Byzantine Architecture, Paintings and Mosaics	3	30/0/0
184172	Experimental Archaeology	5	30/15/0
170512	Materials and technologies in archaeology	3	30/0/0
117490	Medieval Pottery	5	0/30/0
117485	Seminar on Archaeology of Medieval Cemeteries	5	0/30/0

#### **4. semester**

##### **Mandatory courses**

198747 Master Thesis in Archaeology

15 0/0/0

# University graduate single major study

## Archaeology with Emphasis on Prehistoric Archaeology

### 1. semester

#### Mandatory courses

117471	Concept of Neolithisation - Models of Transition to Agriculture	5	30/0/0
117477	Lithic Analysis	5	30/0/0
117444	Neolithic Archaeology	5	0/30/0
117492	Technological Development and Ecology in Archaeology	5	30/0/0

#### Internal elective courses - choose at least 3 ECTS credits (11058)

117927	Analysis of human remains from archaeological sites - (elective)	3	30/0/0
132061	Early and Middle Bronze Age in Carpathian Basin	4	30/0/0
184172	Experimental Archaeology	5	30/15/0

#### Elective courses - choose at least 2 ECTS credits (11059)

##### Courses from this department

117450	Aegean Archaeology	5	0/30/0
117927	Analysis of human remains from archaeological sites - (elective)	3	30/0/0
117491	Ancient Croatian cemeteries from the 7th to the 11th Century	5	30/0/0
170491	Archaeology of the Late Middle Ages and Early Modern Period	5	30/0/0
117930	Byzantine Architecture, Paintings and Mosaics	3	30/0/0
132061	Early and Middle Bronze Age in Carpathian Basin	4	30/0/0
142622	Early Christian Archaeology	5	30/0/0
184172	Experimental Archaeology	5	30/15/0
117454	Germans in Pannonia	5	0/30/0
186357	Latin for Archeologists II	3	30/0/0
117490	Medieval Pottery	5	0/30/0
117453	Phenomena of Material and Spiritual Culture of the Greek World	5	30/0/0
117479	Pre-Romanesque and Early Romanesque Architecture	5	30/0/0
132064	Roman Administration in the Province of Dalmatia	5	30/0/0
117483	Roman Classical Archaeology	5	30/0/0
142617	Roman Provincial Archaeology 1.	5	30/0/0
117484	Roman Provincial Pottery	3	30/0/0
142549	Selected topics in Early Christian Archaeology 2.	5	0/30/0
117485	Seminar on Archaeology of Medieval Cemeteries	5	0/30/0
142666	Seminar on Archaeology of Roman Provinces 2	5	0/30/0
142663	Seminar on Late Antique Archaeology	5	0/30/0
117932	Seminar on Medieval Architecture	5	0/30/0
132062	Stereotypes, Prejudices and Taboos In and About Roman and Greek Society	5	30/0/0

##### Courses from other departments

Number of courses: 208

## 2. semester

### Mandatory courses

184170	Archaeology of Neanderthals and Modern Humans	6	30/30/0
124253	Prehistoric Society: Structure and Relations Based on Archaeological Material	5	30/0/0
170495	Urnfield Culture	6	30/30/0

### Internal elective courses - Choose at least 5 ECTS credits (11823)

170513	Archaeological Research Methodology	3	30/0/0
124259	Field School	5	0/0/120
125384	Prehistoric Religion	5	30/0/0

### Elective courses - Choose at least 2 ECTS credits (11824)

#### Courses from this department

170513	Archaeological Research Methodology	3	30/0/0
124234	Archaeology of Avars and Slavs from the 6th to the 9th Century	5	30/0/0
124261	Arts and Crafts of Classical Period	5	30/0/0
124241	Avar Cemeteries and Settlements in the Carpathian Basin	5	0/30/0
124357	Early Medieval Sculpture	5	30/0/0
124259	Field School	5	0/0/120
117458	Germanic Cemeteries and Early Medieval Finds	5	30/0/0
124243	Greek for Archaeologists II	3	30/0/0
124242	Greek Pottery of Common Use	5	30/0/0
142415	Medieval numismatics	3	30/0/0
125384	Prehistoric Religion	5	30/0/0
142626	Rome and its Provinces	5	30/0/0
142609	Selected topics in Early Christian Archaeology 1.	5	0/30/0
142665	Seminar on Archaeology of Roman Provinces 1	5	0/30/0

#### Courses from other departments

Number of courses: 184



### 3. semester

#### Mandatory courses

117436	Archaeology of the Eneolithic	5	0/30/0
117489	Beginnings of Symbolism and Art	5	30/0/0
170494	Eastern Hallstatt Circle	6	30/30/0
170496	La Tene Culture in Croatia	6	30/30/0

#### Internal elective courses - choose 5 ECTS credits (11698)

170512	Materials and technologies in archaeology	3	30/0/0
125074	Symbolism and Art in Palaeolithic	5	0/30/0

#### Elective courses - choose at least 3 ECTS credits (11697)

##### Courses from this department

117450	Aegean Archaeology	5	0/30/0
117491	Ancient Croatian cemeteries from the 7th to the 11th Century	5	30/0/0
170491	Archaeology of the Late Middle Ages and Early Modern Period	5	30/0/0
117930	Byzantine Architecture, Paintings and Mosaics	3	30/0/0
142622	Early Christian Archaeology	5	30/0/0
117454	Germans in Pannonia	5	0/30/0
186357	Latin for Archeologists II	3	30/0/0
170512	Materials and technologies in archaeology	3	30/0/0
117490	Medieval Pottery	5	0/30/0
117453	Phenomena of Material and Spiritual Culture of the Greek World	5	30/0/0
117479	Pre-Romanesque and Early Romanesque Architecture	5	30/0/0
132064	Roman Administration in the Province of Dalmatia	5	30/0/0
117483	Roman Classical Archaeology	5	30/0/0
142617	Roman Provincial Archaeology 1.	5	30/0/0
117484	Roman Provincial Pottery	3	30/0/0
142549	Selected topics in Early Christian Archaeology 2.	5	0/30/0
117485	Seminar on Archaeology of Medieval Cemeteries	5	0/30/0
142666	Seminar on Archaeology of Roman Provinces 2	5	0/30/0
142663	Seminar on Late Antique Archaeology	5	0/30/0
117932	Seminar on Medieval Architecture	5	0/30/0
132062	Stereotypes, Prejudices and Taboos In and About Roman and Greek Society	5	30/0/0
125074	Symbolism and Art in Palaeolithic	5	0/30/0

##### Courses from other departments

Number of courses: 206

#### **4. semester**

##### **Mandatory courses**

127526 Master Thesis in Archaeology

30 0/0/0

# **University graduate double major study**

## **Archaeology with Emphasis on Prehistoric Archaeology**

### **1. semester**

#### **Mandatory courses**

117471	Concept of Neolithisation - Models of Transition to Agriculture	5	30/0/0
117477	Lithic Analysis	5	30/0/0
117444	Neolithic Archaeology	5	0/30/0

## 2. semester

### Mandatory courses

184170	Archaeology of Neanderthals and Modern Humans	6	30/30/0
124253	Prehistoric Society: Structure and Relations Based on Archaeological Material	5	30/0/0
170495	Urnfield Culture	6	30/30/0

### 3. semester

#### Mandatory courses

117436	Archaeology of the Eneolithic	5	0/30/0
117489	Beginnings of Symbolism and Art	5	30/0/0
170494	Eastern Hallstatt Circle	6	30/30/0

#### **4. semester**

##### **Mandatory courses**

198748 Master Thesis in Archaeology

12 0/0/0



## **Courses**



# Aegean Archaeology

<b>Name</b>	Aegean Archaeology
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	117450
<b>Semesters</b>	Winter
<b>Teachers</b>	Helena Tomas, PhD, Associate Professor (primary) Marcel Burić, PhD, Associate Professor Marina Milićević Bradač, PhD, Full Professor Zrinka Šimić-Kanaet, PhD, Assistant Professor

<b>Hours</b>	Seminar	30
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<b>Prerequisites</b>	None
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<b>Goal</b>	Bronze Age Aegean was a cradle of European civilisations. Adopting knowledge about Aegean Bronze Age archaeology, therefore, is crucial for better understanding of many subsequent European civilisations, especially of Classical Greek civilisation which is represented through many courses of the graduate degree in archaeology. Students of the second year of the undergraduate degree in archaeology had an opportunity to familiarise themselves with three Aegean Bronze Age civilisations: Cycladic, Minoan and Mycenaean. The purpose of the course Aegean Archaeology at the graduate level is to present some aspects of these three civilisations in more detail, and then study them in the context of surrounding Bronze Age civilisations of the central and eastern Mediterranean. A special emphasis is placed on maritime trade in the Mediterranean basin and on evidence of Aegean connections with surrounding areas
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<b>Teaching methods</b>	Lectures, work with mentor, research.
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<b>Assessment methods</b>	Seminar paper and written exam.
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## Learning outcomes

1. explain the possible causes and mechanisms of cultural and civilizational changes
2. explain different technological, cultural, social, spiritual, and environment processes which influence the development of a specific community on a specific territory through all archeological periods
3. use foreign language in the writing of academic and professional papers
4. be able to present scientific data to the academic community and the broader public
5. be able to write and publish a scholarly and expert work
6. situate acquired knowledge in a wider geographic and cultural context and recognize different traces of human activity
7. critically assess the chronological and typological position of specific material within existing chronologies and typologies
8. support opinions with arguments and develop critical thinking about existing explanations on the basis of accumulated knowledge

## Content

1. Overview of the Aegean Bronze Age civilisations: Cycladic civilisation
2. Overview of the Aegean Bronze Age civilisations: Minoan civilisation
3. Overview of the Aegean Bronze Age civilisations: Mycenaean civilisation
4. The main features of the Aegean Bronze Age civilisations
5. Bronze Age trade in the Mediterranean: purpose and rhythm
6. Relationship between the Aegean and Asia Minor
7. Relationship between the Aegean and Cyprus
8. Relationship between the Aegean and the Levant
9. Relationship between the Aegean and Egypt

10. Relationship between the Aegean and Sicily and Sardinia
11. Relationship between the Aegean and Apennine Peninsula
12. Relationship between the Aegean and the Sardinia and Iberian peninsula
13. Relationship between the Aegean and the Balkan Peninsula/central and northern Europe
14. Relationship between the Aegean and eastern Adriatic coast
15. Concluding remarks about Bronze Age period in central and eastern Mediterranean

# Aegean Archaeology Basics

<b>Name</b>	Aegean Archaeology Basics
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	51093
<b>Semesters</b>	Winter
<b>Teachers</b>	Helena Tomas, PhD, Associate Professor (primary) Marina Miličević Bradač, PhD, Full Professor

<b>Hours</b>	Lectures	30
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<b>Prerequisites</b>	None
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<b>Goal</b>	Aegean archaeology is a particular branch of archaeology that studies Bronze Age civilisations in the Aegean Sea: Cycladic, Minoan and Mycenaean. As representatives of these three civilisations extensively traded with the eastern Mediterranean area and by doing so also exchanged many cultural goods and heritage, this class gives an overview on the other bronze age civilisations: Cyprus, Levant, Hittites and Egypt. The main goal of this class is to give students the knowledge of general terms and methods of this part of archaeology and basic settings for further study of the Aegean civilisations.
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<b>Teaching methods</b>	Lectures.
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<b>Assessment methods</b>	Written exam.
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## Learning outcomes

1. be able to state the main characteristics of European and Mediterranean archaeological cultures and civilizations
2. apply specialized terminology in Croatian and in a foreign language
3. be able to apply social skills important in the workplace environment
4. use professional literature autonomously
5. use a foreign language in professional communication
6. list and explain the typologies of specific types of archaeological material
7. be able to recognize chronologically and culturally indicative archaeological material

## Content

1. Overview of the Bronze Age archaeology in the Aegean.
2. The Neolithic of Greece. Natural resources and the bronze age trade by sea. Chronology.
3. Cycladic civilisation I - colonisation, geographical diffusion, natural resources and overseas trade
4. Cycladic civilisation I - settlements and burial customs
5. Cycladic civilisation I - ceramics, cycladic figurines and marble vessels
6. Minoan civilisation I - overview of the history of Crete, prepalatial period
7. Minoan civilisation II - proto, neo and latepalatial period, Minoan religion
8. Minoan civilisation III - main features of Cretan palaces, burial customs
9. Minoan civilisation IV - postpalatial period, eruption on Thera, the fall of the Minoan civilisation
10. Mycenaean civilisation I - Early and Middle Helladic Period, Cyclopean masonry, epic resources
11. Mycenaean civilisation II - Mycenaean citadels and palaces
12. Mycenaean civilisation III - burial customs, religion and art
13. Mycenaean civilisation IV - Mycenaean trade in the Mediterranean Sea, the fall of the Mycenaean Civilisation and the beginning of the Greek dark Ages
14. Relationships between the Aegean and surrounding civilisations
15. Concluding remarks: Bronze Age Aegean - cradle of the European civilisations

## Analysis of human remains from archaeological sites - (elective)

<b>Name</b>	Analysis of human remains from archaeological sites - (elective)	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	3	
<b>ID</b>	117927	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Mario Šlaus, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	Introduction to basic human osteology, Bioarchaeological features of prehistoric, antique and medieval Croatian populations, Trauma analysis, Paleopathological analyses.	
<b>Teaching methods</b>	Lectures	
<b>Assessment methods</b>	Oral exam	

### Learning outcomes

1. be able to differentiate between poorly preserved human and animal bone
2. be able to differentiate between forensic and archaeological material,
3. be able to determine the sex and age at death.
4. be able to differentiate between ante-, post- and perimortem injuries to bone and how to perform paleopathological analyses.

### Content

1. . Introduction – What is bioarchaeology? What are its goals? How does it differ from forensic anthropology? Development of physical anthropology in Croatia and in the world.
2. Basic osteology of the human body – differentiating between human and animal remains, osteology, joints and muscle attachment sites
3. Dental analysis – assessing growth and development, sex and population affiliation
4. Data collection and computer analysis – forensic archaeology, differentiating between forensic and archaeological remains based on bone taphonomy and stomatological interventions Re-individualization of poorly preserved and comingled human remains
5. Determination of sex I - morphological differences between males and females
6. Determination of sex II – multivariate statistical analysis of long bones (femur and tibia).
7. Determination of age-at-death I – ossification centers, the chronology of union between epiphyses and diaphyses, tooth eruption and formation.
8. Determination of age-at-death II – dental features, number, color, attrition, periodontal recession, cementum apposition to the root, root resorption, secondary dentine, root translucency, peritubular dentine, racemisation and cementum annulations
9. Determination of age-at-death III – chronological changes of the pubic symphysis, auricular surface of the ilium and sternal rib ends
10. Personal biology I – skeletal changes caused by habitual activities, congenital anomalies. Determination of stature – regression formulae for stature determination based on single and multiple bones
11. Personal biology II – pathological changes and antemortem surgical interventions
12. Personal biology III – differential diagnostics in paleopathology
13. Trauma analysis I – the morphology of postmortem traumas, the morphology of antemortem and perimortem traumas
14. Trauma analysis II - morphology of peri-mortem trauma: determining the number of traumas
15. Trauma analysis III - gunshot wounds, stabbing and cutting wounds, differentiating entrance from exit wounds

## Ancient Croatian cemeteries from the 7th to the 11th Century

<b>Name</b>	Ancient Croatian cemeteries from the 7th to the 11th Century	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	5	
<b>ID</b>	117491	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Mirja Jarak, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	Students gain insight into the material heritage of old Croatian cemeteries (7th to 11th centuries), and adopt basic chronological and typological concepts related to the early medieval period. The analysis of archaeological material, which includes a comparison with related Slavic areas, is the basis for the adoption of knowledge about the connection of phenomena in the early Middle Ages.	
<b>Teaching methods</b>	Lectures accompanied by illustrative material (photographs and drawings, field documentation).	
<b>Assessment methods</b>	Written exam.	

### Learning outcomes

1. Ability to conduct professional and scientific analysis of early medieval archaeological material.
2. Application of recent knowledge and theories.
3. Ability to prepare professional and scientific work.
4. Ability to present professional data to the scientific and general public.

### Content

1. Syntagma of Old Croatian cemeteries in the title of the course - its use and critical views in contemporary literature.
2. Time frames of the duration of Old Croatian cemeteries and different periodizations in the literature.
3. Karaman's periodization - distinguishing between pagan and Christianized horizons of early medieval cemeteries.
4. Pagan horizon in Dalmatia - archaeological material (contributions) in graves and time limits of the horizon. Arson and skeletal cemeteries.
5. Arson cemeteries in Dalmatia - an analysis of examples.
6. Skeletal cemeteries of the pagan horizon in Dalmatia - examples.
7. Carolingian finds in graves from the end of the 8th and the beginning of the 9th century - the diocese-Church horizon.
8. Christianized cemeteries (horizon) in Dalmatia - archaeological material and selected cemeteries.
9. Cemeteries in the rows of the Christianized horizon in Dalmatia - characteristics and examples.
10. Church cemeteries of the Christianized horizon in Dalmatia - time of appearance and relation of graves to church architecture.
11. Examples of church cemeteries of the 9th, 10th and 11th centuries.
12. Old Croatian cemeteries in the Croatian Littoral and Istria and cemeteries in BiH.
13. Foreign influences and material in early medieval graves on the territory of the Croatian state.
14. Horizons with pagan and Christianized characteristics in the context of the development of society and church organization in Croatia.
15. Old Croatian cemeteries in comparison with other Slavic early medieval cemeteries.

# Ancient Greek and Roman Numismatics

<b>Name</b>	Ancient Greek and Roman Numismatics	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	3	
<b>ID</b>	170489	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Ana Pavlović, PhD, Assistant Professor (primary)	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	explain and acquire knowledge of history of money and numismatics, with special regard on greek and roman numismatics	
<b>Teaching methods</b>	ex cathedra lectures every week; visit to the Numismatic Cabinet of Archaeological Museum in Zagreb	
<b>Assessment methods</b>	written exam; a mandatory 70 % attendance requirement for this course	

## Learning outcomes

1. to give an overview of development of money from emergence of coinage in Asia Minor and its spread around Mediterranean till early middle ages
2. to describe and explain typology and chronology of greek and roman coinage
3. to show and demonstrate the importance of numismatics in archaeology (dating, social and historical context, economy etc.)
4. to accommodate the acquired knowledge to the wider geographical and cultural context of antiquity

## Content

1. basic numismatics terms
2. predmonetary forms and emergence of money
3. coins of Aegina, Corinth and Athena
4. Greek coins in archaic and classical age
5. Greek coinage of Southern Italy and Sicily
6. Hellenistic coinage
7. Greek-illyrian coinage 1
8. Greek-illyrian coinage 2
9. Celtic coinage and coinage of Macedonia
10. Early money of Rome (until do emergence of denarius)
11. Roman Republican coinage
12. Roman Imperial Coinage 1
13. Roman Imperial Coinage 2
14. Byzantine Coinage
15. visit to the Numismatic cabinet in Archaeology Museum in Zagreb

# Archaeological Research Methodology

<b>Name</b>	Archaeological Research Methodology
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	3
<b>ID</b>	170513
<b>Semesters</b>	Summer
<b>Teachers</b>	Ina Miloglav, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	The goal of this class is to enable students to freely, within the bounds of the law, plan and present archaeological projects based on the type of research and the goal of the research (field survey, geophysical survey, aerial survey and archaeological excavations). During the semester the students will present their projects using an appropriate methodology and a chosen type of presentation.
<b>Teaching methods</b>	Classes
<b>Assessment methods</b>	Written exam + individual work during the semester

## Learning outcomes

1. Able to individually design a project for an archaeological research
2. Understand the difference between traditional and new technologies in the documentation as well as in the methodological framework
3. Able to apply the knowledge gained on the topic of remote sensing
4. Able to come up with an appropriate methodology based on the type and goal of the research
5. Able to individually create a report and present the results of the archaeological research
6. Will have a good grasp of the laws and regulations concerning the protection of cultural heritage

## Content

1. Law and regulations
2. Maps as a source of data (online portals for maps)
3. Surface archaeological record
4. Methodology of a systematic field survey
5. Remote sensing – aerial archaeology
6. Digital archaeology: new technologies in the documentation process
7. Practical class
8. LiDAR: possibilities and interpretation
9. Case studies
10. Designing and submitting a project application
11. Completing an expert and a financial report
12. Presentation of results and popularization of science
13. Pseudoarchaeology: making up tradition and heritage
14. Value of an archaeological context and the question of its measurability
15. Presentation and evaluation of the projects

# Archaeology and Media

<b>Name</b>	Archaeology and Media	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	3	
<b>ID</b>	118627	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Ana Pavlović, PhD, Assistant Professor (primary)	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	Different ways that archaeology is presented in various media (movies, tv series, newspapers, literature, books, social media etc.) are analysed. The history of media representation of archaeology is discussed and the history of how the dominant stereotypes of archaeologists were formed and have emerged in above mentioned media formats. The way that archaeology methods have developed as archaeology developed is also shown and their appearance in media. By the end of this course students will be able to recognize different stereotypes of archaeologists and different means archaeology is represented in media and to reflect critically on the position of archaeology in modern mass media.	
<b>Teaching methods</b>	ex cathedra lectures with video clips of relevant movies and shows that feature archaeology.	
<b>Assessment methods</b>	written exam; a mandatory 70 % attendance requirement for this course	

## Learning outcomes

1. to give overview of types of media with whom archaeology is connected
2. to describe and interpret the development of archaeology as scientific discipline and archaeological methods of digging
3. to state and explain the representation of archaeology and archaeological methods in media
4. to state and show the importance of media in representation of archaeology

## Content

1. Introductory lecture (what is media, history of media)
2. History of archaeology and archaeological methods in media 1
3. History of archaeology and archaeological methods in media 2
4. How are archaeological methods and digs shown in media
5. Archaeology and archaeological stereotypes in media 1
6. Archaeology and archaeological stereotypes in media 2
7. Archaeology and archaeological stereotypes in media 3
8. Roman and Greek Civilisation in movies.
9. Archaeology in mass media (movies, tv series, books, newspapers, comics...) 1
10. Archaeology in mass media (movies, tv series, books, newspapers, comics...) 2
11. Archaeology and social media (web, computer applications, blogs...)
12. Digital archaeology (virtual archaeology, 3D models, reconstructions etc. )
13. Pseudoarchaeology in the world and in the vicinity.
14. Archaeology and nationalism (nazi archaeology etc.)
15. Archaeology and science fiction



# Archaeology of Avars and Slavs from the 6th to the 9th Century

<b>Name</b>	Archaeology of Avars and Slavs from the 6th to the 9th Century	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	5	
<b>ID</b>	124234	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Krešimir Filipec, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	

**Goal**

The second wave of the great migration of peoples from east to west of Europe, which strengthened considerably around 550, is marked by Slavic migrations. With the advent of the Avars in Europe, relations changed and a new stage of migration began that would lead to great changes not only in Eastern but also in Western, Central and Southern Europe. The Avars of their cemeteries and the steppe-nomadic culture due to their specific way of life and manner of burial are an excellent source for studying an entire time that can be roughly dated from the second half of the 6th to the beginning of the 9th century. Avar time and the time of Avar domination are important for the study of the history of Central Europe, especially the Slavs and Germans in the Pannonian Plain. The focus of interest is the methodology of research of Avar cemeteries and settlements, the study of the chronology of Early Avar, Middle Avar and Late Avar times and the disappearance of Avar cemeteries in the 9th century and all other aspects of their lives. Great attention will be paid to the history of research and ethnic interpretations of the material in accordance with today's leading archaeological theorists and existing achievements.

**Teaching methods**      Lectures

**Assessment methods**      Grading students in the final exam.

## Learning outcomes

1. Be able to explain and compare the characteristics of archaeological cultures and civilizations in Eastern and Central Europe and explain the main historical processes important for understanding archaeological cultures.
2. Be able to recognize chronologically and culturally indicative archaeological material and be able to enumerate and master the main historical processes. Use professional literature in independent work.
3. Students will be able to explain and compare the characteristics of archaeological cultures and early medieval, groups and peoples in Central and Eastern Europe and Croatia.
4. Students will be able to recognize chronologically and culturally indicative archaeological material.

## Content

1. Historical introduction and interpretations of sources
2. Slavic expansion until the middle of the 6th century - problems and interpretations
3. Avari - History of Research I The state of research up to the 1950s
4. Avari - History of Research II Research from 1960-1990.
5. Avari - research history III Modern methods and approach
6. Early Avar cemeteries - general characteristics
7. Coins dated early Avar graves and finds
8. The graves of the leaders of clans, princes and the upper class
9. Graves of the population of the Pannonian Plain - general issues
10. Middle Avar time
11. Germans and Slavs in the Avar Khaganate
12. Styles and techniques - possible centers of production in the Pannonian Plain

13. Late Avar time
14. Byzantium and the influences of Byzantium on production in the Khaganate
15. Nagyszentmiklo, and the Hohenberg style and the last decades of the 9th century khaganates / cemeteries in Pannonia - problems of continuity

# Archaeology of Neanderthals and Modern Humans

<b>Name</b>	Archaeology of Neanderthals and Modern Humans	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	6	
<b>ID</b>	184170	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Ivor Karavanić, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	30
<b>Prerequisites</b>	None	
<b>Goal</b>	To acquire theoretical and practical knowledge of the reconstruction of Neanderthal behavior and behavior of early modern humans, based on archaeological record from the Middle and Upper Paleolithic. To acquire basic skills needed for scientific presentations and discussions.	
<b>Teaching methods</b>	Lectures	
<b>Assessment methods</b>	Written and oral exam	

## Learning outcomes

1. To be able to list and explain models of the disappearance of Neanderthals and appearance of early modern humans and support student opinion through argumentation.
2. To be able to recognize material cultures of Neanderthals and modern humans and explain differences and potential causes of these differences.
3. To be able to explain different subsistence strategies of Neanderthals and early modern humans and to note methodological problems for the interpretations of these strategies.
4. To be able to express one's own critical opinions on existing knowledge in the field.

## Content

1. Introduction
2. Adaptation and industries in Lower Paleolithic
3. Climate and landscapes during Middle and Upper Paleolithic
4. Anatomy of Neanderthals and early modern humans.
5. Mousterian technology
6. Mousterian typology
7. Subsistence strategies and diet in the Middle Paleolithic
8. Current research on the Middle Paleolithic in Croatia
9. Symbolism in the Middle Paleolithic
10. Problem of the Middle/Upper Paleolithic transition
11. Aurignacian
12. Mousterian and Aurignacian on the eastern Adriatic Coast
13. Gravettian
14. Late Upper Paleolithic
15. Neanderthals and early modern humans - synthesis

# Archaeology of the Eneolithic

<b>Name</b>	Archaeology of the Eneolithic
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	117436
<b>Semesters</b>	Winter
<b>Teachers</b>	Marcel Burić, PhD, Associate Professor (primary)
<b>Hours</b>	Seminar 30
<b>Prerequisites</b>	None
<b>Goal</b>	Students work on a selected short topic, study the literature and then present their work in front of fellow students, which accustoms them to public presentation and defense of their views. The paper is also submitted in writing, which introduces them to the basics of writing professional and scientific papers.
<b>Teaching methods</b>	In consultation with the teacher, the student selects a topic, searches for suitable literature and forms a pp presentation. He orally presents and defends his topic in front of other students, it is discussed. Based on all this, he shapes the work as a written professional work accompanied by scientific apparatus.
<b>Assessment methods</b>	Oral presentation with a power point presentation and a written seminar paper accompanied by scientific equipment are evaluated.

## Learning outcomes

1. Students will be able to explain the possible causes and mechanisms of changes in the transition from the Stone Age to the Metal Age
2. Students will be able to explain various technological, economic, social, spiritual processes that affect the development of Eneolithic communities in a particular area
3. They will be able to collect and interpret archaeological data referring to current knowledge about the Eneolithic way of life and theories of origin in the development of metallurgy.
4. It will be possible to critically review the chronological and typological position of archaeological material within the existing Eneolithic chronologies and typologies for different areas of Europe and Croatia.
5. They will be able to present their knowledge of a particular Eneolithic topic to other students
6. They will be able to write a seminar paper with all the parameters of a professional paper

## Content

1. The content of the course is the study of various aspects of the life of Eneolithic communities, from the natural environment, organization of settlements, construction of housing and other facilities, economy, trade, burial, religiosity, viewed on the basis of archaeological material. However, the content is not predetermined, but each semester a new one is designed depending on the number of students, the publication of new research results, etc.
2. The content of the course is the study of various aspects of the life of Eneolithic communities, from the natural environment, organization of settlements, construction of housing and other facilities, economy, trade, burial, religiosity, viewed on the basis of archaeological material. However, the content is not predetermined, but each semester a new one is designed depending on the number of students, the publication of new research results, etc.
3. The content of the course is the study of various aspects of the life of Eneolithic communities, from the natural environment, organization of settlements, construction of housing and other facilities, economy, trade, burial, religiosity, viewed on the basis of archaeological material. However, the content is not predetermined, but each semester a new one is designed depending on the number of students, the publication of new research results, etc.
4. The content of the course is the study of various aspects of the life of Eneolithic communities, from the natural environment, organization of settlements, construction of housing and other facilities, economy,

trade, burial, religiosity, viewed on the basis of archaeological material. However, the content is not predetermined, but each semester a new one is designed depending on the number of students, the publication of new research results, etc.

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# Archaeology of the Late Middle Ages and Early Modern Period

<b>Name</b>	Archaeology of the Late Middle Ages and Early Modern Period	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	5	
<b>ID</b>	170491	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Krešimir Filipec, PhD, Full Professor (primary) Tatjana Tkalčec, PhD, Assistant Professor	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	<p>The archeology of the late Middle Ages and the New Age deals with time that is often very well known to us from other sources, primarily from historical ones. The lectures will talk about medieval and modern centers, royal cities, markets, settlements. Their urban structure, buildings, houses, palaces, churches, cathedrals and more will be studied. Furthermore, there will be talks about medieval fortifications (burgs) and defensive architecture that preceded the wars with the Turks, about villages and their fields, about churches and monasteries, their equipment, cemeteries and material culture. Students should get acquainted with the research methods of late medieval archeology, and the characteristic material from the mentioned period. Mastering the material on sites of a defensive character is an unavoidable unit in the study of medieval archeology, especially the late medieval period from which many finds originate. Analysis of morphological characteristics of architecture based on available documentation and literature. Interpretation of the function and timing of individual sites based on their architectural remains and movable archaeological finds, combined with the use of historical and other sources.</p>	
<b>Teaching methods</b>	Lectures	
<b>Assessment methods</b>	Grading students in the final exam.	
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. Be able to recognize and explain chronologically and culturally indicative archaeological material.</li> <li>2. Be able to list the main historical processes related to the urban development of Central Europe.</li> <li>3. Be able to explain and interpret the main features of late middle and historical times.</li> <li>4. Use professional literature in independent work.</li> </ol>	
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Late Middle and Historical Times - Introductory Considerations, Chronological Framework, Problems</li> <li>2. Historical sources and archaeological interpretation</li> <li>3. Settlement development - medieval centers, royal towns, markets, villages - urban structure</li> <li>4. Houses - their development and furniture</li> <li>5. Culture of life in settlements</li> <li>6. Early fortifications - their typology and meaning</li> <li>7. Development of forts and burgs - basic typology and chronology</li> <li>8. Courts, farms and smaller estates</li> <li>9. Churches and monasteries and their equipment</li> <li>10. Architectural and elements and construction profiling</li> <li>11. Agrarian conditions, field cultivation and organization of holdings</li> <li>12. Late medieval and modern cemeteries - basic features</li> <li>13. Everyday objects in the economy</li> <li>14. Killing objects.</li> <li>15. General trends and developments</li> </ol>	

## **Ars amatoria. Ancient Greek and Roman sexuality in the light of archaeological material**

<b>Name</b>	Ars amatoria. Ancient Greek and Roman sexuality in the light of archaeological
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	3
<b>ID</b>	170509
<b>Semesters</b>	Summer
<b>Teachers</b>	Domagoj Tončinić, PhD, Associate Professor (primary) Iva Kaić, PhD, Assistant Professor Vinka Matijević, PhD, Postdoctoral Researcher

**Hours** Lectures 30

**Prerequisites** None

**Goal** The aim of this course is to provide an insight into different aspects of the sexuality of ancient Greeks and Romans. The rich epigraphic and archeological material allows us to interpret the sexual life in the ancient societies. Students can acquire knowledge of the different aspects of sex, sexuality and sexual identity in the Antiquity. They will be able to compare today's perception of these topics with the perception of ancient Greeks and Romans. The course will introduce some of the contemporary taboos on sexuality and place them in the realms of the sexuality in ancient Greece and Rome.

**Teaching methods** Lectures + Powerpoint presentations

**Assessment methods** Written exam at the end of the semester

### **Learning outcomes**

1. Students will be able to recognize and respect cultural differences.
2. Students will be able to compare today's perception of these topics in relation to the perception of ancient Greeks and Romans.
3. Students will be able to recognize some of the modern sexual taboos that were not present in the Classical culture.
4. Students will be able to state the main characteristics of European and Mediterranean archeological cultures and civilizations.
5. Students will be able to recognize chronologically and culturologically indicative archeological material.

### **Content**

1. Introduction (course presentation: explanation of the topic, goals and competencies; presentation of selected literature)
2. Selected Ancient Literature on Love + Song of Songs
3. Love scandals on Olympus on archeological monuments
4. Marital union in antiquity
5. Prostitution I
6. Prostitution II
7. Pederasty
8. Sexuality among men
9. Sexuality among women
10. Galli - eunuch priests of the goddess Isis
11. Sexual habits of Roman emperors: reality or myth?
12. Nudity and the Early Christian depictions of biblical themes
13. Ancient medicine on sexuality
14. Ancient sexuality in film

15. Written exam



## Arts and Crafts of Classical Period

<b>Name</b>	Arts and Crafts of Classical Period
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	124261
<b>Semesters</b>	Summer
<b>Teachers</b>	Marina Milićević Bradač, PhD, Full Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	To make basic typology and chronology of the artful crafts of the Greek and Roman manufacture known to the students (so called small material/instrumenta made of metal, precious stones, bones, wood etc.)
<b>Teaching methods</b>	Lectures. Ex cathedra lectures and other ways of communication. Lectures are interspersed with visual and video contents, museum visits and other media forms if necessary.
<b>Assessment methods</b>	Written exam. Oral exam.

### Learning outcomes

1. to explain and to get students acquainted with the artful crafts of the Greeks and Romans
2. to explain the terminology and methodology and basic understanding of the most prominent sorts of the artful crafts of the Greeks and Romans (bronze, toreutics, glyptics, coroplastics)
3. to show and analyse the standing and influence of the stated sorts of the artful crafts in the Ancient world and their influence on the development of the Greek and Roman civilization
4. to connect and integrate previously acquired knowledge of Classical archaeology with the newly acquired understanding of the Greek and Roman artful crafts

### Content

1. Introduction to the artful crafts of the Greeks and Romans
2. Coroplastics – Greek and Hellenistic period
3. Coroplastics – Hellenistic and Roman period
4. Metalwork – bronze
5. Metalwork – bronze, part II
6. Metalwork – toreutics
7. Metalwork – toreutics part II
8. Jewellery – techniques
9. Greek and Hellenistic jewellery
10. Roman jewellery
11. Glyptics – introduction on the history of the gems
12. Glyptics, part II.
13. Vessels made of precious stones
14. Furniture
15. Visit to the Museum of Natural history – mineralogical collection

# Avar Cemeteries and Settlements in the Carpathian Basin

<b>Name</b>	Archaeology of Avars and Slavs from the 6th to the 9th Century	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	5	
<b>ID</b>	124234	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Krešimir Filipec, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	

**Goal**

The second wave of the great migration of peoples from east to west of Europe, which strengthened considerably around 550, is marked by Slavic migrations. With the advent of the Avars in Europe, relations changed and a new stage of migration began that would lead to great changes not only in Eastern but also in Western, Central and Southern Europe. The Avars of their cemeteries and the steppe-nomadic culture due to their specific way of life and manner of burial are an excellent source for studying an entire time that can be roughly dated from the second half of the 6th to the beginning of the 9th century. Avar time and the time of Avar domination are important for the study of the history of Central Europe, especially the Slavs and Germans in the Pannonian Plain. The focus of interest is the methodology of research of Avar cemeteries and settlements, the study of the chronology of Early Avar, Middle Avar and Late Avar times and the disappearance of Avar cemeteries in the 9th century and all other aspects of their lives. Great attention will be paid to the history of research and ethnic interpretations of the material in accordance with today's leading archaeological theorists and existing achievements.

**Teaching methods** Lectures

**Assessment methods** Grading students in the final exam.

## Learning outcomes

1. Be able to explain and compare the characteristics of archaeological cultures and civilizations in Eastern and Central Europe and explain the main historical processes important for understanding archaeological cultures.
2. Be able to recognize chronologically and culturally indicative archaeological material and be able to enumerate and master the main historical processes. Use professional literature in independent work.
3. Students will be able to explain and compare the characteristics of archaeological cultures and early medieval, groups and peoples in Central and Eastern Europe and Croatia.
4. Students will be able to recognize chronologically and culturally indicative archaeological material.

## Content

1. Historical introduction and interpretations of sources
2. Slavic expansion until the middle of the 6th century - problems and interpretations
3. Avari - History of Research I The state of research up to the 1950s
4. Avari - History of Research II Research from 1960-1990.
5. Avari - research history III Modern methods and approach
6. Early Avar cemeteries - general characteristics
7. Coins dated early Avar graves and finds
8. The graves of the leaders of clans, princes and the upper class
9. Graves of the population of the Pannonian Plain - general issues
10. Middle Avar time
11. Germans and Slavs in the Avar Khaganate
12. Styles and techniques - possible centers of production in the Pannonian Plain

13. Late Avar time
14. Byzantium and the influences of Byzantium on production in the Khaganate
15. Nagyszentmiklo, and the Hohenberg style and the last decades of the 9th century khaganates / cemeteries in Pannonia - problems of continuity

## Basic Course on Digital Processing of Archaeological Finds

<b>Name</b>	Basic Course on Digital Processing of Archaeological Finds	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	2	
<b>ID</b>	132059	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Ina Miloglav, PhD, Assistant Professor (primary) Martina Rončević, Professional Associate	
<b>Hours</b>	Field exercises	30
<b>Prerequisites</b>	None	
<b>Goal</b>	Using computer software for the purpose of creating as complete as possible drawings of archaeological material. Drawing of various archaeological material and creating a basic archaeological drawing. Application of AutoCAD to digitize handmade drawings. Combining basic archaeological drawing and photography. Recording and processing photographs of archaeological material, working in Photoshop to create foto-table. Connecting photographs with drawings. Using the already mentioned software to correct, add and collage drawings of archaeological material. Manipulating digitized drawings and creating archaeological foto table. Recognizing the possibility to combine drawing techniques so the information carried by an archaeological artefact can be documented as precise and as true to form as possible.	
<b>Teaching methods</b>	During the class various forms of teaching approaches will be applied, including individual work, group work and practical work.	
<b>Assessment methods</b>	List of attendees is used to determine if a student was present for most of the classes. Through practical work, the student will be tested.	

### Learning outcomes

1. Able to correctly orient an archaeological find
2. Using measurements to precisely draw an artifact with basic elements that make up the archaeological drawing
3. Able to prepare a drawing for further computer processing
4. Able to use AutoCAD for digitizing an archaeological drawing
5. Able to orient and set the archaeological artefact for photographing
6. Able to create archeological photo table out of drawings
7. Be able to produce archaeological field documentation

### Content

1. Orienting an archaeological artefact and recognizing the major elements of the basic archaeological drawings
2. Measuring and drawing set archaeological material
3. Drawing of a possible ideal reconstruction
4. Digitizing drawings of archaeological finds drawn in pencil
5. Drawing of set archaeological material using AutoCAD
6. Adjusting the format of the drawing for further processing
7. Orienting and preparing an archaeological find for photography
8. Photographing the archaeological material
9. Work on photographs in Photoshop
10. Preparing the photographs and drawings to create archaeological foto table.
11. Connecting the photos of findings with drawings of the finds
12. Creating archaeological photo tables
13. Exercise

14. Exercise
15. Exercise

# Beginnings of Symbolism and Art

<b>Name</b>	Beginnings of Symbolism and Art
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	117489
<b>Semesters</b>	Winter
<b>Teachers</b>	Ivor Karavanić, PhD, Full Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	To acquire knowledge about appearance of symbolic behaviour, language, spirituality and figurative and abstract art in Paleolithic
<b>Teaching methods</b>	Lectures, use of casts during lectures
<b>Assessment methods</b>	Written and oral exam

## Learning outcomes

1. To be able to explain the models of modern behavior and to express and support student's own view and critical opinion
2. To be able to express critical opinion about interpretations of "cult" behavior and context of Middle Paleolithic burials
3. To be able to express critical interpretation on Upper Paleolithic burials
4. To be able to explain theories of appearance of Paleolithic art and evaluate them by expressing critical opinion
5. To be able to summarize knowledge about symbolic behavior in Paleolithic and to reach conclusions

## Content

1. Introduction
2. Interpretations and facts about symbolic behaviour in Lower Paleolithic
3. Neanderthal burials
4. Question of cannibalism
5. Critics on "Cult of Skull" and "Cults on Cave Bear"
6. Personal ornaments in the Middle Paleolithic
7. Music in Middle Paleolithic?
8. Upper Paleolithic burials
9. Figurative art in Europe
10. Theory of Hunting Magic
11. Theories of "L'art pour l'art" and totemism
12. Structured art theory
13. Art as stored information
14. Shamanistic theory
15. Synthesis

# Byzantine Architecture, Paintings and Mosaics

<b>Name</b>	Byzantine Architecture, Paintings and Mosaics
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	3
<b>ID</b>	117930
<b>Semesters</b>	Winter
<b>Teachers</b>	Mirja Jarak, PhD, Full Professor (primary) Vinka Matijević, PhD, Postdoctoral Researcher
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None

**Goal** Acquiring the knowledge about the essential characteristics of Byzantine sacral architecture and accompanying monumental art (painting and mosaics). Covering the subjects of the most significant achievements, an insight into the development of Byzantine architecture will be provided from its first flourishing in the 6th century (Justinian's time), through the transitional centuries (the 7th and the 8th), to another great flourishing in the Middle Byzantine period (9th to 12th century). Through the adoption of the material, students are taught to recognize and interpret Byzantine monuments in Croatia.

**Teaching methods** Lectures with the use of illustrative material. Analysis of typological characteristics of Byzantine architecture based on published material and interpretation of liturgical conditioning of forms and individual segments of buildings. Reference to the basic iconographic and stylistic characteristics of Byzantine art, defined in the relevant literature.

**Assessment methods** Written exam.

## Learning outcomes

1. To know differences in Byzantine architecture of the Late Antiquity (6th century), early and developed Middle Ages.
2. To place acquired knowledge into wider geographical and cultural context.
3. Be able to discern iconography and style of the Byzantine monumental art.
4. Knowledge of relevant foreign and Croatian literature

## Content

1. Periodization of Byzantine general history and the history of the development of architecture and art.
2. The significance of the Justinian era in the context of the development of Byzantine architecture. The specific Byzantine liturgy requires the development of churches of the central type.
3. Examples of Byzantine architecture of the 6th century. Analysis of the Constantinople St. Sofia Church, especially on the basis of numerous literary sources that enable the interpretation of the connection between architecture and liturgy.
4. Byzantine architecture in the West. Churches in Ravenna and the Euphrasian Basilica in Poreč.
5. Themes and style of Byzantine mosaics of the 6th century. Analysis of preserved works.
6. Byzantine architecture of the transitional centuries (the 7th and the 8th). Typological characteristics and relation to the previous period.
7. The most significant examples of Byzantine art of the 7th and the 8th centuries. Analysis of frescoes from the Roman church of S. Maria Antiqua and from S. Maria foris portas in Castelsepri. Problems of mosaics from St. Demetrius in Thessaloniki.
8. Problems of dating and fitting into the context of Byzantine architecture of some buildings in the West - an analysis of the church of San Salvatore in Spoleto.
9. Architecture of the Middle Byzantine period. Another golden age in the development of Byzantine architecture. Basic types of architecture of that time.
10. Post-iconoclastic development of Byzantine art. Analysis of figural works from St. Sophia in

Constantinople.

11. Byzantine influences in early medieval architecture in Dalmatia. Problems of the existence of specifically Byzantine architecture.
12. Byzantine medieval painting in Dalmatia. Analysis of the most important works.
13. Selected examples of Byzantine architecture of the 10th to the 12th centuries.
14. Selected examples of Byzantine monumental art of the 10th to the 12th centuries.
15. Byzantine presence in the West during the Middle Ages.



# Classical Archaeology Basics I

<b>Name</b>	Classical Archaeology Basics I
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	51092
<b>Semesters</b>	Winter
<b>Teachers</b>	Marina Milićević Bradač, PhD, Full Professor (primary) Zrinka Šimić-Kanaet, PhD, Assistant Professor
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	Explain the basics of the Classical archaeology; explain fundamental concepts and methods of the Classical archaeology, demonstrate fundamental conceptions created up to day in that branch of archaeology.
<b>Teaching methods</b>	Lectures ex cathedra and other ways of communication. Lectures are interspersed with visual and video contents, museum visits and other media forms if necessary
<b>Assessment methods</b>	Written exam. Oral exam.

## Learning outcomes

1. to explain, recognize and discern basic fields of the Classical archaeology (architecture, sculpture, painting and artful crafts).
2. to accommodate the acquired knowledge to the wider geographical and cultural context of the ancient world.
3. to demonstrate and explain fundamental scholarly conceptions of the designated fields of the Classical archaeology.
4. to demonstrate and explain iconographical topics of the Classical archaeology (attributes, mythological context)

## Content

1. Introduction into the division and fields of Classical archaeology.
2. Greek architecture 1.
3. Greek architecture 2.
4. Hellenistic architecture.
5. Roman architecture.
6. Greek sculpture 1.
7. Greek sculpture 2.
8. Hellenistic sculpture.
9. Roman sculpture.
10. Greek painting.
11. Hellenistic painting.
12. Roman painting.
13. Artful crafts: toreutics.
14. Artful crafts: jewelry.
15. Artful crafts: glyptic.

## Classical Archaeology Basics II

<b>Name</b>	Classical Archaeology Basics II
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	51105
<b>Semesters</b>	Summer
<b>Teachers</b>	Marina Milićević Bradač, PhD, Full Professor (primary) Zrinka Šimić-Kanaet, PhD, Assistant Professor
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	Demonstrate selected topics of the Classical archaeology and treat them in scholarly way; select and demonstrate the latest scholarly insight from different fields of the Classical archaeology; introduce students to the precise scholarly way of treating selected topics of the Classical archaeology; inform them of the principles of presenting scholarly works of Classical archaeology.
<b>Teaching methods</b>	Lectures ex cathedra and other ways of communication. Lectures are interspersed with visual and video contents, museum visits and other media forms if necessary.
<b>Assessment methods</b>	Written exam. Oral exam.

### Learning outcomes

1. to describe historical development of certain fields of the Classical archaeology and/or determined civilization.
2. to demonstrate and explain relevant methodology, terminology and material culture important in certain regions and/or civilization.
3. to accommodate the acquired knowledge to the wider geographical and cultural context of the ancient world.
4. to lead students towards the critical discerning and connecting of different data acquired in lectures.

### Content

1. Introduction into the Classical archaeology and the history of the Classical archaeology.
2. The Dark Ages of Greece or the Hellenic Middle Ages.
3. Introduction to Greek Mythology – what is myth?
4. Introduction to Greek Mythology – the study of myths.
5. Early Greek colonization in the West.
6. Phocaean navigation.
7. Polycleitus and his Canon.
8. Templum – the idea of Roman temple.
9. Roman temple, Disciplina Etrusca and the liver from Piacenza.
10. Everyday life in ancient Rome – bandits and highwaymen.
11. Early Roman religion – basic notions.
12. Creation of Roman chronology.
13. Roman portraits.
14. Romulus founding Rome – state of research.
15. Early Roman religion – Roman calendar and more important festivals.

# Concept of Neolithisation - Models of Transition to Agriculture

<b>Name</b>	Concept of Neolithisation - Models of Transition to Agriculture
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	117471
<b>Semesters</b>	Winter
<b>Teachers</b>	Marcel Burić, PhD, Associate Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	Introducing students to different approaches and theories on the processes of neolithization, ie the transition from the stage of food collection to the stage of food production; how to perceive and re-examine existing theories and models in specific archaeological situations. The course also deals with the interpretation of the Neolithic in the Middle East, and its transfer to the Mediterranean. The most important researches of significant Neolithic centers in Turkey, Mesopotamia and the Levant are discussed, as well as a review of the history of research of the mentioned epoch from Mesolithic populations of Natufian collectors, pre-ceramic Neolithic to ceramic Neolithic as the foundations of great Oriental civilizations.
<b>Teaching methods</b>	Presentation and analysis of materials with image material (LCD projector) and didactic collection of the Department of Archeology, and encouraging discussion during lectures among students themselves.
<b>Assessment methods</b>	Written exam
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. Students will be able to explain the possible causes and mechanisms of changes that occur and develop in the Neolithic period</li> <li>2. Students will be able to explain various technological, economic, landscape processes that influence the formation and development of Neolithic communities in a particular area.</li> <li>3. Students will be able to recognize typical Neolithic archaeological material, analyze it and interpret it</li> <li>4. Students will be able to present their views in an argumentative way and think critically about the existing knowledge, relying on the acquired knowledge about the Neolithic processes and different theoretical models.</li> <li>5. Students will be able to connect and integrate the acquired knowledge in order to independently reach relevant conclusions about the origin and development of certain Neolithic communities in Croatia</li> </ol>
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Geological-ecological framework of the post-Pleistocene period</li> <li>2. Pioneers of Near and Middle Eastern archeology; the cradle space of the Neolithic</li> <li>3. The Mesolithic in Croatia - the basics</li> <li>4. The process of neolithization, ie. neolithization models</li> <li>5. The Neolithic Process from the Perspective of Southwest Asia: The Levant</li> <li>6. The Neolithic Process from the Perspective of Southwest Asia: Anatolia</li> <li>7. The Neolithic Process: A Mediterranean Perspective I</li> <li>8. The Neolithic Process: A Mediterranean Perspective II</li> <li>9. Neolithic process in Southeast Europe (Greece, Bulgaria, Albania, Romania)</li> <li>10. Lepenski vir and Djerdap gorge in the process of neolithization</li> <li>11. The Neolithic Process: A Central European Perspective</li> <li>12. The process of neolithization within continental Croatia</li> <li>13. Transition to agriculture - a reflection in the material legacy (ceramics, lithics)</li> <li>14. The role of radiocarbon dates in the study of the Neolithic process - what do we date?</li> <li>15. Conclusions</li> </ol>

## Croatia in Antiquity

<b>Name</b>	Croatia in Antiquity
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	4
<b>ID</b>	103228
<b>Semesters</b>	Summer
<b>Teachers</b>	Domagoj Tončinić, PhD, Associate Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None

**Goal** The course is primarily intended for foreign students who speak German. The aim of this course is to gain knowledge and understanding of the history and material heritage of the classical, Greek and Roman civilization in Croatia through its material evidence. The most important topics (chronological divisions and their foundations, deities, sanctuaries, cities, burial and tomb design, ceramics, sculpture, portraiture, architecture, etc.) will be covered.

**Teaching methods** Lectures + PowerPoint presentations

**Assessment methods** Written exam at the end of the semester

### Learning outcomes

1. Students will acquire basic knowledge of the history and material heritage of classical, Greek and Roman civilization in Croatia.
2. Students will be able to explain and compare the characteristics of archaeological cultures and civilizations in Croatia.
3. Students will be able to apply professional terminology in Croatian and a foreign language.
4. Students will be able to use a foreign language in professional communication.

### Content

1. Ancient history and geography of Croatia
2. The Illyrians
3. Greek colonies on the Adriatic 1.
4. Greek colonies on the Adriatic 2.
5. The Roman conquest
6. Roman army in Croatia
7. The administration in the imperial period and the development of infrastructure
8. Deities and their sanctuaries
9. Burial and grave layout
10. Ancient heritage of Croatian cities 1.
11. Ancient heritage of Croatian cities 2.
12. Ancient heritage of Croatian cities 3.
13. Life in the countryside
14. Late Antiquity and Early Christianity 1.
15. Late Antiquity and Early Christianity 2.

# Documenting of Archaeological Sites

<b>Name</b>	Documenting of Archaeological Sites
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	3
<b>ID</b>	35811
<b>Semesters</b>	Winter
<b>Teachers</b>	Ina Miloglav, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	The goal of the class is to introduce the student to various ways archaeological sites and materials are documented. Each archaeological site represents a document of the past in itself, and it is of the utmost importance that the process of documenting a site is as objective, precise and accurate as possible. Excavation as a process is a highly destructive approach and is non reversible, which is why the process of recording information during the excavation is so important.
<b>Teaching methods</b>	Lecture
<b>Assessment methods</b>	Three written colloquium during the semester

## Learning outcomes

1. Be able to, with excavation leader's help, participate in the preparation, organization, division of labor and conducting of archaeological research
2. Knows how to produce archaeological field documentation according to guidelines and forms
3. Be able to know the principles the methodology of non-destructive research methods
4. Be able to demonstrate basic stratigraphic principles of excavation
5. Differentiate between various approaches to archaeological excavations with respect to time period, natural surroundings and type of site
6. Knows how to properly store archaeological material
7. Choose an appropriate way to protect the archaeological site
8. List and describe the ways of presentation, reconstruction and conservation of archaeological sites
9. List and explain the methods of relative and absolute dating

## Content

1. Introduction
2. Historical overview of methodology and documentation of archaeological site
3. Non-destructive methods of research
4. The process of archaeological research
5. Application of geomatic instruments on archaeological sites (practical work)
6. Recording the relationships of stratigraphic units on archaeological sites
7. Recording the relationships of stratigraphic units on archaeological sites
8. Photography as a part of the documentation process
9. Drawing as a part of the documentation process
10. Photogrammetry
11. Digital and virtual archaeology
12. Approaches to various types of archaeological excavations
13. Documentation and treatment of material remains on the site
14. Documentation of samples and dating methods
15. Protection and conservation of excavated archaeological sites

## Early and Middle Bronze Age in Carpathian Basin

<b>Name</b>	Early and Middle Bronze Age in Carpathian Basin	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	4	
<b>ID</b>	132061	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Hrvoje Potrebica, PhD, Full Professor (primary) Janja Mavrović Mokos, PhD, Assistant Professor	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	

**Goal** Introduction to cultural groups that marked the Early and Middle Bronze Age in the Carpathian Basin and strongly influenced on development of prehistoric communities in Central Europe. Presentation of spatial circles and communication networks between the local communities that were modified during the Early and Middle Bronze Age by the dynamics of Bronze Age technology, with the eastern part of the Carpathian Basin being of great importance due to the deposit of raw materials.

**Teaching methods** Presentation of pictorial material at lectures.

**Assessment methods** Written and oral exam

### Learning outcomes

1. Be able to define similarities and differences within different communities in the Early Bronze Age in the Carpathian Basin
2. Be able to define similarities and differences within different communities in the Middle Bronze Age in the Carpathian Basin
3. Be able to chronologically and typologically specify the division of the Middle Bronze Age of the Carpathian Basin according to hoards
4. Be able to explain the problems of different ceramic styles in the early and early Middle Bronze Age in the Carpathian Basin
5. Be able to explain the problems related to the production and exchange of bronze objects in the Middle Bronze Age in the Carpathian Basin
6. Be able to explain the problems of continuity and discontinuity of the Middle to the Late Bronze Age in the Carpathian Basin

### Content

1. Introduction to the course (introduction to the topic, method of work and literature)
2. Early Bronze Age in the eastern part of the Carpathian Basin (eastern Slovakia, Romania, eastern Hungary)
3. Early Bronze Age in Potisje and the end of tell-cultures
4. Early Bronze Age in the western part of the Carpathian Basin (western Hungary, northern Croatia, northern Bosnia, eastern Austria, western Slovakia)
5. Litzen - style, culture
6. Vatin culture
7. Incrusted pottery groups
8. Chronologies and hoards of the Early Bronze Age in the Carpathian Basin
9. Belegiš culture
10. Tumulus culture - eastern circle
11. Middle Bronze Age in the western part of the Carpathian Basin
12. Chronologies and hoards of the Middle Bronze Age in the Carpathian Basin
13. Production and exchange of bronze objects in the Middle Bronze Age in the Carpathian Basin
14. Continuity and discontinuity of the Middle to the Late Bronze Age in the Carpathian Basin

## 15. Synthesis

## Early Christian archaeological landscape in Croatia

<b>Name</b>	Early Christian archaeological landscape in Croatia	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	3	
<b>ID</b>	170516	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Iva Kaić, PhD, Assistant Professor (primary)	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	This course aims to provide students with an insight into the early Christian archaeological heritage in Croatia, which is rich in sites and monuments from that highly significant period of Antiquity. Some of them represent important points in the international research of certain Early Christian topics. This will be achieved by introducing relevant archaeological data, primarily in the field of architecture, reviewed through the modern approach to preserved finds. With the help of selected examples, students can get familiar with the method of interpreting archaeological material.	
<b>Teaching methods</b>	Lectures + PowerPoint presentation	
<b>Assessment methods</b>	Written exam	

### Learning outcomes

1. Students will be able to recognize and interpret the archaeological evidence of Early Christian architecture in Croatia.
2. Students will be able to recognize and interpret Early Christian funerary monuments.
3. Students will be able to recognize, interpret, and date Early Christian movable finds.
4. Students will be able to interpret Early Christian buildings and sites in the context of changes in the cultural landscape in Late Antiquity on the territory of Croatia.
5. Students will be able to interpret Early Christian sites and movable finds from the territory of Croatia in the context of the development of Early Christianity in the wider area of the Roman Empire.
6. Students will be able to explain and compare the characteristics of archeological cultures and civilizations on the territory of Croatia.
7. Students will be able to recognize chronologically and culturologically indicative archeological material.

### Content

1. Introduction (course presentation: explanation of the topic, goals and competencies; presentation of selected literature)
2. A historical overview from the beginnings of the Early Christianity to Justinian
3. Types and purposes of Early Christian buildings in the Roman Empire
4. Twin churches
5. Archaeological testimonies of Early Christianity in Salona
6. Early Christian cemeteries
7. Salonitan sarcophagi
8. Early Christian archeological finds in Istria
9. Early Christian archeological finds in the Primorje region and the Kvarner islands
10. Early Christian archeological material in Dalmatia I
11. Early Christian archeological material in Dalmatia II
12. Early Christian archaeological material on the Dalmatian islands
13. Early Christian archaeological material in northern Croatia
14. Archaeological movable and small Early Christian finds
15. Eusebius Sophronius Hieronymus



# Early Christian Archaeology

<b>Name</b>	Early Christian Archaeology
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	142622
<b>Semesters</b>	Winter
<b>Teachers</b>	Domagoj Tončinić, PhD, Associate Professor (primary) Iva Kaić, PhD, Assistant Professor

<b>Hours</b>	Lectures	30
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<b>Prerequisites</b>	None
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<b>Goal</b>	This course aims to introduce students to the Early Christian archaeological heritage in the Roman provinces and in Croatia in the period after the reign of Emperor Constantine and his successors. In this course, students will gain knowledge about the causes and consequences of declaring Christianity the only permitted religion in the Empire.
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<b>Teaching methods</b>	Lectures + PowerPoint presentations
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<b>Assessment methods</b>	The evaluation is made with a written exam based on the contents of the lectures and the given literature.
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## Learning outcomes

1. Students can acquire skills that would enable them to independently identify early Christian small finds and monuments from the reign of Theodosius I and Justinian the Great.
2. Students will be able to master the methodology of interpreting Early Christian depictions
3. Students can become competent in working with Early Christian material of the period in the area of the Croatian islands and coast
4. Students can acquire knowledge about the topography of sacral buildings of the period
5. Students will be able to independently interpret the archaeological material of the period

## Content

1. Historical events in the Empire from Valens' death to the death of Theodosius II
2. Social and artistic features of the reign of Theodosius; + Theodosius' archaeological heritage in Constantinople + economy + trade + culture
3. The sacral architecture of Theodosius' time in the Empire 1.
4. The sacral architecture of Theodosius' time in the Empire 2.
5. Sarcophagi of Theodosius' time: typology and iconography
6. The iconography of the mosaics from the Basilica of Saint Pudentiana in Rome
7. Mosaics of the Church of Santa Maria Maggiore in Rome
8. The reign of Emperor Justinian (historical events + main actors + economy + culture)
9. Early Christian heritage of Ravenna 1.
10. Early Christian heritage of Ravenna 2.
11. Illustrations, icons, glass, textiles, ivory, tombs, frescoes
12. Early Christian heritage of North Africa (churches + pilgrimages + monasteries)
13. Early Christian archeology of the Eastern Adriatic coast after the Edict of Thessalonica (Cunctos populos)
14. Early Christian archeology of the Adriatic islands in Croatia after the Edict of Thessalonica (Cunctos populos)
15. Introduction to Byzantine archeology: Constantinople + history + topography + art + culture

## Early Christian Archaeology Basics

<b>Name</b>	Early Christian Archaeology Basics	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	5	
<b>ID</b>	170497	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Domagoj Tončinić, PhD, Associate Professor (primary) Iva Kaić, PhD, Assistant Professor Mirna Vukov, PhD, Postdoctoral Researcher	
<b>Hours</b>	Lectures	30
	Seminar	30
<b>Prerequisites</b>	None	
<b>Goal</b>	This course aims to use lectures and seminars to enable students to master the basic knowledge in the field of Early Christian archeology from the period of the beginning of Christianity to the reign of Emperor Constantine and his successors. By writing proseminar papers, students will be able to acquire knowledge about Early Christian iconography using examples of archaeological finds from Croatia and the entire Roman Empire.	
<b>Teaching methods</b>	Lecture + Powerpoint presentation proseminar workshop + proseminar	
<b>Assessment methods</b>	Successfully passed written exam + grade from proseminar. The seminar is evaluated with a numerical grade - "excellent" (5), "very good" (4), "good" (3), "sufficient" (2) and "insufficient" (1). During the final evaluation which will determine the grade, the following aspects are evaluated: a) written work (50% of the total grade), b) presentation of one's work (25% of the total grade) c) participation in discussions after the presentation of papers (25% of the total grade). The overall grade for the course corresponds to the sum made from the 60% of the grade from the written exam and 40% of the grade from the proseminar.	

### Learning outcomes

1. Students will be able to interpret the historical background of the early Christian period during the reign of Emperor Constantine and his successors
2. Students will be able to interpret social and religious changes during the reign of Emperor Constantine and his successors
3. Students will be able to independently recognize Early Christian artifacts and interpret iconographic motifs
4. Students will be able to recognize the architectural elements of Early Christian churches and correctly interpret different types of early Christian churches
5. Students will be able to distinguish Early Christian sarcophagi by type and iconography
6. Students will be able to distinguish between Early Christian mosaics and the early Christian churches in which they are located
7. Students will be able to present expert and scientific data to the public
8. Students will be able use professional literature autonomously
9. Students will be able to recognize chronologically and culturologically indicative archeological material

### Content

1. Introduction to Early Christian archeology - definition, terminology, topics and issues + Proseminar workshop (historical framework + basics of catalog and database search for independent literature

- search)
2. Historical overview of the development of Christianity from the beginnings to Justinian + Proseminar workshop (introduction + basic notes on how to write a proseminar paper)
  3. Review of the Early Christian archaeological heritage of the pre-Constantine period + Proseminar workshop (literature-definition + basic notes on the way of presenting the proseminar work)
  4. Archaeological excavations of Roman catacombs + Presentations of student proseminar papers
  5. Persecution of Christians and the cult of martyrs; development of pilgrimage + Presentations of student proseminar papers
  6. The founding of Constantinople and the architecture of the Constantine period in Rome + Presentations of student proseminar papers
  7. Archeology of Early Christian architecture: the first churches in Rome and their architectural models + Presentations of student proseminar papers
  8. Archeology of Early Christian architecture: the twin churches + Presentations of student proseminar papers
  9. Archeology of Early Christian architecture: basilicas with an ambulatory + Presentations of student proseminar papers
  10. Early Christian funerary monuments - cemeteries and basilicas over the graves of martyrs + Presentations of student proseminar papers
  11. Early Christian funerary monuments - sarcophagi and their workshops + Presentations of student proseminar papers
  12. Archaeological Testimonies of Early Christian Visual Culture: Mosaics and Frescoes + Presentations of student proseminar papers
  13. Archaeological Testimonies of Early Christian Movable Finds + Presentations of student proseminar papers
  14. Archaeological topography of Early Christian sites in Croatia I. + Presentations of student proseminar papers
  15. Archaeological topography of Early Christian sites in Croatia II. + Presentations of student proseminar papers

# Early Medieval Sculpture

<b>Name</b>	Early Medieval Sculpture
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	124357
<b>Semesters</b>	Summer
<b>Teachers</b>	Mirja Jarak, PhD, Full Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	Students should learn a distinction between the earliest works (from the 7th and 8th and the beginning of the 9th century) and the works of developed pre-Romanesque and early Romanesque sculpture. In the archaeological sense, it is especially important to present the possibility of dating architecture on the basis of dated works of sculptured plastic and to show examples of reconstruction of church furniture and architectural plastic within the architecture to which they belonged.
<b>Teaching methods</b>	The lectures will present the fundamental difference between the sculpture of the transitional centuries (7th and 8th), the pre-Romanesque and the early Romanesque period. The works will be analyzed from a stylistic-artistic aspect that often provides a basis for data, given the existence of possible inscriptions (which are also an important database) and given the archaeological context or the context of belonging to a particular building. The lectures are accompanied by illustrative material.
<b>Assessment methods</b>	Written exam.
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. To be able to place the acquired knowledge in a broader geographical and cultural context.</li> <li>2. To be able to conduct professional and scientific analysis of stone material.</li> <li>3. To be able to connect early medieval sculpture with late antique morphological and decorative patterns.</li> <li>4. To be able to propose the reconstruction of fragmentary plastic findings.</li> <li>5. To be able to write and publish a professional or scientific work.</li> </ol>
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Basic subgroups within early medieval sculpture: church furniture, architectural sculpture, sarcophagi, objects of artistic craft.</li> <li>2. Dating value of early medieval plastic.</li> <li>3. The development of early medieval sculpture in the 7th and 8th centuries. Examples of dated works outside Croatia.</li> <li>4. 7th and 8th century monuments in Croatia.</li> <li>5. The connection of the work of the 7th and 8th centuries with early Christian sculpture.</li> <li>6. Bases for the dating of 9th century sculpture in Croatia: inscribed monuments and associated workshop units.</li> <li>7. Plutes and pilasters of the 9th century. Examples of more complete altar partitions.</li> <li>8. Middle and upper parts of pre-Romanesque altar partitions: columns with capitals, gables and architrave beams. Method of analysis and decorative motifs.</li> <li>9. Other pieces of pre-Romanesque church furniture: altars, pulpits and ciboriums. Selected examples</li> <li>10. Architectural sculpture, sarcophagi and objects of artistic craft in the Croatian pre-Romanesque.</li> <li>11. The emergence of early Romanesque sculpture.</li> <li>12. A human figure in early Romanesque sculpture.</li> <li>13. Early Romanesque workshops in Croatia.</li> <li>14. The development of architectural sculpture in early Romanesque.</li> </ol>

15. Problems of continuity and discontinuity between late antiquity and the early Middle Ages in the light of the development of plastics.

## Early Middle Ages in Croatia

<b>Name</b>	Early Middle Ages in Croatia	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	6	
<b>ID</b>	170499	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Mirja Jarak, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	30
<b>Prerequisites</b>	None	
<b>Goal</b>	Adoption of knowledge relating to early medieval localities and findings. Adoption of knowledge necessary for dating of localities and material. Students should know the most significant theories on Croatian early Middle Ages.	
<b>Teaching methods</b>	Lectures and seminars.	
<b>Assessment methods</b>	Written exam for lectures. Seminar works should be exposed and given as written contribution of each student.	

### Learning outcomes

1. Recognition and capability of interpretation of the early medieval findings.
2. Knowledge of relevant literature.
3. Capability of recognition of early medieval localities during the field-work.
4. Recognition of the preserved buildings according to building technique and style.

### Content

1. Introduction to the lectures. The main themes are: beginning of the early Middle Ages in Croatia, localities and material from the territory of early medieval Croatian state and Byzantine Dalmatia, early Middle Ages in other parts of modern Croatia. In the seminar the connected themes should be elaborated through students research and discussion.
2. 7th and 8th century in Croatia.
3. Cemeteries until the middle of the 9th century. Incineration and inhumation.
4. Pre-romanesque architecture of the 9th century.
5. Early medieval Nin - churches and cemeteries.
6. Istria in early Middle Ages.
7. Northern Croatia from the 7th until 11th century.
8. Benedictine monasticism and research into monastery architecture.
9. Carolingian findings in Croatia - Biskupija Crkvina locality.
10. 10th century architecture and sculpture.
11. Other Slavic states at eastern Adriatic.
12. Early Romanesque in Dalmatian towns.
13. Early Romanesque outside Dalmatian towns.
14. New settlements and towns.
15. Early medieval Croatia and other Slavic states.

## Eastern Hallstatt Circle

<b>Name</b>	Eastern Hallstatt Circle	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	6	
<b>ID</b>	170494	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Hrvoje Potrebica, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	30
<b>Prerequisites</b>	None	
<b>Goal</b>	<p>Lecture - Students gain a general insight into the phenomenon of Hallstatt culture as a fundamental manifestation of the Early Iron Age in Central Europe and adopt basic chronological and typological concepts related to this period. On the examples of the most important cultural groups and sites, certain theoretical concepts necessary for the correct interpretation of the sociological structure and material and spiritual culture of the Eastern Hallstatt Circle are adopted.</p> <p>Seminar - Through individual work, students develop the ability to navigate in the professional literature and gain a more detailed insight into the structure of some of the specific archaeological phenomena (cultural groups or categories related to material or spiritual culture). The aim is to point out the mutual interaction of such individual phenomena that allow the student an insight into a more complex picture of Iron Age cultures and communities. Students must be acquainted with the methodology and recent achievements of Iron Age archaeology, and most of all with the method of writing scientific papers. This means that they must learn to use scientific literature and must learn to use the scientific apparatus in writing independent texts.</p>	
<b>Teaching methods</b>	Lectures, individual assignments, mentoring	
<b>Assessment methods</b>	<p>Through colloquia, as well as oral and written exams, the recognition, comparison and critical evaluation of chronological and typological theories in the area of the Eastern Hallstatt Circle during the Early Iron Age will be checked. An individual seminar in which students will analyze and critically evaluate chronological and typological theories from the Iron Age, will be followed by the acquisition of competencies related to this period.</p>	
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. Be able to explain the division into the western and eastern Hallstatt Circles, and define their basic characteristics and differences</li> <li>2. Be able to chronologically and typologically single out the main characteristics of the Carinthia and Kalenderberg groups</li> <li>3. Be able to explain the cultural-chronological picture of the eastern Hallstatt Circle</li> <li>4. Be able to explain the genesis of the Early Iron Age in the area of the Eastern Hallstatt Circle through the tradition of Urnfield culture and Pontic-Caucasian influences</li> <li>5. Be able to chronologically and typologically explain the processes related to the area of Transdanubia and eastern Hungary, and central and western Slovenia</li> <li>6. Be able to chronologically and typologically single out the main characteristics of the Dolenjska group and recognize and enumerate the main characteristics of the Situla art and single out the main characteristics of the Budinjak and Martijanec - Kaptol groups</li> <li>7. Be able to define the mechanisms of exchange and trade during the Early Iron Age on the example of the Kaptol site</li> <li>8. Be able to explain the differences in the burial ritual in the area of the Eastern Hallstatt Circle</li> <li>9. Be able, in some areas, to define the end of the Eastern Hallstatt Circle</li> </ol>	

10. Be able to develop a discussion on a particular issue with colleagues and professor based on the read professional literature and acquired knowledge

### **Content**

1. Western and Eastern Hallstatt Circle (historical overview of the origin of the concept of Hallstatt culture, spatial and content division into two cultural circles and their basic characteristics and differences)
2. Cultural-chronological picture of the Eastern Hallstatt Circle (traditional chronological systems and spatial determinants of cultural phenomena related to the Eastern Hallstatt Circle; recent issues of establishing local and non-regional chronological frameworks for the study of Hallstatt culture)
3. Genesis of the Early Iron Age in the area of the Eastern Hallstatt Circle (traditions of Urnfield culture, Pontic-Caucasian influences)
4. Carinthia group
5. Kalenderberg group
6. Transdanubia and eastern Hungary
7. Central and western Slovenia
8. Dolenjska group
9. Budinjak
10. Martijanec - Kaptol group
11. Kaptol
12. Burial practice in the eastern Hallstatt Circle
13. Situla art
14. The end (?) of the eastern Hallstatt Circle
15. Seminar - Concrete interpretation of some of the phenomena of material or spiritual culture related to the communities of the Eastern Hallstatt Circle in spatial frames. Special emphasis is placed on new research and new scientific knowledge in the form of mandatory written work from the prescribed literature.



# Eneolithic of Croatia in the context of Central and South-eastern Europe + Eneolithic of Croatia

<b>Name</b>	Eneolithic of Croatia in the context of Central and South-eastern Europe + Eneolithic of Croatia	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	6	
<b>ID</b>	64239	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Marcel Burić, PhD, Associate Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	30
<b>Prerequisites</b>	None	

**Goal** Introducing students to the chronological system of development of Eneolithic communities, recognizing the material remains of these communities or archaeological sources on the basis of which various aspects (economic, social, spiritual) of their lives are considered, and the use of professional and scientific literature. A special review of the emergence of metallurgy as a highly accumulative activity and the consequences it has brought to the prehistoric communities of Central and Southeast Europe.

**Teaching methods** Presentation and analysis of materials with illustrative material (LCD projector) and didactic collection of the Department of Archeology, visit to the collections of the Archaeological Museum and stimulating discussion(s) during lectures among students, practical work in the field.

**Assessment methods** Written exam

## **Learning outcomes**

1. Be able to explain and compare the characteristics of Eneolithic archaeological cultures in Croatia
2. Be able to list the main features of the most important archaeological cultures of the Eneolithic period of Europe
3. Be able to explain the interdisciplinary application of scientific methods in archeology
4. Be able to recognize chronologically and culturally indicative archaeological material
5. Apply the acquired knowledge at a higher level of study
6. Be able to apply social skills important in the work environment
7. Be able to participate with the leader in the preparation, organization, division of labor and conduct of archaeological research

## **Content**

1. Criteria for defining the Eneolithic as a separate period, basic features of the Eneolithic period
2. Migrations of north-pontic steppe populations - the problem of Indo-Europeanization
3. The beginnings and development of Copper Age metallurgy
4. Early Eneolithic communities: Tiszapolgar - Bodrogkeresztur - Bubanj-Salcuta-Krivodol in their homeland and their reflection on the Croatian territory
5. The Lasinja culture in Croatia and neighboring areas
6. The Retz-Gajary type of pottery and its variants
7. Baden culture, distribution, the problem of genesis and development, Boleraz-Chernavoda III horizon
8. Classical Baden culture in Croatia and in neighboring areas
9. The Kostolac Culture
10. The Vučedol culture and the Vučedol cultural complex (early and classical phases)
11. The Vučedol culture and the Vučedol cultural complex (the late phases and regional variants)
12. European megaliths
13. Eneolithic collection in the Archaeological museum in Zagreb

14. The Neolithic period on Adriatic coast and hinterland
15. Post-Neolithic and Eneolithic manifestations in the light of the earliest development of the Bronze Age cultures of the Aegean

# Epigraphics

<b>Name</b>	Epigraphics
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	3
<b>ID</b>	51123
<b>Semesters</b>	Winter
<b>Teachers</b>	Dino Demicheli, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	Acquisition of knowledge about ancient epigraphy and its appliance in Roman archeology.
<b>Teaching methods</b>	Lectures are performed with the help of technical equipment in the lecture room, and part of the teaching is performed on epigraphic material in the Archaeological Museum in Zagreb.
<b>Assessment methods</b>	Written exam (min. attendance on classes 80%)

## Learning outcomes

1. Appliance of acquired knowledge from epigraphy in the context of antiquity, especially the Roman Empire.
2. Connect and integrate acquired knowledge and skills .
3. Be able to read and interpret data from an ancient inscription, especially that written in Latin.
4. Be able to adopt the basic differences in content between Latin inscriptions from the period of the Roman Empire and recognize their most important chronological determinants.

## Content

1. Introduction to the subject (definition of epigraphy its position within the sciences that study ancient civilization; history of epigraphy, the most important works)
2. History and development of the alphabet from cuneiform to Latin
3. Division of ancient inscriptions and their types
4. Greek epigraphy (earliest Greek inscriptions, types of inscriptions, examples)
5. Greek colonization of the eastern Adriatic coast and the earliest Greek inscriptions on our coast
6. Latin epigraphy (earliest Latin inscriptions, types of inscriptions, examples)
7. Roman naming system
8. Latin sepulchral inscriptions
9. Latin votive inscriptions
10. Latin military inscriptions
11. Latin honorary inscriptions
12. Building inscriptions, boundary inscriptions and instrumenta
13. Roman military diplomas
14. Imperial honorary inscriptions and imperial nomenclature
15. Classes in the lapidary of the Archaeological Museum in Zagreb, autopsy of the inscriptions

## Everyday life in Roman Provinces

<b>Name</b>	Everyday life in Roman Provinces	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	2	
<b>ID</b>	51124	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Domagoj Tončinić, PhD, Associate Professor (primary) Mirna Vukov, PhD, Postdoctoral Researcher Vinka Matijević, PhD, Postdoctoral Researcher	
<b>Hours</b>	Practicum	30
<b>Prerequisites</b>	None	
<b>Goal</b>	The course aims to present the cultural and civilizational characteristics of Roman material culture and the society in the Roman provinces by offering a practical work with small archaeological finds from archaeological excavations.	
<b>Teaching methods</b>	Exercises.	
<b>Assessment methods</b>	Attendance 80%, practical work, discussion	

### Learning outcomes

1. Students will be able to place the acquired knowledge in a broader geographic and cultural context.
2. Students will be able to connect and integrate acquired knowledge and skills.
3. Students will be able to interpret the archaeological data.
4. Students will be able to chronologically and typologically determine the small finds.
5. Students will acquire the skills necessary for further work in the graduate study program of archeology.
6. Students will be able to recognize chronologically and culturologically indicative archeological material.

### Content

1. Review of archaeological excavations at the Gardun - Vojnić (Tilurium) site, Sv. Kvirin (Siscia), Banjače and Velić.
2. Review of research documentation and finds at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop.
3. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop.
4. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop.
5. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop
6. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop
7. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop
8. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop
9. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop
10. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop
11. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop
12. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop

13. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop
14. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop
15. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop

## Everyday life in Roman Provinces 2

<b>Name</b>	Everyday life in Roman Provinces 2	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	2	
<b>ID</b>	184927	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Domagoj Tončinić, PhD, Associate Professor (primary) Mirna Vukov, PhD, Postdoctoral Researcher	
<b>Hours</b>	Practicum	30
<b>Prerequisites</b>	None	
<b>Goal</b>	The course aims to present the cultural and civilizational characteristics of Roman material culture and the society in the Roman provinces by offering a practical work with small archaeological finds from archaeological excavations.	
<b>Teaching methods</b>	Exercises.	
<b>Assessment methods</b>	Attendance 80%, practical work, discussion	

### Learning outcomes

1. Students will be able to use the acquired knowledge in understanding a broader geographical and cultural context.
2. Students will be able to connect and integrate acquired knowledge and skills.
3. Students will be able to interpret archaeological data.
4. Students will be able to chronologically and typologically determine the small finds.
5. Students will acquire the skills necessary for further work in the graduate study program of archeology.
6. Students will be able to recognize chronologically and culturologically indicative archeological material

### Content

1. Review of archaeological excavations at the Gardun - Vojnić (Tilurium) site, Sv. Kvirin (Siscia), Banjače and Velić.
2. Review of research documentation and finds at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop.
3. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop.
4. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop.
5. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop.
6. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop.
7. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop.
8. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop.
9. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop.
10. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop.
11. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop.
12. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop.
13. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites,

- Sv. Kvirin (Siscia), Banjače and Velić; workshop.
14. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop.
  15. Documentation of small finds from archeological excavations at the Gardun - Vojnić (Tilurium) sites, Sv. Kvirin (Siscia), Banjače and Velić; workshop.

## Everyday life in the Middle Ages

<b>Name</b>	Everyday life in the Middle Ages	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	3	
<b>ID</b>	51117	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Krešimir Filipec, PhD, Full Professor (primary) Ivana Škiljan, PhD	
<b>Hours</b>	Seminar	30
<b>Prerequisites</b>	None	
<b>Goal</b>	<p>The aim of the course is to explain the basics of interpretation by describing one of the constant lyrical forms, such as the sonnet, and at the same time to present the history of European and world literature from the Middle Ages to the 21st century. The aim is to master the basic knowledge of everyday life in medieval Europe as well as their differences in individual parts. Apply the acquired knowledge at a higher level of study, and use professional literature in independent work. Historical sources are not always sufficient to shed enough light on life in a certain area. Reconstructing life in the Middle Ages is sometimes very difficult. The aim of the course is to direct students to get directly closer to the field and to the settlements that are missing today, and to get new additional information about the intensity of life in a certain area from their still hidden sources. It is necessary to know the archaeological methods of work and to reconstruct the whole environment, because it meant the economic basis from which to live. Sites such as fortifications, settlements, churches and cemeteries will be displayed in the whole of life through the prism of buildings, but also movable finds that speak of the standard of living and possible connections with the outside world.</p>	
<b>Teaching methods</b>	lectures and seminars, written and oral expression audio-visual methods	
<b>Assessment methods</b>	continuous written and oral evaluation, oral exam	
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. Be able to recognize chronologically and culturally indicative archaeological material and be able to enumerate and master the main historical processes.</li> <li>2. Be able to explain and compare the characteristics of archaeological cultures and civilizations in Eastern and Central Europe and explain the main historical processes important for understanding archaeological cultures.</li> <li>3. Use professional literature in independent work.</li> <li>4. Students will be able to acquire the knowledge necessary for further work in the graduate study.</li> </ol>	
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Life in the Middle Ages - introductory considerations</li> <li>2. Culture of life in settlements</li> <li>3. Life in the fort and in the castle</li> <li>4. Houses and fireplaces</li> <li>5. Clothing and equipment</li> <li>6. Economy and trade</li> <li>7. Food and starvation</li> <li>8. Disease, death and burial</li> <li>9. Beliefs and manifestations</li> </ol>	



10. Parties, amusement parks and cult spaces
11. Family, family relationships and the position of women
12. The position of the class, the position of the small, weak and unfree
13. Attitude towards waste and garbage
14. Relation to nature
15. Attitudes towards the unknown

# Experimental Archaeology

<b>Name</b>	Experimental Archaeology	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	5	
<b>ID</b>	184172	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Danijela Roksandić Vukadin, PhD, Assistant Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	<p>Experimental archaeology is an archaeological specialisation, a part of archaeology that studies behavioral processes from the past through experimental reconstruction in controlled scientific conditions. Experimental archaeology is often criticized, its scientific basis and purpose is often questioned. Furthermore, a great deal of problems may arise while conducting experiments. Despite this, no one can deny its contribution to science. Using tests or experiments to confirm or refute theories and hypotheses is a logical step when studying the past, therefore, it is not unusual that experiments are being used as an integral part of archaeological science. Students through their experiments can question and test established archaeological theories and try to solve some of the archaeological debates and offer more realistic solutions.</p>	
<b>Teaching methods</b>	Lectures, seminars and workshops, mentoring, individual assignments	
<b>Assessment methods</b>	Practical work, seminar paper, written exam	
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. will be able to gain new experiences by proving or denying assumptions</li> <li>2. be able to develop critical attitude and thinking</li> <li>3. be able to use various methodologies and validate previous experiences</li> <li>4. will be able to incorporate acquired experiences into established knowledge</li> <li>5. will be able to collect and interpret archaeological data by referring to current knowledge and theories</li> <li>6. will be able to apply the basic scientific standards of experimental archeology</li> </ol>	
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Introduction to experimental archaeology - basic concepts</li> <li>2. History of experimental archaeology</li> <li>3. The importance of the environment and natural resources in an archaeological context</li> <li>4. Climate change and its impact on archaeological stratigraphy</li> <li>5. Communications and transportation through history</li> <li>6. History of construction - residential, commercial, sacral buildings</li> <li>7. Production and supply of food</li> <li>8. Agricultural systems</li> <li>9. Using fire - from fireplaces, hearths to blast furnaces</li> <li>10. From clay to glass</li> <li>11. Mining and metallurgy from prehistory to the modern age</li> <li>12. Production and dyeing of textiles</li> <li>13. Weapons, warfare techniques and defense systems</li> <li>14. Time - counting and calendars</li> <li>15. Herbs - treatments and medicine</li> </ol>	

## Field School

<b>Name</b>	Field School
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	124259
<b>Semesters</b>	Summer
<b>Teachers</b>	Domagoj Tončinić, PhD, Associate Professor (primary) Ana Pavlović, PhD, Assistant Professor Domagoj Bužanić, M.Sc. Dino Demicheli, PhD, Assistant Professor Danijela Roksandić Vukadin, PhD, Assistant Professor Hrvoje Potrebić, PhD, Full Professor Ivor Karavanić, PhD, Full Professor Iva Kaić, PhD, Assistant Professor Ina Miloglav, PhD, Assistant Professor Julia Katarina Fileš Kramberger, M.Sc. Janja Mavrović Mokos, PhD, Assistant Professor Jana Škrkulja, M.Sc., Assistant - Lecturer Jurica Triplat Krešimir Filipec, PhD, Full Professor Marcel Burić, PhD, Associate Professor Mirja Jarak, PhD, Full Professor Marina Milićević Bradač, PhD, Full Professor Mirna Vukov, PhD, Postdoctoral Researcher Miroslav Vuković, M.Sc. Nikola Vukosavljević, PhD, Assistant Professor Petra Nikšić, Assistant Rajna Šošić Klindžić, PhD, Associate Professor Vinka Matijević, PhD, Postdoctoral Researcher Zdravka Hincak, PhD, Associate Professor Zrinka Šimić-Kanaet, PhD, Assistant Professor
<b>Hours</b>	Field exercises 120
<b>Prerequisites</b>	None
<b>Goal</b>	The aim of fieldwork is to enable students to continue to develop fieldwork competencies and the techniques of archaeological excavation and management of field documentation, and to apply the acquired theoretical knowledge in practical work.
<b>Teaching methods</b>	Through practical work on an archaeological site, we will follow the process of assimilating basic principles of archaeological research and documentation in students. The application of various theoretical concepts on situations in the field will also be examined.
<b>Assessment methods</b>	The work of a student is evaluated based on the field diary and forms that every student writes individually while the archaeological research is taking place. The observations recorded inside are a result of the students practical work and his understanding of the archaeological site. After the finished fieldwork, the student is required to submit forms signed by the research leader.
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. Able to apply the practical knowledge and the theoretical framework in practice during an archaeological excavation</li> <li>2. To observe and differentiate the traces of human activity through stratigraphy</li> </ol>

3. To recognize and define the basic principles of archaeological stratification
4. To recognize and differentiate between different types of archaeological materials during their process and analysis
5. Able to use geomatic instruments and various types of cameras for the purposes of archaeological documentation
6. To gather and write down observations from the field in the form of a written journal
7. Recognize a monument of culture and be familiar with initiating the procedure of its protection
8. be able to autonomously organize and conduct archaeological excavation and field survey

### **Content**

1. Fieldwork
2. Fieldwork
3. Fieldwork
4. Fieldwork
5. Fieldwork
6. Fieldwork
7. Fieldwork
8. Fieldwork
9. Fieldwork
10. Fieldwork
11. Fieldwork
12. Fieldwork
13. Fieldwork
14. Fieldwork
15. Fieldwork

## Field work - field school 1

<b>Name</b>	Field work - field school 1
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	4
<b>ID</b>	51118
<b>Semesters</b>	Summer
<b>Teachers</b>	Domagoj Tončinić, PhD, Associate Professor (primary) Ana Pavlović, PhD, Assistant Professor Domagoj Bužanić, M.Sc. Dino Demicheli, PhD, Assistant Professor Danijela Roksanđić Vukadin, PhD, Assistant Professor Hrvoje Potrebić, PhD, Full Professor Ivor Karavanić, PhD, Full Professor Iva Kaić, PhD, Assistant Professor Ina Miloglav, PhD, Assistant Professor Julia Katarina Fileš Kramberger, M.Sc. Janja Mavrović Mokos, PhD, Assistant Professor Jana Škrkulja, M.Sc., Assistant - Lecturer Jurica Triplat Krešimir Filipec, PhD, Full Professor Marcel Burić, PhD, Associate Professor Mirja Jarak, PhD, Full Professor Marina Milićević Bradač, PhD, Full Professor Mirna Vukov, PhD, Postdoctoral Researcher Miroslav Vuković, M.Sc. Nikola Vukosavljević, PhD, Assistant Professor Petra Nikšić, Assistant Rajna Šošić Klindžić, PhD, Associate Professor Vinka Matijević, PhD, Postdoctoral Researcher Zdravka Hincak, PhD, Associate Professor Zrinka Šimić-Kanaet, PhD, Assistant Professor
<b>Hours</b>	Field exercises 120
<b>Prerequisites</b>	None
<b>Goal</b>	The goal of fieldwork is to enable a student to learn and understand archaeology through practical class directly on site. The student will focus on analyzing and solving problems concerning the archaeological fieldwork. By integrating fieldwork on all levels of the students educational process we have enabled a progressive development of competences from the beginning to the end of his education.
<b>Teaching methods</b>	Through practical work on an archaeological site, we will follow the process of assimilating basic principles of archaeological research and documentation in students. The application of various theoretical concepts on situations in the field will also be examined.
<b>Assessment methods</b>	The work of a student is evaluated based on the field diary and forms that every student writes individually while the archaeological research is taking place. The observations recorded inside are a result of the students practical work and his understanding of the archaeological site. After the finished fieldwork, the student is required to submit forms signed by the research leader.
<b>Learning outcomes</b>	1. Producing archaeological field work documentation with proper forms

2. To recognize and differentiate between different types of archaeological materials during their process and analysis
3. Be able to, with excavation leader's help, participate in the preparation, organization, division of labor and conducting of archaeological research
4. Able to use geomatic instruments and various types of cameras for the purposes of archaeological documentation
5. To gather and write down observations from the field in the field diary.
6. To observe and differentiate the traces of human activity through stratigraphy
7. To recognize and define the basic principles of archaeological stratification

#### **Content**

1. Practical work on archaeological site
2. Practical work on archaeological site
3. Practical work on archaeological site
4. Practical work on archaeological site
5. Practical work on archaeological site
6. Practical work on archaeological site
7. Practical work on archaeological site
8. Practical work on archaeological site
9. Practical work on archaeological site
10. Practical work on archaeological site
11. Practical work on archaeological site
12. Practical work on archaeological site
13. Practical work on archaeological site
14. Practical work on archaeological site
15. Practical work on archaeological site

## Field work - field school 2

<b>Name</b>	Field work - field school 2
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	4
<b>ID</b>	56181
<b>Semesters</b>	Summer
<b>Teachers</b>	Domagoj Tončinić, PhD, Associate Professor (primary) Ana Pavlović, PhD, Assistant Professor Domagoj Bužanić, M.Sc. Dino Demicheli, PhD, Assistant Professor Danijela Roksandić Vukadin, PhD, Assistant Professor Hrvoje Potrebić, PhD, Full Professor Ivor Karavanić, PhD, Full Professor Iva Kaić, PhD, Assistant Professor Ina Miloglav, PhD, Assistant Professor Julia Katarina Fileš Kramberger, M.Sc. Janja Mavrović Mokos, PhD, Assistant Professor Jana Škrkulja, M.Sc., Assistant - Lecturer Jurica Triplat Krešimir Filipec, PhD, Full Professor Marcel Burić, PhD, Associate Professor Mirja Jarak, PhD, Full Professor Marina Milićević Bradač, PhD, Full Professor Mirna Vukov, PhD, Postdoctoral Researcher Miroslav Vuković, M.Sc. Nikola Vukosavljević, PhD, Assistant Professor Petra Nikšić, Assistant Rajna Šošić Klindžić, PhD, Associate Professor Vinka Matijević, PhD, Postdoctoral Researcher Zdravka Hincak, PhD, Associate Professor Zrinka Šimić-Kanaet, PhD, Assistant Professor
<b>Hours</b>	Field exercises 120
<b>Prerequisites</b>	None
<b>Goal</b>	The goal of field work is to enable a student to learn and understand archaeology through practical class directly on site. The student will focus on analyzing and solving problems concerning the archaeological field work. By integrating field work on all levels of the students educational process we have enabled a progressive development of competences from the beginning to the end of his education.
<b>Teaching methods</b>	Through practical work on an archaeological site, we will follow the process of assimilating basic principles of archaeological research and documentation in students. The application of various theoretical concepts on situations in the field will also be examined.
<b>Assessment methods</b>	The work of a student is evaluated based on the field diary and forms that every student writes individually while the archaeological research is taking place. The observations recorded inside are a result of the students practical work and his understanding of the archaeological site. After the finished fieldwork, the student is required to submit forms signed by the research leader.
<b>Learning outcomes</b>	1. Able to apply the practical knowledge and the theoretical framework in practice during an

archaeological excavation

2. To observe and differentiate the traces of human activity through stratigraphy
3. To recognize and define the basic principles of archaeological stratification
4. Producing archaeological field work documentation with proper forms
5. To recognize and differentiate between different types of archaeological materials during their process and analysis
6. Able to use geomatic instruments and various types of cameras for the purposes of archaeological documentation
7. To gather and write down observations from the field in the field diary
8. Be able to, with excavation leader's help, participate in the preparation, organization, division of labor and conducting of archeological research

#### **Content**

1. Practical work on archaeological site
2. Practical work on archaeological site
3. Practical work on archaeological site
4. Practical work on archaeological site
5. Practical work on archaeological site
6. Practical work on archaeological site
7. Practical work on archaeological site
8. Practical work on archaeological site
9. Practical work on archaeological site
10. Practical work on archaeological site
11. Practical work on archaeological site
12. Practical work on archaeological site
13. Practical work on archaeological site
14. Practical work on archaeological site
15. Practical work on archaeological site



## Field work - field school 3

<b>Name</b>	Field work - field school 3
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	4
<b>ID</b>	56182
<b>Semesters</b>	Summer
<b>Teachers</b>	Domagoj Tončinić, PhD, Associate Professor (primary) Ana Pavlović, PhD, Assistant Professor Domagoj Bužanić, M.Sc. Dino Demicheli, PhD, Assistant Professor Danijela Roksandić Vukadin, PhD, Assistant Professor Hrvoje Potrebić, PhD, Full Professor Ivor Karavanić, PhD, Full Professor Iva Kaić, PhD, Assistant Professor Ina Miloglav, PhD, Assistant Professor Julia Katarina Fileš Kramberger, M.Sc. Janja Mavrović Mokos, PhD, Assistant Professor Jana Škrkulja, M.Sc., Assistant - Lecturer Jurica Triplat Krešimir Filipec, PhD, Full Professor Marcel Burić, PhD, Associate Professor Mirja Jarak, PhD, Full Professor Marina Milićević Bradač, PhD, Full Professor Mirna Vukov, PhD, Postdoctoral Researcher Miroslav Vuković, M.Sc. Nikola Vukosavljević, PhD, Assistant Professor Petra Nikšić, Assistant Rajna Šošić Klindžić, PhD, Associate Professor Vinka Matijević, PhD, Postdoctoral Researcher Zdravka Hincak, PhD, Associate Professor Zrinka Šimić-Kanaet, PhD, Assistant Professor
<b>Hours</b>	Field exercises 120
<b>Prerequisites</b>	None
<b>Goal</b>	The goal of fieldwork is to enable a student to learn and understand archaeology through practical class directly on site. The student will focus on analyzing and solving problems concerning the archaeological fieldwork. By integrating fieldwork on all levels of the students educational process we have enabled a progressive development of competences from the beginning to the end of his education.
<b>Teaching methods</b>	Through practical work on an archaeological site we will follow the process of assimilating basic principles of archaeological research and documentation in students. The application of various theoretical concepts on situations in the field will also be examined.
<b>Assessment methods</b>	The work of a student is evaluated based on the field diary and forms that every student writes individually while the archaeological research is taking place. The observations recorded inside are a result of the students practical work and his understanding of the archaeological site. After the finished fieldwork, the student is required to submit forms signed by the research leader.
<b>Learning outcomes</b>	1. Able to apply the practical knowledge and the theoretical framework in practice during an

archaeological excavation

2. To observe and differentiate the traces of human activity through stratigraphy
3. To recognize and define the basic principles of archaeological stratification
4. Producing archaeological field work documentation with proper forms
5. To recognize and differentiate between different types of archaeological materials during their process and analysis
6. Able to use geomatic instruments and various types of cameras for the purposes of archaeological documentation
7. To gather and write down observations from the field in the form of a written journal
8. Be able to, with excavation leader's help, participate in the preparation, organization, division of labor and conducting of archeological research
9. Be able to produce archaeological field documentation

### **Content**

1. Practical work on archaeological site
2. Practical work on archaeological site
3. Practical work on archaeological site
4. Practical work on archaeological site
5. Practical work on archaeological site
6. Practical work on archaeological site
7. Practical work on archaeological site
8. Practical work on archaeological site
9. Practical work on archaeological site
10. Practical work on archaeological site
11. Practical work on archaeological site
12. Practical work on archaeological site
13. Practical work on archaeological site
14. Practical work on archaeological site
15. Practical work on archaeological site

# Formation of Slavic States in Central Europe

<b>Name</b>	Formation of Slavic States in Central Europe
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	3
<b>ID</b>	125380
<b>Semesters</b>	Summer
<b>Teachers</b>	Krešimir Filipec, PhD, Full Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None

**Goal** Introduction to the material and spiritual culture of the Slavs in the area of today's Central Europe. The overthrow of the Avar Kaganate and the establishment of Frankish supremacy over much of Central Europe would significantly change the balance of power in that part of Europe. Old political structures will collapse or disappear, new systems and institutions similar to those in Western Europe will begin to be introduced. It was a time of intensified Christianization, the construction of new churches, the arrangement of the land, and the introduction of the feudal system. The dissatisfied domicile population will try to oppose the new political relations. In the center will be the Pannonian Slavs and the most important Pannonian center Blatno (Blatnograd). There will also be talks about other seats in Pannonia, including the most important archaeologically researched church center between the Sava and Drava rivers in Lobar. The principality of Great Moravia, north of the middle course of the Danube, began to play an important role in Central Europe after the collapse of the Avar rule. Numerous settlements and other finds speak of their cultural achievements. The lectures will also give an overview of the creation of the Hungarian state, they will talk about Hungarian-Slavic relations and the so-called Bjelo brdo culture.

**Teaching methods** Lectures

**Assessment methods** Grading students in the final exam.

## Learning outcomes

1. Explain the different technological, cultural, social, spiritual and landscape processes that influenced the development of a particular community in Central and Southern Europe in the Middle Ages.
2. Be able to recognize chronologically and culturally indicative archaeological material and be able to enumerate and master the main historical processes.
3. Be able to recognize, explain, chronologically and culturally indicative archaeological material.
4. Use professional literature in independent work.

## Content

1. Introductory considerations, chronological framework, problems
2. Historical sources and archaeological interpretation - Who records the real truth
3. Avar-Frankish war - a time of Avar domination
4. Avar-Frankish war - a time of Frankish domination
5. Consequences of the Frankish victory over the Avars in Pannonia
6. Prince Ljudevit, the uprising, the consequences - and the development of Pannonia in the 9th century
7. Blatnograd and its surroundings
8. Church centers in Pannonia in the 9th century
9. Development of feudal structures
10. Moravia and France
11. Urbanization and development of state structures
12. Graves, cemeteries and finds
13. The beginnings of the formation of new social structures

14. Hungarians and new relations in the Pannonian Plain
15. Development of settlements - centers, villages - development of urban structures

# From Rome to Italy

<b>Name</b>	From Rome to Italy
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	3
<b>ID</b>	170514
<b>Semesters</b>	Summer
<b>Teachers</b>	Dino Demicheli, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	The objective of the course is to show how Rome gradually conquered territory on the Apennine Peninsula during the period of the Roman Republic. Students will be introduced to archaeological material found in cities that fell under Roman rule.
<b>Teaching methods</b>	Lectures with ppt presentations
<b>Assessment methods</b>	Written exam (min. attendance to the classes 80%)

## Learning outcomes

1. Students will be able to adopt the basic characteristics of cities in the Apennine Peninsula before the establishment of the Roman Empire
2. Students will be able to connect the conquest of new areas and the emergence of new cities with historical events in the period of the Republic.
3. Students will be able to connect and integrate the acquired knowledge.
4. Students will be able to recognize and interpret the characteristic archaeological material of each of the areas with which they will be introduced in lectures.

## Content

1. Introduction
2. The Apennine Peninsula at the time of the founding of Rome
3. Languages and the earliest inscriptions on the Apennine Peninsula.
4. The Etruscans - area and the cities (1)
5. The Etruscans - area and the cities (2)
6. The Etruscans - area and the cities (3)
7. .Latins and the foundation of Rome
8. Rome's war operations in 5th and 4th centuries.
9. Conquest of the southern part of the Apennine Peninsula. Cities of Magna Graecia.
10. Cities of Magna Graecia.
11. Greek Sicily
12. South Italy and Sicilian ceramics
13. Punic wars
14. Roman roads on the Apennine Peninsula.
15. Augustus' division of Italy into regions.

# General Medieval Archaeology

<b>Name</b>	General Medieval Archaeology
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	3
<b>ID</b>	51126
<b>Semesters</b>	Winter
<b>Teachers</b>	Krešimir Filipec, PhD, Full Professor (primary) Jana Škrgulja, M.Sc., Assistant - Lecturer
<b>Hours</b>	Seminar 30
<b>Prerequisites</b>	None

**Goal** An overview of medieval history as an introduction to the study of medieval archeology. The seminars will cover the Roman Empire, Free Germany, Scythia and Inner Asia at the time of the beginning of the great migration of peoples around the year 400. Special attention will be paid to the events in Central Europe, the late ancient natives, the newly arrived Germans and the processes that led to the development and shaping of their culture. The focus of our study will be the late antique highland settlements and fortifications and some ancient settlements with uninterrupted continuity, which provide us mostly with information about the new age. Equally great attention will be paid to the study of the remains of material culture and the culture of German burial in the few excavated cemeteries in the provinces of Pannonia, Dalmatia, Noricum and Italy.

**Teaching methods** seminars and workshops

**Assessment methods** presentation at the seminar and submitted written work

## Learning outcomes

1. Be able to explain and compare the characteristics of archaeological cultures and civilizations in Croatia and Europe and explain the main historical processes important for understanding archaeological cultures, especially the time of the great migration of peoples between 400 and 600.
2. Be able to recognize chronologically and culturally indicative archaeological material and be able to enumerate and master the main historical processes.
3. Use professional literature in independent work.
4. Be able to recognize chronologically and culturally indicative archaeological material and be able to enumerate and master the main historical processes.

## Content

1. Late antique natives in the Salonitan region according to the archaeological heritage of the pre-Slavic substratum
2. Sisak (Siscia) in Late Antiquity
3. Late Antique elevations - sources, methodology, state of research, guidelines
4. Salona and Naronia and their agers in Late Antiquity
5. Kučar High Fortress and other fortifications on the border between Italy and Dalmatia
6. The high fortress of Vranje near Sevnica and other fortifications in Pannonia Savia
7. Elevation fortifications in Norik (Rifnik, Hemmaberg)
8. Problems of migration of people in Srijem
9. Kranj, a cemetery from the time of the migration of peoples
10. About the excavated fibulae of Ostrogoths and Thuringians
11. On the significance of the findings of the migration of people from Karavukovo in Bačka
12. Consideration of excavations in Knin at the Greblje site
13. Gothic finds from Dalmatia
14. Lombard finds from Pannonia and Noricum
15. Between 580 and 600 the end of antiquity in the hinterland of Dalmatian cities

## Geology and Mineralogy for Archaeologists

<b>Name</b>	Geology and Mineralogy for Archaeologists	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	3	
<b>ID</b>	35819	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Zdravka Hincak, PhD, Associate Professor (primary) Koraljka Bakrač, PhD, Senior Scientific Associate	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	Students get acquainted with rocks of different geological origins, their characteristics and their traditional application. They also gain insight into a wide range of minerals that man has used through different times - from his characteristic colour to the metal that he has mastered the world around him. The course will enable students to acquire basic geological knowledge, their practical application and independent recognition of geological material in archaeological finds.	
<b>Teaching methods</b>	During the lecture, various social and active forms of work will be used: frontal, individual and group forms, activities in pairs, and practical workshops.	
<b>Assessment methods</b>	Written exam	
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. Students will be able to understand and explain the basic pedological and geological concepts related to the origin of soil, rock masses and their structures</li> <li>2. Students will be able to identify and classify basic rock types.</li> <li>3. Students will be able to explain the different choice of ingredients and the processes of making glass through archaeological periods,</li> <li>4. Students will be able to understand and explain the basic geological and chemical analyses used in the processing of archaeological material.</li> <li>5. Students will be able to understand and explain the origin of different metal-bearing ores in nature and the manner and significance of their exploitation for different archaeological periods</li> <li>6. Students will be able to understand and explain the development of scientific thought and the importance of the experiment from the proto-alchemical beginnings in Alexandria to the Middle Ages in Europe</li> <li>7. Students will be able to connect and use the acquired knowledge in fieldwork and archaeological practicum.</li> </ol>	
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Introduction to Geology</li> <li>2. Alchemy and native elements</li> <li>3. Minerals</li> <li>4. Gemstones</li> <li>5. Clays and Natural Dyes</li> <li>6. Ore petrology</li> <li>7. Ancient Glass</li> <li>8. Introduction to Rocks</li> <li>9. Sedimentary Rocks</li> <li>10. Igneous Rocks</li> <li>11. Metamorphic Rocks</li> <li>12. Stone as Material in Architecture</li> <li>13. Introduction to Pedology</li> </ol>	

14. Pedology - Basic Concepts and Techniques
15. The Origin, Development and Classification of Soil



## Germanic Cemeteries and Early Medieval Finds

<b>Name</b>	Germanic Cemeteries and Early Medieval Finds	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	5	
<b>ID</b>	117458	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Krešimir Filipec, PhD, Full Professor (primary) Ana Azinović Bebek, PhD, Assistant Professor	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	<p>The lectures will cover the archeology of the time of the great migration of peoples in Central Europe. The focus is on the former Roman provinces of Pannonia, Noricum, Dalmatia and Italy from 400 to 600, ie during the first wave of migration, which is associated with the relocation of Germanic, Sarmatian and Hunnic peoples. All aspects of the life of Romanesque populations, late antiquities and settlers, landscape, architecture, settlements, churches and temples, cemeteries, necropolises and accidental finds will be covered. Special attention will be paid to cemeteries and settlements, urban centers and objects that allow us the best view of the general picture. The study of technologies and techniques, styles, trends and the progress of economic life is part of which great attention will also be paid. The focus is on man, group, clan, tribe and ethnicity, their culture, reconstruction of the milieu in which they lived, reconstruction of all aspects that help us reconstruct the lives of people in those turbulent times that changed the image of old Europe and created a new history. Central Europe is seen as part of the entire history of the whole of Europe, so much attention will be paid to events in other parts of it because the processes are very similar.</p>	
<b>Teaching methods</b>	lectures	
<b>Assessment methods</b>	Through the colloquium, oral and written exam, the mastered material will be checked.	

### Learning outcomes

1. Be able to explain and compare the characteristics of archaeological cultures and civilizations in Croatia and Europe and explain the main historical processes important for understanding archaeological cultures, especially the time of the great migration of peoples between 400 and 600.
2. Be able to recognize chronologically and culturally indicative archaeological material and be able to enumerate and master the main historical processes.
3. Use professional literature in independent work.
4. Be able to recognize chronologically and culturally indicative archaeological material and be able to enumerate and master the main historical processes.

### Content

1. general introduction to the issue of cemetery
2. Late antique natives their culture and word
3. 5th and 6th century cemeteries in Western Europe
4. 5th and 6th century cemeteries in Central Europe
5. 5th and 6th century cemeteries - Eastern Europe
6. Cemeteries of general characteristics
7. Problems and methodology of studying certain aspects of the cemetery of the great migration of peoples in Pannonia
8. East Germanic cultural circle, their culture and development
9. East Germanic cultural circle, their culture and development II

10. The development of the costume with special reference to the development of the arched fibula
11. Dalmatia through the prism of the Gothic-Byzantine wars
12. Problems and methodology of studying the Lombards and their contemporaries in Pannonia and Noricum
13. Styles and techniques
14. The last decades of the 6th century
15. The end of the old world

# Germans in Pannonia

<b>Name</b>	Germans in Pannonia
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	117454
<b>Semesters</b>	Winter
<b>Teachers</b>	Krešimir Filipec, PhD, Full Professor (primary)
<b>Hours</b>	Seminar 30
<b>Prerequisites</b>	None
<b>Goal</b>	The seminars will study the chronological systems that are relevant today for the study of the archeology of the great migration of peoples in the area of the former Roman provinces of Pannonia, Noricum, Dalmatia and Italy. Great attention will be paid to the study of chronological schemes on the soil of Europe at that time.
<b>Teaching methods</b>	seminars and workshops
<b>Assessment methods</b>	Write a seminar paper.

## Learning outcomes

1. Be able to explain and compare the characteristics of archaeological cultures and civilizations in Croatia and Europe and explain the main historical processes important for understanding archaeological cultures, especially the time of the great migration of peoples between 400 and 600.
2. Be able to recognize chronologically and culturally indicative archaeological material and be able to enumerate and master the main historical processes.
3. Use professional literature in independent work.
4. Be able to recognize chronologically and culturally indicative archaeological material and be able to enumerate and master the main historical processes.

## Content

1. A review of previous research in the archeology of the great migration of peoples
2. The first attempts to shape a chronological scheme
3. History of research - Late Antiquity and the development of chronological schemes until the 1950s
4. History of research - development of chronological schemes up to the 1980s
5. History of research - development of chronological schemes to the present day
6. Chronologies of Germanic sites in Free Germany
7. Chronologies of Hun time - general issues
8. Chronologies of the posthun period
9. Chronologies of the 6th century
10. Alamanni and Franci - cemeteries and chronological schemes I
11. Alamanni and Franci - cemeteries and chronological schemes II
12. Alamanni and Franci - cemeteries and chronological schemes III
13. Fibulae, their development and function
14. Settlements and ceramic material
15. 7th and 8th century cemeteries

# Great Migration Period

<b>Name</b>	Great Migration Period
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	51121
<b>Semesters</b>	Winter
<b>Teachers</b>	Krešimir Filipec, PhD, Full Professor (primary) Jana Škrgulja, M.Sc., Assistant - Lecturer

<b>Hours</b>	Lectures	30
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<b>Prerequisites</b>	None
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<b>Goal</b>	In the first centuries after the birth of Jesus Christ, great migrations befell Europe. The great migration of various Germanic peoples from the end of the 2nd century changed the map of Europe at that time and created the preconditions for the great movement of mankind that would follow the Hun invasion in the last third of the 4th century. Large migratory waves triggered by various mostly Germanic peoples led to the disintegration of the whole of Europe and the collapse of Roman rule in large parts of it in the west. After the stabilization and occupation of certain parts of Western and Central Europe, Germanic kingdoms and duchies were created in which various processes of inculturation, transformation and adoption of various techniques, styles and technologies began to take place, leading to a change in their culture of life, civilization and its industries. Through basic chronological systems we can follow the changes that are very important for dating the archaeological material of the study of these processes and the process of their relationship to the dead because burials and cemeteries are often the only source for studying this period of transformation of today's Europe. The focus is on events and processes from 400 to 800.
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<b>Teaching methods</b>	Lectures
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<b>Assessment methods</b>	With oral and written exam check the material will be mastered.
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## Learning outcomes

1. Be able to explain and compare the characteristics of archaeological cultures and civilizations in Croatia and Europe and explain the main historical processes important for understanding archaeological cultures, especially the time of the great migration of peoples between 350 and 700.
2. Be able to recognize chronologically and culturally indicative archaeological material and be able to enumerate and master the main historical processes.
3. Use professional literature in independent work.
4. Be able to conduct professional and scientific analysis of archaeological material.

## Content

1. Introduction. Great Migration Period. Ethnicity.
2. Rome and Barbarians. Fall of Rome.
3. The Empire. Military careers. Limes.
4. Late antique heritage.
5. Gothic groups.
6. Visigoths.
7. Ostrogoths.
8. Gepids.
9. Lombards.
10. Vandals.
11. Alemanni and Baiuvarii.
12. Franks.

13. Burgunds.
14. The Anglo-Saxons.
15. Techniques and stile.

## Greek and Roman Pottery of Common Use

<b>Name</b>	Greek and Roman Pottery of Common Use	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	2	
<b>ID</b>	51112	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Zrinka Šimić-Kanaet, PhD, Assistant Professor (primary)	
<b>Hours</b>	Practicum	30
<b>Prerequisites</b>	None	
<b>Goal</b>	Present and interpret the basic typology and chronology of Greek, Hellenistic, and Roman pottery.	
<b>Teaching methods</b>	Lectures as ex cathedra presentations and other forms of communication. Pictorial and film materials and other media are used in lectures. Students in the archeological workshop at the end of the semester practice making a certain ceramic object.	
<b>Assessment methods</b>	Regular attendance and making a ceramic object.	

### Learning outcomes

1. to present students with the importance of ceramics in classical archeology (dating, determination of origin, economics, trade)
2. to show the classification of typology and chronology of Greek, Hellenistic and Roman pottery
3. developing the ability to recognize the most significant and typical examples of Greek, Hellenistic and Roman pottery
4. to place the acquired knowledge in the wider geographical and cultural context of the ancient world

### Content

1. Introduction to ceramic technology (from raw materials to firing)
2. Production of hand-made ceramics on the wheel (with film screening and presentation)
3. Greek ceramics - in general
4. Greek ceramics - determination (exercises)
5. Greek ceramics - tipology and chronology (exercises)
6. Roman ceramics - in general
7. Roman ceramics - the production sequence
8. Roman ceramics - tipology and chronology
9. Roman ceramics - division by provinces
10. Roman ceramics (from documentation to publication)
11. Exercises (Roman tableware)
12. Exercises (cookingware)
13. Exercises (Roman amphorae)
14. Exercises - preparation for making ceramics
15. Exercises - making a Roman lamp

# Greek for Archaeologists I

<b>Name</b>	Greek for Archaeologists I	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	3	
<b>ID</b>	51111	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Helena Tomas, PhD, Associate Professor (primary) Ana Pavlović, PhD, Assistant Professor	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	Knowledge of ancient Greek is necessary for better understanding of Greek civilisation, especially of its traces on the territory of present day Croatia. The purpose of this course is introducing students to the basics of Greek language and its grammar, and applying the acquired knowledge to the reading of relevant Greek inscriptions and ancient sources.	
<b>Teaching methods</b>	Lectures and written exercises.	
<b>Assessment methods</b>	Written exam.	

## Learning outcomes

1. apply specialized terminology in Croatian and in a foreign language
2. be able to apply social skills important in the workplace environment
3. use professional literature autonomously
4. be able to present expert and scientific data to the public
5. apply knowledge acquired on the higher level of the course of study

## Content

1. greek alphabet and pronunciation.
2. The sound system. Reading exercises.
3. A-declension, femina
4. A-declension, masculina
5. O-declension
6. Adjectives of A- and O-declensions
7. Present tense of verbs ending in –ω, present tense of the verb «to be»
8. Reading of texts
9. Third consonant declension.
10. Third consonant declension.
11. Pronouns 1
12. Pronouns 2. Numbers.
13. Imperfect tense of verbs ending in –ω.
14. Reading of texts
15. Reading of texts

## Greek for Archaeologists II

<b>Name</b>	Greek for Archaeologists II	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	3	
<b>ID</b>	124243	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Helena Tomas, PhD, Associate Professor (primary) Ana Pavlović, PhD, Assistant Professor	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	Knowledge of ancient Greek is necessary for better understanding of Greek civilisation, especially of its traces on the territory of present day Croatia. The purpose of this course is introducing students to the basics of Greek language and its grammar, continuing on knowledge already acquired during previous course "Greek language for archaeologist I" and applying the newly acquired knowledge to the reading of relevant Greek inscriptions and ancient sources.	
<b>Teaching methods</b>	Lectures and exercises.	
<b>Assessment methods</b>	Written exam.	

### Learning outcomes

1. apply specialized terminology in Croatian and in a foreign language
2. be able to apply social skills important in the workplace environment
3. use professional literature autonomously
4. be able to present expert and scientific data to the public
5. apply knowledge acquired on the higher level of the course of study

### Content

1. Phonetic structure of Greek language
2. A-declension
3. O-declension
4. Adjectives of A- and O-declensions
5. Present tense of verbs ending in –ω, present tense of the verb «to be»
6. Third consonant declension.
7. Pronouns 1
8. Pronouns 2. Numbers
9. Imperfect tense of verbs ending in –ω.
10. Reading of texts
11. Reading of texts
12. Reading of texts
13. Reading of texts
14. Reading of texts
15. Reading of texts



## Greek Pottery of Common Use

<b>Name</b>	Greek Pottery of Common Use	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	5	
<b>ID</b>	124242	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Zrinka Šimić-Kanaet, PhD, Assistant Professor (primary) Mirna Vukov, PhD, Postdoctoral Researcher	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	To present and interpret the basic typology and chronology as well as importance of Greek and Hellenistic ceramics of common use.	
<b>Teaching methods</b>	Lectures. Ex cathedra lectures and other ways of communication. Lectures are interspersed with visual and video contents, museum visits and other media forms if necessary.	
<b>Assessment methods</b>	Written exam	

### Learning outcomes

1. To introduce students with the importance of ceramics in Classical Archaeology (datation, determination of origin, economy, trade)
2. To present the classification of the typology and chronology of Greek and Hellenistic ceramics of common use
3. Developing students' ability to recognize the most significant and typical examples of Greek and Hellenistic ceramics
4. Students will be able to integrate the acquired knowledge and skills into the broader geographic and cultural context of the Ancient Greek world

### Content

1. Greek Ceramics - Introduction (from raw material to the firing process for making ceramics)
2. Typology and chronology of ancient Greek ceramics
3. Greek ceramics for everyday use (rough and fine ceramics)
4. Greek cooking ware (types and their usage)
5. Ceramic building materials (bricks, tiles)
6. Greek clay lamps
7. Greek amphorae I.
8. Greek amphorae II.
9. Corinthian ceramics
10. Hellenistic ceramics
11. Megara pottery
12. Italo-Greek and Megara pottery
13. Gnathia ceramics I.
14. Gnathia ceramics II.
15. Greek ceramics in Dalmatia

## Illyrians, Greeks and Romans in Illyricum

<b>Name</b>	Illyrians, Greeks and Romans in Illyricum
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	51119
<b>Semesters</b>	Winter
<b>Teachers</b>	Iva Kaić, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	The course aims to teach students about the beginning and development of Greek colonization on the Eastern Adriatic coast, the indigenous communities in Illyricum, the Roman conquest of Illyricum, as well as the material heritage and spiritual culture of Greeks and Romans in Croatia.
<b>Teaching methods</b>	Lectures + PowerPoint presentations
<b>Assessment methods</b>	An oral exam based on material covered in lecture and in the required and supplementary literature.

### Learning outcomes

1. Students will be able to understand the chronology of Greek colonization on the East Adriatic coast.
2. Students will be able to use the acquired knowledge about the Greek colonization of the eastern Adriatic in a broader geographical and cultural context.
3. Students will be able to understand the chronology of the Roman colonization of Illyricum.
4. Students will be able to use the acquired knowledge about the Roman colonization of Illyricum in a broader geographical and cultural context.
5. Students will be able to acquire the knowledge necessary for further work in the graduate study program in archeology.
6. Students will be able to explain and compare the characteristics of archaeological cultures and civilizations in Croatia.
7. Students will be able to recognize chronologically and culturally indicative archaeological material.
8. Students will be able to list the main features of archaeological cultures and civilizations of Europe and the Mediterranean.

### Content

1. Introduction: literature + definition + time frame + beginnings of Greek colonization in the Mediterranean
2. The Adriatic in Greek mythology
3. Indigenous communities in Illyricum
4. Illyrians and Greeks on the Eastern Adriatic coast
5. Unlocated Greek colonies
6. Naronia – a Greek emporium
7. Urban characteristics of colonial poleis - Issa
8. Pharos and the Stari Grad Plain
9. Tragurion and Epetion: subcolonies of Issa
10. Salona and the Greeks
11. Movable and small finds from Greek cities on the Eastern Adriatic coast
12. Roman conquest of Illyricum
13. Roman colonies and municipalities on the Eastern Adriatic coast
14. Movable and small finds from the territory of Illyricum.
15. Status of Greek colonies on the Eastern Adriatic in Roman times

## Indigenous, Roman and Oriental cults on the territory of Croatia

<b>Name</b>	Indigenous, Roman and Oriental cults on the territory of Croatia
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	3
<b>ID</b>	170511
<b>Semesters</b>	Winter
<b>Teachers</b>	Domagoj Tončinić, PhD, Associate Professor (primary) Vinka Matijević, PhD, Postdoctoral Researcher

**Hours**                      Lectures                                      30

**Prerequisites**                      None

**Goal**                      This course aims to provide insight into various aspects of the spiritual life of ancient Romans in the provinces located in modern-day Croatia. This will be achieved by analyzing relevant archaeological sources through modern theoretical approaches. The rich literary, epigraphic and archeological material enables students to familiarize themselves with the spiritual and religious life in ancient society. By using selected examples, students will be able to get a better understanding of the method for interpreting archaeological material.

**Teaching methods**                      Lectures + PowerPoint presentations

**Assessment methods**                      Written exam at the end of the semester

### Learning outcomes

1. Students will be able to gain knowledge about various aspects of spirituality and religiosity in Antiquity.
2. Students will be able to compare today's perception of these topics in relation to the perception of the Romans.
3. Students will be able to recognize archaeological material related to the Roman, indigenous and Oriental cults on the territory of Croatia.
4. Students will be able to explain and compare the characteristics of archeological cultures and civilizations on the territory of Croatia.
5. Students will be able to recognize and respect cultural differences.

### Content

1. Introduction (course presentation: explanation of the topic, goals and competencies; presentation of selected literature)
2. Cultus et rituum Romanorum
3. Genealogy of the Roman pantheon
4. Histrian indigenous deities
5. Indigenous cults of Liburnia
6. Other autochthonous cults in Croatia
7. Archaeological evidence of Roman cults in Croatia I
8. Archaeological evidence of Roman cults in Croatia II
9. Archaeological evidence of Roman cults in Croatia III
10. Archaeological evidence of Roman cults in Croatia IV
11. Archaeological evidence of Roman cults in Croatia V
12. Archaeological evidence of Roman cults in Croatia VI
13. Archaeological evidence of oriental cults in Croatia I
14. Archaeological evidence of oriental cults in Croatia II
15. Archaeological evidence of oriental cults in Croatia III

## Informatics for archeologists

<b>Name</b>	Informatics for archeologists
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	2
<b>ID</b>	35821
<b>Semesters</b>	Summer
<b>Teachers</b>	Goran Zlodi, PhD, Associate Professor (primary) Tomislav Ivanjko, PhD, Assistant Professor
<b>Hours</b>	Laboratory exercises                      30
<b>Prerequisites</b>	None
<b>Goal</b>	The course will introduce students to the practical use of information and communication technologies for text processing and data processing and presentation. The course is about tools for text processing, tabular calculations and creating presentations. The course will introduce students to the basic procedures and principles of museum documentation of archaeological material.
<b>Teaching methods</b>	Practical exercises.
<b>Assessment methods</b>	Practical exam; mid-term exam

### Learning outcomes

1. to be familiar with and to apply the basics of Microsoft Word tools for text processing
2. to be familiar with and to apply the basics of Microsoft Excel tools for tabular calculations
3. to be familiar with and to apply the basics of Microsoft Powerpoint tools for creating presentations
4. to be familiar with the basics procedures and principles of museum documentation of archaeological material

### Content

1. Microsoft Word
2. Microsoft Word
3. Microsoft Word
4. Mid-term exam
5. Microsoft Excel
6. Microsoft Excel
7. Microsoft Excel
8. Mid-term exam
9. Microsoft Powerpoint
10. Microsoft Powerpoint
11. Basic procedures and principles of museum documentation for archaeological material (part I)
12. Basic procedures and principles of museum documentation for archaeological material (part II)
13. Museum documentation for archaeologists
14. Introduction to GIS for archaeologists
15. Mid-term exam

# Introduction to digital processing of archaeological documentation

<b>Name</b>	Introduction to digital processing of archaeological documentation	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	2	
<b>ID</b>	64243	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Ina Miloglav, PhD, Assistant Professor (primary) Miroslav Vuković, M.Sc.	
<b>Hours</b>	Practicum	30
<b>Prerequisites</b>	None	
<b>Goal</b>	The goal of the class is to enable students to use advanced digital software (AutoCAD and Agisoft Metashape) to produce archaeological documentation for a specific site. By gaining the basic knowledge on how to use the tools for the digital processing of archaeological data students will be able to apply their new skills on actual examples from archaeological sites. They will also gain an insight into the importance of digital processing and storage of data, and how those factors relate to the creation of better databases on archaeological material.	
<b>Teaching methods</b>	During class, the students are tutored on how to use AutoCAD and Agisoft Metashape to digitally process the archaeological documentation. Each student works on his own computer where he archives/stores the digital documentation evaluated after every class.	
<b>Assessment methods</b>	The acquired skills and knowledge in processing digital data, and working in AutoCAD and Agisoft Metashape will be evaluated during the classes.	

## Learning outcomes

1. Itemize and differentiate coordinate systems
2. Apply the acquired skills to properly archive digital documentation
3. Use of appropriate software to transfer and process field data
4. Draw archaeological structures using tools in AutoCAD
5. Create a 3D model of an archaeological site in Agisoft Metashape
6. Be able to produce archaeological field documentation

## Content

1. Methods of digital processing and storing data
2. Relative and absolute coordinate systems
3. Commands and tools in CAD software
4. Commands and tools in CAD software
5. Transfer and storage of data
6. Drawing 2D plans of archaeological structures
7. Drawing 2D plans of archaeological structures
8. Importing photography (Raster Design)
9. Drawing 2D plans using orthophoto images (Raster Design)
10. Drawing 2D plans using orthophoto images (Raster Design)
11. 3D models in archaeology
12. Basics of Agisoft Metashape software
13. Creating 3D models in Agisoft Metashape software
14. Creating 3D models in Agisoft Metashape software
15. Practical project

## Introduction to GIS mapping system

<b>Name</b>	Introduction to GIS mapping system	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	2	
<b>ID</b>	215583	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Ina Miloglav, PhD, Assistant Professor (primary) Miroslav Vuković, M.Sc.	
<b>Hours</b>	Practicum	30
<b>Prerequisites</b>	None	
<b>Goal</b>	The goal of the class is to introduce students to the GIS software system and to teach them how to work in QGIS software. The application of GIS systems in archaeology has changed the way data from archaeological sites is gathered, processed and interpreted. Primary focus of the class will be to acquaint the student with the process of mapping of archaeological sites. The theoretical part of the class will focus on other GIS applications which build upon the process of mapping, such as the creation of distributional maps or the processing of LiDAR data.	
<b>Teaching methods</b>	Oral presentations, practical work in QGIS	
<b>Assessment methods</b>	Attendance and practical work assessment	
<b>Learning outcomes</b>	<ol style="list-style-type: none"><li>1. Able to use statistical tools to generate quantitative analysis</li><li>2. Able to ascertain the importance and value of archaeological material, as well as interpret it in the context of the wider site</li><li>3. Creating an archaeological map in QGIS software</li><li>4. Recognizing archaeological sites on available spatial data</li></ol>	
<b>Content</b>	<ol style="list-style-type: none"><li>1. Introduction and basic principles of GIS systems</li><li>2. Introduction and basic principles of GIS systems</li><li>3. Examples of GIS use in archaeology</li><li>4. Examples of GIS use in archaeology</li><li>5. Basics of working in GIS</li><li>6. Basics of working in GIS</li><li>7. Working with raster data</li><li>8. Working with raster data</li><li>9. Working with vector data</li><li>10. Working with vector data</li><li>11. Working with attribute data</li><li>12. Data visualization</li><li>13. Data visualization</li><li>14. Creating an archaeological map in GIS</li><li>15. Creating an archaeological map in GIS</li></ol>	

## Introduction to lithic analysis

<b>Name</b>	Introduction to lithic analysis	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	3	
<b>ID</b>	64093	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Rajna Šošić Klindžić, PhD, Associate Professor (primary) Nikola Vukosavljević, PhD, Assistant Professor	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	Understanding the development of psychomotor and cognitive abilities of prehistoric man through production processes and typology of stone tools	
<b>Teaching methods</b>	Lectures, video materials, practical work with didactic material, experimental production	
<b>Assessment methods</b>	written exam	

### Learning outcomes

1. List the techniques and methods of making stone tools in prehistory
2. Use of terminology
3. Understanding of principles of technological and typological classification
4. List the rocks suitable for knapping as well as their characteristics

### Content

1. History of the study of lithic material
2. Development of chipped stone tool production during the Stone Age
3. Fracture mechanisms, suitable raw materials
4. Methods and techniques during Lower and Middle Paleolithic
5. Methods and techniques during Upper Paleolithic
6. Exam
7. Methods and techniques during Neolithic and Copper Age
8. Raw material exploitation models
9. Exam
10. Prehistoric trade routes
11. Lithic analysis - theoretical part
12. Lithic analysis - practical part
13. Database creation
14. Analysis of source-settlement relationship
15. Basic assemblage classification

# Introduction to Medieval Archaeology

<b>Name</b>	Introduction to Medieval Archaeology	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	5	
<b>ID</b>	51106	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Mirja Jarak, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	Students should acquire knowledge about the basic contents of medieval archeology (for example, about the time of the great migration period, the Avaro-Slavic horizon, etc.) and the time period in which it occurs. Students are expected to acquire insights into the dynamics and connection of phenomena and influences during the medieval period. By mastering the material, students should be trained in the principle of chronological and cultural evaluation of archaeological medieval material.	
<b>Teaching methods</b>	Lecture - based on the presentation of modern knowledge and reference to relevant literature. Lectures are accompanied by recorded illustrative material.	
<b>Assessment methods</b>	Written exam that can also be passed by taking several minor tests.	

## Learning outcomes

1. Be able to recognize the archaeological material of the great migration period in Croatia and Europe.
2. Be able to identify archaeological material from the early Middle Ages (7th to 11th centuries) and distinguish the workshop origin of different types of finds.
3. Be able to recognize the basic characteristics of pre-Romanesque and early and developed Romanesque styles in church architecture in Croatia.
4. Be able to recognize and date examples of pre-Romanesque buildings in Croatia (knowledge of basic typological variants).
5. Be able to show the methods of relative and absolute dating of archaeological material on examples.
6. Be able to distinguish the basic characteristics of archaeological material from the early, developed and late Middle Ages.
7. Be able to explain the connection of medieval archaeology with related scientific fields.
8. Use professional terminology in Croatian and foreign languages.
9. Use professional literature in independent work.
10. Apply the acquired knowledge at a higher level of study.

## Content

1. Definition of medieval archaeology. Its connection with related scientific disciplines. The beginnings and development of medieval archaeology.
2. Basic periodization of the medieval period: transitional centuries and early Middle Ages, developed and late Middle Ages. The validity of periodization in the development of medieval societies and the changes noticeable in the archaeological material.
3. The time of the great migration period and the directions of the movement of barbarian peoples during the 4th, the 5th and the 6th century. The emergence of new state formations of barbarian peoples in the area of the former Western Roman Empire (for example, the new state of the Franks in Gaul, the Visigoths in Spain or the Ostrogoths in Italy) is particularly noteworthy.
4. Different beginnings of the early Middle Ages in certain European areas - in some places the late antique provincial organization lasted until the first half of the 7th century (Dalmatia). The relationship between the indigenous Romanized population and the newly arrived peoples is also expressed in the characteristics of the archaeological material.
5. Archaeological heritage of Germanic peoples from the period from the 4th to the 6th century. The most



important source of archaeological material are cemeteries and individual rich grave finds. Archaeological material, which speaks of the presence of Germanic peoples in the mentioned period, can also be found in Croatia

6. Arrival of the Avars in the Carpathian Basin, the borders of the Avar area from the second half of the 6th to the beginning of the 9th century, periodization of the Avar period and basic characteristics of archaeological material.
7. Ethnogenesis of the Slavs, the native Slavic area and the earliest Slavic cultures of the 5th and 6th centuries. The area between the Vistula and the Dnieper can be marked as the native area of the ethnogenesis of the Slavs. Monitoring the spread of the Slavs based on archaeological finds of early Slavic features.
8. Avaro-Slavic incursions into Pannonia, Istria and Dalmatia. Slavic settlement in Dalmatia and the earliest archaeological indicators of the Slavic presence.
9. The main subjects of study of medieval archeology: cemeteries, churches and church cemeteries, settlements. There is a close connection between these subjects. Row cemeteries and church cemeteries are observed in connection with settlements, and the relationship between row cemeteries and church cemeteries testifies to the process of Christianization of individual areas.
10. Early medieval Croatia - types and characteristics of archaeological finds of the 9th century. The emergence and development of the pre-Romanesque style.
11. Great Moravian state and other Slavic early medieval states - comparisons with Croatia.
12. Carolingian and Ottonian times in Europe. At the core of all creativity is Christianity as an essential determinant of life. The typology of church buildings and Benedictine monasteries as cultural centers is highlighted.
13. Croatia in the 10th and 11th centuries. Only Christianized cemeteries speak of the completed process of Christianization. In the 11th century, the early Romanesque style appears in architecture and sculpture.
14. Developed and late Middle Ages in Europe. Different types of settlements determined by different functions. The 12th and 13th centuries were a time of marked flourishing of cities and city life.
15. Developed and late Middle Ages in Croatia. In Croatia, too, various types of settlements are being developed, which is also connected with the development of feudalism and the rise of noble families. The architecture is marked by Romanesque and Gothic style. New church orders play an important role - Cistercians, military orders, Dominicans and Franciscans.

## Introduction to Slavic archaeology

<b>Name</b>	Introduction to Slavic archaeology
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	3
<b>ID</b>	64094
<b>Semesters</b>	Winter
<b>Teachers</b>	Krešimir Filipec, PhD, Full Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	<p>The lectures discuss the oldest history (1st - 6th century) of the peoples of Eastern and Central Europe that are not mentioned in ancient written sources. Archaeological excavations are the only ones that show us how the oldest history of these groups and peoples took place - they tell us about a separate world on the fringes of Roman civilization. The aim of the lecture is to try to reconstruct on the basis of modern archaeological research what was happening in the forest and forest-steppe zone of Eastern and Central Europe, how certain groups and peoples came together and formed, which led to their integration, mutual ties, the emergence of a common language, similar archaeological cultures and finally emigration. Attempts will be made to present the achievements of other sciences in the interpretation of these events, primarily linguistics, ethnography and history. Many fundamental questions from the earliest history of these people abound in often conflicting opinions, assumptions that need to be presented and explained in order to take the problem seriously. The problem of the origin, formation and emergence of the Slavs, their early history is considered together by the history of other groups and peoples in that climate. Archaeological cultures have influenced each other, there are similar processes, but also great cultural differences present in everyday life. We know some well and it seems to us that we can attribute them to certain peoples mentioned in ancient written sources, and we do not notice others at all in the early phase of their existence. Nobody writes about them! Ethnic interpretations, especially in such turbulent times as the migration of peoples, are seldom unambiguous, always more or less questionable, and subject to constant questioning. By studying the archaeological cultures of Eastern and Central Europe, we learn the oldest history of different groups and peoples who enter the historical scene in different periods. They will occupy large areas of western, central and southern Europe. The lectures will explain the typology of certain types of archaeological material and explain and list the main features of archaeological cultures before and after the emergence of historical Slavs. Within the history of the peoples of Eastern Europe, Croats and their oldest history will also be discussed. The archeology of the Slavs, and thus the archeology of the Croats, examines the ultimate possibilities of the archaeological method and interpretation.</p>
<b>Teaching methods</b>	lectures
<b>Assessment methods</b>	Ocjenjivanje studenata na završnom ispitu.
<b>Learning outcomes</b>	<ol style="list-style-type: none"><li>1. Be able to explain and compare the characteristics of archaeological cultures and civilizations in Eastern and Central Europe and explain the main historical processes important for understanding archaeological cultures.</li><li>2. Be able to recognize chronologically and culturally indicative archaeological material and be able to enumerate and master the main historical processes.</li><li>3. Use professional literature in independent work.</li></ol>

4. Be able to conduct professional and scientific analysis of archaeological material.

#### **Content**

1. Introduction - basic literature, general geography / Chronological schemes of the late antique period of Central and Eastern Europe
2. Theories on the location of the Slavic homeland / western theory / eastern theory / other theories on the origin of the Slavs
3. Slavic ethnogenesis in the light of written sources / controversy
4. History of forest, forest-steppe and steppe zones of Eastern Europe / early antiquity and late antiquity / general conflicts and great migrations
5. Plates from Tanais on the Sea of Azov / Goths, Alans, Sarmatians / Time of Hun domination
6. The end of Late Antiquity / Movements of Eastern European groups towards the Roman Empire and the lower Danube - the situation in the Black Sea / Penetration towards the west
7. Slavs and other neighboring peoples through the prism of archaeological cultures in historical times / Archaeological cultures and cultural models in Eastern Europe
8. Prague Culture / About Prague-type vessels
9. Penkov Culture / "Ants antiquities"
10. Costume and change in costume / "Slavic" fibulae
11. The beginnings of Slavic settlement and occupation of northern, central and southern Europe / historical sources
12. Avars and Slavs / archaeological interpretations
13. Avar invasion of Central Europe / brief history of the Avars / basic periodization Carpathian valley before the arrival of the Avars / material culture / historical sources
14. Middle Avar period / Sam's alliance, / Internal crisis and new migrations / Late Avar period. Problems of Avar-Slavic symbiosis and boundaries of cultural influences
15. Fall and abandonment of Roman Dalmatia / arrival of Croats / Croats - migration and problems of ethnogenesis

# Introduction to the Roman Provincial Archeology

<b>Name</b>	Introduction to the Roman Provincial Archeology	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	5	
<b>ID</b>	170501	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Domagoj Tončinić, PhD, Associate Professor (primary) Mirna Vukov, PhD, Postdoctoral Researcher	
<b>Hours</b>	Lectures	30
	Seminar	30
<b>Prerequisites</b>	None	
<b>Goal</b>	The aim of this course, using lectures and seminars, is to enable students to acquire the basic knowledge of the structure of Roman state administration and urban development in Croatia, which today occupies parts of past two Roman provinces and one Italian region. Likewise, students can acquire knowledge and understanding of other Roman provinces, as well as basic knowledge of the structure of the Roman army as one of the bearers of Romanization. Students will be able to apply basic scientific standards of writing a scientific paper while writing a proseminar paper.	
<b>Teaching methods</b>	lectures + PowerPoint presentations + proseminars	
<b>Assessment methods</b>	Successfully passed written exam + grade from proseminar. The seminar is evaluated with a numerical grade - "excellent" (5), "very good" (4), "good" (3), "sufficient" (2) and "insufficient" (1). During the final evaluation which will determine the grade, the following aspects are evaluated: a) written work (50% of the total grade), b) presentation of one's work (25% of the total grade) c) participation in discussions after the presentation of papers (25% of the total grade). The overall grade for the course corresponds to the sum made from the 60% of the grade from the written exam and 40% of the grade from the proseminar.	
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. Students will be able to acquire knowledge of the chronology of the Roman military advance in Illyricum.</li> <li>2. Students will be able to place the acquired knowledge in the context of the development and organization of the Roman Empire.</li> <li>3. Students will be able to understand the basic elements of Roman urbanism.</li> <li>4. Students will be able to interpret archaeological data from Croatia in relation to other provinces.</li> <li>5. Students will be able to explain and compare the characteristics of archaeological cultures and civilizations in Croatia.</li> <li>6. Students will be able to acquire the knowledge and skills necessary for further work in the graduate study program of archeology.</li> <li>7. Students will be able to list the main features of the archaeological cultures and civilizations of Europe and the Mediterranean.</li> <li>8. Students will be able to apply a methodologically correct way of writing a proseminar paper.</li> <li>9. Students will be able to acquire skills in targeted data collection and data interpretation.</li> <li>10. Students will be able to present professional and scientific data to the public.</li> </ol>	
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Introduction to Roman Provincial Archeology + Proseminar Workshop (historical framework + basics of searching catalogs and databases needed for independent literature search)</li> <li>2. Review of Roman history + Proseminar workshop (introduction + basic guidelines on how to write a</li> </ol>	

- proseminar paper).
3. The structure of the Roman state + Proseminar workshop (literature/definition + basic guidelines on presenting the proseminar paper)
  4. The structure of the Roman provincial administration + Presentations of student proseminar papers.
  5. Roman Army + Presentations of student proseminar papers.
  6. Roman Army + Presentations of student proseminar papers.
  7. Roman cities - legal status, structure and administration + Presentations of student proseminar papers.
  8. Roman cities - urbanism and architectural monuments + Presentations of student proseminar papers
  9. Necropolises and tombstones + Presentations of student proseminar papers.
  10. Small finds (numismatic, ceramic, etc.) + Presentations of student proseminar papers.
  11. Small finds (numismatic, ceramic, etc.) + Presentations of student proseminar papers.
  12. Small finds (numismatic, ceramic, etc.) + Presentations of student proseminar papers.
  13. Religion + Presentations of student proseminar papers.
  14. Late Antiquity + Exhibitions of student proseminar papers.
  15. Visit to the museum + Exhibitions of student proseminar papers.

# Iron Age of Croatia in the Context of Central and South-eastern Europe + Archaeology of the Iron Age I

<b>Name</b>	Iron Age of Croatia in the Context of Central and South-eastern Europe + Archaeology of the Iron Age I	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	6	
<b>ID</b>	64242	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Hrvoje Potrebica, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	30

**Prerequisites** None

**Goal** Students gain insight into the basic concepts and theoretical models related to the origin and development of Iron Age cultures and learn more about the sequence and development of Iron Age cultures in Croatia and the surrounding area. Students should also master the basic typology of characteristic material from the mentioned periods and get acquainted with the most important sites related to certain cultures or more of them.

**Teaching methods** Presentation of pictorial material at lectures.

**Assessment methods** Colloquia, oral and written exam.

## Learning outcomes

1. Be able to explain and compare the characteristics of archaeological cultures and civilizations of the Eastern Hallstatt Circle in Austria, Slovenia and Hungary
2. Be able to explain and compare the characteristics of archaeological cultures and civilizations in the Balkans
3. Be able to recognize chronologically and culturally indicative archaeological material for the group Budinjak and Kolapijani
4. Be able to recognize chronologically and culturally indicative archaeological material for the group Martijanec - Kaptol
5. Be able to identify chronologically and culturally indicative archaeological material for the Dalj group and connect it with the Danube area
6. Be able to recognize chronologically and culturally indicative archaeological material of Japods and Liburnians
7. Be able to recognize chronologically and culturally indicative archaeological material of the Delmats and Histrians
8. Be able to enumerate the main characteristics related to the transition of the early to the late Iron Age
9. Be able to recognize chronologically and culturally indicative archaeological material of Scordiscus and Tauriscus
10. Be able to enumerate the main characteristics related to events during the Late La Tène and early Romanization

## Content

1. Early Iron Age in Europe (chronological-cultural overview with special emphasis on Hallstatt culture)
2. Eastern Hallstatt Circle (basic cultural characteristics, chronology and material culture of cultural groups of Austria, Slovenia and Hungary)
3. Early Iron Age of the Balkans (Glasinac cultural circle, Donja Dolina, princely tombs of the Balkans - Novi Pazar, Atenica, Trebenište, Sindos)
4. Hallstatt culture in Croatia - Budinjak and Kolapijani
5. Hallstatt culture in Croatia - Martijanec-Kaptol
6. Dalj culture and the Early Iron Age of the Danube region (Bosut culture and Basarabi complex)

7. Japods and Liburnians in the Early Iron Age
8. Delmats in the Iron Age
9. Histrian culture in the Iron Age
10. La Tén culture and the Celts in Europe
11. Early La Tén and latinization
12. Taurisci (space, chronology and basic characteristics of material culture)
13. Scordisci (space, chronology and basic characteristics of material culture)
14. Late La Tén and Romanization
15. Concluding remarks

## La Tene Culture in Croatia

<b>Name</b>	La Tene Culture in Croatia	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	6	
<b>ID</b>	170496	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Hrvoje Potrebica, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	30
<b>Prerequisites</b>	None	
<b>Goal</b>	<p>Lecture - Students gain a general insight into the La Tène culture, which is the most important manifestation of the Late Iron Age in northern Croatia and most of Europe. They adopt basic chronological and typological concepts related to this period. On the examples of the most significant finds, certain theoretical concepts necessary for the correct interpretation of the sociological structure and material and spiritual phenomena of the La Tène culture are adopted.</p> <p>Seminar - Through individual work, students develop the ability to navigate in the professional literature and gain a more detailed insight into the structure of some of the specific archaeological phenomena (cultural groups or categories related to material or spiritual culture). The aim is to point out the mutual interaction of such individual phenomena that allow the student an insight into a more complex picture of Late Iron Age cultures and communities. Students must be acquainted with the methodology and recent achievements of Late Iron Age archaeology, and most of all with the method of writing scientific papers. This means that they must learn to use scientific literature and must learn to use the scientific apparatus in writing independent texts.</p>	
<b>Teaching methods</b>	Lectures, individual assignments, mentoring	
<b>Assessment methods</b>	<p>Through colloquia, as well as oral and written exams, the recognition, comparison and critical evaluation of chronological and typological theories related to the Late Iron Age will be tested.</p> <p>An individual seminar in which students will analyze and critically evaluate chronological and typological theories from the Late Iron Age, will follow the acquisition of competencies related to this period.</p>	
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. Be able to define the main characteristics of the Late La Tène 'oppida' horizon</li> <li>2. Be able, based on characteristic findings, to define the settlements and cemeteries of Skordiscus and Tauriscus in northern Croatia, and to explain the influences of the La Tène culture on other Late Iron Age communities in Croatia</li> <li>3. Be able to define the end of the independent development of the La Tène culture of Scordiscus and Tauriscus, and the processes of early Romanization</li> <li>4. Be able to represent a certain theory in the preparation of a seminar paper based on the read professional literature and acquired knowledge</li> <li>5. Be able to critically judge and present a certain topic from the period of the early or late Iron Age on the basis of the read professional literature and acquired knowledge, and to develop a discussion on a certain issue with colleagues and the professor</li> <li>6. Be able to define the La Tène culture and the Celts through a historical overview and look at the cultural-chronological picture of the La Tène culture in Croatia and connect it with the area north and south of the Alps</li> <li>7. Be able to explain the process of latinization and the problem of early La Tène culture in Croatia</li> <li>8. Be able to chronologically and typologically single out the main characteristics of the early La Tène</li> </ol>	



- (LT B2) in northern Croatia and compare it with European La Tène culture sites
9. Be able to chronologically and typologically single out the main characteristics of the Middle La Tène (LT C1 and C2) in northern Croatia and compare it with European La Tène culture sites
  10. Be able to chronologically and typologically single out the main characteristics of the Late La Tène (LT D1-2) in northern Croatia and compare it with European La Tène culture sites

## **Content**

1. La Tène culture and the Celts (historical overview of the origin of the name Celts and the relationship between this ethnonym and the definition of La Tène culture)
2. Cultural-chronological picture of La Tène culture (traditional chronological systems and spatial determinants of cultural phenomena related to Croatia and the surrounding area; recent issues of establishing local and regional chronological frameworks for studying La Tène culture, chronology of La Tène culture north and south of the Alps)
3. Latenization and the problem of early La Tène in Croatia (LT A-B1), relationship towards cultural groups of the younger phase of the Early Iron Age, origin and development of Scordiscus and Tauriscus
4. Early laten (LT B2) - characteristic grave units and finds (weapons, costumes) in northern Croatia and their connection with European La Tène sites
5. Middle La Tène (LT C1) - characteristic grave units and finds (weapons, costumes) in northern Croatia and their connection with European La Tène sites
6. Middle La Tène (LT C2) - characteristic grave units and finds (weapons, costumes) in northern Croatia and their connection with European La Tène sites
7. Late La Tène (LT D1-2) - characteristic grave units and finds (weapons, costumes) in northern Croatia and their connection with European La Tène sites
8. Late La Tène 'oppida' horizon
9. Settlements (infrastructure) and characteristic finds of Skordiscus and Tauriscus in northern Croatia
10. Cemeteries (burial customs) of Skordiscus and Tauriscus in northern Croatia
11. Ceramics of the La Tène culture - differences between Scordiscus and Tauriscus
12. Influences of the La Tène culture on other Late Iron Age communities in Croatia
13. End of the development of the La Tène culture of Scordiscus and Tauriscus, 'Romanization'-questions of continuity into the Early Roman horizon
14. Concrete treatment of some of the phenomena of material or spiritual culture related to the communities of the Early Iron Age in spatial frames. Special emphasis is placed on new research and new scientific knowledge in the form of mandatory written work from the prescribed literature.
15. Concluding remarks

## **Landscape archaeology - environments, settlements and communication networks**

<b>Name</b>	Landscape archaeology - environments, settlements and communication networks
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	3
<b>ID</b>	170492
<b>Semesters</b>	Winter
<b>Teachers</b>	Danijela Roksandić Vukadin, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	<p>The aim of the course is to acquire knowledge about the ancient settlements, urban communities and their environment through all historical periods. Students will gain knowledge of recognizing settlement structures according to archaeological stratigraphy as a part of continuous transformations in time and space. Landscape archaeology also deals with more complex topics. It is about changing the landscape for different purposes; economic, social, political and religious. Archaeology provides an invaluable knowledge for examining such processes, like various morphological data that are not available from other sources.</p> <p>It deals with human modification and transformation of the natural landscape, exploitation of natural resources through the construction of roads, monuments, walls, agricultural fields and their borders, sacral places and settlements. This kind of study can provide knowledge about the use of measurement systems. exploitation of lots, social organization, cosmology, calendars, astronomy, ritual practices, etc.</p>
<b>Teaching methods</b>	Lectures, discussion.
<b>Assessment methods</b>	Written exam
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. To be able to get acquainted with the basic concepts of archeology of landscapes and settlements</li> <li>2. To be able to understand theoretical and methodological principles in the study of archaeological landscapes</li> <li>3. To be able to understand the role of the environment in creating settlements</li> <li>4. To be able to distinguish natural from cultural landscapes</li> <li>5. To be able to analyze and understand archaeological stratigraphy</li> <li>6. To be able to fit the acquired knowledge into a wider geographical and cultural context</li> <li>7. To be able to define and interpret ways of exploiting natural resources</li> <li>8. To be able to collect and interpret archaeological data referring to current knowledge and theories</li> </ol>
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Introduction: Landscape archeology and settlement archeology (basic concepts)</li> <li>2. Historical background - historical sources</li> <li>3. The role of the environment in the creation of settlements (geomorphological approach) and water supply</li> <li>4. Natural and cultural landscapes</li> <li>5. Cultural and social groupings and settlement structures</li> <li>6. Archaeological prospecting, basic parameters (size, boundaries and structure of settlements) and landscape dynamics</li> <li>7. Settlement typology</li> <li>8. Transformations of settlements through historical periods</li> </ol>

9. Defense systems
10. Roads and communication networks
11. Waterways and river crossings
12. Agrarian communities - rural settlements (organization of settlements, fields, canals, forests, swamps)
13. Transhuman livestock, seasonal settlements and communications
14. Development and transformation of cities
15. The position of cult places

# Latin for Archeologists I

<b>Name</b>	Latin for Archeologists I
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	3
<b>ID</b>	69904
<b>Semesters</b>	Summer
<b>Teachers</b>	Dino Demicheli, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	To apply knowledge of Latin in archeology.
<b>Teaching methods</b>	Lectures with ppt. presentations.
<b>Assessment methods</b>	Written exam (min. 80% of the attendance in classes)

## Learning outcomes

1. To recognize the basic forms of words from the Latin language and establish their interrelationship in a sentence
2. To use the acquired knowledge in translating simple sentences from Latin into Croatian
3. Linguistically interpret and translate basic terms from Roman military terminology
4. To list the ancient names of the most important places in the Croatian part of the provinces of Dalmatia and Pannonia

## Content

1. Introduction to the subject (history of Latin, the oldest texts in Latin, Latin words in Croatian).
2. Reading and pronunciation of classical Latin, first declension
3. Nouns of the second declension and adjectives of the first and second declension; croatization
4. Third declension - nouns of consonant bases, division into genders, examples; archaeological terms derived from Latin
5. Third declension - nouns - and basis, division into genders, examples; exceptions in the third declension; croatization
6. Third declension - adjectives; comparison of adjectives of the first, second and third declension, comparison of adverbs, irregular comparison; archaeological terms of Latin origin related to the Roman army
7. Third declension - adjectives; comparison of adjectives of the first, second and third declension, comparison of adverbs, irregular comparison; archaeological terms of Latin origin related to the Roman army
8. Fourth and fifth declension. Numbers.
9. Pronouns (personal, demonstrative, relative, possessive, interrogative)
10. Pronouns (personal, demonstrative, relative, possessive, interrogative)
11. Conjugation of verbs, verb tenses
12. Conjugation of verbs, verb tenses
13. Conjugation of verbs, verb tenses
14. Conjugation of verbs, verb tenses
15. Reading Pliny's description of the Adriatic coast; ancient toponyms on the Adriatic

## Latin for Archeologists II

<b>Name</b>	Latin for Archeologists II
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	3
<b>ID</b>	186357
<b>Semesters</b>	Winter
<b>Teachers</b>	Dino Demicheli, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	Appliance of the Latin language in archaeology and training of students for reading and translating the information from ancient textual sources important for the study of archaeology.
<b>Teaching methods</b>	Lectures with ppt. presentation
<b>Assessment methods</b>	Written exam

### Learning outcomes

1. to analyze and interpret open and closed words in Latin
2. to identify and translate text constructions in Latin
3. to use the gained knowledge when reading the ancient sources for archaeological purposes
4. to develop the awareness of the proper use of Latin in the creation or correction of a Croatian word from Latin, especially ancient toponyms

### Content

1. Introduction to the course (Latin language history, oldest Latin texts, Latin words in Croatian, reading and pronunciation of classical Latin)
2. The first and second declension; nouns and adjectives. Examples of Croatization of the Latin words
3. The third declension - nouns with consonant and -i stems; gender division, exemptions, examples; archaeological terms originating from Latin; Croatization
4. Fourth and fifth declensions. Numbers.
5. Pronouns (personal, demonstrative, relative, possessive, questionable).
6. Conjugation of the verb, verbal tenses. Adverbs.
7. Conjugation of the verb, verbal tenses. Adverbs.
8. Accusative and infinitive; examples and translation.
9. Accusative and infinitive; examples and translation.
10. Accusative and infinitive; examples and translation.
11. Nominative and infinitive; examples and translation.
12. Ablative absolute; examples and translation.
13. Ablative absolute; examples and translation.
14. Gerund and gerundive, periphrastic conjugation, active and periphrastic conjugation passive; examples and translation.
15. Reading examples from Caesar; Exercise of the sentences for the exam.

# Lithic Analysis

<b>Name</b>	Lithic Analysis
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	117477
<b>Semesters</b>	Winter
<b>Teachers</b>	Ivor Karavanić, PhD, Full Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	Acquisition of knowledge and skills for execution of lithic analysis (technology, typology, raw material). To acquire theoretical and practical knowledge about production of stone artifacts.
<b>Teaching methods</b>	Lectures, work on lithic material
<b>Assessment methods</b>	Written and oral exam

## Learning outcomes

1. To be able to use Croatian and English lithic terminology.
2. To be able to distinguish artifacts from geofacts.
3. To be able to execute basic technological analysis.
4. To be able to execute basic typological analysis.
5. To be able to modify typologies or created own typology.

## Content

1. Introduction in lithic analysis
2. Research history
3. Chaîne opératoire
4. Technology and raw material
5. Experimental and ethnoarchaeological approaches
6. Experimental flaking
7. Use of the tools and wear analyses
8. Typology of the Middle Paleolithic
9. Typology of the Upper Paleolithic
10. Limits of Typology
11. Analysis of the Middle Paleolithic material
12. Analysis of the Upper Paleolithic material
13. Analysis of the Neolithic material
14. Spacial analysis
15. Future of Lithic Analysis

## Master Thesis in Archaeology

<b>Name</b>	Master Thesis in Archaeology
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	30
<b>ID</b>	127526
<b>Semesters</b>	Summer
<b>Teachers</b>	Domagoj Tončinić, PhD, Associate Professor (primary) Marcel Burić, PhD, Associate Professor (primary) Dino Demicheli, PhD, Assistant Professor (primary) Krešimir Filipec, PhD, Full Professor (primary) Zdravka Hincak, PhD, Associate Professor (primary) Mirja Jarak, PhD, Full Professor (primary) Iva Kaić, PhD, Assistant Professor (primary) Ivor Karavanić, PhD, Full Professor (primary) Janja Mavrović Mokos, PhD, Assistant Professor (primary) Marina Milićević Bradač, PhD, Full Professor (primary) Ina Miloglav, PhD, Assistant Professor (primary) Ana Pavlović, PhD, Assistant Professor (primary) Hrvoje Potrebica, PhD, Full Professor (primary) Danijela Roksandić Vukadin, PhD, Assistant Professor (primary) Zrinka Šimić-Kanaet, PhD, Assistant Professor (primary) Rajna Šošić Klindžić, PhD, Associate Professor (primary) Helena Tomas, PhD, Associate Professor (primary) Nikola Vukosavljević, PhD, Assistant Professor (primary)
<b>Hours</b>	Seminar 0
<b>Prerequisites</b>	None
<b>Goal</b>	
<b>Teaching methods</b>	
<b>Assessment methods</b>	
<b>Learning outcomes</b>	
<b>Content</b>	

## Master Thesis in Archaeology

<b>Name</b>	Master Thesis in Archaeology
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	12
<b>ID</b>	198748
<b>Semesters</b>	Summer
<b>Teachers</b>	Marcel Burić, PhD, Associate Professor (primary) Dino Demicheli, PhD, Assistant Professor (primary) Krešimir Filipec, PhD, Full Professor (primary) Zdravka Hincak, PhD, Associate Professor (primary) Mirja Jarak, PhD, Full Professor (primary) Iva Kaić, PhD, Assistant Professor (primary) Ivor Karavanić, PhD, Full Professor (primary) Janja Mavrović Mokos, PhD, Assistant Professor (primary) Marina Milićević Bradač, PhD, Full Professor (primary) Ina Miloglav, PhD, Assistant Professor (primary) Ana Pavlović, PhD, Assistant Professor (primary) Hrvoje Potrebica, PhD, Full Professor (primary) Danijela Roksandić Vukadin, PhD, Assistant Professor (primary) Zrinka Šimić-Kanaet, PhD, Assistant Professor (primary) Rajna Šošić Klindžić, PhD, Associate Professor (primary) Helena Tomas, PhD, Associate Professor (primary) Domagoj Tončinić, PhD, Associate Professor (primary) Nikola Vukosavljević, PhD, Assistant Professor (primary)
<b>Hours</b>	Seminar 0
<b>Prerequisites</b>	None
<b>Goal</b>	
<b>Teaching methods</b>	
<b>Assessment methods</b>	
<b>Learning outcomes</b>	
<b>Content</b>	



## Master Thesis in Archaeology

<b>Name</b>	Master Thesis in Archaeology
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	15
<b>ID</b>	198747
<b>Semesters</b>	Summer
<b>Teachers</b>	Marcel Burić, PhD, Associate Professor (primary) Dino Demicheli, PhD, Assistant Professor (primary) Krešimir Filipec, PhD, Full Professor (primary) Zdravka Hincak, PhD, Associate Professor (primary) Mirja Jarak, PhD, Full Professor (primary) Iva Kaić, PhD, Assistant Professor (primary) Ivor Karavanić, PhD, Full Professor (primary) Janja Mavrović Mokos, PhD, Assistant Professor (primary) Marina Milićević Bradač, PhD, Full Professor (primary) Ina Miloglav, PhD, Assistant Professor (primary) Ana Pavlović, PhD, Assistant Professor (primary) Hrvoje Potrebica, PhD, Full Professor (primary) Danijela Roksandić Vukadin, PhD, Assistant Professor (primary) Zrinka Šimić-Kanaet, PhD, Assistant Professor (primary) Rajna Šošić Klindžić, PhD, Associate Professor (primary) Helena Tomas, PhD, Associate Professor (primary) Domagoj Tončinić, PhD, Associate Professor (primary) Nikola Vukosavljević, PhD, Assistant Professor (primary)
<b>Hours</b>	Seminar 0
<b>Prerequisites</b>	None
<b>Goal</b>	
<b>Teaching methods</b>	
<b>Assessment methods</b>	
<b>Learning outcomes</b>	
<b>Content</b>	

## Materials and technologies in archaeology

<b>Name</b>	Materials and technologies in archaeology
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	3
<b>ID</b>	170512
<b>Semesters</b>	Winter
<b>Teachers</b>	Danijela Roksandić Vukadin, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	The course includes an overview of methods and techniques of production of archaeological objects, their use, exploitation, analysis, typological-chronological classification and interpretation. Students will gain knowledge about materials through practical work and participation in the analytical processing that includes the preparation, measurement, statistical analysis and interpretation of data. The course is based on interdisciplinary approach, that enables students to acquire new knowledge and skills in the field of chemistry, geology, forensic archaeology, etc.
<b>Teaching methods</b>	Lectures, practical exercises, discussion
<b>Assessment methods</b>	written exam

### Learning outcomes

1. Define and interpret ways of exploiting natural resources
2. Enumerate and explain the interdisciplinary application of scientific methods in archaeology
3. Explain and recognize the symbolism of materials and objects through historical periods
4. Define and explain technological innovations through historical periods
5. will be able to connect and compare knowledge about different scientific disciplines

### Content

1. From clay to glass (definition, history and material studies)
2. Characteristics, composition and exploitation of raw materials
3. Clay soils, origin and composition of clays
4. Interactions between ceramics and glass (glazes, glass pigments and glass)
5. Ceramic glazes (clay, alkaline and lead glazes)
6. Nature and properties of glass (early glazed materials, glazed ceramics, origin of glass)
7. Principles of technological processes (from late Bronze Age glass materials to major technological changes in the Roman period)
8. Technological changes in the Middle and Modern Age (porcelain, glazes, recycled glass, enamel and crystal)
9. Archaeological context of ceramic, glazed and glass material
10. Ceramic and glass kilns and workshops
11. Decorating techniques through historical periods (style, symmetry, design)
12. Archaeometric methods in material processing (chemical analysis, petrographic analysis, mineralogical analysis)
13. Materials and society - an indicator of cultural identity, social migrations and changes
14. Production and trade of materials in the Pannonian and Adriatic area, classification and characterization (typological characteristics and interpretation of materials)
15. Fieldwork – visit Croatian Geological Survey, Faculty of Mining, Geology and Petroleum Engineering and Faculty of Science, Department of Geology

# Medieval Archaeology and History

<b>Name</b>	Medieval Archaeology and History
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	3
<b>ID</b>	51097
<b>Semesters</b>	Winter
<b>Teachers</b>	Krešimir Filipec, PhD, Full Professor (primary) Anita Dugonjić, M.Sc.

<b>Hours</b>	Lectures	30
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<b>Prerequisites</b>	None
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<b>Goal</b>	An overview of medieval history as an introduction to the study of medieval archeology. The lectures will talk about the European area within the Roman Empire and the area on the other side of the Limes, about the events behind the Carpathians, in the area around the Black Sea, as well as in other areas from which the great migration of people began after 350. Students will get acquainted with the basic sources and get acquainted with the Croatian history of the early Middle Ages and the history of neighboring countries.
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<b>Teaching methods</b>	Lectures
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<b>Assessment methods</b>	Grading students in the final exam.
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## Learning outcomes

1. Be able to explain and compare the characteristics of archaeological cultures and civilizations in Croatia and Europe and explain the main historical processes important for understanding archaeological cultures.
2. Be able to recognize chronologically and culturally indicative archaeological material and be able to enumerate and master the main historical processes. Use professional literature in independent work.
3. Students will be able to explain and compare the characteristics of archaeological cultures in Central and Eastern Europe and Croatia with historical sources.
4. Students will be able to acquire the knowledge necessary for further work in the graduate study of archeology.

## Content

1. Introduction to research, methodology and starting points.
2. General sources for history and archeology.
3. An overview of the history of the peoples of Eastern Europe from IV. century BC to III. century.
4. An Overview of the History of the Peoples of Eastern Europe at the Time of the Great Migration IV. to V. st.
5. The great migration of peoples in Central Europe.
6. Goths, Alani, Sarmatians, Huns, Heruli, Svevi, Gepids, Lombards...
7. Roman late imperial time
8. Early Avar time
9. Middle Avar time
10. Late Avar time
11. Conflicts between the Avars and the Franks and the disappearance of the Avars from the historical scene
12. An overview of the early history of Croats in Dalmatia
13. Dukes, princes and kings
14. People and landscape
15. Cemeteries, burials and corpses as archaeological sources

## Medieval numismatics

<b>Name</b>	Medieval numismatics
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	3
<b>ID</b>	142415
<b>Semesters</b>	Summer
<b>Teachers</b>	Krešimir Filipec, PhD, Full Professor (primary) Mirja Jarak, PhD, Full Professor (primary) Ana Pavlović, PhD, Assistant Professor
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	-to acquaint the students with medieval coins, iconography of coins, coin production and technology, mints, coin distribution -to inform the students on main terminology and methods of medieval numismatics -to enlighten the students with basic scientific knowledge of medieval numismatics -to explain and interpret monetary systems of various historical states whose coins circulated in the territory of the modern republic of Croatia during the medieval ages -to introduce the students to the medieval coinage of Dalmatian cities
<b>Teaching methods</b>	ex cathedra lectures; visit to the Numismatic Cabinet of the Archaeological Museum in Zagreb
<b>Assessment methods</b>	written exam; a mandatory 70 % attendance requirement for this course.

### Learning outcomes

1. to classify basic monetary types and systems of Medieval Coinage
2. to describe and interpret the iconography of medieval coins
3. to recognize and use medieval coins as sources of data
4. to integrate acquired knowledge into wider geographical and cultural context of Middle Ages

### Content

1. Introductory lecture on numismatics
2. The Roman Imperial coinage of the 4th and the 5th century AD
3. Medieval Coinage and Ancient Coinage – differences and influences
4. The Byzantine Coinage
5. The Coinage from the Barbarian Migration Period
6. The Carolingian coinage
7. Coins from early Croatian graves
8. The Medieval Coins of Hungary
9. The Medieval Coins of the Venetian Empire
10. The Medieval Coins of Northern Italy
11. Croatian Frisatic coins and Croatian banovac coins
12. The Coinage of Dalmatian city-states
13. The Coinage of Croatian Nobility
14. The Counterfeited Coins in medieval times (tokens, plombs, seals, medals)
15. The visit to the Numismatic Cabinet of Archaeological Museum in Zagreb

# Medieval Pottery

<b>Name</b>	Medieval Pottery
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	117490
<b>Semesters</b>	Winter
<b>Teachers</b>	Krešimir Filipec, PhD, Full Professor (primary) Tatjana Tkalčec, PhD, Assistant Professor
<b>Hours</b>	Seminar 30
<b>Prerequisites</b>	None
<b>Goal</b>	<p>The study of ceramic vessels and ceramic production in Croatia and Central and Southern Europe are of great importance for the study of different segments of the material heritage of people. According to their number, ceramic products are the most common finding in archaeological research. From settlements, to cemeteries and accidental finds, they provide us with a lot of information about the culture of life, about the richness or poverty of the kitchen, about people who founded a permanent or seasonal settlement or are just traveling through a certain area. Ceramic vessels are very important to us in the study of funeral rituals because they appear in graves as a side dish or as a medium in which the bones of the cremated deceased are stored. The lectures will discuss the typology, technology and chronology of ceramic material, local features and trends in production.</p> <p>Explain the different technological, cultural, social, spiritual and landscape processes that influenced the development of a particular community in Central and Southern Europe in the Middle Ages. Be able to conduct professional and scientific analysis of archaeological material.</p>
<b>Teaching methods</b>	Lectures, exercises and seminars
<b>Assessment methods</b>	Student assessment through practical work. Research making papers and making seminars.

## Learning outcomes

1. Explain the different technological, cultural, social, spiritual and landscape processes that influenced the development of ceramic production in a particular community in Central and Southern Europe in the Middle Ages.
2. Be able to conduct professional and scientific analysis of archaeological material.
3. Students will be able to recognize chronologically and culturally indicative archaeological material.
4. Use professional literature in independent work.

## Content

1. Medieval ceramics - introductory considerations
2. Basic characteristics of ceramics as a material and technological possibilities
3. Technology and organization of production
4. Coarse ceramics - utensils for preparing, storing and serving food
5. Ceramic tableware - typological and chronological development
6. Ceramic tableware - import, distribution and production
7. Luxury goods
8. Technical ceramics - ovens
9. Technical ceramics - bricks, tiles, pipes, heaters, projectiles
10. Medieval cuisine, table and other contexts
11. Imported goods
12. Ceramic vessels in graves

13. Chronologies of early medieval pottery
14. Chronologies of late medieval pottery
15. New trends, manufactories

# Methodology of processing prehistoric pottery

<b>Name</b>	Methodology of processing prehistoric pottery
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	3
<b>ID</b>	102232
<b>Semesters</b>	Summer
<b>Teachers</b>	Ina Miloglav, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	The aim of the course is to acquaint students with the methods of documenting and appropriate methodology for processing ceramic material, which archaeologists encounter after the excavation of the archaeological site. During the course, students will be introduced to the analysis and description of ceramic materials by observing the physical characteristics of ceramics, the type of material, technique and method of firing, and style. All these aspects are necessary for the recognition, classification and analysis of ceramic material.
<b>Teaching methods</b>	Lectures and practical work with archaeological material
<b>Assessment methods</b>	Written examination at the end of the semester to verify the knowledge of theoretical and methodological approaches to analyzing pottery, and applying that knowledge on practical examples.

## Learning outcomes

1. Use an appropriate scientific analysis for the interpretation of cultural, social, functional or a religious component
2. Applying the acquired knowledge in pottery analysis
3. Recognize all the steps in the operational sequence of pottery production
4. Itemize and define typological approaches to the analysis of pottery
5. Classify and analyze pottery using the appropriate methodology
6. List and explain the typologies of specific types of archaeological material
7. Participate in the organization, division of tasks, and implementation of classification of archaeological material in consultation with a supervisor

## Content

1. Introduction
2. Origin and creation of pottery vessels
3. Physical characteristics of pottery
4. Operational sequence in the process of pottery production: clay and inclusions
5. Operational sequence in the process of pottery production: shaping, firing and surface treatment
6. Morphology of pottery vessels
7. Decoration techniques
8. Classification and typology
9. Classification according to shape of the vessel
10. Classification according to geometric parameters
11. Functional analysis: use-ware analysis
12. Archeometric analysis of pottery
13. Recycling and reuse
14. Organization of pottery production: standardization of products and specialization
15. Experimental archaeology

## Modern and contemporary archaeology

<b>Name</b>	Modern and contemporary archaeology
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	3
<b>ID</b>	170493
<b>Semesters</b>	Summer
<b>Teachers</b>	Krešimir Filipec, PhD, Full Professor (primary) Ana Azinović Bebek, PhD, Assistant Professor
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	Introduction to the material culture of the new century and modern times in Croatia and neighboring countries. Students will be introduced to the state of research and interpretation of findings. Special emphasis will be placed on the interpretation of religious objects - devotionals, because such objects give us the most information about the way of life and customs. They will also get acquainted with useful objects, those for military purposes as well as decorative ones. At the end of the semester, students should be able to identify the main features of each group of subjects and determine them contextually and temporally.
<b>Teaching methods</b>	Lectures
<b>Assessment methods</b>	Grading students in the final exam.
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. Be able to explain and compare the characteristics of archaeological cultures and civilizations in Croatia and Central Europe.</li> <li>2. Explain the main historical processes essential for understanding archaeological cultures.</li> <li>3. Students will be able to recognize chronologically and culturally indicative archaeological material.</li> <li>4. Students will be able to acquire the knowledge necessary for further work in the graduate study of archeology.</li> </ol>
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Introduction with a review of history, cultural and social changes, religious customs of the time</li> <li>2. Historical age and modern age, state of research and publication of findings, sources</li> <li>3. Burls, castles, churches, monasteries and cemeteries and settlements - a source of data on lifestyle and customs</li> <li>4. Pilgrimages</li> <li>5. Division into military, useful, decorative and religious objects</li> <li>6. Military objects, manner of warfare; Useful objects, everyday life.</li> <li>7. Decorative items. Beauty is in the eye of the beholder.</li> <li>8. Religious subjects, Why do we always need intermediaries?</li> <li>9. Medals</li> <li>10. Crosses</li> <li>11. Rosary</li> <li>12. How to interpret the findings? Independent work with supervision</li> <li>13. Archeology of historical time and modern times, multidisciplinary</li> <li>14. Exercises and examples</li> <li>15. Exercises and examples</li> </ol>



# Museum Work Basics

<b>Name</b>	Museum Work Basics
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	2
<b>ID</b>	51132
<b>Semesters</b>	Summer
<b>Teachers</b>	Ina Miloglav, PhD, Assistant Professor (primary) Jacqueline Balen, PhD, Assistant Professor
<b>Hours</b>	Practicum 30
<b>Prerequisites</b>	None
<b>Goal</b>	The basic goal is to acquire practical knowledge on principles of museology and work in a museum. gathering, keeping, protecting, analyzing and showcasing archaeological material. The students will follow an archaeological artefact on its journey through the entire process, which will enable them to gain complete insight in museum work from the discovery of finds to their presentation as a part of an exhibit.
<b>Teaching methods</b>	During the class various forms of teaching approaches will be applied, including individual work, group work and practical work.
<b>Assessment methods</b>	A list of attendees is used to evaluate the consistency of attending the class.

## Learning outcomes

1. Explain and analyze the historical development of museology and museums
2. Itemize and describe the types of museums and their organization
3. Define the basic principles of gathering museum objects
4. Utilize computer databases for processing museum objects
5. Evaluate the ethical principles of protecting and securing the museum objects
6. Design and create ways to present the museum objects
7. Itemize and define types of archeological parks
8. Describe and explain the application of museum pedagogy and museum marketing
9. Define and analyze examples of cultural tourism
10. Implement tasks from the field of archaeology in various spheres of professional activity, such as museums and conservation, archaeological research, activities tied to the preservation of heritage, tourism, etc

## Content

1. Introduction and history of museology
2. Types and the network of museums. Museography and the museum. Organization of a museum
3. Gathering museum objects
4. Analysis of museum objects - theory
5. Analysis of museum objects – practical work
6. Analysis of museum objects– practical work
7. Protection and preservation of museum objects – theory
8. Protection and preservation of museum objects - practical work
9. Protection and preservation of museum objects - practical work
10. Presentation (exhibit) – theory
11. Presentation (exhibit) - practical work
12. Presentation (exhibit) - practical work
13. Museum pedagogy and marketing
14. Archaeological parks
15. Cultural tourism

## Necropoli, graves and funeral rites in ancient Illyricum

<b>Name</b>	Necropoli, graves and funeral rites in ancient Illyricum	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	3	
<b>ID</b>	215580	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Iva Kaić, PhD, Assistant Professor (primary) Vinka Matijević, PhD, Postdoctoral Researcher	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	The aim of this course is to provide insight into the development of necropolises, types of graves and funeral customs of the ancient world with an emphasis on the state of research of ancient necropolises in Croatia.	
<b>Teaching methods</b>	Lectures + PowerPoint presentations	
<b>Assessment methods</b>	Written exam.	

### Learning outcomes

1. Students will be able to explain and compare the characteristics of archaeological cultures and civilizations in Croatia.
2. Students will be able to list and explain the typologies of certain types of archaeological material.
3. Students will be able to apply professional terminology in Croatian and foreign languages.
4. Students will be able to apply existing typologies to the classification of archaeological material.

### Content

1. Introduction
2. Burial methods and funeral customs in Antiquity
3. Placement and organization of ancient necropolises
4. Types of graves I
5. Types of graves II
6. Funerary monuments - mausoleums, sarcophagi and stelae
7. Grave inventory and funeral art
8. Necropolises of the Greek colony of Issa on Vis
9. Necropolises of Salona
10. Other ancient necropolises on the islands, the coast, and inland Dalmatia
11. Ancient necropolises of Istria and the northern Adriatic
12. Roman necropolises of northern Croatia
13. Roman necropolises of Siscia, Mursa and Cibalae
14. Locus sepulturae - topographic analysis of burial sites
15. Technology in the service of documenting ancient necropolises

# Neolithic Archaeology

<b>Name</b>	Neolithic Archaeology
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	117444
<b>Semesters</b>	Winter
<b>Teachers</b>	Marcel Burić, PhD, Associate Professor (primary)
<b>Hours</b>	Seminar 30
<b>Prerequisites</b>	None
<b>Goal</b>	Students independently deal with a selected short topic from the issue of neolithization of European countries, find and study relevant literature and then present their work to fellow students, which accustoms them to public presentation and defense of their views. The paper is also submitted in writing, which introduces them to the basics of writing professional and scientific papers.
<b>Teaching methods</b>	In consultation with the teacher, the student selects a topic, searches for suitable literature and forms a pp presentation. He orally presents and defends his topic in front of other students, it is discussed. Based on all this, he shapes the work as a written professional work accompanied by scientific apparatus.
<b>Assessment methods</b>	Oral presentation with a power point presentation and a written seminar paper accompanied by scientific equipment are evaluated.

## Learning outcomes

1. Students will be able to explain the possible causes and mechanisms of the transition from hunting-gathering to production economy
2. Students will be able to explain various technological, economic, social, spiritual processes that affect the development of Neolithic communities in a particular area
3. They will be able to collect and interpret archaeological data referring to current knowledge about the Neolithic way of life and theories of origin in the development of the Neolithic process.
4. It will be possible to critically review the chronological and typological position of archaeological material within the existing Neolithic chronologies and typologies for different areas of Europe and Croatia.
5. They will be able to present their knowledge of a particular Neolithic topic to other students

## Content

1. Mesolithic of Greece
2. Mesolithic of Croatia
3. Neolithisation processes on Cyprus
4. Early Neolithic of Thessaly
5. The Middle and the Late Neolithic of Thessaly
6. Early Neolithic of Thrace
7. The Lepenski Vir and neolithisation of the SE Europe
8. The Starčevo Culture
9. The Cris-Koros
10. Neolithisation and the Early Neolithic of the eastern Adriatic coast
11. Neolithisation and the Early Neolithic of the western Adriatic coast
12. The Early Neolithic of the Transdanubian region
13. LBK and neolithisation of the Central Europe
14. The Neolithic of the Middle vs SE Europe
15. New insights into the dynamics of the development of the European Neolithic through the perspective of chronology

## Neolithic of Croatia in the Context of Central and South-eastern Europe + Neolithic of Croatia

<b>Name</b>	Neolithic of Croatia in the Context of Central and South-eastern Europe + Neolithic of Croatia		
<b>Organizational unit</b>	Department of Archaeology		
<b>ECTS credits</b>	6		
<b>ID</b>	64240		
<b>Semesters</b>	Winter		
<b>Teachers</b>	Marcel Burić, PhD, Associate Professor (primary)		
<b>Hours</b>	Lectures	30	
	Seminar	30	
<b>Prerequisites</b>	None		
<b>Goal</b>	Acquisition of knowledge about the basic concepts and theories applied in the study of the life of prehistoric people, periodization and basic features of the Neolithic period. Defining the Neolithic as a time frame during which the foundations were laid for a step towards the civilizational frameworks of human societies. The principles of food production, the creation of complex societies, the creation of the first long-lived cults, the production of surpluses and their placement on the markets, the first experiments with minerals and the emergence of the first metals, are just some of the aspects the course deals with. Identification of the most important archaeological sources for the specified period and area, use of professional and scientific literature.		
<b>Teaching methods</b>	Presentation and analysis of materials with image material (LCD projector) and didactic collection of the Department of Archeology, visit to the collections of the Archaeological Museum and encourage discussion during lectures among students, practical work in the field.		
<b>Assessment methods</b>	Written exam		
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. Student will be able to list the main features of the most important archaeological cultures of the Neolithic period of Europe</li> <li>2. Students will be able to explain the interdisciplinary application of scientific methods in archeology</li> <li>3. Be able to recognize chronologically and culturally indicative archaeological material</li> <li>4. Enumerate and explain the interdisciplinary application of scientific methods in archeology</li> <li>5. Apply the acquired knowledge at a higher level of study</li> </ol>		
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Neolithic as an archaeological phenomenon and the process of neolithization - models of neolithization.</li> <li>2. Division and periodization of the Neolithic - the problem of the Protoneolithic and Pre-Ceramic Neolithic (Near and Middle East, Aegean region)</li> <li>3. Division and periodization of the Neolithic - the problem of the Protoneolithic and Pre-Ceramic Neolithic (Near and Middle East, Aegean region) PART II</li> <li>4. Early Neolithic: Starčevo culture in frame of its traditional title: Balkan-Anatolian complex of the Early Neolithic painted pottery</li> <li>5. The Starčevo Culture on the territory of Croatia</li> <li>6. Impressed-pottery culture of the eastern Adriatic and its position within the Mediterranean impressed pottery (Greece, Apulia, central Italy, Liguria, Lipari, Sicily)</li> <li>7. The Long distance trade, obsidian and aspects of Neolithic navigation in the Aegean</li> </ol>		

8. Transitional period between the Middle and the Late Neolithic in SE Europe.
9. The Vinča Culture
10. The Sopot culture: genesis, chronology types and influence on the Neolithic of Central Europe (Sopot & Lengyel)
11. The Korenovo type pottery in the context of Central European LBK
12. Theiss cultural complex and contemporary phenomena east of it (Ariusd-Cucuteni-Tripolje)
13. The Middle Neolithic on the eastern Adriatic coast and its relationship with the western coast
14. The Late Neolithic on the eastern Adriatic coast and its relationship with the western coast
15. Adriatic-Mediterranean influences on the interior of the Balkans (penetrations and influences of impressoceramic, Danilo and Hvar culture along the river valley of the Adriatic basin)

## On Roman food and drinks in light of ceramic finds from main land and submarine Croatia

<b>Name</b>	On Roman food and drinks in light of ceramic finds from main land and submarine Croatia	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	3	
<b>ID</b>	198943	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Domagoj Tončinić, PhD, Associate Professor (primary) Mirna Vukov, PhD, Postdoctoral Researcher Zrinka Šimić-Kanaet, PhD, Assistant Professor	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	The course aims to present to students the ceramic heritage of the Roman era from well-known archaeological sites in Croatia in the context of Roman-era nutrition. Students will get acquainted with the typology of ceramic finds, the techniques of their production, and the methodology of processing Roman ceramics. The presented material will also include underwater finds found in the context of ancient shipwrecks on the eastern Adriatic coast.	
<b>Teaching methods</b>	Lectures + PowerPoint presentations	
<b>Assessment methods</b>	Written exam at the end of the semester	

### Learning outcomes

1. to explain and compare the characteristics of archaeological cultures and civilizations in Croatia
2. to recognize chronologically and culturally indicative archaeological material
3. to apply professional terminology in Croatian and foreign languages
4. to use professional literature in independent work

### Content

1. Introduction
2. The economy of ancient Croatia in the light of nutrition
3. Roman cuisine
4. Banquets and feasts in Roman times
5. Bars and taverns in Pompeii
6. Methodology of processing ceramic finds; production technology
7. Typological-chronological classification of Roman ceramic material
8. Roman pottery workshops in Croatia
9. Nutrition of a Roman soldier - ceramic finds at military sites
10. Traces of winemaking and oil production - storage and transport ceramics and their contents
11. Habits at the table. Tableware 1 (terra sigillata)
12. Habits at the table. Tableware 2 (thin-walled ceramics)
13. Everyday cooking - kitchen ceramics
14. Waste in antiquity
15. Closing lecture

## Overview of the European Mesolithic

<b>Name</b>	Overview of the European Mesolithic	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	3	
<b>ID</b>	170515	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Nikola Vukosavljević, PhD, Assistant Professor (primary)	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	Acquiring knowledge and gaining understanding on the last hunter-gatherers and their adaptation to changing and dynamic post-glacial environment	
<b>Teaching methods</b>	Lectures accompanied with visual materials, working with didactic collection	
<b>Assessment methods</b>	Written exam	

### Learning outcomes

1. Be able to explain the importance of palaeoclimatic and palaeoenvironmental changes for the development of hunter-gatherers.
2. Be able to critically consider different ways hunter-gatherers adapted to postglacial environment.
3. Critically reflect on chronological and typological position of Mesolithic evidence within the existing systems.
4. Be able to compare technological and social development of Mesolithic communities with Late Glacial hunter-gatherers and first farmers.
5. Synthesise and integrate acquired knowledge on postglacial hunter-gatherers and independently reach relevant conclusions.
6. Use scientific literature during independent work.

### Content

1. Mesolithic between Palaeolithic and Neolithic - history of interpretations and Mesolithic today
2. Late Glacial and early Postglacial climatic changes
3. Last Pleistocene hunter-gatherers
4. Mesolithic technology
5. Mesolithic subsistence strategies
6. Mesolithic settlement and mobility
7. Mesolithic cemeteries
8. Mesolithic shell middens I
9. Mesolithic shell middens II
10. Mesolithic of south-east Europe I
11. Mesolithic of south-east Europe II
12. Mesolithic of Iberian Peninsula
13. Mesolithic of the Apennine Peninsula
14. Mesolithic of north-west Europe I
15. Mesolithic of north-west Europe II

# Palaeolithic Hunters and Gatherers + Palaeolithic and Mesolithic of Croatia

<b>Name</b>	Palaeolithic Hunters and Gatherers + Palaeolithic and Mesolithic of Croatia	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	6	
<b>ID</b>	64241	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Nikola Vukosavljević, PhD, Assistant Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	30
<b>Prerequisites</b>	None	
<b>Goal</b>	Introduce students to fundamental insights on biological and cultural beginnings of man and human evolution, human adaptation to environment and subsistence strategies in Old and Middle Stone Age.	
<b>Teaching methods</b>	Teaching with accompanying visual materials, working with the didactic collection of fossil casts and lithic artefacts	
<b>Assessment methods</b>	written and oral exam	

## Learning outcomes

1. Apply acquired knowledge at higher university levels
2. List and explain typology of certain types of archeological evidence
3. Be able to recognise chronologically and culturally indicative stone artefacts and lithic methods
4. Be able to list and describe different phases of human biological and cultural evolution
5. Apply existing typologies onto classification of stone artefacts
6. Be able to describe changes in subsistence strategies throughout a long time period
7. Be able to explain and compare characteristics of archaeological cultures and civilizations in the territory of modern-day Croatia
8. Be able to list main characteristics of archaeological cultures and civilizations in Europe and in the Mediterranean
9. Use scientific terminology in Croatian and foreign language
10. Use scientific literature in independent work

## Content

1. History of the Palaeolithic research within the development of prehistoric studies in Europe
2. Excavation methodology of Palaeolithic sites
3. Early Hominins and first lithic industry I
4. Early Hominins and first lithic industry II
5. Acheulean Culture and colonisation of Europe
6. Climate oscillations and Middle Palaeolithic settlement
7. Neandertals and Mousterian Culture I
8. Neandertals and Mousterian Culture II
9. Neandertals' subsistence strategies and diet
10. Neandertals' symbolic behaviour
11. Appearance of early modern humans in Europe
12. Middle-Upper Palaeolithic transition
13. Early Upper Palaeolithic
14. Late Upper Palaeolithic and Mesolithic I
15. Late Upper Palaeolithic and Mesolithic II



# Phenomena of Material and Spiritual Culture of the Greek World

<b>Name</b>	Phenomena of Material and Spiritual Culture of the Greek World
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	117453
<b>Semesters</b>	Winter
<b>Teachers</b>	Marina Milićević Bradač, PhD, Full Professor (primary) Ana Pavlović, PhD, Assistant Professor Dino Demicheli, PhD, Assistant Professor Zrinka Šimić-Kanaet, PhD, Assistant Professor
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	Introduce students to the development of the Classical archaeology, methods and new insights, and to the different topics as objects of scholarly research
<b>Teaching methods</b>	Lectures. Ex cathedra lectures and other ways of communication. Lectures are interspersed with visual and video contents, museum visits and other media forms if necessary.
<b>Assessment methods</b>	Written exam. Oral exam.

## Learning outcomes

1. to extrapolate and explain the newest scientific insights in defined fields of Classical archaeology
2. to make students familiar with the scientific approach to selected topics of Classical archaeology
3. to enable students to develop critical approach to the current ideas of Classical archaeology
4. to connect and integrate already acquired knowledge with the insights resulting from questioning and selfevaluation

## Content

1. Travel to the edge of the world.
2. Odyssey – Homer's geography.
3. Sicily – from the end of the world to the center of the Mediterranean.
4. Odyssey – guest friendship and gift exchange.
5. Pre monetary forms and social relations in Iron Age Greece.
6. Alphabet and related writing systems.
7. History of the dance in antiquity: Bacchic dancers.
8. Marvelous vineyards.
9. Social analysis of the Greek amphorae.
10. Social analysis of the Hellenistic and earlier drinking sets.
11. Ancient Greece and modern world (fake news and propaganda in ancient Greece).
12. Greek culture in rock and heavy metal music.
13. Reflections of the Trojan war in popular culture.
14. Ancient "Indiana Joneses" and the discovery of ancient Greece.
15. Adriatic as the end of the world.

## Power centers and their periphery in the Middle and Modern Ages

<b>Name</b>	Power centers and their periphery in the Middle and Modern Ages
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	3
<b>ID</b>	170517
<b>Semesters</b>	Winter
<b>Teachers</b>	Krešimir Filipec, PhD, Full Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	<p>The aim based on archaeological sources to answer the question of whether real and visible wealth in a specific center of power corresponds to what archaeological research and analysis of the construction phases of settlements, churches and cemeteries are in this center of power and to what extent does it help to interpretation and dating. It is also important, through specific, primarily archaeological, methods, to answer other important questions such as: whether the periphery is the same as the center, that is to define the differences and their appearance. At selected micro-sites, centers of political power in the early (or late) Middle (or Modern Age) will address some of the key issues for developing and interpreting the ways of burial in Central Europe in terms of improving chronology, methodology of settlement research and cemeteries and their the relationship to the mile in which they originated. It will explore the ultimate possibilities of archaeological and historical sources for the reconstruction of the history of a defined area. Interdisciplinary research methods on selected entities will examine their ultimate interpretation possibilities. The main aim is to obtain an image of everyday cultural habits and characteristics of people in certain periods and regions, to determine their living and working conditions, or to try to reconstruct their living conditions in order to link the obtained data with the monitoring of the possible social stratification and the relationship between the city and the periphery. Each year, another topic will be elaborated in geographic and chronological terms.</p>
<b>Teaching methods</b>	Lectures
<b>Assessment methods</b>	Grading students in the final exam.
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. Be able to explain and compare the characteristics of archaeological cultures and civilizations in Eastern and Central Europe and explain the main historical processes important for understanding archaeological cultures.</li> <li>2. Be able to recognize chronologically and culturally indicative archaeological material and be able to enumerate and master the main historical processes.</li> <li>3. Be able to recognize chronologically and culturally indicative archaeological material and be able to enumerate and master the main historical processes.</li> <li>4. Use professional literature in independent work.</li> </ol>
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Introductory considerations - methods</li> <li>2. Research History.</li> <li>3. Historical Sources and Archaeology.</li> <li>4. Identities and archaeological stratification</li> <li>5. Structural changes.</li> <li>6. Continuity and discontinuity.</li> <li>7. Archaeology of everyday life.</li> </ol>

8. Production and market.
9. Archaeological objects.
10. Introduction to Settlement Research.
11. Central places - Croatian examples.
12. Peripherals
13. Environment and Infrastructure.
14. Church organizations, churches and cemeteries.
15. Concluding Considerations.

# Prehistoric Religion

<b>Name</b>	Prehistoric Religion
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	125384
<b>Semesters</b>	Summer
<b>Teachers</b>	Marcel Burić, PhD, Associate Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	How to decipher the religious and ritual behavior of individuals or communities in prehistory on the basis of material, archaeological sources.
<b>Teaching methods</b>	Presentation and analysis of materials with image material (LCD projector) and didactic collection of the Department of Archeology, and encouraging discussion during lectures among students themselves.
<b>Assessment methods</b>	Written exam

## Learning outcomes

1. Explain the possible causes and mechanisms of the origin and development of religiosity in prehistoric communities for which there is no written data
2. Based on available material, archaeological sources, decipher the ritual behavior of individuals or communities in prehistory and explain their connection with other aspects of action and behavior through the Neolithic and Eneolithic periods
3. Introduction in religion theories

## Content

1. Introduction, course content and literature review
2. Magic, cult, faith, religion - how to read them from material archaeological records. Theories about religion origins
3. Cult spaces: the oldest sanctuaries of the Protoneolithic and Pre-Ceramic Neolithic (Jericho, Ain Gazal, Catal Huyuk)
4. Cult Behavior and Rituals in the Pre-Ceramic Neolithic of Southwest Asia
5. Lepenski vir - a ritual-religious shrine of the community of fishermen and hunters
6. Cult spaces and shrines of the Early Neolithic period
7. Cult spaces and shrines of the late Neolithic: Vinca culture, repression culture
8. Lengyel cultures and the "Kreisgraben" problem
9. Megalithic cultures
10. Graves and cemeteries as cult spaces - relationships towards the deceased
11. Cult objects: anthropomorphic statuettes, idols, the Great Mother Goddess?
12. Animals in religion: statuettes, bukrania, ritual burials  
Other cult objects (altars, ritual vessels, lamps, amulets, talismans)
13. Sorcerers, shamans, priests
14. Religious-ritual significance of burial in the Vučedol culture
15. Conclusions

# Prehistoric Society: Structure and Relations Based on Archaeological Material

<b>Name</b>	Prehistoric Society: Structure and Relations Based on Archaeological Material	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	5	
<b>ID</b>	124253	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Marcel Burić, PhD, Associate Professor (primary)	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	How to read the mutual relations and social structure of prehistoric communities from material and archeological sources, the remains of settlements and cemeteries, about which there is no written information.	
<b>Teaching methods</b>	How to read the mutual relations and social structure of prehistoric communities from material and archeological sources, the remains of settlements and cemeteries, about which there is no written information.	
<b>Assessment methods</b>	written exam	

## Learning outcomes

1. Based on material, archaeological sources, remains of settlements and cemeteries, they will be able to explain the mutual relations and social structure of prehistoric communities about which there is no written information.
2. Based on material, archaeological sources, remains of settlements and cemeteries, they will be able to explain the mutual relations and social structure of prehistoric communities about which there is no written information.
3. They will be able to place the acquired knowledge in a broader geographical and cultural context, and recognize various traces of human activity that may testify to the organization and structure of human society.
4. On the basis of the acquired knowledge to be able to express a critical opinion on the existing theories of the development of prehistoric society

## Content

1. Archaeological records of the social structure of prehistoric communities - what makes it all, how it is discovered and interpreted
2. Method of research of social complexity - model D. Clarke; social structure read from the PPNB settlement - the case of Goebekli Tepe
3. Social structure read from PPNB settlements - on the example of settlements in Anatolia and the Levant
4. Spatial pattern of the distribution of early Neolithic settlements in Thessaly
5. Early Neolithic Sedentism in Thessaly - Households
6. The Tell-settlements
7. The structure of late Neolithic society on the example of the Vinča culture
8. The structure and organization of Neolithic society in Central Europe - the example of LBK
9. Late Neolithic Society on the Example of Thrust and Lendel Cultures: Settlements vs cemeteries
10. Ariusd-Cucuteni-Tripolje cultural complex
11. Megaliths as an indicator of prehistoric social structure and organization
12. Burials, graves and cemeteries as a reflection of social structures
13. Economy (agriculture, mining and metallurgy, trade) and society
14. Material heritage as a reflection of social structure (metal, stone, bone)
15. Material heritage as a reflection of social structure (pottery)

## Pre-Romanesque and Early Romanesque Architecture

<b>Name</b>	Pre-Romanesque and Early Romanesque Architecture	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	5	
<b>ID</b>	117479	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Mirja Jarak, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	Defining the essential characteristics that enable the distinction between pre-Romanesque and early Romanesque architecture. A special study of church architecture, especially of more fully preserved buildings and buildings discovered during archaeological research. Pointing out the possibilities of complex study of individual buildings within their narrower dating and connection with the environment in which they were created.	
<b>Teaching methods</b>	The study of architecture on the basis of documentation available in the literature and one's own insight as well as on the basis of knowledge of the liturgical requirements to which church architecture was adapted. Comparison of descriptions and interpretations in the literature with the situation in the field and possible new findings related to architectural complexes.	
<b>Assessment methods</b>	Written exam.	

### Learning outcomes

1. Place the acquired knowledge in a broader geographical and cultural context.
2. Be able to recognize morphological variants within pre-Romanesque architecture in Croatia and Europe.
3. Be able to recognize morphological variants within early Romanesque architecture in Croatia and Europe.
4. Be able to discover data that allow more precise dating of early medieval architecture.
5. Know the most important scientific works on architecture by domestic and foreign authors.

### Content

1. Pre-Romanesque architecture. General features. Pre-Romanesque style. Theoretical views in literature.
2. Pre-Romanesque style as a general European phenomenon. Regional characteristics and peculiarities of pre-Romanesque architecture in certain areas.
3. Correlation with the architecture of the previous, late antique period. Construction techniques, morphology. The share of late antique architecture in the development of pre-Romanesque architecture. Preserved late antique buildings and late antique forms as prototypes and inspiration for early medieval builders.
4. Society development and liturgical requirements.
5. Examples of 7th and 8th century buildings in Croatia. Adaptations of earlier architecture and new early medieval buildings.
6. Examples of 7th and 8th century buildings in Italy and in the Frankish state.
7. Morphological characteristics of pre-Romanesque architecture of the 9th century in Dalmatia and Istria.
8. Pre-Romanesque architecture in cities and in suburban rural areas.
9. New pre-Romanesque spatial solutions conditioned by liturgical needs within Carolingian architecture: crypt, vestibule with upper floor (westwerk).
10. The role of the Benedictines in the development of early medieval architecture.
11. The emergence of early Romanesque architecture. Chronological and content determinations.

12. Morphology and construction techniques of early Romanesque church architecture of the 11th century in Croatia.
13. Early Romanesque architecture in the light of the correlation between the city and the hinterland.
14. Monumental art (painting and mosaics) of pre-Romanesque and early Romanesque churches.
15. Pre-Romanesque and early Romanesque architectural sculpture and liturgical furniture.

# Principles of Archaeological Research

<b>Name</b>	Principles of Archaeological Research
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	3
<b>ID</b>	35810
<b>Semesters</b>	Winter
<b>Teachers</b>	Ina Miloglav, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	The goal of this class is to grasp the basic principles and methods of archaeological fieldwork. Focus will be on classical and contemporary methods of archaeological site detection, and on handling archaeological material during fieldwork.
<b>Teaching methods</b>	During the class, various forms of teaching approaches will be applied, including individual work, group work and practical work.
<b>Assessment methods</b>	Written examination

## Learning outcomes

1. Able to define and value the basic principles of archaeology
2. Explain and analyze the relations between archaeological material and sites
3. Differentiate between systematic and rescue excavations with respect to approach and methodology
4. Define the primary components of archaeological documentation
5. Define the methods of precautionary protection of movable archaeological material
6. Relate and analyze acquired information for site interpretation
7. Itemize the scientific analysis used for organic and inorganic archaeological material
8. Able to produce archaeological field documentation
9. Be able to, with excavation leader's help, participate in the preparation, organization, division of labor and conducting of archaeological research

## Content

1. Introduction
2. What is archaeology?
3. Archaeological research
4. Archaeological stratigraphy
5. Maps as a source of information about space
6. Maps as a source of information about space (practical work)
7. Non-destructive methods of research: Field survey
8. Non-destructive methods of research: Aerial archaeology, LiDAR
9. Non-destructive methods of research: Geophysical surveys
10. Rescue and systematic archaeological excavations
11. Underwater archaeological excavations
12. Experimental research
13. Data interpretation
14. Data interpretation: Archaeometric analysis
15. Reconstruction and presentation of excavated sites



## Proseminar on Classical Archaeology

<b>Name</b>	Proseminar on Classical Archaeology
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	3
<b>ID</b>	51100
<b>Semesters</b>	Winter
<b>Teachers</b>	Zrinka Šimić-Kanaet, PhD, Assistant Professor (primary)
<b>Hours</b>	Seminar 30
<b>Prerequisites</b>	None
<b>Goal</b>	Explain and present all the processes, methods and requirements of writing and presenting seminar paper in classical archaeology.
<b>Teaching methods</b>	Lectures as ex cathedra presentations and other forms of communication. Pictorial and film materials as well as other media are used in lectures.
<b>Assessment methods</b>	Regular attendance and written seminar paper.

### Learning outcomes

1. present the system of working with scientific literature in libraries
2. explain and summarize the scientific apparatus necessary for finding and understanding scientific literature and writing professional and / or scientific work
3. collect and analyze information for independent writing and presentation of proseminar work (with the help and supervision of a mentor)
4. develop critical judgment and formulation of ideas when writing a paper

### Content

1. Introduction
2. Ancient Greek state and government
3. Ancient Greek wartime antiquities (army, weapons, ships)
4. Ancient Greek daily life (houses, clothes, marriage, children, everyday activities, funeral)
5. Ancient Greek gods, cult and religion
6. Games and theater
7. Roman state and government
8. Roman wartime antiquities (army, weapons, ships, military service)
9. Roman daily life (houses, clothes, marriage, children, everyday activities, funeral)
10. Calendar, coins and measurements
11. Roman gods, cult and religion
12. Roman games and theatre
13. Athens and Rome
14. Everyday life of the Greeks
15. Everyday life of the Romans

# Protection and Conservation of Archaeological Sites

<b>Name</b>	Protection and Conservation of Archaeological Sites
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	3
<b>ID</b>	51131
<b>Semesters</b>	Summer
<b>Teachers</b>	Ina Miloglav, PhD, Assistant Professor (primary) Tatjana Lolić, PhD, Professional Associate
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	The goal of the class is to introduce students with the correct process of archaeological site protection during and after excavations. Students will acquire basic knowledge about the characteristics of building materials and the causes of structural degradation in excavated structures. They will also learn various methods and approaches for restoring and protecting stone, bricks, wood, earthen structures and binding materials. The class will also gain insight into the topic of the presentation of archaeological sites, and its importance with respect to architecture and site protection.
<b>Teaching methods</b>	During the class various forms of teaching approaches will be applied, including individual work, group work and practical work.
<b>Assessment methods</b>	Oral examination and presentation of field work on examples
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. Able to define and explain basic conservation principles</li> <li>2. Itemize and describe the conservation documentation</li> <li>3. Itemize and define the causes of degradation of archaeological structures</li> <li>4. Showcase conservation devastations on examples</li> <li>5. Define and showcase examples of archaeological presentation</li> <li>6. Evaluate methods for site protection and site conservation</li> <li>7. Differentiate between the context and the method in which the site is presented</li> <li>8. Implement tasks from the field of archaeology in various spheres of professional activity, such as museums and conservation, archaeological research, activities tied to the preservation of heritage, tourism, etc</li> </ol>
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Conservation and presentation of archaeological sites</li> <li>2. Conservation principles of cultural heritage protection determined by international charters, conventions and recommendations (Athens, Venice, Burra, La Valletta)</li> <li>3. Conservation documentation - standards</li> <li>4. Causes and types of degradation of archaeological structures – Materials</li> <li>5. Causes and types of degradation of archaeological structures – Stress, water and biodegradation</li> <li>6. Causes and types of degradation of archaeological structures – Urban development, theft, archaeological excavations</li> <li>7. Croatian science laboratory for materials (HRZ, IGH)</li> <li>8. Most common ways to protect the site – reburial</li> <li>9. Most common ways to protect the site – protective roof</li> <li>10. Restoring stone, bricks, wood, earthen structures and binding materials</li> <li>11. Conservation of a site in situ – choosing the method – Siscia</li> <li>12. Presentation and interpretation of a site - (Carnuntum, Hadrijanov zid)</li> <li>13. Presentation and interpretation of a site (Zagreb – Monastery Klarissa, Osijek – college)</li> <li>14. Presentation and interpretation of a site (Rome – Ara Pacis, Ennemy – Benedictine abbey)</li> </ol>

15. Presentation and interpretation of a site in urban surroundings (Verona, Vienna)

# Review of European Prehistory and Protohistory

<b>Name</b>	Review of European Prehistory and Protohistory
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	3
<b>ID</b>	64095
<b>Semesters</b>	Winter
<b>Teachers</b>	Marcel Burić, PhD, Associate Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None

**Goal** Introducing students to the problems of archeology in general, getting to know the content and methods of work. Gaining a general insight into the archaeological branches, getting to know the basic archaeological concepts, primarily those related to prehistoric archeology in order to master the basic features of individual prehistoric periods and learn the dynamics of prehistoric cultural phenomena in the wider European area. Special attention is paid to the use of professional terms that are necessary for understanding the "language of the profession". Definition of archeology and prehistoric archeology as a science, its content, goals and tasks. Historical overview of the development of prehistoric archeology. Division of archeology based on chronological, ethnic or spatial criteria, archaeological specialization. Periodization of prehistoric archeology, criteria and purpose. Types of archaeological sources in prehistoric periods.

**Teaching methods** Presentation and analysis of materials with image material (LCD projector) and didactic collection of the Department of Archeology, and encouraging discussion during lectures among students themselves.

**Assessment methods** Written exam

## Learning outcomes

1. Be able to list the main features of the archaeological cultures and civilizations of Europe and the Mediterranean
2. Be able to explain the development of Prehistoric archeology and changes in the approach to the study of prehistory
3. Be able to explain and compare the characteristics of archaeological cultures and civilizations in Croatia
4. Be able to enumerate and explain the methods of relative and absolute dating of archaeological material
5. Be able to enumerate and explain the typologies of certain types of archaeological material
6. Be able to apply professional terminology in Croatian and foreign languages

## Content

1. What is archeology. The relationship between archeology and history, the position of prehistory within history. Relationship between archeology and anthropology archeology and anthropology. Goals and tasks of archeology. Division of archeology.
2. Division of archeology. History of the study and research of prehistory
3. The notion of culture and civilization in prehistoric archeology. Periodization of prehistory. From G. V. Childe to present
4. Paleolithic and Mesolithic
5. "Proto-neolithic", PPN, Neolithic
6. "Proto-neolithic", PPN, Neolithic II
7. Copper Age
8. Iron Age - Reinecke, Hallstat, Ramsauer
9. Archaeological sources: finds, sites, archaeological context
10. The sites: habitats, settlements
11. Special purpose sites: graves, burial rite

12. Special purpose contexts: sanctuaries, hoards, mines
13. Special purpose sites: shrines, pantries, mines, quarries
14. Conclusions
15. Conclusions

## Roman Administration in the Province of Dalmatia

<b>Name</b>	Roman Administration in the Province of Dalmatia	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	5	
<b>ID</b>	132064	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Dino Demicheli, PhD, Assistant Professor (primary)	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	<p>The students will be taught the way in which the Roman state apparatus was operating in the province, from the provincial governor, through the personnel around him, to the messengers and the intelligence officers who worked for him in the remote parts of the province. Furthermore, the provincial administration reflects the universal aspiration of Rome to link the entire Empire with the road system and to ensure the peace of its inhabitants and thus it will be also explained the importance of Roman infrastructure that is inseparable from the administrative system. Though the governor was the main person in the province, he could not have had any influence on the procurators, independent financial officers, who responded directly to the emperor. Likewise, at the municipal level, power in the cities was composed mostly of the local social elites, many of whom had the equestrian status. By reviewing these administrative functions, students will gain insights into what was behind all major construction projects in cities, economic opportunities of the province itself and co-existence with the local population.</p>	
<b>Teaching methods</b>	Lectures and multimedia; occasionally, visit to the Archaeological museum in Zagreb	
<b>Assessment methods</b>	Written exam (min. 70% of attendance on the classes)	
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. To apply acquired knowledge and incorporate it into an existing picture of the Roman province of Dalmatia</li> <li>2. To Know how the administration works in a Roman province</li> <li>3. To recognize the features of epigraphic monuments related to provincial administration.</li> <li>4. To understand the basic content differences between the administrative inscriptions from the period of the Roman Empire in Dalmatia and to identify their most important determinants.</li> </ol>	
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Introduction to the course. The term Roman administration in the province.</li> <li>2. The conquest of the Illyricum and the establishment of the Roman administration in the area of Illyricum. The division of Illyricum.</li> <li>3. The division of the Roman society: the senatorial and equestrian class and the cursus honorum.</li> <li>4. The Office of the provincial governor in Salona and the distribution of duties therein. Epigraphic examples from Dalmatia.</li> <li>5. Publius Cornelius Dolabella and road infrastructure in Dalmatia. Epigraphic examples from Dalmatia.</li> <li>6. Dalmatian juridical assizes and their inhabitants.</li> <li>7. Resolving territorial disputes between the peregrine communities. Epigraphic examples from Dalmatia.</li> <li>8. Intelligence services of provincial governor in Dalmatia. Epigraphic examples from Dalmatia.</li> <li>9. The cursus honorum and prosopography of the governor of Dalmatia. Epigraphic examples from the Empire.</li> <li>10. The cursus honorum and prosopography of the governors originating from Dalmatia. Epigraphic examples from the monuments outside Dalmatia.</li> </ol>	

11. Municipal Administration in the Province: quattuorviri, duumviri and decurions. Epigraphic examples from Dalmatia.
12. Imperial cult and priestly functions in the province of Dalmatia. Epigraphic examples from Dalmatia.
13. The duty of the procurator and procurators in the province of Dalmatia. Epigraphic examples from Dalmatia.
14. The cursus honorum of municipal magistrates and equestrians in Dalmatia. Epigraphic examples from Dalmatia.
15. Administration in the province of Dalmatia in the 3rd century.

# Roman and Greek Civilisation + Proseminar on Classical Mythology

<b>Name</b>	Roman and Greek Civilisation + Proseminar on Classical Mythology		
<b>Organizational unit</b>	Department of Archaeology		
<b>ECTS credits</b>	6		
<b>ID</b>	95289		
<b>Semesters</b>	Summer		
<b>Teachers</b>	Marina Milićević Bradač, PhD, Full Professor (primary) Zrinka Šimić-Kanaet, PhD, Assistant Professor Ana Pavlović, PhD, Assistant Professor		
<b>Hours</b>	Lectures	30	
	Seminar	30	
<b>Prerequisites</b>	None		
<b>Goal</b>	Students get insight into the basic information on history and development of the ancient civilizations (Greek and Roman) with special regard to geographical, economical and ecological circumstances. The goal of seminar is for students to acquire insight into the Greek mythology, to read and acquire the most important myths and sources of the myths, so they can recognize on their own iconography rendered in arts and be able to grasp scholarly analysis and interpretation.		
<b>Teaching methods</b>	Lectures and seminars. Ex cathedra lectures and other ways of communication. Lectures are interspersed with visual and video contents, museum visits and other media forms if necessary. Seminars are processing most important Greek and Roman myths.		
<b>Assessment methods</b>	Written exam.		
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>overview of the development of the Classical civilizations of the ancient world</li> <li>insight into relations between material culture and historical facts and how they influence each other.</li> <li>acquiring the fundamental mythological terms and concepts.</li> <li>recognizing the fundamental iconographical attributes of Greek and Roman divinities.</li> </ol>		
<b>Content</b>	<ol style="list-style-type: none"> <li>Introduction to the subject. Periodization of the Greek civilization.</li> <li>Introduction to mythology and iconography</li> <li>Greek Dark Ages and awakening in the 8th and 7th centuries BC.</li> <li>Cosmogony and theogony</li> <li>Archaic Greece.</li> <li>Primordial and pre Olympic deities</li> <li>The Persian Wars and early Classical period.</li> <li>Zeus and Jupiter</li> <li>Greece in the 5th century BC and high Classical period.</li> <li>Athena and Minerva</li> <li>Greece in the late Classical period.</li> <li>Apollo, Artemis and Diana</li> <li>Greece in the late Classical and Hellenistic periods.</li> <li>Aphrodite, Venus and Eros</li> <li>Hellenism and transition to the Roman civilization.</li> <li>Hera, Junona, Ares, Mars and Hephaestus</li> <li>Periodization of the Roman civilization and Early Rome.</li> <li>Hermes, Pan and Nymphs</li> <li>Rome during the period of the Kings and Early Republic.</li> <li>Hades and Persephone</li> <li>Roman art during the Republican period.</li> <li>Dionysus and Poseidon</li> <li>Rome from the Republic to the Empire.</li> <li>Heracles and Hercules</li> <li>Roman art during the Empire.</li> <li>Troian Cycle</li> <li>Conclusions on Roman art.</li> <li>Roman deities appearing in provincial art</li> <li>Conclusions of the lectures and seminars and training for the written exam.</li> <li>Colloquium</li> </ol>		



# Roman Classical Archaeology

<b>Name</b>	Roman Classical Archaeology
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	117483
<b>Semesters</b>	Winter
<b>Teachers</b>	Marina Milićević Bradač, PhD, Full Professor (primary) Ana Pavlović, PhD, Assistant Professor Dino Demicheli, PhD, Assistant Professor Zrinka Šimić-Kanaet, PhD, Assistant Professor
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	Expose and study the material remains of the Roman civilization in the city of Rome and in Italy, without provinces;
<b>Teaching methods</b>	Lectures. Ex cathedra lectures and other ways of communication. Lectures are interspersed with visual and video contents, museum visits and other media forms if necessary.
<b>Assessment methods</b>	Written exam. Oral exam.

## Learning outcomes

1. to show and explain the material remains of the Roman civilization in the city of Rome and in Italy
2. to describe principal periods and branches of art (architecture, sculpture, painting, arts and crafts)
3. explain terminology and methodology and basic scientific insights in periods and branches of art
4. to connect and integrate already acquired knowledge of Classical archaeology with new insights and give students the basis for following the Roman provincial archaeology

## Content

1. Ecology of Latium 1 (cuniculi, Cloaca, waste, Venus Cloacina, malaria, Mefitis).
2. Ecology of Latium 2 (cuniculi, Cloaca, waste, Venus Cloacina, malaria, Mefitis).
3. Mons Testaceus and waste in Rome.
4. Rich people, poor people and very poor people.
5. The poor and the satire.
6. Foreigners in Rome.
7. The graves of the rich and of the poor in Rome 1.
8. The graves of the rich and of the poor in Rome 2.
9. Security in the City: policing and firefighting.
10. Firemen and keepers of order through epigraphy.
11. Family life and position of women in ancient Rome.
12. Living in insulae: cooking at home and domestic pottery.
13. Roman fast food and restaurants.
14. Famous Romans and famous events from Roman history in popular music.
15. Famous Romans and famous events from Roman history in popular media.

## Roman material finds from Illyricum

<b>Name</b>	Roman material finds from Illyricum	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	3	
<b>ID</b>	215581	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Domagoj Tončinić, PhD, Associate Professor (primary) Iva Kaić, PhD, Assistant Professor Mirna Vukov, PhD, Postdoctoral Researcher Vinka Matijević, PhD, Postdoctoral Researcher	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	This course aims to familiarize students with a variety of Roman-provincial archaeological material found during field research at sites in southern Pannonia, Dalmatia, and Istria. During the course, students will be introduced to different types of small finds that could have been made of stone, clay, metal, glass, gemstones, and bone. With examples of a particular type of material from relevant literature, students will acquire basic knowledge of the typology and chronology of small finds and will be able to independently classify and analyze movable Roman-provincial material using appropriate methodology.	
<b>Teaching methods</b>	Lectures + PowerPoint presentations	
<b>Assessment methods</b>	Written exam at the end of the semester, based on material covered in course and on the required and supplementary literature.	

### Learning outcomes

1. Students will be able to explain and compare the characteristics of archaeological cultures and civilizations in Croatia.
2. Students will be able to recognize chronologically and culturally indicative archaeological material.
3. Students will be able to apply professional terminology in Croatian and a foreign language.
4. Students will be able to use professional literature in independent work.
5. Students will be able to present professional and scientific data to the public.

### Content

1. Introduction
2. Roman stone funerary monuments
3. Votive stone monuments
4. Roman Table and cooking ware
5. Roman Storage and transport pottery
6. Roman building ceramics
7. Metal finds: fibulae
8. Metal finds: medical instruments
9. Metal finds: Roman military equipment
10. Glass finds
11. Objects made of bone (hairpins, chips, cubes)
12. Jewelry (necklaces, bracelets, rings, pendants)
13. Glyptics
14. Organizing catalogue units
15. Visit to the Archaeological Museum in Zagreb

# Roman Military in Croatia

<b>Name</b>	Roman Military in Croatia	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	3	
<b>ID</b>	103229	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Domagoj Tončinić, PhD, Associate Professor (primary)	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	The course is primarily intended for foreign students who speak German. The aim of this course is to gain knowledge and understanding of the history and material heritage of the Roman Army in Croatia, through their material evidence.	
<b>Teaching methods</b>	Lectures + PowerPoint presentations	
<b>Assessment methods</b>	Written exam at the end of the semester	

## Learning outcomes

1. Students will acquire basic knowledge of the history of the Roman army in Croatia.
2. Students will acquire basic knowledge of the material heritage of the Roman army in Croatia, based on their material evidence.
3. Students will be able to explain and compare the characteristics of archeological cultures and civilizations on the territory of Croatia
4. Students will be able to apply specialized terminology in Croatian and a foreign language.
5. Students will be able to use a foreign language in professional communication.

## Content

1. Introduction: Croatia - Illyricum - Dalmatia and Pannonia. The geographical situation; The Roman army. A historical overview from the First Illyrian War (229-228 BC) until the end of the 4th century; The archaeological research in Croatia.
2. Introduction: The archaeological research in Croatia.
3. The Roman army from the beginnings of Rome to the imperial period.
4. The development of the Roman army 1.
5. The development of the Roman army 2.
6. Roman military camps. From Polybius to Hyginus. The development of Roman military camps. Legion camps - forts.
7. The Roman Limes.
8. Roman military units in Croatia.
9. Roman military bases in Croatia. The Dalmatian Limes. The legionary camps Tilurium and Burnum.
10. Roman military bases in Croatia. The limes in Croatia. Claustra
11. The militaria in Croatia.
12. Roman stone monuments in Croatia. Boundary stones and building inscriptions. Stone monuments with representations of weapons. Tombstones of Roman soldiers.
13. Roman military gravestones in Croatia. Small finds. Typology, workshops 1.
14. Roman military gravestones in Croatia. Small finds. Typology, workshops 2.
15. Visit to a museum. Archaeological Museum in Zagreb. Roman Provincial collection, lapidarium, depot.

# Roman Provincial Archaeology 1.

<b>Name</b>	Roman Provincial Archaeology 1.
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	142617
<b>Semesters</b>	Winter
<b>Teachers</b>	Iva Kaić, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	The aim of the course is to acquire knowledge about the Roman material heritage of present-day Croatia in the context of Roman administrative planning, infrastructure, economy, trade, culture, religion as well as preservation and presentation of that legacy
<b>Teaching methods</b>	Lectures + PowerPoint presentations
<b>Assessment methods</b>	An oral exam based on material covered in a given course as well as on the required literature.

## Learning outcomes

1. Students will be able to connect and integrate the acquired knowledge and skills.
2. Students will be able to explain the cultural, social, spiritual and landscape processes on the territory of Croatia in Antiquity.
3. Students will be able to critically assess the chronological and typological position of Roman provincial material within existing chronologies and typologies
4. Based on the acquired knowledge, students will be able to compare and evaluate the Roman material culture from other provinces to those present in the territory of the Republic of Croatia.
5. Students will be able to argue their views based on the knowledge gained.
6. Students will be able to acquire the skills necessary for further scientific research work at the doctoral study program in archaeology.
7. Students will be able to explain the possible causes and mechanisms of cultural and civilizational change.
8. Students will be able to explain the various technological, cultural, social, spiritual, and landscape processes that influence the development of a particular community in a particular area through all archaeological periods.
9. Students will be able to place the acquired knowledge in a broader geographical and cultural context and recognize different traces of human activity.

## Content

1. Introduction (study + archaeologists + museums) + geographical framework + natural resources + protohistoric communities
2. History of Roman conquest + administrative arrangement + infrastructure
3. Limes (architecture - epigraphy - movable finds) + Mursa + Cibalae
4. Res publica Iasorum + Marsonia + Siscia + Andautonia + administrative arrangement + economy + trade + culture + religion
5. Towards Istria and the Coast + ancient history of Istria in the Tenth region + maritime villas and rustic villas + economy + culture + religion
6. Roman colonies Poreč and Pula (administrative arrangement + infrastructure + economy + trade + culture + religion)
7. The Croatian coast and islands (administrative arrangement + infrastructure + economy + trade + culture + religion)
8. Aenona + Iader + Burnum (economy + culture + religion)
9. Between rivers of Krka and Cetina (administrative arrangement + infrastructure + economy + trade +

- culture + religion)
10. Salona (economy + culture + religion)
  11. Central Dalmatian islands (infrastructure + economy + trade + culture + religion)
  12. Aequum + Tilurium (economy + trade + culture + religion)
  13. Between Cetina and Neretva (administrative system + economy + trade + culture + religion)
  14. Naronia (economy + culture + religion)
  15. Epidaurus (economy + culture + religion)

# Roman Provincial Pottery

<b>Name</b>	Roman Provincial Pottery	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	3	
<b>ID</b>	117484	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Domagoj Tončinić, PhD, Associate Professor (primary) Mirna Vukov, PhD, Postdoctoral Researcher Zrinka Šimić-Kanaet, PhD, Assistant Professor	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	This course aims to acquaint students with the types, typology, and chronology of Roman pottery in the Roman Empire, and especially the Roman provinces of Pannonia and Dalmatia.	
<b>Teaching methods</b>	Lectures + PowerPoint presentation	
<b>Assessment methods</b>	The evaluation is made with a written exam based on the contents of the lectures and the given literature.	

## Learning outcomes

1. Students will be able to recognize types of Roman ceramic finds
2. Students will be able to identify types of Roman ceramic pottery
3. Students will be able to chronologically determine Roman ceramic finds
4. Students will be able to recognize the local production of Roman ceramic objects

## Content

1. Introduction to the subject (the history of research of Roman provincial ceramics)
2. Chronology and typology of Roman ceramics
3. The technology of Roman ceramics production
4. Roman tableware
5. Terra sigillata I.
6. Terra sigillata II.
7. African red slip ware and other productions
8. Thin-walled ceramics
9. Roman glazed pottery
10. Amphoras I, II (late antique, Byzantine)
11. Roman lamps
12. Roman cooking ware
13. Roman ceramics building material
14. Special purpose ceramics
15. Local production of Roman pottery

## Rome and its Provinces

<b>Name</b>	Rome and its Provinces
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	142626
<b>Semesters</b>	Summer
<b>Teachers</b>	Iva Kaić, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	The course aims to expand the acquired historical knowledge and understanding of the archaeological heritage related to the Roman provinces, which were the administrative units of the Empire.
<b>Teaching methods</b>	Lectures + PowerPoint presentations
<b>Assessment methods</b>	An oral exam based on the contents of the lectures and the given literature.

### Learning outcomes

1. Students will be able to expand their knowledge of the history of Roman conquests and Roman military strategy
2. Students will be able to expand their knowledge about the functioning and management of the Roman Empire
3. Students can acquire the skill to observe the peculiarities of archaeological material from different provinces
4. Students will be able to increase their knowledge and skills related to the history of archaeological research of individual provinces
5. Based on the acquired knowledge, students will be able to compare and evaluate the Roman material culture of different provinces
6. Students will be able to explain the possible causes and mechanisms of cultural and civilizational change
7. Students will be able to explain the different technological, cultural, social, spiritual, and landscape processes that influence the development of a particular community in a particular area through all archaeological periods
8. Students will be able to place the acquired knowledge in a broader geographical and cultural context and recognize different traces of human activity

### Content

1. Introduction + time frame + literature
2. Chronology of the founding of the provinces in the Roman Empire
3. The selected province: the geography of the province + the protohistory of the community in the province and their most important material legacy
4. Chronology of the Roman conquests of a selected province
5. Historical overview of the most important archaeological research + prominent archaeologists + important museums
6. Review, analysis and issues of the selected province's material heritage from the Roman period
7. Review, analysis and issues of the selected province's material heritage from the Roman period
8. Review, analysis and issues of the selected province's material heritage from the Roman period
9. Review, analysis and issues of the selected province's material heritage from the Roman period
10. Review, analysis and issues of the selected province's material heritage from the Roman period
11. Review, analysis and issues of the selected province's material heritage from the Roman period
12. Review, analysis and issues of the selected province's material heritage from the Roman period
13. Review, analysis and issues of the selected province's material heritage from the Roman period
14. Review, analysis and issues of the selected province's material heritage from the Roman period

15. Review, analysis and issues of the selected province's material heritage from the Roman period



## Scientific Methods in Archaeology

<b>Name</b>	Scientific Methods in Archaeology	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	5	
<b>ID</b>	35818	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Zdravka Hincak, PhD, Associate Professor (primary) Danijela Roksandić Vukadin, PhD, Assistant Professor Veronika Marinović, PhD	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	The intention is to provide students with insight into the basic principles of interdisciplinary methods and a wide range of analyses by which the natural sciences can help archaeology in the most exact conclusions of the reconstruction of the human past. Interdisciplinarity is an integral part of archaeological thought, without which it is impossible today to imagine the implementation, interpretation or presentation of an archaeological site. The course aims are to acquaint students with the basic principles of natural sciences so that the acquired knowledge can be integrated into other scientific fields with which archaeology works closely.	
<b>Teaching methods</b>	During the lecture, various social and active forms of work will be used: frontal, individual and group forms, activities in pairs, and practical workshops.	
<b>Assessment methods</b>	Oral exam.	
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. Students will be able to enumerate and explain the methods of relative and absolute dating of archaeological material.</li> <li>2. Students will be able to enumerate and explain the interdisciplinary application of scientific methods in archeology.</li> <li>3. Students will be able to describe and state how climate change is affecting man and the landscape.</li> <li>4. Students will be able to explain and recognize the symbolism of materials and objects in prehistoric societies.</li> <li>5. Students will be able to define and explain technological innovations in prehistory.</li> <li>6. Students will be able to connect and compare knowledge about different scientific disciplines.</li> </ol>	
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Climate Change and Humans in Archaeology.</li> <li>2. Humans and Survival per Square Kilometre</li> <li>3. Agriculture and Patriarchal Society</li> <li>4. Gromovnik /Thunderer - the Basic Measure of Cattle Breeders</li> <li>5. The Symbolism of Colours in the Religion of Ancient and Modern Populace</li> <li>6. Construction Technologies of the Old World</li> <li>7. Clay- From a House to the Letters on Clay Tablets</li> <li>8. Malachite, Azurite and the Oldest European mining</li> <li>9. Gold, Ram, Mercury and the Golden Fleece</li> <li>10. Prehistory of Ancient Alloys</li> <li>11. Technology and Mythological Symbolism Related to its Innovations</li> <li>12. Iron - the First 'Democratic' Metal</li> <li>13. Glaze and Glass as an Expression of High Civilization Technology</li> <li>14. Absolute Dating in Archeology</li> <li>15. Dendrochronology and History of Prehistory</li> </ol>	

## Selected topics in Early Christian Archaeology 1.

<b>Name</b>	Selected topics in Early Christian Archaeology 1.
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	142609
<b>Semesters</b>	Summer
<b>Teachers</b>	Domagoj Tončinić, PhD, Associate Professor (primary)
<b>Hours</b>	Seminar 30
<b>Prerequisites</b>	None
<b>Goal</b>	Expand the knowledge and understanding of a particular problem within Early Christian archaeology.
<b>Teaching methods</b>	seminars and workshops; independent tasks; mentoring work
<b>Assessment methods</b>	The seminar is evaluated with a numerical grade - "excellent" (5), "very good" (4), "good" (3), "sufficient" (2) and "insufficient" (1). Prerequisites for the evaluation of the seminar are: a) 100% attendance at the seminar b) presentation of the paper at a pre-agreed date c) submission of the paper at a pre-arranged date. During the final evaluation which will determine the grade, the following aspects are evaluated: a) written work (50% of the total grade), b) presentation of one's work (25% of the total grade) c) participation in discussions after the presentation of papers (25% of the total grade)

### Learning outcomes

1. Students will be able to independently solve certain problems related to Early Christian archeology.
2. Students will be able to participate in a critical discussion after other students have presented their seminar papers.
3. Students will be able to apply a methodologically correct way of writing a scientific paper.
4. Students will be able to acquire the skill of targeted data collection and data interpretation needed for writing a scientific paper.
5. Students will be able to write and publish a scientific work.
6. Students will be able to argue their views and express a critical opinion about existing knowledge based on the acquired knowledge.
7. Students will be able to acquire the skills necessary for further scientific research work at the doctoral study program in archaeology.
8. Students will be able to collect and interpret archaeological data referring to current knowledge and theories.

### Content

1. Seminar workshop (historical framework + basics of catalog search and databases required for independent literature search)
2. Seminar workshop (introduction + basic guidelines on how to write a seminar paper)
3. Seminar workshop (literature-definition + basic guidelines on presenting the seminar paper)
4. A presentation of the seminar paper: oral presentation + PowerPoint presentation; seminar participants discussing the seminar work
5. A presentation of the seminar paper: oral presentation + PowerPoint presentation; seminar participants discussing the seminar work
6. A presentation of the seminar paper: oral presentation + PowerPoint presentation; seminar participants discussing the seminar work
7. A presentation of the seminar paper: oral presentation + PowerPoint presentation; seminar participants discussing the seminar work
8. A presentation of the seminar paper: oral presentation + PowerPoint presentation; seminar participants discussing the seminar work

9. A presentation of the seminar paper: oral presentation + PowerPoint presentation; seminar participants discussing the seminar work
10. A presentation of the seminar paper: oral presentation + PowerPoint presentation; seminar participants discussing the seminar work
11. A presentation of the seminar paper: oral presentation + PowerPoint presentation; seminar participants discussing the seminar work
12. A presentation of the seminar paper: oral presentation + PowerPoint presentation; seminar participants discussing the seminar work
13. A presentation of the seminar paper: oral presentation + PowerPoint presentation; seminar participants discussing the seminar work
14. A presentation of the seminar paper: oral presentation + PowerPoint presentation; seminar participants discussing the seminar work
15. A presentation of the seminar paper: oral presentation + PowerPoint presentation; seminar participants discussing the seminar work

## Selected topics in Early Christian Archaeology 2.

<b>Name</b>	Selected topics in Early Christian Archaeology 2.	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	5	
<b>ID</b>	142549	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Domagoj Tončinić, PhD, Associate Professor (primary) Vinka Matijević, PhD, Postdoctoral Researcher	
<b>Hours</b>	Seminar	30
<b>Prerequisites</b>	None	
<b>Goal</b>	The seminar aims to expand students' knowledge and understanding of certain topics in Early Christian archaeology. The choice of seminar topics changes each semester depending on the area being covered.	
<b>Teaching methods</b>	seminars and workshops; independent tasks; mentoring work	
<b>Assessment methods</b>	The seminar is evaluated with a numerical grade - "excellent" (5), "very good" (4), "good" (3), "sufficient" (2) and "insufficient" (1). Prerequisites for the evaluation of the seminar are: a) 100% attendance at the seminar b) presentation of the paper at a pre-agreed date c) submission of the paper at a pre-arranged date. During the final evaluation which will determine the grade, the following aspects are evaluated: a) written work (50% of the total grade), b) presentation of one's work (25% of the total grade) c) participation in discussions after the presentation of papers (25% of the total grade).	

### Learning outcomes

1. Students will be able to present a seminar paper and a PowerPoint presentation in front of other students.
2. Students will be able to acquire the skill of targeted data collection and data interpretation needed for writing a scientific paper.
3. Students will be able to apply a methodologically correct way of writing a scientific paper.
4. Students will be able to argue their views and express a critical opinion about existing knowledge based on the acquired knowledge.
5. Students will be able to participate in a critical discussion after the other students have presented their seminar papers.
6. Students will be able to acquire the skills necessary for further scientific research work at the doctoral study program in archaeology.

### Content

1. Seminar workshop (historical framework + basics of catalog search and databases required for independent literature search)
2. Seminar workshop (introduction + basic guidelines on how to write a seminar paper)
3. Seminar workshop (literature-definition + basic guidelines on presenting the seminar paper)
4. A presentation of the seminar paper: oral presentation + PowerPoint presentation; seminar participants discussing the seminar work
5. A presentation of the seminar paper: oral presentation + PowerPoint presentation; seminar participants discussing the seminar work
6. A presentation of the seminar paper: oral presentation + PowerPoint presentation; seminar participants discussing the seminar work
7. A presentation of the seminar paper: oral presentation + PowerPoint presentation; seminar participants discussing the seminar work
8. A presentation of the seminar paper: oral presentation + PowerPoint presentation; seminar participants discussing the seminar work

9. A presentation of the seminar paper: oral presentation + PowerPoint presentation; seminar participants discussing the seminar work
10. A presentation of the seminar paper: oral presentation + PowerPoint presentation; seminar participants discussing the seminar work
11. A presentation of the seminar paper: oral presentation + PowerPoint presentation; seminar participants discussing the seminar work
12. A presentation of the seminar paper: oral presentation + PowerPoint presentation; seminar participants discussing the seminar work
13. A presentation of the seminar paper: oral presentation + PowerPoint presentation; seminar participants discussing the seminar work
14. A presentation of the seminar paper: oral presentation + PowerPoint presentation; seminar participants discussing the seminar work
15. A presentation of the seminar paper: oral presentation + PowerPoint presentation; seminar participants discussing the seminar work

## Seminar on Archaeology of Medieval Cemeteries

<b>Name</b>	Seminar on Archaeology of Medieval Cemeteries
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	117485
<b>Semesters</b>	Winter
<b>Teachers</b>	Mirja Jarak, PhD, Full Professor (primary)
<b>Hours</b>	Seminar 30
<b>Prerequisites</b>	None
<b>Goal</b>	A more detailed acquaintance with the characteristics of old Croatian cemeteries and the archeological material that originates from them through the analysis of selected sites and finds.
<b>Teaching methods</b>	Independent preparation and presentation of seminar papers. Encouraging discussion as a fundamental form of teaching in a seminar.
<b>Assessment methods</b>	Presentation and submission of seminar paper in writing. Evaluation of the seminar text.

### Learning outcomes

1. Ability to conduct professional and scientific analysis of selected archaeological material.
2. Interpretation of archaeological material based on recent knowledge and theories.
3. Use of relevant domestic and foreign scientific and professional literature.
4. Ability to publicly present processed topics.
5. Acquisition of knowledge about the elements necessary for writing a scientific or professional paper.

### Content

1. Discussion on possible topics of seminar papers.
2. Selection of seminar paper topics.
3. Presentation of the 1st topic of the seminar paper and discussion on the content of the paper. The participation of all seminar participants is expected.
4. Presentation of the 2nd seminar paper and discussion.
5. Presentation of the 3rd seminar paper and discussion.
6. Presentation of the 4th seminar paper and discussion.
7. Presentation of the 5th seminar paper and discussion.
8. Presentation of the 6th seminar paper and discussion.
9. Presentation of the 7th seminar paper and discussion.
10. Presentation of the 8th seminar paper and discussion.
11. Presentation of the 9th seminar paper and discussion.
12. Presentation of the 10th seminar paper and discussion.
13. Discussion on completed seminar papers and possible additions and changes in relation to the presentation.
14. Discussion on the results of the seminar and the success of the work.
15. Discussion on the results of the seminar and the success of the work.

## Seminar on Archaeology of Roman Provinces 1

<b>Name</b>	Seminar on Archaeology of Roman Provinces 1
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	142665
<b>Semesters</b>	Summer
<b>Teachers</b>	Domagoj Tončinić, PhD, Associate Professor (primary) Vinka Matijević, PhD, Postdoctoral Researcher
<b>Hours</b>	Seminar 30
<b>Prerequisites</b>	None
<b>Goal</b>	The aim of the seminar is to expand the knowledge on Roman Provincial stone monuments and the understanding of the small finds and material heritage of Roman period.
<b>Teaching methods</b>	seminars and workshops; independent tasks; mentoring work
<b>Assessment methods</b>	The seminar is evaluated with a numerical grade - "excellent" (5), "very good" (4), "good" (3), "sufficient" (2) and "insufficient" (1). Prerequisites for the evaluation of the seminar are: a) 100% attendance at the seminar b) presentation of the paper at a pre-agreed date c) submission of the paper at a pre-arranged date. During the final evaluation which will determine the grade, the following aspects are evaluated: a) written work (50% of the total grade), b) presentation of one's work (25% of the total grade) c) participation in discussions after the presentation of papers (25% of the total grade)

### Learning outcomes

1. Students will acquire the skills of targeted data collection and data interpretation to recognize Roman stone monuments and small finds
2. Students will be able to apply a methodologically correct way of interpreting the presented content
3. Students will be able to independently solve certain problems related to determining the time of the creation of the work
4. Students will be able to present a seminar paper and present a PowerPoint presentation to other students
5. Students will be able to argue their views and express a critical opinion about existing knowledge based on the acquired knowledge
6. Students will be able to participate in a critical discussion after the other students have presented their seminar papers
7. Students will be able to acquire the skills necessary for further scientific research work at the doctoral study program in archaeology

### Content

1. Seminar workshop "How to recognize, date and interpret Roman Provincial stone monuments" I.
2. Seminar workshop "How to recognize, date and interpret Roman Provincial stone monuments" II.
3. Seminar workshop "How to recognize, date and interpret Roman Provincial stone monuments" III.
4. Seminar workshop "How to recognize, date and interpret Roman Provincial stone monuments" IV.
5. Seminar workshop "How to recognize, date and interpret Roman Provincial stone monuments" V.
6. presentation of a seminar paper: presentation + PowerPoint presentation + discussion of the seminar participants about the presented seminar paper
7. presentation of a seminar paper: presentation + PowerPoint presentation + discussion of the seminar participants about the presented seminar paper
8. presentation of a seminar paper: presentation + PowerPoint presentation + discussion of the seminar participants about the presented seminar paper
9. presentation of a seminar paper: presentation + PowerPoint presentation + discussion of the seminar participants about the presented seminar paper

10. presentation of a seminar paper: presentation + PowerPoint presentation + discussion of the seminar participants about the presented seminar paper
11. presentation of a seminar paper: presentation + PowerPoint presentation + discussion of the seminar participants about the presented seminar paper
12. presentation of a seminar paper: presentation + PowerPoint presentation + discussion of the seminar participants about the presented seminar paper
13. presentation of a seminar paper: presentation + PowerPoint presentation + discussion of the seminar participants about the presented seminar paper
14. presentation of a seminar paper: presentation + PowerPoint presentation + discussion of the seminar participants about the presented seminar paper
15. presentation of a seminar paper: presentation + PowerPoint presentation + discussion of the seminar participants about the presented seminar paper



## Seminar on Archaeology of Roman Provinces 2

<b>Name</b>	Seminar on Archaeology of Roman Provinces 2
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	142666
<b>Semesters</b>	Winter
<b>Teachers</b>	Domagoj Tončinić, PhD, Associate Professor (primary)
<b>Hours</b>	Seminar 30
<b>Prerequisites</b>	None
<b>Goal</b>	The seminar aims to expand students' knowledge and understanding of certain topics within provincial archaeology.
<b>Teaching methods</b>	seminars and workshops; independent tasks; mentoring work
<b>Assessment methods</b>	The seminar is evaluated with a numerical grade - "excellent" (5), "very good" (4), "good" (3), "sufficient" (2) and "insufficient" (1). Prerequisites for the evaluation of the seminar are: a) 100% attendance at the seminar b) presentation of the paper at a pre-agreed date c) submission of the paper at a pre-arranged date. During the final evaluation which will determine the grade, the following aspects are evaluated: a) written work (50% of the total grade), b) presentation of one's work (25% of the total grade) c) participation in discussions after the presentation of papers (25% of the total grade)

### Learning outcomes

1. Students will be able to critically review the chronological and typological position of a particular material find within the existing chronologies and typologies
2. Students will be able to write and publish a scientific and professional work
3. Students will be able to acquire the skills of targeted data collection and data interpretation for writing a scientific paper
4. Students will be able to argue their views and express a critical opinion about existing knowledge based on the acquired knowledge
5. Students will be able to acquire the skills necessary for further scientific research work at the doctoral study program in archaeology

### Content

1. Introduction to the overall topic of the seminar
2. Seminar topics
3. Citation and literature
4. Presentations of student seminar papers
5. Presentations of student seminar papers
6. Presentations of student seminar papers
7. Presentations of student seminar papers
8. Presentations of student seminar papers
9. Presentations of student seminar papers
10. Presentations of student seminar papers
11. Presentations of student seminar papers
12. Presentations of student seminar papers
13. Presentations of student seminar papers
14. Presentations of student seminar papers
15. Presentations of student seminar papers

## Seminar on Late Antique Archaeology

<b>Name</b>	Seminar on Late Antique Archaeology
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	142663
<b>Semesters</b>	Winter
<b>Teachers</b>	Iva Kaić, PhD, Assistant Professor (primary) Vinka Matijević, PhD, Postdoctoral Researcher
<b>Hours</b>	Seminar 30
<b>Prerequisites</b>	None
<b>Goal</b>	This seminar aims to expand the students' knowledge and understanding of a particular problem within late antique archeology
<b>Teaching methods</b>	Seminars and workshops, individual assignments and mentoring
<b>Assessment methods</b>	The seminar is evaluated with a numerical grade - "excellent" (5), "very good" (4), "good" (3), "sufficient" (2) and "insufficient" (1). Prerequisites for the evaluation of the proseminar are: a) 100% attendance at the proseminar b) presentation of the paper in a pre-arranged time c) submission of the presentation and work in a pre-arranged time. During the final evaluation which will determine the grade, the following aspects are evaluated: a) written work (50% of the total grade), b) presentation of one's work (25% of the total grade) c) participation in discussions after the presentation of papers (25% of the total grade).

### Learning outcomes

1. Students will be able to participate in a discussion after the other students have presented their seminar papers
2. Students will be able to apply a methodologically correct way of writing a scientific paper
3. Students will be able to acquire the skills of targeted data collection and data interpretation for writing a scientific paper
4. Students will be able to present a seminar paper in front of other students
5. Students will be able to argue their views and express a critical opinion about existing knowledge based on the acquired knowledge
6. Students will be able to acquire the skills necessary for further scientific research work at the doctoral study program in archaeology

### Content

1. Seminar workshop (historical framework + basics of catalog search and databases required for independent literature search)
2. Seminar workshop (introduction + basic guidelines on how to write a seminar paper)
3. Seminar workshop (literature-definition + basic guidelines on presenting the seminar paper)
4. presentation of seminar paper: presentation + attached pictures with the help of PowerPoint; discussion of seminar participants about seminar work
5. presentation of seminar paper: presentation + attached pictures with the help of PowerPoint; discussion of seminar participants about seminar work
6. presentation of seminar paper: presentation + attached pictures with the help of PowerPoint; discussion of seminar participants about seminar work
7. presentation of seminar paper: presentation + attached pictures with the help of PowerPoint; discussion of seminar participants about seminar work
8. presentation of seminar paper: presentation + attached pictures with the help of PowerPoint; discussion of seminar participants about seminar work
9. presentation of seminar paper: presentation + attached pictures with the help of PowerPoint; discussion

- of seminar participants about seminar work
10. presentation of seminar paper: presentation + attached pictures with the help of PowerPoint; discussion of seminar participants about seminar work
  11. presentation of seminar paper: presentation + attached pictures with the help of PowerPoint; discussion of seminar participants about seminar work
  12. presentation of seminar paper: presentation + attached pictures with the help of PowerPoint; discussion of seminar participants about seminar work
  13. presentation of seminar paper: presentation + attached pictures with the help of PowerPoint; discussion of seminar participants about seminar work
  14. presentation of seminar paper: presentation + attached pictures with the help of PowerPoint; discussion of seminar participants about seminar work
  15. presentation of seminar paper: presentation + attached pictures with the help of PowerPoint; discussion of seminar participants about seminar work

## Seminar on Medieval Architecture

<b>Name</b>	Seminar on Medieval Architecture
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	117932
<b>Semesters</b>	Winter
<b>Teachers</b>	Mirja Jarak, PhD, Full Professor (primary)
<b>Hours</b>	Seminar 30
<b>Prerequisites</b>	None
<b>Goal</b>	A more detailed knowledge of the characteristics of pre-Romanesque and early Romanesque architecture through the analysis of selected examples of buildings.
<b>Teaching methods</b>	Analysis of morphological characteristics of architecture on the basis of available documentation or literature, and insights in the field. Interpretation of buildings in the context of their spatial conditioning and specific liturgical contents.
<b>Assessment methods</b>	Presentation and a seminar paper.

### Learning outcomes

1. Place the acquired knowledge in a broader geographical and cultural context.
2. Be able to conduct professional and scientific analysis of architectural monuments.
3. Know recent knowledge and theories.
4. Be able to present independent papers to the scientific and general public.
5. Be able to write and publish scientific and professional papers.

### Content

1. Selection of examples of church architecture of the 7th and 8th centuries, the developed pre-Romanesque period of the 9th and 10th centuries and the early Romanesque period of the 11th century. Selected examples will be the subject of independent student seminar papers.
2. Discussion and general notes on how to prepare seminar papers.
3. Preparation and presentation of the content of the seminar paper.
4. Preparation and presentation of the content of the seminar paper.
5. Preparation and presentation of the content of the seminar paper.
6. Preparation and presentation of the content of the seminar paper.
7. Preparation and presentation of the content of the seminar paper.
8. Preparation and presentation of the content of the seminar paper.
9. Preparation and presentation of the content of the seminar paper.
10. Preparation and presentation of the content of the seminar paper.
11. Preparation and presentation of the content of the seminar paper.
12. Preparation and presentation of the content of the seminar paper.
13. Talk about completed seminar papers and possible corrections.
14. Additions and corrections.
15. Additions and corrections.

## Settlement positioning and the construction technology

<b>Name</b>	Settlement positioning and the construction technology
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	3
<b>ID</b>	170498
<b>Semesters</b>	Summer
<b>Teachers</b>	Danijela Roksandić Vukadin, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	The aim is to acquire the knowledge of recognizing building structures through archaeological stratigraphy through all historical periods. In addition of adopting construction techniques, students will gain knowledge of recognizing building structures according to stratigraphy created over time as part of continuous transformations. All analyzes and observations of construction technologies are not only basic archaeological knowledge, but are also extremely useful in future interventions: in terms of restoration and consolidation of archaeological structures. After such observation and research, it is possible to reconstruct the history of structures.
<b>Teaching methods</b>	lectures, discussion, practical exercises
<b>Assessment methods</b>	written exam

### Learning outcomes

1. To analyze and understand archaeological stratigraphy
2. To understand methods of measuring and recording building structures
3. To interpret archaeological sketches and building structures
4. To describe the ways of presentation, reconstruction and conservation
5. To get acquainted with the basic concepts of building structures
6. To distinguish different types of building materials
7. To acquire knowledge of building techniques through historical periods

### Content

1. Introduction (basic terms)
2. History of building structures - historical sources
3. Materials - clay, stone, wood, brick
4. Building technology
5. Building structures - Analysis and techniques
6. Interpretation of stratigraphy - walls as part of a stratigraphy
7. Building techniques in prehistory
8. Building techniques in antiquity
9. Building techniques in the Middle Ages and the Modern Age
10. Drawing and interpretation of wall stratigraphy
11. Art on buildings - decorations
12. Matrix composition analysis and interpretation
13. Field procedure: methods of measuring and surveying buildings (photogrammetric methods)
14. Case studies: examples of consolidation and renewal
15. Written exam

# Stereotypes, Prejudices and Taboos In and About Roman and Greek Society

<b>Name</b>	Stereotypes, Prejudices and Taboos In and About Roman and Greek Society	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	5	
<b>ID</b>	132062	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Iva Kaić, PhD, Assistant Professor (primary) Vinka Matijević, PhD, Postdoctoral Researcher	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	The aim of this lecture is to introduce students with the most common stereotypes, prejudices and taboos which existed in the ancient Greek and Roman society, as well as with the most striking examples of the fallacies of modern society on the ancient Greek and Roman world. With the help of examples from the relevant literature on a particular subject, students will be able to adopt basic knowledge of the genesis of the chosen fallacies.	
<b>Teaching methods</b>	Lectures and PowerPoint presentation	
<b>Assessment methods</b>	Written exam	

## Learning outcomes

1. Students will be able to state the main characteristics of European and Mediterranean archeological cultures and civilization.
2. Students will be able to recognize and respect cultural differences.
3. Students will be able to identify and enumerate stereotypes, prejudices and taboos in Greek and Roman society related to religion.
4. Students will be able to identify and enumerate stereotypes, prejudices and taboos in Greek and Roman society related to women, marriage and family.
5. Students will be able to identify and enumerate stereotypes, prejudices and taboos in Greek and Roman society related to ethnicity, xenophobia as well as examples of racism in Antiquity.
6. Students will be able to identify and enumerate stereotypes, prejudices and taboos in Greek and Roman society related to appearance, clothing and body adornment.

## Content

1. Introduction (course presentation, explanation of the topic and presentation of the literature)
2. Were the first Christians hiding in the catacombs?
3. Decoration or a message? Engraved gems and cameos in Antiquity
4. Old Testament narratives and Roman influences in Early Christian iconography
5. Has Christ always worn a beard and long hair?
6. Magic, spells, curses and amulets in Roman times
7. "A woman without perfume has no future" - fragrances and perfumes in antiquity
8. The role of women in the early church
9. Fashion trends and hairstyles in Roman times
10. Dura Europos - religious coexistence in the Middle East in Antiquity
11. Roman women and their hairstyles
12. Gods and people
13. Pilgrimages in Antiquity - Roman gods and saints
14. Stereotypes and taboos on ancient sexuality
15. Invited lecture

# Symbolism and Art in Palaeolithic

<b>Name</b>	Symbolism and Art in Palaeolithic
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	125074
<b>Semesters</b>	Winter
<b>Teachers</b>	Ivor Karavanić, PhD, Full Professor (primary)
<b>Hours</b>	Seminar 30
<b>Prerequisites</b>	None
<b>Goal</b>	To acquire knowledge about appearance of symbolic behavior, language, spirituality and figurative and abstract art in Paleolithic. To be able to make oral presentations, write a paper and participate in discussions.
<b>Teaching methods</b>	Discussions on several topics, oral presentations
<b>Assessment methods</b>	Short oral presentations of papers (literature) and discussions on several topics, oral presentation (Power Point), written work (paper)

## Learning outcomes

1. To be able to express one's own and critical opinions on written reports and scientific papers.
2. To be able to present paper by using Power Point.
3. To be able to write a paper based on relevant literature (references).
4. To be able to use scientific arguments in oral discussions and to deal with different opinions.

## Content

1. Introduction
2. Critical discussion about theories of modern behaviour – short oral presentations of papers and discussion
3. Archaeological record from Africa – short oral presentations of literature and discussion
4. Archaeological record from Middle East – short oral presentations of literature and discussion
5. Problem of cannibalism at Hušnjakovo, Krapina – short oral presentations of literature and discussion
6. Comparison of Neanderthal and early modern human burials – short oral presentations of literature and discussion
7. The oldest musical instrument from Divje babe I site? – short oral presentations of literature and discussion
8. Upper Paleolithic child burials from Krems - short oral presentations of literature and discussion
9. Problems about radiometric and relative dating of paintings from Chauvet cave– short oral presentations of literature and discussion
10. Oral presentations of students using Power Point and discussion
11. Oral presentations of students using Power Point and discussion
12. Oral presentations of students using Power Point and discussion
13. Oral presentations of students using Power Point and discussion
14. Oral presentations of students using Power Point and discussion
15. Final discussion

# Technological Development and Ecology in Archaeology

<b>Name</b>	Technological Development and Ecology in Archaeology
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	5
<b>ID</b>	117492
<b>Semesters</b>	Winter
<b>Teachers</b>	Zdravka Hincak, PhD, Associate Professor (primary) Danijela Roksandić Vukadin, PhD, Assistant Professor
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	Students are instructed to understand the human community's sensitive relationship and the use of natural resources through different levels of economies conditioned by new experiences and technologies.
<b>Teaching methods</b>	During the lecture, various social and active forms of work will be used: frontal, individual and group forms, activities in pairs, and practical workshops.
<b>Assessment methods</b>	Assessments methods: colloquia during the semester and oral exam. At the end of the semester, the oral exam will check the recognition and critical reflection of the adopted competencies on technological processes and changes and their conditionality within different patterns (social, traditional, cultural, economic, communication, climate, landscape, spiritual).

## Learning outcomes

1. Explain and define technological processes and changes that marked a turning point in human progress.
2. Critically analyze technological changes through different aspects (cultural, social, traditional, climatic, landscape...).
3. Evaluate and examine the relationship between socio-economic processes and technological choices in different geographical areas.
4. Define and interpret ways of exploiting natural resources.
5. Comment and analyse the distribution and trade (objects and raw materials) within different patterns (cultural, communication, landscape...).
6. Explain the possible causes and mechanisms of cultural and civilizational changes.
7. Explain the different technological, cultural, social, spiritual and landscape processes that affect the development of a particular community in a particular area through prehistoric periods.
8. Place the acquired knowledge in a broader geographical and cultural context and recognize different traces of human activity.
9. Argue your views and express a critical opinion on existing knowledge based on acquired knowledge.
10. Be able to collect and interpret archaeological data referring to current knowledge and theories.

## Content

1. Climate and Existence Insurance
2. Migration of Populations and Communications by Land and Water
3. Crossings over Mountains, Fords (crossing) and Bridges
4. Construction of Communications and Settlements on them
5. Means of Communication (Vehicles and Vessels)
6. Technological Development - from Bread to Metallurgical Furnaces
7. Means of Processing, Defense and Attack
8. Conquests and Fortifications
9. Natural Resources and their Exploitation
10. Daily community standard
11. Exchanges of goods and trade
12. A geographical area sufficient for surviving and preserving tradition



13. Orientation in the Annual Cycle
14. Burials and graveyards
15. Understanding of the World and Artistic Symbolism

# The medieval bestiary

<b>Name</b>	The medieval bestiary	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	3	
<b>ID</b>	170518	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Mirja Jarak, PhD, Full Professor (primary) Ivana Škiljan, PhD	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	<p>By iconographic analysis of visual representations on medieval archaeological material whose symbolic meaning is connected with interpretations from medieval literary sources, the so-called bestiaries, which provide exceptional insight into the mentality of medieval man, students get acquainted with the basics of diverse archaeological material from Dalmatia and medieval Slavonia, on stone sculpture and objects of artistic crafts, from utilitarian items to ovens. The connections in the symbolic meanings of visual representations from late antiquity, through the Middle Ages until the Renaissance will be pointed out, on the examples of archaeological finds from the early medieval period until the 16th century. The aim of the course is to teach students the basics of medieval symbolism and iconography and the interpretation of archaeological material through comparative analyzes of art history, historical and literary sources. Therefore, attention will be paid primarily to the development of students' interpretive skills and oral and written expression skills.</p>	
<b>Teaching methods</b>	Lectures with the presentation of archaeological material. Reading excerpts from literary sources.	
<b>Assessment methods</b>	Oral exam.	

## Learning outcomes

1. Recognition of chronologically and culturally relevant archaeological material.
2. Introduction to the most important literary patterns.
3. Evaluation of the artistic theme of the medieval bestiary.

## Content

1. Medieval bestiary - introductory considerations
2. Medieval symbols and their meanings
3. Animal symbolism I - Early Middle Ages
4. Animal Symbolism II - Developed Middle Ages
5. Animal Symbolism III - Late Middle and Early Modern Age
6. Symbolism of monsters I - Early and Developed Middle Ages
7. Symbolism of monster II - Late Middle and Early Modern Age
8. Symbolism of monstrous human races
9. Symbolism of plants and minerals
10. Symbolism of medieval legends and fables - The legend of Meluzina
11. Symbolism of medieval legends and fables - Novel of the fox
12. Symbolism of medieval legends and fables - The legend of St. George, The Myth of Our Lady with the Unicorn
13. Heraldic symbolism
14. Problems of species - the relationship between animals and humans in the Middle Ages
15. Concluding remarks

# Total Bronze Age of Croatia in the Context of Central and South-eastern Europe + Bronze Age Archaeology I

<b>Name</b>	Total Bronze Age of Croatia in the Context of Central and South-eastern Europe + Bronze Age Archaeology I	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	6	
<b>ID</b>	64238	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Hrvoje Potrebica, PhD, Full Professor (primary) Janja Mavrović Mokos, PhD, Assistant Professor	
<b>Hours</b>	Lectures	30
	Seminar	30
<b>Prerequisites</b>	None	
<b>Goal</b>	Introduce students to the basic knowledge of the Bronze Age, the chronology of the Bronze Age the period of Croatia within Central and Southeastern Europe, the material culture of the Bronze Age groups in Croatia and the recognition of the basic characteristics of certain cultural phenomena	
<b>Teaching methods</b>	Presentation of pictorial material at lectures.	
<b>Assessment methods</b>	Colloquia, oral and written exam.	

## Learning outcomes

1. Be able to recognize chronologically and culturally indicative archaeological material in northern Croatia during the Early Bronze Age
2. Be able to recognize chronologically and culturally indicative archaeological material on the Adriatic and in Lika during the Early Bronze Age
3. Be able to recognize chronologically and culturally indicative archaeological material in northern Croatia during the Middle Bronze Age
4. Be able to recognize chronologically and culturally indicative archaeological material on the Adriatic and in Lika during the Middle Bronze Age
5. Enumerate and identify the types of metal objects in the hoards of the Bronze Age and connect them with the area of Central Europe
6. Be able to recognize chronologically and culturally indicative archaeological material in northern Croatia during the Urnfield culture
7. Be able to recognize chronologically and culturally indicative archaeological material on the Adriatic and in Lika during the Late Bronze Age
8. Be able to explain chronological and typological changes related to the "Thraco-Cimmerian" question
9. Be able to explain the events at the transition from the Late Bronze Age to the Early Iron Age in northern Croatia

## Content

1. Introduction to the Bronze Age (metallurgy, chronology, society)
2. History of research and chronology of the Bronze Age in Croatia
3. Early Bronze Age in northern Croatia
4. Early Bronze Age on the Adriatic and in Lika
5. Middle Bronze Age in northern Croatia
6. Middle Bronze Age in the Adriatic and in Lika
7. Urnfield culture in northern Croatia - older phase
8. Bronze Age hoards as an archaeological source
9. The transition of the older to the younger phase of the Late Bronze Age and the problem of chronology

10. Younger phase of Urnfield culture in northern Croatia
11. Late Bronze Age in the Adriatic and in Lika and the problem of transition to the Early Iron Age
12. "Thraco-Cimmerian" question
13. Late Bronze Age to Early Iron Age transition in northern Croatia
14. Conclusion
15. Synthesis

# Typology and Chronology of Classical Antiquity Finds

<b>Name</b>	Typology and Chronology of Classical Antiquity Finds	
<b>Organizational unit</b>	Department of Archaeology	
<b>ECTS credits</b>	3	
<b>ID</b>	118626	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Ana Pavlović, PhD, Assistant Professor (primary) Zrinka Šimić-Kanaet, PhD, Assistant Professor	
<b>Hours</b>	Seminar	30
<b>Prerequisites</b>	None	
<b>Goal</b>	To demonstrate basic typology and chronology of the greek and roman small finds; to accommodate the acquired knowledge to the wider geographical and cultural context of the ancient world; to reflect critically on the chronological and typological position of greek and roman small finds within existing chronologies and typologies; to support their views through argumentation and express one's own critical opinions on existing knowledge in the field, drawing upon their acquired knowledge	
<b>Teaching methods</b>	Lectures ex cathedra and other ways of communication. Lectures are interspersed with visual and video contents, museum visits and other media forms if necessary.	
<b>Assessment methods</b>	Written exam.	

## Learning outcomes

1. to show to the student the importance of small finds in classical archaeology (dating, provenance, economy, trade)
2. to provide basic typology and chronology of small greek and roman finds
3. to develop the ability to recognize basic and typical types of small greek and roman finds
4. to accommodate the acquired knowledge to the wider geographical and cultural context of antiquity

## Content

1. Typology and the importance of typology in analysis of archaeological finds
2. Metal finds
3. Other finds
4. Fibulae - archaic and classical Greece, helenistic Greece
5. Fibulae - roman republican and imperial
6. Fibulae - late antiquity
7. Needles
8. Torques and pectorals
9. Bracelets
10. Rings and earrings
11. Belts
12. Amber in antiquity
13. Conclusions of the lectures
14. Visit to the Archaeological Museum in Zagreb
15. Written colloquium

# Urnfield Culture

<b>Name</b>	Urnfield Culture
<b>Organizational unit</b>	Department of Archaeology
<b>ECTS credits</b>	6
<b>ID</b>	170495
<b>Semesters</b>	Summer
<b>Teachers</b>	Hrvoje Potrebica, PhD, Full Professor (primary) Daria Ložnjak Dizdar Janja Mavrović Mokos, PhD, Assistant Professor
<b>Hours</b>	Lectures 30 Seminar 30
<b>Prerequisites</b>	None
<b>Goal</b>	Lecture - Introducing students to the culture of the Urnfield as an example of the cultural coin that marked the Late Bronze Age in the wider European area. Representation of spatial circles and groups within that cultural community according to their similarities and differences in material and spiritual culture based on typology and chronology and study of their mutual relations. Seminar - Through individual work, students develop the ability to navigate in the professional literature and gain a more detailed insight into the structure of some of the specific archaeological phenomena (cultural groups or categories related to material or spiritual culture). The aim is to point out the mutual interaction of such individual phenomena that allow the student an insight into a more complex picture of Late Bronze Age cultures and communities. Students must be acquainted with the methodology and recent achievements of Bronze Age archaeology, and most of all with the method of writing scientific papers. This means that they must learn to use scientific literature and must learn to use the scientific apparatus in writing independent texts.
<b>Teaching methods</b>	Lectures, individual assignments, mentoring
<b>Assessment methods</b>	Through colloquia, as well as oral and written exams, the recognition, comparison and critical evaluation of chronological and typological theories related to the culture of the Urnfield will be checked. An individual seminar in which students will analyze and critically evaluate chronological and typological theories from the time of the Urnfields, will be followed by the acquisition of competencies related to this period.
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. Be able to define similarities and differences within the eastern and western circles of the Urnfield culture</li> <li>2. Be able to explain the mechanisms that influenced the transition from the Middle to the Late Bronze Age in Central Europe</li> <li>3. Be able to define the main characteristics of the older phase of the Urnfield culture in the middle Danube region and explain their relationship to the area of northern Croatia</li> <li>4. Be able to chronologically and typologically specify the division of the Urnfield culture according to the hoards</li> <li>5. Be able to explain the problems of the middle phase of the Urnfield culture</li> <li>6. Be able to chronologically and typologically highlight the main features of the younger phase of the Urnfield culture in the south-eastern Alpine circle and the middle Danube region</li> <li>7. Be able to enumerate and according to the archaeological material define the easternmost groups of the younger phase of the Urnfield culture</li> <li>8. Be able to explain issues related to absolute and relative chronologies of Ha B stage</li> <li>9. Be able to represent a certain theory in the preparation of a seminar paper based on the read professional</li> </ol>

- literature and acquired knowledge
10. Be able to critically judge and present a certain topic from the period of Urnfield culture on the basis of read professional literature and acquired knowledge

### **Content**

1. Introduction to the course (introduction to the topic, method of work and literature)
2. Eastern and Western Circles of Urnfield Culture (Differences and Similarities)
3. Transition from the Middle to the Late Bronze Age in Central Europe
4. Older phase of Urnfield culture in the middle Danube region and connections with the area of northern Croatia
5. The easternmost groups of the older phase of the Urnfield culture
6. Chronologies of the Urnfield culture according to hoards
7. Phenomena of distribution of the Urnfield hoards
8. The problem of defining the middle phase of the Urnfield culture
9. Younger phase of Urnfield culture in the southeastern Alpine circle
10. Younger phase of Urnfield culture in the middle Danube region
11. The easternmost groups of the younger phase of the Urnfield culture
12. Absolute and relative chronologies of Ha B stage
13. Migrations and the Urnfield culture
14. The end (?) of the Urnfield culture
15. Seminar - Concrete analysis of one of the phenomena of material or spiritual culture related to the communities of the Urnfield culture in the spatial frames. Special emphasis is placed on new research and new scientific knowledge in the form of mandatory written work from the prescribed literature.

## **Teachers**



## Azinović Bebek, Ana

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	assistant professor
<b>Organizational unit</b>	Department of Archaeology

### CV

Dr. Ana Azinović graduated archaeology in 2000 from the Faculty of Humanities and Social Sciences, University of Zagreb. She acquired MSc degree in 2007 with the thesis „Parish Church St. Maria Magdalene in Čazma“, and PhD degree in 2012 with the thesis „Modern Period Religious Objects Found During the Archaeological Excavations at the sites in Northwestern Croatia), both from the Faculty of Humanities and Social Sciences, University of Zagreb. She has been employed in the Croatian Conservation Institute since 2001. She worked as an associate archaeologist at the Department for Architectural Heritage (until 2003), as a head of the Section for Restoration of Archaeological Finds (until 2005) and afterwards as a head of the Department for Land Archaeology. Since 2010 she is head of Division for Archaeological Heritage and since 2017 Assistant Director for Archaeological Heritage. In 2006, she passed the exam and became conservator archaeologist, in 2010 she became senior conservator archaeologist, and in 2016. consultant conservator archaeologist. Since 2012, she has taught courses Archaeology and History of Middle Ages, Early Modern and Contemporary Archaeology and Germanic Cemeteries and Early Medieval Finds at the Department of Archaeology, Faculty of Humanities and Social Studies, University of Zagreb. She is editor-in-chief of the journal Portal since 2010. Since 2013, she has scientific assistant degree. In 2017. she became Assistant Professor.

Since 2002, she has been autonomously directing archaeological excavations and conducting supervisions financed by the Ministry of Culture and other investors. She is a member of expert teams on the conservator-restorer projects of investigations and restorations. She is fluent in German and English and has passive knowledge of Italian and Latin. She is a member of the Croatian Archaeological Society.

## Bakrač, Koraljka

**Academic degree** doctor of philosophy  
**Title** senior scientific associate  
**Organizational unit** Department of Archaeology

### CV

**Koraljka Bakrač,**

#### **Scientific Personal Identification Number: 230685:**

Date and place of birth: 13<sup>th</sup> April, 1968, Zagreb, Croatia

#### **Education:**

- 1994 – B.Sc in geology (Carpathian sediments and fossils from the Plaz locality - SE Medvednica Mt. – in Croatian, with English Summary), March 10, 1994, University of Zagreb, Faculty of Mining, Geology and Petroleum and Faculty of Science; Joint Study, Zagreb, Croatia.
- 1999 – M.Sc. in geology (Palynology of Pontian sediments from Medvednica Mt. – in Croatian, with English Summary), September 28, 1999, Faculty of Science, University of Zagreb, Croatia.
- 2005 – Ph.D. in geology (Palynology of the Middle and Upper Miocene deposits from the south-western parts of the Pannonian Basin – in Croatian, with English Summary), June 30, 2005, Faculty of Science, University of Zagreb, Croatia.

#### **Employment:**

- 1994 – 1999 - Junior researcher – in Department of Geology of Croatian Geological Survey as member of the group for geological mapping in Croatia.
- 1999 – 2005 - Research Assistant – in Department of Geology of Croatian Geological Survey as member of the group for geological mapping in Croatia and palynologist.
- 2005 – 2008 - Senior Research Assistant – in Department of Geology of Croatian Geological Survey as member of the group for geological mapping in Croatia and palynologist.
- 2008 – 2016 – Research Associate – in Department of Geology of Croatian Geological Survey as member of the group for geological mapping in Croatia and palynologist.
- 2016 – present – Senior Research Associate – in Department of Geology of Croatian Geological Survey as member of the group for geological mapping in Croatia and palynologist.

#### **Research Projects of Croatian Ministry of Science, Education and Sports**

- 1994 – 2014 - Basic Geological Map of the Republic of Croatia 1-09-120, 01810101, 181-1811096-1093 as member of the team for geological mapping and palynology.
- 2009 – 2014 - Holocene sediments as archives of environmental change in the Adriatic catchments, 181-1953068-0363 as member of the team for field work and palynology.
- 2014 – 2017 - HRZZ „Standardisation and Applied Investigation of Quaternary Sediments in Croatia - SAPIQ” (HRZZ-4425) as member of the team for field work and palynology.
- 2014 – 2018 - HRZZ „Lost Lake Landscapes of the Eastern Adriatic Shelf - LolAdria” (HRZZ-9419) as member of the team for field work and palynology.
- 2019.- 2023. - HRZZ „QMAD - Sediments between source and sink during a Late Quaternary eustatic cycle: The Krka and the Mid Adriatic Deep System-QMAD” (IP-2019-04-8505) as member of the team for field work and palynology.
- 2019.- 2023. - HRZZ „MOPRENS - Modelling Prehistoric Networks of Slavonia“ (IP-2019-04- 5344) as member of the team for field work and palynology

#### **International scientific cooperation:**

- 2013 – 2014 - Co-operation between the Eötvös University (Budapest) and the Croatian Geological Survey (Zagreb) on joint studies of Lake Pannon dinoflagellates. Research partners are Koraljka Bakrač, palaeontologist (Zagreb) and Viktória Baranyi, PhD student (Budapest).
- 2014 – Member of the Large-Scale Committee for Evaluation of Scientific and Engineering Projects - Council of Science and Engineering, Hungarian Scientific Research Fund (OTKA), 2014.02.01.-2014.06.20.
- 2017 – 2019 - Stratigraphy and correlation of Upper Miocene–Pliocene sediments along the Croatian-Hungarian border (leader M. Kovačić, PMF / K. Sebe, University of Pécs) as member of the team for field work and palynology.

#### **Training:**

- 1999. Mesozoic-Cenozoic dinoflagellate cyst course, University of Urbino, Istituto di Geologia

- dell'Università, Campus Urbino, Italy
2004. Jurassic – Cretaceous – Tertiary Dinoflagellate Cyst Course: Morphology, Stratigraphy, and (Paleo)ecology, Institute of Geosciences, Tübingen University, Tübingen, Germany
2008. Introduction to Pollen Analysis, University College London, London, United Kingdom
2009. Introduction to Plant Macrofossil Analysis, University College London, London, United Kingdom

**Doctoral and Postgraduate Mentoring**

- 2014 – 2018 PhD Dario Hrušev, „*Vegetation changes on the area of central Croatia during Holocene period*“ co-menthor with prof. Božena Mitić (University of Zagreb, Faculty of Science, Department of Biology, Division of Botany).

**Publications**

**CROSBİ profil:** <https://www.bib.irb.hr/pregled/profil/17066>

Up to now Koraljka Bakrač has published 1 book, 9 chapters in books, 2 geological maps, 21 scientific papers in journals, 7 scientific papers and 79 abstracts in conference proceedings. In earlier research, Koraljka Bakrač has focused on Neogene palynomorphs, and for the last ten years she has been researching Quaternary palynomorphs.

## Balen, Jacqueline

**Academic degree** doctor of philosophy  
**Title** assistant professor  
**Organizational unit** Department of Archaeology

### CV

I was born in 1971 in Zagreb, where I graduated in archeology at the Department of Archeology, Faculty of Humanities and Social Science, University of Zagreb in 1995. In the spring of 2002, I defended my master's thesis entitled "Kostolac Culture - Origin and Development in Eastern Slavonia". Doctoral thesis entitled "Eneolithic culture in eastern Croatia", under the mentorship of Dr. sc. Tihomile Težak-Gregl. I have been employed at the Archaeological Museum in Zagreb since December 1, 1995. Since 2015, I have been promoted to the title of museum advisor. From 1.1.2012. to 31.12.2015. I was the director of the Archaeological Museum in Zagreb.

Since 2011 I have been a research associate, and since 2017 I have been a senior research associate. From acad. 2008/2009 I actively participate in teaching in the study program of the Department of Archeology (course Basics of Museum Work for 3rd year students, summer semester). I am the author of several exhibitions, a collaborator on several exhibition projects and the technical editor of several exhibition catalogs. I am one of the authors of the last permanent exhibition of the Prehistoric Collection of the Archaeological Museum in Zagreb - Paleolithic, Neolithic and Eneolithic period, and a collaborator in the concept of permanent exhibitions in the city museums in Ilok and Vukovar. I participate in the creation of a permanent exhibition of prehistory of the National Museum of BiH. I have participated in about forty scientific conferences with lectures or posters. I am the author of several scientific and professional papers and reports, as well as several books and exhibition catalogs.

I have participated in dozens of archaeological excavations. From 2006 to 2008, I conducted major protective research on the route of the highway Beli Manastir - Osijek - Svilaj (localities Ivandvor, Pajtenica, Franjevac, Palanka, Tomašanci and Stara Vodenica). From 2005 to 2008, I conducted research in Vučedol. Since 2012, I have been conducting systematic research at the Talijanovo brdo sites in Lasinja and Gradina in Viškovci. I participate in museum and international projects dealing with the presentation and popularization of archaeological heritage (Archaeological Encounters in Primary and Secondary Schools and Danube's Archaeological eLandscapes). The Danube's Archaeological eLandscapes project is an Interreg transnational cooperation program V-B Danube 2014-2020. The main goal of the project is to create a strong network of institutions dealing with the management and promotion of archaeological heritage in the Danube region with the intention of providing future support for further sustainable management and tourist use of archaeological heritage in the Danube region. with an emphasis on digital visualization in the presentation of archaeological landscapes. I also participated in the Iron-Age-Danube project from 2017 to 2019). Project Iron-Age-Danube, full title "Monumentalized Early Iron Age Landscapes in the Danube river basin", project code DTP1-1-248-2.2, which is implemented within the European Union, Interreg Danube Transnational Cooperation Program 2014-2020 and is partly funded by the European Regional Development Fund. One of the project goals is international camps that closely connect the research parts of the program with a wide range of public events and new programs specifically created for school-age children.

From 2016 to 2021, I was a collaborator on the HRZZ project "Reconstructing prehistoric (Neolithic to Bronze Age) lifestyles on the territory of Croatia - a multidisciplinary approach" (project: IP-2016-06-1450, project leader: Mario Novak, Institute of Anthropology).

Since 2020, I have been participating in the project of the HRZZMOPRENS, Modeling the network of prehistoric settlements in Slavonia, Rajne Šošić Klindžić. (Code 5344). I am a member of the scientific committee of the MetArh conference and the current president of the Croatian Archaeological Society.

## Burić, Marcel

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	associate professor
<b>Organizational unit</b>	Department of Archaeology

### CV

Marcel Burić was born in March 1973 in Darmstadt, Germany. After completing a single-subject study of archeology in Zagreb, he was employed as a research fellow at the Department of Archeology, Chair for Prehistoric Archaeology. In 2009 he defended his doctoral dissertation in the field of prehistoric archeology (topic: The influence of Vinča culture on the Neolithic of eastern Croatia), after which he first progressed to senior assistant and then to assistant professor. He deals with issues of social structure, technology and spirituality of multi-layered Late Neolithic settlements and the continental part of Croatia, so he is leading a research project of settlements from the same period Bapska (Gradac) near Ilok (eastern Croatia). At the undergraduate level he teaches courses related to the Neolithic and Eneolithic, and at the graduate level he teaches a course on the beginnings of the Neolithic and the processes of the neolithisation in the Middle East. He has participated and is participating in several international and national projects.

Since 2020 he holds the position of Associate Professor.

### Courses and seminars:

Techniques and methods of stone tool production (2004 - 2007),

Religiosity in prehistory (2019 - )

Prehistoric Society (2019 - )

Introduction to Prehistoric Archeology (2004 - ),

Neolithic of Croatia in the context of Central and Southeastern Europe (2004 - ),

Neolithic of Croatia (December, 2004 - ),

Eneolithic of Croatia in the context of Central and Southeastern Europe (2004 - ),

Eneolithic of Croatia (December, 2004 - present),

Field practical classes (archeological excavation at the Gradac site in Bapska), (2006 - )

The concept of neolithization - models of transition to agriculture (2014 - )

Geoarchaeology (2017 - , elective course at the Faculty of Mining, Geology and Petroleum Engineering, with Prof. Ivan Sondi).

## **Bužanić, Domagoj**

**Academic degree**            master of science

**Title**

**Organizational unit**        Department of Archaeology

### **CV**

Domagoj Bužanić was born in Zagreb on July 25, 1992. He completed his primary and secondary education in Zaprešić. He graduated in archeology in 2018 at the Department of Archeology, Faculty of Humanities and Social Sciences, University of Zagreb, with the master thesis "Late Antique Equestrian Equipment." From 2014 to 2016. he was the leader of student projects mapping the archaeological site Velić. In 2017 and 2018, he participated in student projects identifying and mapping historical road communications around the Velić site and the wider area of the town of Trilj.

For the student project "Mapiranje terena i arheoloških objekata na ranokršćanskom lokalitetu Jabuka-Velić" in 2016 he received, along with fellow researchers, the award "Franjo Markovic" for outstanding scientific, artistic, professional and sports results, given by the Faculty. In the same year, he received the award of the Rector of the University of Zagreb for team research work "Mapping of the archaeological site Velić 2014-2016."

From 2019. he is employed as an assistant researcher on the project of prof. dr. sc. M. Sanader "Understanding Roman Borders: The Case of the Eastern Adriatic" funded by the Croatian Science Foundation (HRZZ-IP-2018-01-4934).

## Demicheli, Dino

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	assistant professor
<b>Organizational unit</b>	Department of Archaeology

### CV

Dino Demicheli was born in Split on March 22, 1980, where he finished elementary school and high school. He enrolled in the study of Archeology and Latin language and Roman literature in 1998. at the Faculty of Humanities and Social Sciences in Zagreb, and graduated in 2005. at the Department of Archeology with the topic Inscriptions of the inhabitants of Roman Mursa. He has been employed at the Department of Archeology of the Faculty of Philosophy in Zagreb since September 2005. as a research assistant on the project Roman military camps in Croatia: Tilurium, led by prof. dr. sc. Mirjana Sanader. He teaches epigraphy, Latin for archaeologists and subjects related to Roman civilization, and studies the epigraphy of Dalmatia. He enrolled in doctoral studies in 2005. at the Department of Archeology, Faculty of Philosophy, University of Zagreb, and under the mentorship of prof. M. Miličević Bradač in February 2012 he defended his doctoral dissertation entitled Dalmatians in the Roman Empire outside their home province according to the epigraphic monuments.

From 2020. he is the leader of the scientific research project "Other Lives of Ancient Inscriptions: Epigraphic Spoli in Central Dalmatia" funded by the Croatian Science Foundation. Since 2018, he is the head of archaeological research in Salona, where students of archeology have the opportunity to get acquainted with the archaeological material found in the ancient metropolis. He is a member of the Board of the International Association for Greek and Latin Epigraphy - AIEGL (Association Internationale d'Épigraphie Grecque et Latine).

## Dugonjić, Anita

**Academic degree**            master of science

**Title**

**Organizational unit**        Department of Archaeology

### CV

Anita Dugonjić was born in Rijeka, Croatia, on the 11th of May 1984. She graduated high school (general program) in Rab in 2002, and received her MA degree in Archaeology and History at the Faculty of Humanities and Social Studies of the University of Zagreb in 2010. She is currently a doctoral student at the same University, at the Department of Archaeology.

She is working as a curator at the Medieval Department of the Archaeological Museum in Zagreb since 2016. Her main field of interest is the study of the Middle Ages in Croatia and Europe, especially the period of the Great Migration and the early Middle Ages. Her work is focusing on scientific research, as well as handling, preserving, and presenting the museum material, for which she received two awards: the award of the Croatian Archaeological Society for the project Branimirova godina in 2018, and the award of the Croatian Museum Association for the inter-museum cooperation of the international exhibition project Avars and Slavs in 2019. Since 2017 she has lectured classes in the Department of Archaeology as an associate of the Chair of General Medieval and National Archaeology.

She has directed and participated in numerous archaeological excavations in Croatia and abroad.



## Fileš Kramberger, Julia Katarina

**Academic degree** master of science

**Title**

**Organizational unit** Department of Archaeology

### CV

Julia Katarina Fileš Kramberger was born on February 15, 1993. She graduated from the Classical Gymnasium in Zagreb in 2011. She received her Master's degree in archeology and Spanish language and literature at the Faculty of Humanities and Social Sciences in Zagreb in 2017. She enrolled in postgraduate doctoral studies in archeology at the Faculty of Humanities and Social Sciences in Zagreb in 2018. In the same year she was employed at the Faculty of Humanities and Social Sciences as an assistant within the HRZZ "Young Researchers' Career Development Project".

During her studies, she received the Excellence Award in 2014. From 2012 to 2016, she was a member of the organizational team on three different student archaeological field survey projects and on the organizing committee of the international archaeological student conference "Through the Eyes of a Stranger". In 2014 she organized a student workshop of intensive field survey of the Doljani hillfort in Žumberak. During her studies, she worked and participated voluntarily in the work of Archaeological Museum in Zagreb and the Croatian Conservation Institute, and held the position of associate teacher of Spanish as a foreign language in foreign language schools "SC" (academic year 2015/16), "ABC" (2017), and the center for business education "HalPet". From ac. yr. 2016/2017 at the Department of Archeology of the Faculty of Humanities and Social Sciences, she regularly participates with guest lectures in the teaching of undergraduate and graduate studies of Archeology, and since 2019 she has been a lecturer in Field Work courses. In 2021, she was a mentor on the "Archaeological field survey of the island of Biševo" student project. She has participated in numerous domestic and international scientific conferences with various lectures and posters, and has published several scientific papers in domestic and foreign journals. Until now, she has participated in numerous archaeological field research projects in Croatia and abroad as a student and later as an archaeologist, and since 2017 has worked as field work leader's assistant at the sites of Alilovci-Lipje, Bangradac, Kaptol and Vetovo-Kagovac. She actively participates in programs of archaeology popularization by organizing various workshops for children and adults.

## Filipec, Krešimir

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	full professor
<b>Organizational unit</b>	Department of Archaeology

### CV

Krešimir Filipec was born in 1969 in Zagreb, where he finished elementary school and classical high school. From 1988 he was a student of single-subject archaeology at the Department of Archaeology, Faculty of Humanities and Social Sciences, University of Zagreb, from which he graduated in 1995. After completing his military service in 1990, he studied history as well. As a member of the Armed Forces of the Republic of Croatia he participated in the Homeland War at the Banovina front in 1991 and 1992. In 1996 he was employed as an assistant at the Department of Archeology, Faculty of Humanities and Social Sciences, University of Zagreb, at the Chair of General Medieval and National Archeology. He received his master's degree in 1998 and his doctorate in 2002 at the same faculty. In 2004 he was promoted to assistant professor, in 2010 to associate professor, and in 2018 to full professor at the Chair of General Medieval and National Archeology. He has conducted numerous protective archaeological excavations throughout Croatia, as well as several domestic and international scientific research projects. He teaches all courses related to late antiquity, migration period, general medieval, late medieval, post-medieval and modern archeology at the undergraduate, graduate and postgraduate studies of the Department of Archeology, Faculty of Humanities and Social Sciences, University of Zagreb. He participates in the courses of the postgraduate doctoral study of pre-modern history at the Department of History, Faculty of Humanities and Social Sciences, University of Zagreb. He teaches early medieval archeology at the Department of Archeology at the Department of History, Faculty of Philosophy, University of Sarajevo. So far, he has published several books and dozens of professional and scientific papers. As Assistant Minister of Culture, he headed the Directorate for the Protection of Cultural Heritage in the Ministry of Culture of the Republic of Croatia in 2004 and 2005. He was a member of the Council of the Croatian Mine Action Center and the Council for Reconstruction of Vukovar from 2004 to 2005. He has been the director of the Center for Early Medieval Studies Zagreb-Lobor since 2012. From 2009 to 2011 he was the head of the Department of Archeology at the Faculty of Humanities and Social Sciences, University of Zagreb, and from 2009 to 2019 he was the head of the Chair of General Medieval and National Archeology at the same department. He is the President of the Governing Board of the Museum of Croatian Archaeological Monuments in Split, and since 2019 he has been the Head of the Archaeological Institute of the Faculty of Humanities and Social Sciences, University of Zagreb.

## Jarak, Mirja

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	full professor
<b>Organizational unit</b>	Department of Archaeology

### CV

Mirja Jarak was born in Zagreb in 1962. At the Faculty of Humanities and Social Sciences of the University of Zagreb she finished study of philosophy and archaeology in 1986. She took degree of M. A. in 1990 and PhD in 1998 at the same faculty, where she also started to work as a research fellow at the Archaeological Department in 1987. From that time until now she has worked at the same Department as an assistant (from 1993), senior assistant (1998), assistant professor (2000), associate professor (2011) and full professor (2020). From 1993 she works at the Chair of General Medieval and National Archaeology; she was the head of the Chair from 2000 to 2009 and again has the same position from 2020 until now. From the academic year 1989/90 holds lectures at the Archaeological Department. A great number of lectures and seminars devoted to early Christian and medieval archaeology were held before the introduction of the new, Bologna study (around 20 different courses), and within new study several new courses (lectures and seminars) have been introduced. In the recent study programme M. Jarak is a holder of three undergraduate courses and seven graduate courses. From the academic year 1996/97 she holds lectures at the doctoral study of archaeology and medieval doctoral study of the Faculty of Humanities and Social Sciences. She mentored more than 40 M.A. theses and 4 doctoral dissertations. During the years 2007 and 2008 she was the head of the Archaeological Department. She visited universities of Padua, Udine, Vienna, Thessaloniki and Kyiv (in the frame of university collaboration or with scholarship). In Thessaloniki and Kyiv she held several invited lectures.

Scientific work, as well as teaching activity, has been devoted to the late antique and medieval archaeology and history. Late Antiquity themes have been in the focus of the master thesis and doctoral dissertation. Published scientific and professional works, books ( M. Jarak, Church architecture of the 7th and 8th centuries. Introductory study of the pre-Romanesque, Split 2013; M. Jarak, Studies on late antique and early medieval sculpture from the island of Rab, Zagreb 2017), communications at the scientific gatherings etc. have been devoted to the late antique and early medieval themes. Scientific works belong to different fields, e.g. to the late antique and early medieval architecture and sculpture and different aspects of early medieval archaeology in Croatia. Important group of works deals with historical and hagiographical questions (works devoted to the literary sources for Pannonia and Dalmatia). Scientific works have been partially realized through several projects of the Ministry of Science of the Republic of Croatia. Field works have been connected to the late antique and medieval localities in Dalmatia: early Christian church in Bilice near Šibenik and Benedictine monastery at Kapitul near Knin.

## Kaić, Iva

**Academic degree**        doctor of philosophy  
**Title**                        assistant professor  
**Organizational unit**      Department of Archaeology

### CV

Iva Kaić (1980, Zagreb, Croatia) finished the Classical Gymnasium in Zagreb in 1998. She graduated from the Department of Archaeology, Faculty of Humanities and Social Sciences, University of Zagreb in 2005. In the same year she was employed as the librarian at the library of the same Department of Archaeology. In 2008 she was appointed a research assistant on the project *Corpus Inscriptionum Latinarum quae in Croatia repertae sunt* (130-0000000-0825, project directed by professor M. Milićević Bradač, PhD), funded by the Ministry of Science, Education and Sports of the Republic of Croatia. Since 2009 she has been teaching undergraduate courses under the supervision of professor Mirjana Sanader, PhD. In 2013 she defended her PhD thesis titled *Roman world in miniature. Engraved gems as evidence of daily life*, supervised by professor Mirjana Sanader, PhD. Her research interests include Roman Provincial, Late Antique and Early Christian archaeology and Roman glyptics.

## Karavanić, Ivor

**Academic degree** doctor of philosophy  
**Title** full professor  
**Organizational unit** Department of Archaeology

### CV

#### PERSONAL INFORMATIONS

Name and surname Ivor Karavanić

Academic title PhD

Year and institution

of PhD obtained 1999. University of Zagreb, Faculty of Humanities and Social Sciences

Address Department of Archaeology, Faculty of Humanities and Social Sciences, University of Zagreb, I. Lučića 3, HR-10000 Zagreb, CROATIA

Phone +385 1 6060 782

Fax +385 1 6159 782

E-mail [ikaravan@ffzg.hr](mailto:ikaravan@ffzg.hr)

Personal web page [ffzg.hr/arheo](http://ffzg.hr/arheo)

Citizenship Croatian

Date and place of birth June 27, 1965, Zagreb

#### RESEARCH INTEREST

Paleolithic Archaeology, Prehistoric knapped stone industries, Human Evolution, Stone Age Religions. Main research interest is concerned with adaptation of the Middle and Upper Paleolithic hunters and gatherers in Central Europe and Mediterranean, with the focus on their lithic industries.

#### EMPLOYMENT

Date (from – until) 2010.- PRESENT

Institution Faculty of Humanities and Social Sciences, University of Zagreb

Position Full Professor

Work field Archaeology

Date (from – until) December 2011.- September 2012.

Institution Faculty of Humanities and Social Sciences, University of Zagreb

Position Associate Dean

Work field Finances

Date (from – until) 2005. –2010.

Institution Faculty of Humanities and Social Sciences, University of Zagreb

Position Associate Professor  
Work field Archaeology

Date (from – until) 2005. – 2007.  
Institution Faculty of Humanities and Social Sciences, University of Zagreb  
Position Head of Department of Archaeology  
Work field Administrative work

Date (from – until) 2001. – 2005.  
Institution Faculty of Humanities and Social Sciences, University of Zagreb  
Position Assistant Professor  
Work field Archaeology

Date (from – until) 1991. – 2001.  
Institution Faculty of Humanities and Social Sciences, University of Zagreb  
Position Assistant and Senior Assistant  
Work field Archaeology

## EDUCATION

Date 1999.  
Place Zagreb  
Institution University of Zagreb, Faculty of Humanities and Social Sciences  
Title of qualification awarded PhD in Archaeology

Date 1993.  
Place Zagreb  
Institution University of Zagreb, Faculty of Humanities and Social Sciences  
Title of qualification awarded MA in Archaeology

Date 1991.  
Place Zagreb  
Institution University of Zagreb, Faculty of Humanities and Social Sciences  
Title of qualification awarded BA in Archaeology

## TRAINING

Year 1993  
Place Ljubljana  
Institution University of Ljubljana, Faculty of Arts, Department of Archaeology  
Subject and skills covered Spatial and Landscape Studies in Archaeology

Year 1993  
Place Sophia Antipolis, Valbonne

Institution Centre National de la Recherche Scientifique  
Subject and skills covered Experimentation in Lithic Technology

## LANGUAGES

MOTHER TONGUE Croatian

## ENGLISH LANGUAGE

Speaking X

Writing X

Reading X

## FRENCH LANGUAGE

Speaking X

Writing

Reading X

## ITALIAN LANGUAGE

Speaking

Writing

Reading X

## ALMOST ALL SLAVIC LANGUAGES

Speaking

Writing

Reading X

## RESEARCH PROJECTS

2013/14. Srednji paleolitik Dugog otoka – kopneno i podvodno rekognosciranje/Middle Paleolithic of island Dugi – land and underwater survey. University of Zagreb.

2013 – 2015. Late Mousterian in the eastern Adriatic – towards understanding of late Neanderthals identity and their demise. Croatian Science Foundation.

2012/13. Od stijene do riječi – izgradnja hrvatskog strukovnog nazivlja za kameno doba (Croatian terminological project - Stone Age). Croatian Science Foundation.

2007 - 2012. Flint materials, technology and adaptation in Stone Age Croatia. Ministry of Science, Education

and Sports of the Republic of Croatia.

2006 – 2012. Excavations of Zala Cave. Ministry of Culture of the Republic of Croatia.

2008, 2010. – 2014. Kaštal Štafilić, Underwater Paleolithic site. Ministry of Culture of the Republic of Croatia.

2006. Bisko, Zemunica Cave – rescue excavation. Ministry of Culture of the Republic of Croatia.

2005. – 2007. Comparaison des comportements techniques et de subsistance des néandertaliens et des Homo sapiens en Croatie et en France (transition Paléolithique moyen/Paléolithique supérieur) (with M. Patou Mathis). EGIDE, Service Recherches et Entreprises and Ministry of Sciences, Education and Sports of the Republic of Croatia. Bilateral project - COGITO.

2004. – 2006. Flint Materials in stone age Croatia. Ministry of Science, Education and Sports of the Republic of Croatia.

2001. The Middle Paleolithic archaeological research in Dalmatia (with F. H. Smith), Croatia. Grant #7002-01. National Geographic Society.

1997.-1999. Cultural adaptation of Neandertals from Mujina pećina (130798). Ministry of Science and Technology of the Republic of Croatia.

## TEACHING

Graduate courses at Faculty of Humanities and Social Sciences, University of Zagreb:

2008 – PRESENT Lithic analysis

Archaeology of Neandertals and early modern humans

Transition from Middle to Upper Paleolithic (seminar)

Beginnings of symbolism and art

Symbolism and art in the Paleolithic (seminar)

2008 - 2009 Theoretical Archaeology

Undergraduate courses at Faculty of Humanities and Social Sciences, University of Zagreb:

2005/06 Paleolithic hunters-gatherers

2005/06 Paleolithic and Mesolithic of Croatia (seminar)

1994/95 – 2004/05 Introduction in Prehistoric Archaeology (Paleolithic)

1995/96 - 2004/05 Seminar In Prehistoric Archaeology 1 – Paleolithic

2001/02 – 2004/05 Overview of European Paleolithic

2001/02 – 2004/05 Workshop in Lithic Analyses

Undergraduate cours at Faculty of Philosophy of the Society of Jesus, Zagreb:

2005/06 Beginnings of religion in Paleolithic

2006/07, 2008/09 – 2013/14 Symbolism and religions in Paleolithic

Undergraduate cours at Faculty of Philosophy, University of Sarajevo (Bosnia and Herzegovina):

2010/11 – PRESENT Paleolithic and Mesolithic



Mentor at undergraduate, graduate and doctoral levels at the University of Zagreb.

#### VISITS TO FOREIGN RESEARCH AND EDUCATIONAL INSTITUTIONS

1995. Bours de Gouvernement de la République français. Institut du Quaternaire, Université de Bordeaux I, Talence. Duration of the fellowship: 2 months.

1995. Research visit to Muséum National d'Prehistoire, Les Eyzies de Tayac as French Government Fellow. Duration of stay: about 10 days.

1995. Constantin-Jireček Stipendienfonds. Institut für Ur- und Frühgeschichte der Universität Wien; Naturhistorisches Museum Wien. Duration of the fellowship: 2 weeks.

1996. Visiting Professorship (Maitre de conférences), Muséum National d'Histoire Naturelle, Institut de Paléontologie Humaine, Paris. Duration of the stay : 25 days.

1996./97. Fulbright Predoctoral Research (United States Information Agency & Institute of International Education). Department of Anthropology, University of New Mexico, Albuquerque. Duration of the fellowship: 10 months.

1996. Visit to Southern Methodist University, Department of Anthropology as Fulbright Fellow. Duration of visit: two days.

1997. Visit to the University of Michigan, Department of Anthropology as Fulbright Fellow. Duration of visit: about two weeks.

1997. Visit to Northern Illinois University, Department of Anthropology as Fulbright Fellow. Duration of visit: about three weeks.

1997. Visit to the University of Kansas, Department of Anthropology as Fulbright Fellow. Duration of visit: five days.

2001. Bours de Gouvernement de la République français. Muséum National d'Histoire Naturelle, Paris (Institut de Paléontologie Humaine; Musée de l'Homme). Duration of the fellowship: 1 month.

2006. Research visit to Institut de Paléontologie Humaine, Paris as researcher and codirector of bilateral project.

2008. Research visit to Hungarian National Museum in Budapest.

2008. Professional visit to Loyola University, Chicago and the University of Wyoming (research collaboration with Fred H. Smith and James C. M. Ahern).

2010. Visiting Professorship at University of Ljubljana, Faculty of Arts, Department of Archaeology. CEEPUS II – Teaching Staff Mobility Grant. Duration of the stay: 1 week.

2010. Visiting Professorship at Jagiellonian University, Institute of Archaeology, Krakow (International collaboration between University of Zagreb and Jagiellonian University). Duration of the stay : 5 days.

## PRESENTATIONS

More than 20 conference papers and 8 posters (authored or coauthored), more than 20 professional and popular public lectures, 6 professional exhibitions (authored or coauthored).

## AWARDS

2006. Plaque of Zagreb City.

2006. Medal of Faculty of Humanities and Social Sciences, University of Zagreb

2010. Croatian Archaeological Society annual award „Josip Brušmid” (with I. Janković)

2010. Croatian Anthropological Society annual award „Dragutin Gorjanović Kramberger” (with I. Janković)

2014. Personal Award of Kaštela City

## MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS AND BODIES

Society for American Archaeology

National INQUA commity (for Croaitia)

UISPP Upper Paleolithic Commission

Reviews in Anthropology editorial board

Permanent board for Humanities of Croatian Science Foundation

## Lolić, Tatjana

**Academic degree** doctor of philosophy  
**Title** professional associate  
**Organizational unit** Department of Archaeology

### CV

#### Biography

Tatjana Lolić graduated in 1989 in archaeology and art history at the Faculty of Philosophy, University of Zagreb with the topic "Influence of the Celtic La Tène on the Japod Artefacts" under the mentorship of Prof. Nives Majnarić Pandžić. Specialized in 1996 in the conservation of the built heritage at the International Centre for Conservation of Cultural Monuments (ICCROM) in Rome with the topic "Sassi di Matera, Stone Conservation and Visual Appearance" (mentor: Prof. Andrea Urland). She obtained her PhD in 2014 with the topic "Layout of Roman Siscia based on the analyses and interpretation of Historic and Modern Drawings and Plans" under the mentorship of Prof. Mirjana Sanader and Prof. Marina Miličević Bradač at the Faculty of Philosophy, University of Zagreb.

Since 2017, elected to the title of the lecturer at the Faculty of Philosophy, University of Zagreb.

From 1994 to 2004 she was employed at the Regional Institute for the Protection of Cultural Monuments as conservator archaeologist. During this period, she was the leader of numerous archaeological excavations and presentation projects in central and north-western Croatia. From 1997 to 2001 carried on the project of archaeological research, conservation and presentation of Roman architecture and the establishment of the archaeological park "Siscija in situ" in Sisak

From 2004 to 2013 she was employed in the Ministry of Culture, Conservation Department in Zagreb as a senior advisor - conservator. Leader of the project of the Interpretation Centre and the Archaeological Park of St. Kvirin in Sisak, and the coordinator of the Local Development Project of the Island of Cres within the Regional Program of the Council of Europe for the Protection of Cultural and Natural Heritage of Southeast Europe.

Since 2013 to 2017 she was the Head of the Conservation Department in Zagreb. She coordinated and supervised the professional and administrative affairs of the Conservation Department in Zagreb of the Ministry of Culture and Media.

Since 2017 till today she is the Head of the Sector for Conservation Departments and Inspection of the Ministry of Culture and Media, Directorate for the Protection of Cultural Heritage. Coordinates the work of 19 conservation departments in the Republic of Croatia, participates in the development of national regulations and standards in the field of the cultural heritage.

Experienced in conducting and coordinating protective archaeological research and projects of conservation and presentation of archaeological sites in continental Croatia. Knowledge of the Croatian legal framework and international professional standards in the field of cultural heritage protection.

Participates in the curriculum from the academic year 2008/2009. g at the Department of Archaeology of the Faculty of Philosophy in Zagreb, Chair of Archaeometry and Methodology with the topic "Conservation and protection of archaeological sites".

#### Recently published papers:

Rukavina, Marko Obad Šćitaroci, Mladen; Lolic, Tatjana 2018.

Integrating Archaeological Heritage into Towns and Settlements // Conservation and Management of Archaeological Sites, 20 (2018), 5-6; 340-363 doi: 10.1080 / 13505033.2018.1559678 (international peer-review, article, scientific).

Lolic, Tatjana; Burmaz Josip 2020.

Razmišljanja o kasnoantičkoj arhitekturi Siscije i mogućoj izgradnji kršćanske bazilike, in M. Sanader, D. Tončinić, I. Kaić and V. Matijević (eds). I. Meeting of Croatian Early Christian Archeology (HRRANA). Proceedings 2020: 321–337.

## Ložnjak Dizdar, Daria

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	assistant professor
<b>Organizational unit</b>	Department of Archaeology

### CV

Daria Ložnjak Dizdar was born in Zagreb in 1976. She graduated in 2000 in History and Archaeology and she defended her PhD in 2009 at the Faculty of Humanities and Social Sciences of the University of Zagreb.

She started working at the Institute of Archaeology in 2000, and since 2018 she has held the post of senior research associate. She was an associate on the several projects at the Institute of Archaeology. She was principal investigator of installation research project Late Bronze Age mortuary practices and societies in southern Carpathian Basin funded by Croatian Science Foundation from 2014-2017. She was project leader for Croatian part in bilateral project Austria-Croatia (MSE – OeAD) 2018-2019 „South connection: Spreading of Urnfield phenomena and mobility in Bronze Age“. Since 2020 she is principal investigator for research project of Croatian Science Foundation Childhood in protohistory in the southern Carpathian Basin.

In 2019, she spent some time at the Institute for Orient and European Archaeology (OREA) Austrian Academy of Sciences with fellowship „JESH - Joint excellence in science and humanities“.

At the Institute of Archaeology, she participated as a team member or manager in numerous systematic (Zvonimirovo, Ilok, Sotin, Dolina...) and rescue excavations (Poljana Križevačka, Beli Manastir...). She manages the archaeological investigations at the Late Bronze Age settlement and cemetery in Dolina.

Since 2005, she has been an external collaborator at the undergraduate and graduate courses at the Department of Archaeology, Faculty of Humanities and Social Sciences of the University of Zagreb, since 2017 assistant professor. She teaches the course “Urnfield Culture“ in the graduate prehistory program. She also participates in the work of the doctoral studies program.

She organised several international conferences on Late Bronze Age topics. She was co-author of the several exhibitions and organiser of several round tables. She is a member of the Croatian Archaeological Society, the European Association of Archaeologists and the Society for the Study of Childhood in the Past.

She researches and writes on prehistoric topics related to the Bronze Age and the beginning of the Iron Age, especially chronology, topography, ceramics, mortuary practices, identities and age groups.

## Marinović, Veronika

**Academic degree** doctor of philosophy  
**Title** postdoctoral researcher  
**Organizational unit** Department of Archaeology

### CV

#### Biography

Veronika Marinović (Đerek) was born on February 4th, 1967, in Split. She graduated in chemistry (professor of chemistry) at the Faculty of Science, University of Zagreb, and received her master's and doctoral degrees in chemistry (chemistry, analytical chemistry) at the Faculty of Science, University of Zagreb.

She completed her master's thesis entitled: Monitoring the decay of biological material by analysing nitrogen compounds by ion chromatography in 1999 and earned her doctoral degree with a dissertation entitled "Photocatalytic degradation of azo dyes with sol-gel titanium dioxide films" in 2012. She worked as a technical associate at the Department of Physical Chemistry, Faculty of Science, University of Zagreb and as a professor of chemistry at the Gymnasium "Tituš Brežovački" in Zagreb. Since 1995, she has been employed at the Center for Forensic Examinations, Research and Expertise "Ivan Vučetić".

He is currently in the position of Chief Expert for chemical-physical expertise.

He has been a court expert for chemical and physical expertise since 2002.

She has won the following recognitions and awards: Exceptional Award of the Ministry of the Interior, Memorial of Homeland Gratitude.

#### Teaching activity:

- Long-term lecturer in criminal technique at the Police Academy in the field of traffic accident expertise.
- Lecturer in traffic police education of all police administrations in the Republic of Croatia.
- Guest lecturer at the study of Forensics, University Department of Forensic Sciences, University of Split
- Lecturer on the undergraduate and graduate study of archaeology (Technological development and ecology in archaeology, Methods of natural sciences in archaeology), Department of Archeology, Faculty of Humanities and Social Sciences, University of Zagreb, the academic year 2019/2020 and 2020/2021
- Lecturer in the course Traffic Forensics, Police College in Zagreb
- Lecturer at the World Congress of Traffic Experts, EVU, Dubrovnik, 2018.

#### Professional training:

- Professional training abroad, ENFSI EPG meetings from 2002-2020.
- EUCAP TRAINING, BKA, Wiesbaden, Germany, 2008.
- Permanent Court Expert (ŽS in Zagreb) since 2002
- Validation of analytical methods, Croatian Metrology Society, 2003.
- Risk management, Croatian Metrology Society, 2018.
- Internal audits in the laboratory, Croatian Metrology Society, 2021.
- Application of the standard HRN EN ISO / IEC 17025: 2017 Croatian Metrology Society, 2021.

## Matijević, Vinka

**Academic degree** doctor of philosophy  
**Title** postdoctoral researcher  
**Organizational unit** Department of Archaeology

### CV

Vinka Matijević (1986, Split, Croatia) obtained a master's degree at the Department of Archeology, Faculty of Humanities and Social Sciences, University of Zagreb in 2010. In the same year, she was employed as a research assistant on the project Roman military camps in Croatia (130-0000000-0777) at the Department of Ancient Provincial and Early Christian Archeology at the same Department. From 2014 to 2018 she was a collaborator on the project red. prof. M. Sanader entitled "Between the Danube and the Mediterranean. Exploring the role of Roman military in the mobility of people and goods in Croatia during the Roman Era" funded by the Croatian Science Foundation. From 2018 she is a collaborator on the project "Understanding Roman Borders: The Example of the Eastern Adriatic" (leader: Assoc. Prof. D. Tončinić, source of funding: HRZZ).

In 2016 she defended the topic "Typology and topography of late antique tombs in the archaeological landscape of central Dalmatia" and obtained the title of Doctor of Science at the University of Zagreb.

Since 2010 she participates in teaching at the Department of Ancient Provincial and Early Christian Archeology.

Her main research interest is focused on the period of late antiquity in the eastern Adriatic, and especially graves and types of burials. So far, she has participated in several prestigious international conferences in Croatia and abroad with topics related to late antiquity.

## Mavrović Mokos, Janja

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	assistant professor
<b>Organizational unit</b>	Department of Archaeology

### CV

Janja Mavrović Mokos was born in 1983 in Čakovec. She finished elementary school and high school in Zagreb, where in 2002 she enrolled in a two-subject study of archaeology and history at the Faculty of Philosophy. During 2008, she graduated on the topic "Multi-headed pins as an element of men's costume" with the mentor dr. sc. Hrvoje Potrebica.

Since October 1, 2008, she has been employed as a research novice on the project of dr. sc. Hrvoje Potrebica "Elite of the Bronze and Iron Ages in Croatia" at the Department of Archaeology, Faculty of Philosophy in Zagreb, at the Department of Prehistoric Archaeology.

In the same year, she enrolled in postgraduate doctoral studies. During her studies and later as a graduate archaeologist, she participated in numerous systematic and protected archaeological excavations. Some of them are Kaptol, Sv. Križ, Budinjak, Drenje, Virovitica - Kiškorija north, Ilok - Dvor knezova iločkih, Kaznica - Rutak, Čepinski Martinci - Dubrava. In classes she participates in courses related to the Bronze Age.

Since 2013, she has been participating in the international project ENTRANS (Encounters and transformations in Iron Age Europe), whose project leader is dr. sc. Hrvoje Potrebica. Since 2015, she has been participating in the Research Project of the Croatian Science Foundation "Funeral Customs of the Early Iron Age in Southern Pannonia - Crossroads of Identity", whose leader is also dr. sc. Hrvoje Potrebica. Since 2016, she has been participating in the "IRON-AGE-DANUBE project - MONUMENTALIZED EARLY IRON AGE LANDSCAPES IN THE DANUBE RIVER BASIN" as a member of the Center for Prehistoric Research, which is an associate member of the project.

In September 2014, she defended her doctoral thesis "The Beginning of the Middle Bronze Age in Western Slavonia - Genesis and Influences" under the mentorship of dr. sc. Hrvoje Potrebica. After defending her thesis, she was elected a postdoctoral researcher in the same year, and in 2017 she was elected a research associate.

Since 2009 she has been the head of archaeological research at the Middle Bronze Age site Alilovci Lipje in the Požega Valley, since 2016 she has been conducting research at the Early Iron Age site Draganić - Ilijina glavica near Jastrebarsko and since 2019 she is taking over research at another Early Iron Age site Sveti Križ near Zaprešić.

From 1.02.2021. she is the leader of the Establishment Research Project funded by the Croatian Science Foundation, "Transfer area from Sutla across the middle course of the Sava during the Bronze and Iron Ages" - TRANS RIVERS.

## Mihelić, Damir

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	full professor
<b>Organizational unit</b>	Department of Archaeology

### CV

Professor Mihelić is a full professor at the Faculty of Veterinary Medicine, University of Zagreb. He received his master's degree in Biomedicine and Health in 1991. He earned his PhD in 1993 in the field of Biomedicine and Health at the Faculty of Veterinary Medicine, University of Zagreb. In 1998 he completed the FELASA course for breeding and working with laboratory experimental animals in Budapest, Hungary. In 2007, he spent three months as a mentor at the Western University College of Veterinary Medicine, Department of Anatomy in Pomona, USA. As part of the international research group, he visited Prague (2002) and Brno (2003), Czech Republic.

He teaches several compulsory courses at the undergraduate and graduate-level and doctoral studies of the University of Zagreb: Faculty of Veterinary Medicine, Faculty of Philosophy, Faculty of Medicine. He also teaches at the Faculty of Forensics, University of Split. A list of courses which he teaches: Anatomy with Organogenesis of Domestic Animals I, Anatomy with Organogenesis of Domestic Animals II, Anatomy with Organogenesis of Domestic Animals III, Zooarchaeology, Zooarchaeology: Fundamentals of Animal Osteology, Anatomy of Game and Poultry, Anatomical, Histological and Genetic Veterinary Approach morphology of vertebrate nerve and sensory organs and Comparative Anatomy.

His research interests include histochemistry, neuroanatomy, neurology, applied veterinary forensics, archaeological forensics, zooarchaeology, applied molecular biology, and diagnostics.

He was a co-leader of five domestic scientific projects: Histoelzymatic and physicochemical properties of animal skin and adipose tissue in industry, Experimental histological- toxicological studies of fish poisoning, Skeletal morphology and taxa of excess vertebrates, Application of deer game research in our habitats and Morphometabolic studies of the placenta and animal organs and three international projects: Alternative techniques for the protection of animals used for experimental and other scientific purposes, Analysis of bone fragmentation from the archaeological site Mielnik and Morphological characteristics of the lumbar and sacral plexus in Pinnipeds. He was the leader of the VIP project Rabbit breeding in family farms and a collaborator-researcher on the project Cage rabbit breeding in small farms. He was a collaborator on the project Wildlife Health Surveillance and the university project Cell Therapy in Veterinary Technology.

He is a collaborator-researcher on the project of the Croatian Science Foundation Lobar - a Medieval Centre of Power.

He is the mentor of a doctoral student who researches bone remains from the archaeological site in Žumberak and a doctoral student who explores the connection between the DNA characteristics of cows and udder diameter with the amount of milk produced.

He has published 207 scientific papers in journals and proceedings of scientific conferences, of which 79 articles in international journals and has actively participated in the organization board of domestic, international scientific conferences and summer schools.

He is a member of the Croatian Veterinary Society, the Croatian Veterinary Chamber and the Society for Calcified Tissues EAVA.



## Milićević Bradač, Marina

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	full professor
<b>Organizational unit</b>	Department of Archaeology

### CV

Marina Milićević Bradač, tenured professor, was born in Zagreb in 1957. Graduated from the Faculty of Humanities and Social Sciences, University of Zagreb, archaeology and classical philology. Acquired her MA degree at the same University in 1985, and PhD degree in 1993 (with the thesis Prehistoric roots of some aspects of the Greek religion). She has been employed at the Faculty of Humanities and Social Sciences since 1983, Department of Archaeology and as tenured professor since 2010 as the head of the Chair for Classical Archaeology. She led the project *Corpus inscriptionum Latinarum quae in Croatia repertae sunt*.

Prof. Marina Milićević Bradač teaches Classical archaeology on undergraduate, graduate and doctorate level. Her main interests are classical archaeology, history of religions, especially prehistoric and Greek, mythologies, and history of culture in general (with special accent on how the motives of the ancient tradition were transmitted into the modern popular culture).

## Miloglav, Ina

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	assistant professor
<b>Organizational unit</b>	Department of Archaeology

### CV

Ina Miloglav (née Gale) was born in 1973 in Split, where she attended a local primary and grammar school. She enrolled on a single-honours university course in archaeology at the Faculty of Humanities and Social Sciences of Zagreb University in 1992, and graduated in 1999. Between 2001 and 2004 she worked as a curator in the Department of Archaeology of the Vinkovci Town Museum. In 2005 she got a post in the Department of Archaeology at the Faculty of Humanities and Social Sciences of Zagreb University, as a research assistant on the project Vučedol Culture in the Territory of Croatia, led by Prof. Aleksandar Durman, and she participated in it with her research and scientific work until the project was closed in 2014. In 2012 she earned her doctorate with the thesis *Late Vučedol Culture in the Bosut Plain on the Basis of Pottery Finds*. In the same year, she became a senior assistant, and in 2016 assistant professor, on the Chair of Archaeometry and Methodology, Department of Archaeology, at the Faculty of Humanities and Social Sciences of Zagreb University.

Since the academic year 2006/2007, she has actively participated in the university programme of the Department of Archaeology as a teacher of the courses related to documenting and methodology of archaeological excavation, and methodology of processing prehistoric pottery. Currently, she teaches seven courses.

Since 2013 she is organizing a scientific conference *Methodology and Archaeometry* at the Faculty of Humanities and Social Sciences of Zagreb University. She has participated in more than 70 field researches and excavations, where her contribution was in the role of research leader, associate and documentarist. She has published one authored book (*Ceramics in archaeology – Pottery of the Vučedol Culture in the Vinkovci region*, 2016), and one book in collaboration (*Tilurium IV. Archaeological excavation from 2007-2010.*, 2017), seven Editorial books, 7 book chapters, 40 papers in Academic Journals and has participated in 35 scientific conferences. She is a co-author of three archaeological exhibitions: *Recycle, ideas from the past* (Zagreb, 2017), *Back to the past. Copper Age in northern Croatia* (Zagreb, 2018) and *Archaeological excavations of the Banjače site* (Dugopolje, 2018).

She is Editor in chief of the *Proceedings from the scientific conference Methodology and Archaeometry* and a member of the editorial board of the *Journal Arhaika* (University of Belgrade, Serbia). Her professional development includes participating in several workshops and courses regarding digital documentation. Since 2010-2014 she was a project leader of the archaeological excavation at the Roman site of St. Quirinus in Sisak and since 2018 of the prehistoric site Prisunjača near Vinkovci. She is the coordinator of the Field practice of the Department of Archaeology, Faculty of Humanities and Social Sciences of the University of Zagreb. Since 2020 she is head of the chair for Archaeometry and Methodology and currently head of the Department of Archaeology.

## Nikšić, Petra

**Academic degree** master of science  
**Title** assistant  
**Organizational unit** Department of Archaeology

### CV

Petra Nikšić was born in 1986 in Zagreb, where she finished elementary school and high school. She completed her undergraduate studies in archeology in 2008 at the Department of Archeology, Faculty of Humanities and Social Sciences, University of Zagreb, where she also completed graduate studies in ancient archeology in 2012. From 2015 to 2016 she was employed as a trainee curator at the Zadar Archaeological Museum, at the Department for the Late Middle Ages and the Modern Age. She passed the professional exam for the museum title of curator in 2016. She is the co-author of the exhibition "Renaissance on Pope's Square" from 2017.

As a student, an employee of the Archaeological Museum Zadar, an external associate of the Department of Archeology at the Faculty of Philosophy in Zagreb and an associate of Arheo plan d.o.o., she participated in about twenty field research campaigns (Vučedol, Korce Basin Survey Project, Bapska - Gradac, Gardun, Lobar - Our Lady of Mountain, Bilice - Dedića punta, Slunj - Stari grad, Caska - St. George, Udbina - St. Jacob's Cathedral, project "Towers and fortifications of Ravni kotari", etc.). From 2019 she is employed as a doctoral student on the project of Dr. Krešimir Filipac "Lobar - early medieval center of power" funded by the Croatian Science Foundation (IP-2016-06-6622). Her research interests include late antique and early medieval archeology and late antique pottery. She participates in the fieldwork of the Chair of General Medieval and National Archeology.

## Pavić, Mirela

### Academic degree

#### Title

**Organizational unit** Department of Archaeology

### CV

#### Biography

Mirela Pavić Vulinović was born on July 11th, 1986, in Osijek, Croatia. She graduated in 2005 from the High School of Science and Mathematics in Osijek. That same year, she enrolled in integrated undergraduate and graduate study at the Faculty of Veterinary Medicine, University of Zagreb, graduating on January 19th, 2012.

As a scientific novice, on March 1st, 2012, she started working at the Department of Nutrition, Anatomy and Physiology of Domestic Animals, Department of Animal Husbandry, Faculty of Agriculture, Josip Juraj Strossmayer University of Osijek. As an assistant, on September 1st, 2016, she started working at the Department of Anatomy, Histology and Embryology, Faculty of Veterinary Medicine, University of Zagreb. During the academic year 2012/2013, she enrolled in a postgraduate doctoral study in Veterinary Sciences at the Faculty of Veterinary Medicine, University of Zagreb. On November 9th, 2017, she defended her doctoral dissertation, gaining a doctorate in biomedicine and health, veterinary medicine, basic and preclinical veterinary sciences. As a postdoctoral student, she started working on March 22nd, 2018, at the Department of Anatomy, Histology and Embryology, Faculty of Veterinary Medicine, University of Zagreb. At the Committee for the field of biomedicine and health - the field of veterinary medicine held on October 31st, 2018, she was promoted to the scientific title of research associate. As an assistant professor, she started working on June 9th, 2020, at the Department of Anatomy, Histology and Embryology, Faculty of Veterinary Medicine, University of Zagreb.

She participated in two compulsory courses at the undergraduate university study in Zootechnics and the undergraduate professional study in Zootechnics at the Faculty of Agriculture, Josip Juraj Strossmayer University in Osijek, while she is currently an associate in three compulsory and four elective courses held on the integrated undergraduate and graduate study on Faculty of Veterinary Medicine in Croatian and in three compulsory and three elective courses of the integrated undergraduate and graduate study of Veterinary Medicine in English. As an external associate, she participated in 3 courses at the Department of Archeology, Faculty of Philosophy, the University of Zagreb during the academic year 2019/2020. She passed the pedagogical-psychological and didactic-methodological training at the Faculty of Education at Josip Juraj Strossmayer University in Osijek in 2014.

She has published 33 bibliographic items in domestic and foreign journals, of which 14 were in publications cited in the WoSCC database and 41 conference papers. The list of her published bibliographic units is available in its entirety in the CROSBI database under the scientific registration number 334492 and in the Google Scholar profile. According to the Google Scholar profile report from October 13th, 2021, she has a total of 83 citations and h-index = 5.

## Pavlović, Ana

**Academic degree** doctor of philosophy  
**Title** assistant professor  
**Organizational unit** Department of Archaeology

### CV

I was born on 16th July 1982 in Split, Croatia, where I completed primary school in 1996. From 1996 to 2000 I attended Classical High school in Split and afterwards, in year 2000, I enrolled at Faculty of Humanities and Social Sciences at Zagreb University where in 2005 I got my first Bachelor's Degree in Classical Philology and in year 2007 my second Degree in Archaeology.

The same year I was employed at Department of Archaeology of Faculty of Humanities and Social Sciences in Zagreb as a Research Assistant on a Research project Corpus Inscriptionum Latinarum quae in Croatia repertae et editae sunt (130-0000000-0825), which is led by professor dr. sc. Marina Miličević Bradač and founded by Ministry of Science, Education and Sports of the Republic of Croatia. As a Junior Assistant at a Department's Chair in Classical Archaeology I also participated in teaching and so far I've given lectures, seminars and practice classes for Department's Undergraduate Study Program; subjects varying from classical mythology, greek language for archaeologists and numismatics.

I earned my Doctoral Degree in Classical Archaeology in 2013. at the same Faculty under supervision of professor dr. sc. Marina Miličević Bradač and Senior Research Scientist dr. sc. Željko Demo from Archaeological Museum in Zagreb, Croatia. From 2013 I've become a Senior Research Assistant at my place of employment. From 2016 I've become assistant professor at Chair in Classical Archaeology. From 2016 I am research associate.

I participated in numerous archaeological excavations, in recent years especially in those in Gardun (Roman military camp Tilurium) near Sinj, Croatia, where I'm also included in fieldwork and practice with students. I have participated in several international conferences in Croatia and abroad mainly with numismatic papers on tetrarchic period of the Roman imperial mint in Siscia (today's Sisak, Croatia).

I'm fluent in english and french and have good knowledge of german language and a good passive skills in italian. My computer skills are basic (MS office). Fields of a research and interest include primarily Classical Archaeology, Numismatics and Epigraphy, Archaeology and the media.

## Potrebica, Hrvoje

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	full professor
<b>Organizational unit</b>	Department of Archaeology

### CV

Prof Hrvoje Potrebica, Ph.D., is Full Professor at University of Zagreb, Faculty of Humanities and Social Sciences, Department of Archaeology. For more than 15 years, he is principal teacher of all courses relating to the Bronze Age and Iron Age. In period 2000-2020, he mentored 43 MA theses and 8 doctoral dissertations. Prof Potrebica actively participated in more than 55 international meetings and conferences in Croatia and throughout the world. Over the past nine years, he organized 12 international conferences and chaired 26 sessions at such conferences. He participated in more than 50 land and underwater archaeological excavations as their either leader or member of the research team, both in Croatia and abroad. He is also author of five archaeological exhibitions. He is currently project leader at one and researcher at three international scientific projects, and previously led three and participated in four international projects. He received several awards for Achievements in Culture and Science: the Award of the Historical Society of Požega, the Award of the Kaptol Municipality, the Award of the Lumbarda Municipality, the Award of the Town of Požega, and the Award of the Požega-Slavonia County. In 2013 he won the Samuel L. Kress Lectureship of the Archaeological Institute of America and held 16 invited lectures across USA and Canada. Since 2017, he is corresponding member of the German Archaeological Institute (Deutschen Archäologischen Instituts - DAI), appointed by the Römisch-Germanische Kommission. He is member of several Croatian and international professional and scientific organisations: Aerial Archaeology Research Group, Matrix Croatica, Europa Nostra, World Archaeological Congress, Archaeological Institute of America, Society for American Archaeology, The International Union of Prehistoric and Protohistoric Sciences... He is member of the executive board of the Croatian Archaeological Society since 2001, where he served as treasurer (2001-2005), president (2005-2013) and vice president (2013-now). Prof Potrebica is one of the founders and president of the Centre for Prehistoric Research since 2007. He started his career as licenced underwater archaeologist with more than 15 years of diving experience (CMAS 3\*) at Ministry of Culture, Department of Archaeology. Now he is for nine years member of the steering committee of the International Organization for Underwater Archaeology since 2011. He also completed formal training in techniques and methods of aerial archaeology. He is member of the European Association of Archaeologists since 1994. Besides being member of EAA Committee on Training and Education (since 2003) and Committee on Illicit Trade in Antiquities (since 2016), he was also elected in the Executive Board in 2016, where he serves his second term. He acted as representative of European Association of Archaeologists in The European Year of Cultural Heritage Stakeholders Committee (2018) as well as in the European Heritage Alliance 3.3. In Croatia, he was member of several management boards (Papuk Nature Park, Archaeological Museum of Zadar, Archaeological Museum of Zagreb), he was Head of Department of Archaeology at the Faculty of Humanities and Social Sciences in Zagreb (2015-2017), and since last year he serves as member of National Scientific Board for Interdisciplinary Area as well as member of National Scientific Council (XXIII. History, Art History, Archaeology, Ethnology and Anthropology).

## **Roksandić Vukadin, Danijela**

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	assistant professor
<b>Organizational unit</b>	Department of Archaeology

### **CV**

Danijela Roksandić Vukadin has been employed at the Department of Archaeology since 2008; since 2011. as a research assistant on the project "Vučedol culture in Croatia" (principal researcher prof. Alexander Durman) at the Chair of Archaeometry and Methodology. As a member of the expert team, she participates on the research of the Vučedol site, conducts field classes and archaeological school for students and workshops on experimental archeology. She has skills on geophysical technologies required for modern archaeological research, uses graphic design applications with handling technical drawing and design programs. Her research interest is on late antique ceramics, scientific analysis in terms of geoarchaeological approach, interpretation of its origin and manufacturing technology. She analyzes late antique ceramics from northern Croatia. As part of the Erasmus program - mobility, professional development of teaching staff 2012/2013, she visited Hungary, University of Pécs, Department of Archeology. She defended her doctoral dissertation entitled "Ceramic pottery as indicator of life in late antique Cibale" in 2015. Since 2009, she has been teaching regular classes in undergraduate and graduate studies in archeology. From 2006 to 2010, she participated in numerous field surveys on the route of highway Beli Manstir -Osijek-Svilaj as a part of an expert team or leader of the research, and performed field survey along the Drava, Karašica, Vuka and Vučica rivers. She participated in the research of numerous late antique and medieval sites in continental Croatia. Since 2015, she mentored several student projects in the Vukovar-Srijem County. She is an associate with the Vučedol culture museum, on permanent exhibition. In 2016, she was promoted to a higher scientific title of research associate, and to teaching at the graduate level.

In 2019, she advanced to the scientific-teaching title of assistant professor.

## Rončević, Martina

**Academic degree** master of science  
**Title** professional associate  
**Organizational unit** Department of Archaeology

### CV

Martina Rončević was born in 1985. She graduated from the Secondary School of Applied Arts and Design in Zagreb. In 2003 she enrolled in the study of Archaeology at the Faculty of Humanity and Social Sciences of the University of Zagreb, and graduated from the Department of Archaeology, Field Archaeology, in 2009.

During her studies she participated in several systematic archaeological excavations led by the Department of Archaeology (the project of systematic archaeological researches in Vučedol and Gardun), and the Archaeological Museum in Zagreb (Varaždinske Toplice). Since 2005 she has been working at the Andautonia Archaeological Park as a professional guide. During 2005 and 2006 she was working on the preparation of field documentation, studying and drawing of movable archaeological material on the project for the conservation and presentation of a complex Roman site in Caska (the island of Pag). Since 2007, she participated in several conservation researches. She was engaged in drawing stone artefacts and small finds recovered in the conservation archaeological researches on the sites of Njivice poje, the bridge on the river Jadro, the Vranjica waterfront, the city of Osijek, and the Basilica Square in the town of Novalja. Since 2008, she has been engaged as a collaborator with the Institute of Archaeology, drawing for them small finds for the project Ilok – Ilok Princes' Palace, as well as the finds from several archaeological sites: Sotin (a complex site), Dolina (a late-bronze age necropolis), Batina, and Zvonimirovo.

In 2009 she was employed as a documentation specialist at the Department of Archaeology at the Faculty of Humanity and Social Sciences in Zagreb. From the academic year 2013/2014 she has been teaching the courses Drawing of Movable Archaeological Finds and Basics of Digital Processing of Movable Archaeological Finds at the undergraduate study of Archaeology.



## Šimić-Kanaet, Zrinka

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	assistant professor
<b>Organizational unit</b>	Department of Archaeology

### CV

Šimić-Kanaet, Zrinka was born on May 21, 1956 in Sarajevo. She finished elementary school and high school in Zagreb, graduated from the Faculty of Philosophy, University of Zagreb in 1980 with a degree in archeology and Italian language and literature. At the postgraduate study of archeology at the Faculty of Philosophy, University of Zagreb, received her master's degree in 1990, defending her master's thesis entitled "Comparative analysis of protohistoric and early Roman pottery technology in northern Croatia." From 1984 to 2005, she worked at the Department of Archeology as head of the library. From 1996 to 2000 she was a research associate on the Illyrian project between the Greeks and Romans, and since 2000 she has been a research associate on the Roman military camps in Croatia project. Since 25. January 2005, she has been employed at the Department of Archeology, Faculty of Philosophy, University of Zagreb, as an assistant for the scientific field of humanities, archeology, for the subject Analysis and Processing of Ancient Ceramics, at the Department of Classical Archeology. Since 2006 she has been participating in the teaching of the undergraduate study of archeology: Proseminar in Classical Archeology and Applied Greek and Roman Ceramics, and since Acad. yr. 2008/09. in the graduate study of archeology, teaching the course: Greek Applied Ceramics and Roman Provincial Ceramics. In 2009, she was elected to the associate title of senior assistant and she defended her doctoral dissertation "Classification, chronology and origin of Roman ceramics from Tilurium in the Roman province of Dalmatia". Since 2014. she is an associate on the project „Between the Danube and the Mediterranean”. Exploring the role of Roman military in the mobility of people and goods in Croatia during the Roman Era „funded by the Croatian Science Foundation”. Elected assistant professor on January 9, 2018.

She authored and co-authored papers in journals and also published book chapters and book: Šimić-Kanaet, Z., Tilurium II, Keramika 1997 – 2006 : sv. 1 : analiza i katalog ; sv. 2 : table / editors: Mirjana Sanader, Domagoj Tončinić, Iva Kaić; Arheološki zavod Filozofskog fakulteta u Zagrebu, 2010.

Sanader, Mirjana; Tončinić, Domagoj; Šimić Kanaet, Zrinka; Ivčević, Sanja; Buljević, Zrinka; Šeparović, Tomislav; Miloglav, Ina Tilurium IV. Arheološka istraživanja 2007.-2010. godine, Zagreb: Filozofski fakultet Sveučilišta u Zagrebu, Zavod za arheologiju, FF Press, 2017 (monografija)

Sanader, Mirjana; Tončinić, Domagoj; Šimić-Kanaet, Zrinka; Buljević, Zrinka; Ivčević, Sanja

Tilurium V. Arheološka istraživanja 2010.–2018. godine, Zagreb: Filozofski fakultet Sveučilišta u Zagrebu, Arheološki zavod Odsjeka za arheologiju.

## Škiljan, Ivana

**Academic degree**            doctor of philosophy  
**Title**  
**Organizational unit**        Department of Archaeology

### CV

Ivana Škiljan graduated History and Archeology at the Faculty of Philosophy, University of Zagreb in 2004. In the same year, she was employed as an curator - archaeologist at the Museums of Hrvatsko Zagorje - Museum of Peasant Revolts and Veliki Tabor Castle. She became a senior curator in 2011. Her research interest is on late medieval and early modern archaeological ceramics. She has been leader of the research of fortress Donja Stubica - Stari grad (2008-2018), Veliki Tabor Castle (2006, 2011-2013), fortress Samci in Gornja Stubica (2012-2017) and performed field survey of the area that today includes Krapina-Zagorje County. She organizes museum exhibitions ("Jan Vitovec - Czech knight, Count of Zagorje", "Franjo Tahy and Tahy's town in Donja Stubica", "Medieval monsters - Reliefs on ceramic stoves", "Time of fortresses: Noble Fort Vrbovec at Sutla«, »Rattkays from Veliki Tabor Castle in the fight against the Ottomans«). So far, she has published several books (museum catalogs) independently and in collaboration, as well as several scientific and professional papers. She received her PhD in 2015 with the topic Medieval and Early Modern Stoves in Slavonia at the Department of Archeology, Department of Medieval Archeology, Faculty of Philosophy, University of Zagreb. Since 2017 she has lectured classes in the Department of Archaeology as an associate of the Chair of General Medieval and National Archaeology. Since 2019 she gained scientific title of research associate,

## Škrgulja, Jana

**Academic degree** master of science  
**Title** assistant - lecturer  
**Organizational unit** Department of Archaeology

### CV

JANA ŠKRGULJA

#### Curriculum vitae

Born 20 December 1980 in Ljubljana, Slovenia. In 2005, she enrolled in the study of archaeology and comparative literature at the Faculty of Humanities and Social Sciences, University of Zagreb, and in 2013, graduated in Archaeology. Previously, she studied law at the Faculty of Law in Zagreb. As a student, she worked at the law firm Anić & Partners in Zagreb and as a producer at the Thearto Project. From 2003, when she had joined the archaeological excavations at Bribirska Glavica, to the present, she has participated in more than 20 archaeological research campaigns of prehistoric to medieval sites, mostly for the Department of Archaeology, Faculty of Humanities and Social Sciences, University of Zagreb, Archaeological Museum of Zagreb and Ministry of Culture - Conservatory Department in Šibenik (Gardun, prof. dr. Mirjana Sanader; Lobar, prof. dr. Krešimir Filipec; Lasinja, dr. Jacqueline Balen; Osor, prof. dr. Miljenko Jurković; dr. Sebastien Bully and dr. Morana Čaušević Bully; Kornati, Marko Mengušić; Zmajevac, Slavica Filipović; Vučedol, prof. dr. Aleksandar Durman, etc.).

Since 2013, she is a secretary of the Croatian Archaeological Society. Currently, she is a PhD student in Postgraduate Doctoral Programme of Medieval Studies at the Faculty of Humanities and Social Sciences, University of Zagreb. Since 2017, she works as Assistant at the Chair of Medieval Archaeology, Department of Archaeology, Faculty of Humanities and Social Sciences of the University of Zagreb. Previously, from 2013, she was active as external teaching assistant both at the Department of Archaeology and the Department of History.

From 2008 to 2012, she collaborated in the research of prehistoric ceramic in Archaeological Museum of Zagreb. In 2008, she participated in international educational workshops, IRC for Late Antiquity and Middle Ages, University of Zagreb, IRCLAMA project, Skradin, Bribir.

She focuses on the research of Late Antiquity and the early Middle Ages, especially the middle Danube and eastern Adriatic regions.

She has participated and delivered papers in scientific conferences *Arheologija na Dunavu* (Archaeology on the Danube), Vukovar, Croatia, 7-11 October 2013; *Adriatlas e la storia dello spazio adriatico antico* (VI s. a. C. – VIII p.C.), Rome, 4-6 November 2013; *Ličnosti vojvođanskog prostora. Vojvođanski prostor u kontekstu evropske istorije* (People of the Vojvodina Region. Region of Vojvodina in the Context of European History), Bačka Palanka, Serbia, 23 November 2013; *The Second International Scientific Symposium Days of Justinian I*, Skoplje, Macedonia, 17-18 October 2014; *Kollaps - Neuordnung - Kontinuitäten. Das Theißgebiet nach dem Untergang des Hunnenreiches*, Budimpešta, 14-15 December 2015, and the *Second Medieval Workshop*, Rijeka, Croatia, 10-11 October 2014.

#### Research papers

*Barbaricum contra imperium: Prostor današnje jugozapadne Vojvodine između kasne antike i ranog srednjeg vijeka u svjetlu povijesnih i arheoloških svjedočanstava* (5.-6. stoljeće) [*Imperium and Barbaricum: The Territory of Modern Southwestern Vojvodina between Late Antiquity and the Early Middle Ages in Light of Historical and Archaeological Evidence* (5th-6th c.)], in: *Vojvođanski prostor u kontekstu evropske istorije. Zbornik radova / The Region of Vojvodina in the Context of European History. Book of Proceedings 2*, Vladan Gavrilović, Svetozar Boškov (eds.), Novi Sad - Bačka Palanka 2014, 7-39 (with H. Gračanin)

*L'archeologia dell' Adriatico orientale tra il V il VII secolo: le evidenze archeologiche e i problemi della ricerca*, in: *AdriaAtlas et l'histoire de l'espace adriatique du VIe s. a.C. au VIIIe s. p.C. Actes du colloque international de Rome* (4-6 novembre 2013), Yolande Marion, Francis Tassaux (eds.), [Ausonius Scripta Antiqua 79], Bordeaux 2015, 99-111

*Refashioning of Historical Reality: Three Stories by Constantine VII Porphyrogenitus and the Early Medieval History of Croatia*, in: *Samoilovata država i Vizantija: istorija, legenda, tradicija, nasledstvo. Zbornik na trudovi od Megjunarodniot simpozium "Denovi na Justinian I"*, Skopje, 17-18 oktombri, 2014 / *Samuel's State and Byzantium: History, Legend, Tradition, Heritage. Proceedings of the International Symposium*

“Days of Justinian I”, Skopje, 17-18 October 2014, Mitko B. Panov (ed.), Skopje 2015, 24-34 (with H. Gračanin)

The Ostrogoths in Southern Pannonia, *Acta Archaeologica Carpathica* 49 (2014) (2015), 165-205 (with H. Gračanin)

Etnički identiteti u južnoj Panoniji i Dalmaciji u Justinijanovo doba [Ethnic Identities in Southern Pannonia and Dalmatia in the Justinianic Age], *Povijesni prilozi* 50 (2016), 9-48 (with H. Gračanin)

#### Reviews

Jacqueline Balen, Đakovo - Franjevac, kasno bakrenodobno naselje, *Musei Arcaeologici Zagrabienis Catalogi et Monographiae*, Vol. VII, AMZ 2011, Tabula 10 (2012), 147-149

Znanstveni skup Hrvatska arheologija i Aachenski mir 812.-2012., *Radovi Zavoda za hrvatsku povijest* 45 (2013), 272-273

Hrvoje Gračanin, Južna Panonija u kasnoj antici i ranom srednjovjekovlju (od konca 4. do konca 11. stoljeća), *Zagreb: Plejada*, 2011, 455 str., Tabula 11 (2013.), 213-215

Međunarodni znanstveni kongres Stoljeće hrabrih – arheologija rimskih osvajanja i otpora starosjedilaca u Iliriku za vrijeme Augusta i njegovih nasljednika, *Zagreb*, 22.-26. rujna 2014., *Radovi Zavoda za hrvatsku povijest* 46 (2014), 451-454

#### Participation in conferences

Arheologija na Dunavu, Vukovar, 7-11 October 2013, paper Problemi arheologije tzv. velike seobe naroda u podunavskom dijelu Srijema [Problems of the so-called Great Migration Period in the Danubian Part of Syrmia]

Adriatlas e la storia dello spazio adriaticoantico (VI s. a. C. – VIII p.C.), Rome, 4-6 November 2013, paper L'archeologia dell' Adriatico orientale del periodo 5-7 secolo: le evidenze archeologiche e problemi di ricerca

Ličnosti vojvođanskog prostora. Vojvođanski prostor u kontekstu evropske istorije, Bačka Palanka, Serbia, 23 November 2013, paper Barbaricum contra imperium: prostor današnje jugozapadne Vojvodine između kasne antike i ranog srednjeg vijeka u svjetlu povijesnih i arheoloških svjedočanstava (5.-6. stoljeće) [Imperium and Barbaricum: The Territory of Modern Southwestern Vojvodina between Late Antiquity and the Early Middle Ages in Light of Historical and Archaeological Evidence (5th-6th c.)] (with H. Gračanin)

Second International Symposium Days of Justinian I, Skoplje, Macedonia, 17-18 October 2014, with paper The Refashioning of Historical Reality: three stories by Constantine VII Porphyrogenitus and the early medieval history of Croatia (with H. Gračanin)

Kollaps - Neuordnung - Kontinuitäten. Das Theißgebiet nach dem Untergang des Hunnenreiches, Budimpešta, 14-15 December 2015, with paper The Gepids in Southern Pannonia in the Age of Justinian I in the Light of Written and Archaeological Sources (with H. Gračanin)

# Šlaus, Mario

**Academic degree** doctor of philosophy  
**Title** full professor  
**Organizational unit** Department of Archaeology

## CV

2012 – present Senior Research Scientist and Director of Anthropological centre of the Croatian Academy of Sciences and Arts.  
 2001 – present Research Scientist, and Senior Research Scientist at the Department of Forensic Medicine at the School of Medicine, University of Zagreb.  
 1990– 2012 Research Associate, Research Scientist, and Senior Research Scientist at the Department of Archaeology, Croatian Academy of sciences and arts.

## Education

1996 PhD in Archaeology, School of Philosophy, University of Zagreb.  
 1992 MSc in Archaeology, School of Philosophy, University of Zagreb.  
 1989 BA in Archaeology, School of Philosophy, University of Zagreb.

**Awards:** Croatian State Award for Science for the year 2010 – Annual Award for Science in the field of Humanities for exceptional scientific contributions to the fields of medieval archaeology, bioarchaeology and forensic anthropology.

## Research Grants as Principal Investigator leading international/national research projects

<b>2014-2018</b>	Croatian Science Foundation Grant: “The effects of endemic warfare on the health of historical populations from Croatia” From hunters to farmers: the evolution of human populations prior to the emergence of agriculture.” (€97,297).
<b>2011-2015</b>	Croatian and Slovenian Academy of Sciences and Arts Grant “The parish church cemetery in Kranj” Croatian coordinator of joint project (€35,000).
<b>2008- 2014</b>	MSES Rep. Croatia Grant “Bioarchaeological analyses of medieval populations from Croatia” (€61,263).
<b>2003-2007</b>	MSES Rep. Croatia Grant, Chief Coordinator of collaborative project consisting of 6 projects in the fields of archaeology, anthropology, paleontology and linguistics “Development of an archaeological, bioarchaeological and paleontology data base for Croatia” (€54,054).
<b>2002-2007</b>	MSES Rep. Croatia, “Development of a bioarchaeological data base for Croatia” (€135,110).

## Research Metrics

<b>Publications</b>	101 (three books, 15 book chapters, 51 papers in international peer reviewed journals cited of Science, 32 papers in Croatian peer reviewed journals)
<b>Citations</b>	<a href="http://scholar.google.hr/citations?user=lsnsqsgAAAAJ&amp;hl=en">http://scholar.google.hr/citations?user=lsnsqsgAAAAJ&amp;hl=en</a> <b>Google Scholar: Citations: 772, H-index: 14, i10-index: 21</b>
<b>Research Impact</b>	I have pioneered the development of bioarchaeology and forensic anthropology in Croatia, significantly contributed to the development of both at the international level. I have: a) developed a bioarchaeological laboratory; b) established and developed an Osteological collection at the Croatian Academy of Sciences and Arts – previously no such laboratories or skeletal collections existed in Croatia, and c) pioneered the development of forensic anthropology in Croatia and participated in approximately 2500 forensic cases mostly dealing with the identification of individuals killed during the 1991 war that followed the dissolution of the former Yugoslavia. My research is interdisciplinary and focuses on combining methods and approaches from the fields of archaeology, history, bioarchaeology, forensic anthropology, and stable isotope analyses. My research is best known through the bioarchaeological studies of various archaeological populations that inhabited Croatia throughout its history with particular emphasis on periods of transition such as the transition between the late antique and Early medieval period. My research has primarily focused on (a) the bioarchaeological characteristics of the populations that inhabited Croatia (b) the spread of infectious diseases throughout history in Croatia, and (c) analyses of the frequencies and patterning of trauma in archaeological populations from Croatia.



## Tkalčec, Tatjana

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	assistant professor
<b>Organizational unit</b>	Department of Archaeology

### CV

Tatjana Tkalčec is a scientific adviser employed at the Institute of Archeology (Zagreb) since 2000, first as an professional associate-documentary, then as a junior researcher, since 2010 as a research associate, and since 2015 as a senior research associate.

As an external associate at the graduate study of archaeology at the Faculty of Humanities and Social Sciences in Zagreb, she teaches the courses “Archaeology of the Late Middle Ages” (2009-2015), “Archaeology of the Late Middle Ages and Modern Period” (2016 to present), “Medieval Pottery” (2016 to present day), “Archaeology of the Avars and Slavs from 6th till 9th century” (academic year 2018/19). Also, she has been teaching at the doctoral study of archaeology at the same faculty since 2008, and is a mentor and co-mentor of student graduate and doctoral theses.

Participation as a researcher in scientific projects:

- milOrd - Development and Legacy of the Military Orders in Croatia (IP-2019-04-5513), Croatian Science Foundation, 2020-2023, leader: dr. sc. Juraj Belaj
- TransFER - Iron production along the Drava River in the Roman period and the Middle Ages: Creation and transfer of knowledge, technologies and goods (IP-2016-06-5047), Croatian Foundation for Science, 2017-2021, leader: dr. sc. Tajana Sekelj Ivančan,
- Medieval settlement of northern Croatia in the light of archaeological sources, Ministry of Science, Education and Sports of the Republic of Croatia, 2007-2013, leader: dr. sc. Tajana Sekelj Ivančan
- Medieval Archaeological Heritage of Croatia (5th-17th century), MSES RC, 2005-2006, leader: prof. dr. sc. Željko Tomičić
- Medieval Archaeological Heritage of Croatia (5th-16th century), MSES RC, 2002-2005, leader: prof. dr. sc. Željko Tomičić
- Medieval archaeological heritage of continental Croatia, MSES RC, 1999-2002, head: prof. dr. sc. Željko Tomičić

Research interests: mediaeval castles, noble's strongholds, churches, rural settlements, everyday life in the Middle Ages, material markers of the identity of medieval elites, mediaeval environment

### Bibliography:

<http://bib.irb.hr/lista-radova?autor=235613>

<http://iarh.academia.edu/TatjanaTkal%C4%8Dec>

## Tončinić, Domagoj

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	associate professor
<b>Organizational unit</b>	Department of Archaeology

### CV

Domagoj Tončinić was born on July 6, 1972 in Zagreb. He attended primary school in Frankfurt am Main and Zagreb, and high school in Vienna. He enrolled in classical archeology and history at the University of Vienna, and then continued his studies of archeology and history at the Faculty of Philosophy, University of Zagreb. In 2000, he graduated with the topic Settlement of the Zagreb area from prehistory to the founding of the diocese in 1094, and he enrolled in the postgraduate study of archeology at the Faculty of Philosophy, University of Zagreb. In 2004, he received his master's degree in Monuments VIIth legion in the Roman province of Dalmatia. In 2009, he received his doctorate with the topic Architecture of Roman Legionary Fortresses.

From 2001 to 2013 he is employed as a research assistant on the projects of prof. dr. sc. Mirjana Sanader Roman military camps in Croatia - Tilurium (0130660), Roman military camps in Croatia - Tilurium (0130460) and Roman military camps in Croatia (130-0000000-0777).

2013 he became assistant professor.

From 2014 to 2018 he is a researcher on the project of prof. dr. sc. Mirjana Sanader „Between the Danube and the Mediterranean. Exploring the role of Roman military in the mobility of people and goods in Croatia during the Roman Era” funded by the Croatian Science Foundation.

Since 2016 he is the project leader of the Croatian Science Foundation Glossary of Ancient Archeology - professional terminology from the archeology of the ancient period - POANTA (Struna-2016-05-05).

From 2016 to 2017 he is the leader of the scientific research project Monuments VII. legions in Dalmatia and Moesia (Ministry of Science, Education and Sports of the Republic of Croatia and the Ministry of Education, Science and Technological Development of the Republic of Serbia) together with dr. sc. Miomir Korać, director of the Archaeological Institute in Belgrade.

2018 he participated in the implementation of the activities Jump into the past with Tilurianus Crectus, Dinosaurs or saucers? Dig with archaeologists, ArchaeoLab and Archaeologists on the big screen and beyond the Faculty of Philosophy, University of Zagreb, which are part of the project to popularize science Techno-Past Techno-Future: European Researchers' Night, coordinated by the Croatian Ministry of Science and Education within European Researcher's Night (Marie Skłodowska-Curie Actions) 2018-2019.

2018 he participated in the implementation of activities Roman Soldiers in Tiluria and Archeology in the Virtual World within the project of the Faculty of Philosophy, University of Zagreb 365 why, 365 why - social sciences and humanities in everyday life, funded by the Ministry of Science and Education through the Popularization of Science in 2018 .years.

From October 2018 he is a researcher on a four-year scientific research project of the Croatian Science Foundation Understanding Roman Borders: The Example of the Eastern Adriatic (AdriaRom) led by prof. dr. sc. Mirjana Sanader,

2019 he became associate professor.

From October 2019. He is the leader of a four-year scientific research project of the Croatian Science



Foundation. Understanding Roman Borders: The Example of the Eastern Adriatic (AdriaRom)

He teaches roman provincial archeology at the undergraduate and graduate level of archeology. As a mentor he participates in the Doctoral Study of Archeology and as a lecturer he is included in the courses State of Research in Art History, Archeology, Ethnology and Anthropology at the Doctoral Study of Pre-Modern History. His field of scientific activity is roman provincial archeology with an emphasis on the Roman army and its archaeological legacy.

## Triplat, Jurica

**Academic degree**           magistar znanosti  
**Title**  
**Organizational unit**       Department of Archaeology

### CV

Jurica Triplat was born on February 10, 1992, in Varaždin, Republic of Croatia. In 2010 he graduated from the Mathematical Gymnasium in Varaždin. Immediately afterward he enrolled in the study of archeology at the Faculty of Philosophy, University of Zagreb, graduating in 2014. He continued his graduate studies in ancient archeology with a master's degree in archeology on October 16, 2016. During his studies, he participated in archeological excavations under the guidance of the Department of Archeology at the Faculty of Philosophy in Zagreb and participated in several international archaeological excavations: Ulpiana Regional Archaeological Camp 2012 (Archaeological Museum, Prishtina), Vela Spila (the University of Cambridge, Division of Archeology, Department of Archeology and Anthropology), Southern Naxos Survey 2015 (the University of Cambridge, Division of Archeology, Department of Archeology and Anthropology), Tel Dor 2016 (the University of Boston, University of Haifa and Hebrew University of Jer Jerusalem). After obtaining the title of Master of Archeology, he was employed as a doctoral student on a project funded by the Croatian Science Foundation under the leadership of prof. dr. sc. Helene Tomas "Between East and West - the valley of the river Cetina as a communication link during prehistory and antiquity", with the topic of a doctorate related to the research of the hillfort in the valley of the Cetina. As a student, he published an article in the Proceedings of the Department of Croatian History, Faculty of Humanities and Social Sciences, University of Zagreb 49 (2014), and as a doctoral student, he participates in professional congresses with independent presentations. He exhibited in 2017 at the XV. International Archaeological Colloquium of Roman Provincial Art (CRPA) in Graz with the title "Evidence for Roman intelligence services along the eastern Adriatic coast", at the European Congress of Archaeologists in Maastricht 2017 (EAA 2017 - Building the Bridges) with the title "Extensive survey as means of detecting places of life and places of death in the hinterland of the eastern Adriatic" and 2018. on III. Croatian-Hungarian doctoral conference on ancient history and archeology with the title "Changing Landscape and Changing Perspective".

## Vukosavljević, Nikola

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	assistant professor
<b>Organizational unit</b>	Department of Archaeology

### CV

Nikola Vukosavljević was born on 16 July 1976 in Bugojno, Bosnia and Herzegovina, where he also completed primary school. He graduated at the Gymnasium for Languages in Zagreb. In 1996 he started his archaeology studies at the Department of Archeology, the Faculty of Humanities and Social Sciences at the University of Zagreb. He graduated in 2003 with thesis on hunter-gatherers' archaeology.

From October 2005 he is affiliated with the Department of Archeology, at the Faculty of Humanities and Social Sciences at the University of Zagreb as a research assistant on different projects led by Prof. Ivor Karavanić. He has been teaching on regular basis since academic year 2006/2007. During the same year he enrolled into postgraduate archaeology studies at the Department of Archeology, Faculty of Humanities and Social Sciences at the University of Zagreb.

He defended his Ph.D. thesis on 28 December 2012 on the topic of Organization of hunter-gatherers' lithic technology across the Pleistocene/Holocene transition in Dalmatia, mentored by Prof. Ivor Karavanić, and has hence acquired the academic title of doctor of science. From February 2013 he has been working as a research associate. In July 2017 he has been appointed as Assistant Professor.

During 2005-2006 he collaborates on a project Kameni materijali u kamenom dobu Hrvatske, and from 2007-2012 on the project Kameni materijali, tehnologija i prilagodba u kamenom dobu Hrvatske led by Prof. Ivor Karavanić. He is a collaborator on the international project Palaeolithic of Northern Bosnia (2006-2007, 2010) led by Preston Miracle, Ph.D. and Tonko Rajkovača, M.Phil. from the Department of Archaeology, University of Cambridge. From 2012-2013 he is a collaborator on the Stone Age terminology project Od stijene do riječi. Izrada hrvatskog strukovnog nazivlja za kameno doba led by Ivor Karavanić. From 2013-2016 he collaborates on an international project The Late Mousterian in the eastern Adriatic – towards understanding of late Neanderthals' identity and their demise, led by Prof. Ivor Karavanić and funded by the Croatian Science Foundation. During 2015 he has led two projects financed by the Croatian Ministry of Culture (Excavation of prehistoric caves in the Karlovac County and Rescue excavations in Veternica Cave). From 2017 to 2019 he collaborates on a project Where East Meets West – The Cetina River Valley as an Ancient Pathway of Communication (Cetina Valley Survey) led by Prof. Helena Tomas and funded by the Croatian Science Foundation. From 2019-2020 he is a collaborator on the project Defining cultural boundaries in the European Upper PALAEOLithic: Archaeology and Rock arT in EASTern Europe (PalaeoARTEast) led by Aitor Ruiz-Redond, Ph.D. and funded by British Academy. From 2020 he collaborates on an international project Last Neandertals at the Crossroads of Central Europe and the Mediterranean (NECEM) led by Prof. Ivor Karavanić and funded by the Croatian Science Foundation. From 2021 he is a collaborator on an international project Prehistoric hunter-gatherers in Istria and adjacent regions: patterns of Late Pleistocene lifestyle and mobility (PREHISTRIA) led by Prof. Ivor Janković and funded by the Croatian Science Foundation.

He has been teaching the following courses: Palaeolithic hunter-gatherers, Palaeolithic and Mesolithic in Croatia, Overview of European Mesolithic, Introduction to Lithic Analysis, Archaeology of Neanderthals and Early Modern Humans, Introduction to Anthropological Archaeology, and Anthropological Archaeology – seminar.

He participated at 25 international and national scientific conferences.

His fields of interest include prehistoric hunter-gatherers' archaeology and lithic technology in central Mediterranean.

From 2009 to 2013 he was a coordinator of the Arheoped network at the Department of Archeology, the Faculty of Humanities and Social Sciences at the University of Zagreb, which is part of the CEEPUS program.

He participated at the IAEA workshop Regional training course on dating techniques in archaeometry held at the Ruđer Bošković Institute in Zagreb from 5 to 9 May 2008.

During 2019 (academic year 2019/2020) he participated in the Teaching Mobility ERASMUS+ at the Taras Shevchenko National University of Kyiv as a guest lecturer.

From August 2021 to February 2022 he is a guest researcher at the Österreichisches Archäologisches Institut within the JESH (Joint Excellence in Science and Humanities) program in Vienna.

Bibliography: <https://www.bib.irb.hr/pregled/profil/29731>

## Vukov, Mirna

**Academic degree** doctor of philosophy  
**Title** postdoctoral researcher  
**Organizational unit** Department of Archaeology

### CV

Mirna Vukov was born in 1990 in Zagreb, where she finished elementary and high school. She graduated from the Department of Archaeology, Faculty of Humanities and Social Sciences, University of Zagreb in 2014 with a paper entitled *Tegule s pečatom Pansiana iz Arheološkog muzeja u Splitu*. From 2015 to 2019 she was employed as a research assistant on the project *Between the Danube and the Mediterranean. Exploring the role of Roman military in the mobility of people and goods in Croatia during the Roman Era* (project manager: Prof. Dr. Mirjana Sanader, funding: Croatian Science Foundation, HRZZ-IP-2013-11-6505), and from 2019 as a postdoctoral researcher on the project *Understanding Roman Borders: the Case of the Eastern Adriatic* (project manager: Prof. Dr. Mirjana Sanader, funding: Croatian Science Foundation, HRZZ-IP-2018-01-4934). In July 2018 she received her PhD with the topic *Između tradicije i modifikacije. Rimski zavjetni žrtvenici kao pokazatelji razvoja gospodarstva i društva u provincijama* under the mentorship of Prof. Dr. Mirjana Sanader.

# Vuković, Miroslav

**Academic degree** master of science

**Title**

**Organizational unit** Department of Archaeology

## CV

Personal information

Family name, First name: Vuković, Miroslav

Researcher unique identifier: N-9114-2017

Nationality: Croatian

Date of birth: 29.03.1988.

## Education

2015 - Master degree (MA), titled "Use of UAVs in archaeology", mentor: dr. sc. Ina Miloglav, Department of Archaeology, Faculty of Humanities and Social Sciences, University of Zagreb, Croatia

2016/2017 - enrolled in a PhD cotutelle program between the University of Zagreb and University of Vienna, tentative title, "Archeological site detection in Karst landscapes"

## Current position

Since 2015 - senior technician/documentarist, Department of Archaeology, Chair of Methodology and Archaeometry, Faculty of Humanities and Social sciences, University of Zagreb, Croatia

## Membership of scientific societies

2015 – pres. Croatian archaeological Society

2017 – pres. Aerial archeology research group (AARG)

## Collaborator on ongoing projects:

2017 – 2021: Between east and west – Cetina river valley as a communication during prehistory and antiquity (CeVaS) (Croatian Science Foundation – Project manager: prof. dr. sc. Helena Tomas Bakota)

2018 – 2022: Understanding Roman Borders. The Case of the Eastern Adriatic (AdriaRom) (Croatian Science Foundation – Project manager: dr.sc. Domagoj Tončinić, izv. prof.)

## Bibliography:

Vuković, M. & Mađerić, M. Documenting rescue excavations with photogrammetric 3D models. Obavijesti Hrvatskog arheološkog društva, God. XLVII., 2015, str. 15

Vuković, M. Photogrammetric 3D models in archaeology. Ekscentar, no. 18, 2015, str. 44-46

Vuković, M. Low-cost rotor based UAV as a versatile tool for archaeological documentation and remote sensing. Archeologia Aera. Studi di Aerotopografia Archeologica no.9, 2015, in press

Perkić D. & Vuković M. Documenting an archaeological landscape and its features using a low cost UAV – Case study: Mravinca in Dubrovačko primorje. Opuscula archaeologica 39, 2016, str. 95-103

Vuković M. Archaeological sites on digitalized historical maps, Croatian archaeological society editions, Šibenik 2017, in press

Potrebica, H., Vuković M., Jovanović J., Fileš M., Španiček V., Hellenistic water cistern on Koludrt in Lumbarda, Croatian archaeological society editions, Hvarski arhipelag i arheologija dalmatinskih otoka: od dinamične prošlosti do kulturnog turizma, Hvar 2019, in press

Vuković, M., Miloglav, I. & Mavrović Mokos, J. Metodologija izrade virtualnih rekonstrukcija u arheologiji. U: Tončinić, D., Kaić, I., Matijević, V. & Vukov, M. (ur.) *Studia honoraria archaeologica*, Zbornik radova u prigodi 65. rođendana prof. dr.sc. Mirjane Sanader. Zagreb, Filozofski fakultet Sveučilišta u Zagrebu, 2020, str. 529-538.

Tončinić, D., Matijević, V. & Vuković, M. Image-based modeling approach in documenting Early Christian memorial chapel in Velić, Croatia. U: Miloglav, I. (ur.) *Proceedings from the 7th scientific conference Methodology and archaeometry*. Zagreb, Faculty of Humanities and Social Sciences, University of Zagreb, str. 43-53 doi:10.17234/METARH.2020.01

#### Conferences:

2014. – Photogrammetric Image-based models as a tool for archaeological documentation, International conference Methodology & Archaeometry 02, Zagreb, Croatia (conference lecture)

2015. – Archaeological sites on aerial photographs and historical maps, conference of Croatian Archaeological Society, Šibenik, Croatia (conference lecture)

2015. - Accuracy of photogrammetric image based 3D models, International conference Methodology & Archaeometry 03, Zagreb, Croatia (conference lecture)

2016. - Low-cost rotor based UAV as a versatile tool for archaeological documentation and remote sensing, 2nd international conference of aerial archaeology - From drones to aerostats: aerial imagery in archaeology, Rome, Italy (conference lecture)

2016. – Potravlje – Crkvina, International conference TRADE – transformations of Adriatic Europe (2nd-9th c.), Zadar, Croatia (poster presentation)

2016. - Aerial photographs and spatial distribution of prehistoric stone mounds near Lumbarda, International conference Methodology & Archaeometry 04, Zagreb, Croatia (conference lecture)

2017. - Detection of archaeological sites identified on historical Austro-hungarian military maps in the karst landscape of Osor, AARG annual meeting 2017, Pula, Croatia (conference lecture)

2017. - Image based modeling of archaeological artefacts, International conference Methodology & Archaeometry 05, 2017, Zagreb, Croatia (poster presentation)

2017. - Trajansbogen von Asseria in seinem landschaftlichen, 4th International Conference on the Roman Danubian Provinces; Traian and the Danubian Provinces, Zagreb, Croatia (conference lecture)

2018 - Methodological approach to a digital reconstruction of the Late Antiquity drywall structures from Banjače site (South Dalmatia, Croatia), 6th international scientific conference Methodology and Archaeometry (conference lecture)

2019 - An image-based modeling approach to the documentation of an intact late antiquity tomb at Velić, Croatia. The 7th international scientific conference Methodology and archaeometry (conference lecture)

2020. - Choosing the right spot. ALS and field survey in the AdriaRom project. 8th International Scientific Conference Methodology & Archaeometry, 3rd and 4th of December 2020, (conference lecture)

#### Scholarship Grants:

2014. – a grant by the Austrian OeAD fund for research at the Ludwig Boltzmann Institute for Archaeological Prospection and Virtual Archaeology, Vienna

#### Attending workshops and courses:

2009. – Underwater Archaeology diver, course (IANTD, CMAS, Mali Lošinj, 2009.)

2013. - Aerial archaeology in the Karst Region, workshop/course - AAKR (Ljubljana faculty of Arts, Department of Archaeology, Zadar, October 2013.)

2014. – Master diver course (NAUI, UniZD & Zadron, Pag, 2014.)

2014. – LBI ArchPro scientific workshop (Ludwig Boltzmann institute for Archaeological Prospection and Virtual Archaeology, MAMUZ museum, Mistelbach, Austria, October, 2014.)

2015. – GIS course (ESRI ArcGIS online course, Zagreb, January 2015.)

2015. – Autodesk AutoCAD course (Plavčić educational center, Zagreb, January 2015.)

2015. – Photogrammetric modeling in archaeology, workshop (University of Zagreb, Faculty of Humanities and Social sciences, Department of Archaeology in collaboration with Faculty of Geodesy, Zagreb, 09.04. – 10.04. 2015.)

2015. – Photogrammetry workshop within ENTRANS – Encounters and Transformations in Iron Age Europe (Požega, May 2015.)