

Univerza  
v Ljubljani *Filozofska*  
fakulteta



Univerza  
v Ljubljani Fakulteta  
*za družbene vede*



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*Interdisciplinary doctoral programme*  
*in*  
**THE HUMANITIES AND SOCIAL SCIENCES**

*Ljubljana, 2019*

This prospectus is published in agreement with the Faculty of Arts, the Faculty of Social Sciences, the Faculty of Theology, the Academy of Music, the Academy of Theatre, Radio, Film and Television, Academy of Fine Arts and Design, Faculty of Social Work at the University of Ljubljana.

## **1. The programme**

The duration of the interdisciplinary doctoral programme in the Humanities and Social Sciences at the Faculty of Arts and the Faculty of Social Sciences, University of Ljubljana, is 4 years (240 ECTS credits) and represents the third level of the Bologna cycle. The programme is in accordance with the requirements and legislation of the Republic of Slovenia and meets all the criteria for doctoral studies established by the European University Association. This enables the direct inclusion of programme components in international exchanges with universities from other countries using the ECTS system.

The programme consists of organised classes (60 credits) and individual research work for the doctoral thesis (1800 credits).

The doctoral programme leads to the degree of Doctor of Philosophy in the following subject fields:

Fields coordinated by the Faculty of Arts:

1. ANDRAGOGY
2. APPLIED PSYCHOLOGY STUDIES
3. ARCHAEOLOGY
4. ASIAN AND AFRICAN STUDIES
5. EXPERIMENTAL PSYCHOLOGY
6. ETHNOLOGY, CULTURAL AND SOCIAL ANTHROPOLOGY
7. FOREIGN LANGUAGE DIDACTICS
8. GEOGRAPHY
9. HERITOLOGY
10. HISTORY
11. ART HISTORY
12. INFORMATION SCIENCE
13. LINGUISTICS AND PHILOLOGY
14. LITERARY STUDIES
15. MUSICOLOGY
16. PEDAGOGY
17. PERSONALITY PSYCHOLOGY
18. PHILOSOPHY
19. SLAVIC STUDIES
20. SLOVENE STUDIES
21. SOCIOLOGY OF CULTURE
22. STUDIES IN DEVELOPMENTAL PSYCHOLOGY
23. THEORETICAL PSYCHOANALYSIS
24. TRANSLATION STUDIES

Fields coordinated by the Faculty of Social Sciences:

1. COMMUNICATION SCIENCES
2. CULTURAL STUDIES
3. DEFENCE STUDIES
4. DEVELOPMENTAL STUDIES
5. DIPLOMACY
6. ENVIRONMENTAL AND SPATIAL STUDIES
7. HUMAN RESOURCES AND ORGANISATIONAL STUDIES
8. INTERNATIONAL RELATIONS
9. JOURNALISM STUDIES
10. LIFE COURSE STUDIES

11. MANAGEMENT AND DEVELOPMENT OF ORGANISATIONS
12. MARKETING COMMUNICATION
13. MILITARY SOCIOLOGY STUDIES
14. POLICY ANALYSIS
15. POLITICAL SCIENCE
16. PSYCHOLOGY OF COMMUNICATION
17. PUBLIC ADMINISTRATION
18. PUBLIC RELATIONS
19. SECURITY STUDIES
20. SOCIOLOGY
21. SOCIAL INFORMATICS
22. SOCIAL AND POLITICAL ANTHROPOLOGY
23. SOCIAL AND POLITICAL PSYCHOLOGY
24. STUDIES OF EVERYDAY LIFE

Fields coordinated by the Academy of Music:

1. COMPOSITION AND THEORY OF MUSIC
2. MUSICAL PEDAGOGY

Field coordinated by the Academy of of Theatre, Radio, Film and Television:

1. PERFORMING ARTS STUDIES

Field coordinated by the Academy of Fine Arts and Design:

2. FINE ART STUDIES

Fields coordinated by the Faculty of Arts and the Faculty of Social Sciences:

1. AMERICAN STUDIES
2. BALKAN STUDIES
3. EPISTEMOLOGY OF THE HUMANITIES AND SOCIAL SCIENCES
4. ETHNIC AND MIGRATION STUDIES
5. EUROPEAN STUDIES
6. GENDER STUDIES
7. GLOBALISATION STUDIES
8. MEDIA STUDIES
9. SOCIAL SCIENCES METHODOLOGY

Field coordinated by the Faculty of Arts, the Faculty of Social Sciences and the Faculty of Theology:

1. RELIGIOUS STUDIES

Field coordinated by the Faculty of Social Work

1. SOCIAL WORK

The doctoral programme in the Humanities and Social Sciences is a joint programme for all of the social science and humanities subjects fostered by the Faculty of Social Sciences and the Faculty of Arts. The programme retains and upgrades all the aspects of previous forms of doctoral studies which have provided optimal quality of student research work by complementing them with elements to further improve their quality. It emphasises the connection between study and research, cooperation among institutions, the European mobility of students and teachers, and the development of interdisciplinary and innovative approaches to study and research.

## **2. Basic programme goals, general and subject-specific competences**

### **2. 1. Basic goals of the programme**

Doctoral students will be qualified for independent and guided basic and applied research in the humanities and social sciences and related fields (advisory, educational, managerial) that require a high level of academic qualifications.

The basic goals of the doctoral programme *The Humanities and Social Sciences* are as follows:

- To acquire a thorough understanding of a wider research field and to excel in research in their specific field.
- To become capable of mature, independent and critical thinking.
- To develop original approaches to research problems.
- To learn how to be independent in creating new knowledge and learning how to transmit that knowledge.
- To develop a high level of academic and research ethics.

At the beginning of the programme, as students take part in compulsory core courses, they cover methodology and theory from the field of their doctoral research. Afterwards, internationally acclaimed researchers from the relevant fields introduce them to an overview of contemporary research results and achievements, offering students a chance to check their research proposals and compare them with others during the elective seminar courses in which they participate. With this new, tailor-made approach to a study programme that focuses on the academic partnership of students and their supervisors, students will be motivated and guided to realise their fullest potential and achieve optimum research results. The ultimate goal is an accomplished doctoral student, who excels in research, whose results are internationally verified and who is capable of engaging in high quality independent research. In view of the needs reported by higher education and research institutions, primary and secondary education, cultural institutions, public institutes, economic bodies, and various state and non-governmental organisations employing social-sciences graduates, the present doctoral programme, *The Humanities and Social Sciences*, provides for basic and applied research, independent scientific, research and teaching work and various other types of work requiring a top-level education and the ability to produce and apply new knowledge in different fields of the humanities and social sciences.

### **2. 2. General competences acquired through the programme**

The main purpose of the programmes is to provide doctoral students with fundamental knowledge from their research disciplines in different fields of the humanities and social sciences, while developing the competences required for independent research and the application of knowledge at an internationally comparable level. Research methods are incorporated in a rational way. The main emphasis of the first part of the programme is placed on the development of students' critical thinking abilities and their command of methodological approaches. This is the level at which students are introduced to the latest research accomplishments and specific research methods in the broader and specific contexts of their thesis, thus affording specific competences from the chosen research discipline.

Through the study programme, which combines theoretical and practical elements from the chosen research disciplines and incorporates various contemporary didactic approaches, individual and team methods of acquisition, and the utilisation and application of knowledge, students will develop the following competences:

1. *Analytical abilities.* The independent realisation of highly demanding analytical tasks; analysis of social phenomena; advising on various trends in social life, development and management; synthesis of field-specific knowledge and its application in the problem-solving process; synthesis and contextualisation of analytical findings.

2. *Application of methodological tools.* Autonomous implementation, coordination, management and organisation of research; utilisation and further development of various research methods and techniques; independence and personal initiative in research.
3. *Knowledge of the environment of the selected discipline or field.* A broad, critical and reflective understanding of the selected field, structures and operations; knowledge of (legal) standards, institutions and development dynamics.
4. *Strategic focus on the selected field.* Sound skills for planning, assessing and anticipating events; separating key information from the trivial and searching for durable solutions to fundamental issues.
5. *Communication.* Capable of adequately communicating research accomplishments; well-developed writing skills, public presentation and argumentation skills; skills associated with oral expression; clear and active presentation with argumentation.
6. *Team and group work abilities.* To lead a team and/or a group; to be ready to cooperate, work in groups, recognise other people's opinions and perform one's duties and defined roles within the group/team.
7. *Expertise.* Analysing, defining sequences, coordinating tasks and selecting working methods and forms congruent with academic and professional standards.
8. *Conflict resolution.* Controlling, managing and mediation conflict; ability of negotiation, argumentation and starting points for negotiation.
9. *Flexible approach to change.* Flexible functioning in all social environments, in different cultural contexts; flexible cooperation with other countries, inter-disciplinarity; understanding of cultural plurality.
10. *Networking.* An ability to make connections within and outside an organisation, managing formal and informal relations.
11. *Ethics and values.* Well-developed scientific and research ethics and humanistic values when functioning in any working environment.
12. *Wide humanistic and social horizon.* An ability to perform quality interdisciplinary research work.

The above competences will prepare the students to deal with highly demanding and complex social problems, to perform top-level managerial and professional work, roles and tasks in individual scientific disciplines or professions, and to provide them with the possibility of further development.

## **2. 3. Subject-specific competences acquired through the programme**

Subject-specific competences are congruent with subject fields of the humanities and social sciences and so with subjects of each field. They are listed in course syllabus for each subject.

### **3. Admission requirements and criteria for selection**

#### **3. 1. Admission requirements**

The doctoral programme in the Humanities and Social Sciences is open for the enrolment of graduates from:

- 2nd cycle study programmes.
- Study programmes leading to a university degree (adopted prior to June 11, 2004).
- Study programmes leading to a specialisation (adopted prior to June 11, 2004), following a previously completed higher education study programme; upon the proposal of a field coordinator responsible for the doctoral programme, a competent body of a member faculty determines study obligations worth 30 to 60 ECTS needed for enrolment in the third level doctoral programme.
- Study programmes leading to a master's degree or a specialisation (adopted prior to June 11, 2004) following the completion of a first degree; upon the proposal of a field coordinator responsible for the doctoral programme, a competent body of a member faculty acknowledges study obligations to the value of at least 60 ECTS, thus enabling enrolment in a third level doctoral programme.
- Study programmes regulated by EU directives, or any other uniform Master's Degree Programme with an equivalent of 300 ECTS.
- Students who finished equivalent education abroad meet the conditions for enrolment in doctoral study. Equivalence of formerly obtained education abroad is ascertained through the process of verification of foreign education, in compliance with the Statute of the University of Ljubljana.

Before registration it is necessary to get the supervisor's agreement.

#### **3. 2. Criteria for selection of students**

Criteria for applicants' selection in the case of enrolment restrictions:

- Success (grade-point average) in the following (50%):
  - 2nd cycle study programmes.
  - Study programmes leading to university degrees (adopted prior to June 11, 2004).
  - Study programmes leading to a specialisation (adopted prior to June 11, 2004), following a previously completed first degree.
  - Study programmes leading to a master's degree or specialisation (adopted prior to June 11, 2004) after the completion of a university degree (adopted prior to June 11, 2004).
  - Study programmes regulated by EU directives, or any other uniform Master's Degree Programme with an equivalent of 300 ECTS.
- Result of the exam (the interview) in the chosen field of study (50%)

Upon the approval of the coordinator, an appropriate faculty member responsible for the doctoral study decides the applicant's suitability.

#### 4. Criteria for recognition of knowledge and skills acquired before admission to the programme

Students enrolling in 3rd level study programmes that require special knowledge will be able to gain recognition for skills, knowledge and qualifications acquired prior to enrolment through formal, informal or empirical education. The following will be recognised as adequate: certificates and other documents or proofs attesting the student's completion of courses, summer schools and other forms of education; published articles and other authored work; awards and prizes won in relevant fields and certificates of relevant work experience. Applications for recognition of previously gained knowledge and skills will be dealt with and assessed on an individual basis by the programme council or field coordinator and students supervisor.

#### 5. Conditions for progression in the programme

The completion of 40 ECTS in organised forms of study, and the registration and public presentation of the doctoral thesis topic are required for progression to the 2nd year of study.

The completion of 10 ECTS in organised forms of study and a positive assessment of the suitability of the topic of doctoral dissertation by the Committee to monitor the doctoral student confirmed by the Senate of the Member are required for enrolment in the 3rd year of study.

Condition for progression into the 4th year is the topic of the doctoral dissertation confirmed by the Senate of the UL.

The fourth year is devoted to individual research work and preparation of the doctoral thesis.

CONDITIONS FOR PROGRESSION IN THE PROGRAMME		
YEAR I	40 ECTS – ORGANISED FORMS OF STUDY	YEAR II
YEAR II	10 ECTS – ORGANISED FORMS OF STUDY + THE POSITIVE ASSESSMENT OF THE SUITABILITY OF THE TOPIC OF DOCTORAL DISSERTATION BY THE COMMITTEE TO MONITOR THE DOCTORAL STUDENT CONFIRMED BY THE SENATE OF THE MEMBER	YEAR III
YEAR III	THE TOPIC OF THE DOCTORAL DISSERTATION CONFIRMED BY THE SENATE OF THE UL.	YEAR IV
YEAR IV	ALL OBLIGATIONS (ORGANISED FORMS OF STUDY) COMPLETED (50 ECTS) + ORIGINAL SCIENTIFIC PAPER + PRESENTATION OF THE RESULTS OF THE RESEARCH WORK BEFORE THE DEFENCE OF THE DOCTORAL DISSERTATION + PUBLIC DEFENCE OF THE DOCTORAL DISSERTATION	PROGRAMME CONCLUSION

Students who have already completed a master's degree (adopted prior to June 11, 2004) and who upon registration, in line with the Higher Education Act, are credited with 60 ECTS may, in line with the Criteria for Transfer between Study Programmes, enrol directly in the second year, if all the obligations of the first year of study have been recognised.

## **6. Conditions for completing the programme**

To complete the programme and be awarded the academic title *Doctor of Philosophy*, the student has to fulfil all requirements prescribed by the programme and successfully publicly defend his/her doctoral thesis. Before the thesis defence, the student has to publish at least one academic article from the field of his/her thesis in a publication that the Faculty of Arts and the Faculty of Social Sciences recognise as adequate. The doctoral student has to be the first author of the article. The article has to be published or at least accepted for publication before the thesis defence.

## **7. Transfer between study programmes**

Transfer between programmes may be considered upon the termination of the student's education in the first study programme he/she had previously entered and the continuation of education in the doctoral programme in the Humanities and Social Sciences. Applications for transfer of such students will be individually dealt with by the competent faculty body.

## **8. Grading system**

In compliance with the Statute of the University of Ljubljana, the methods of doctoral programme assessment are defined by general guidelines only:

P: Pass

F: Fail

Student knowledge is examined and assessed by individual subject/courses and other forms of study, as defined in the curricula.

## 9. Content and structure of the programme

The programme consists of organised classes (60 credits) and individual research work for the doctoral thesis (180 credits).

No.	Course or form of study	ECTS	No. of hours
1	Compulsory core course I	10	300
2	Compulsory core course II	10	300
3	Elective seminar course I	10	300
4	Elective seminar course II	10	300
5	External course*	10	300
6	Presentation of the results of the research work before defending the doctoral dissertation in front of Committee to monitor the doctoral student	5	150
7	Public defence of the doctoral dissertation	5	150
<b>Other study units</b>			
	Elaboration of the doctoral dissertation topic	15	450
	Registration and public presentation of the doctoral dissertation topic	15	450
	Individual research work – group/project research work and preparation of the doctoral dissertation	110	3300
	Preparation of an original scientific paper for publication	40	1200

\*An external course is organised in the form of lectures, seminar classes or individual consultations depending on how the course is implemented at the relevant university.

The doctoral programme in the Humanities and Social Sciences comprises 7200 hours or 240 ECTS. Organised forms of study account for 1800 hours or 60 ECTS, and individual research work for 5400 hours or 180 ECTS. 1 ECTS equals 30 hours of student work. Organised forms of study represent 25% and individual research work 75% of student obligations.

### 9. 1. Structure of the programme (by year)

The structure of the programme is designed to emphasise organised study in the first year and beginning of the second year, while the later emphasis is on research and the preparation of the doctoral thesis.

#### **YEAR I: 60 ECTS, ORGANISED FORMS 40 ECTS**

- Compulsory core course I - 10 ECTS
- Compulsory core course II - 10 ECTS
- Elective seminar course I - 10 ECTS
- Compulsory core course II - 10 ECTS
- Research work: Preparation of the doctoral dissertation topic 20 ECTS

#### **YEAR II: 60 ECTS, ORGANISED FORMS 10 ECTS**

- External course - 10 ECTS
- Research work:
  - Elaboration of the doctoral dissertation topic– 15 ECTS
  - Registration and public presentation of the doctoral dissertation topic – 15 ECTS
  - Work on the original scientific paper - 20 ECTS

#### **YEAR III: 60 ECTS**

- Individual research work - 60 ECTS

#### **YEAR IV: 60 ECTS, ORGANISED FORMS 10 ECTS**

- Research work: Work on the doctoral dissertation and the original scientific paper - 50 ECTS
- Presentation of the results of the research work before the defence of the doctoral dissertation in front of a Committee to monitor the doctoral student - 5 ECTS
- Public defence of the doctoral dissertation – 5 ECTS

### 9. 2. Elective courses and links to other study programmes

Students will be provided with an adequate number of elective seminar courses in all fields of the Humanities and Social Sciences study programme. That will include the selection of generic courses prepared by the Doctoral School of the University of Ljubljana as well. Seminar courses will be also available to students from related programmes of other University of Ljubljana faculties and other faculties which have student exchange agreements with the University of Ljubljana.

Inter-institutional and international mobility is facilitated by the external course in the second year. In agreement with the student's supervisor and in line with the doctoral thesis topic, the student selects course(s) worth 10 ECTS from outside the institution at which he/she is enrolled.

## 10. Course and subject fields presentation

### 10.1. Compulsory core courses

Compulsory core courses are basic methodological and theoretical courses, compulsory for all students enrolled in individual programme fields; students register 20 ECTS of courses upon agreement with their supervisor. Courses are implemented in an organised way, which is adjusted according to the number of students. Individual fields can form more core courses if needed. Related fields can offer joint core courses to facilitate their implementation.

List of compulsory core courses

Field	Course title	Course coordinator
American Studies	Introduction to American Studies (Faculty of Arts)	Prof. Dr. Igor Maver
	American Ethnic Literature and Culture after 1970 (Faculty of Arts)	Prof. Dr. Jerneja Petrič
	Theories of Society (Faculty of Social Sciences)	Prof. Dr. Igor Lukšič
	Methodology and Epistemology of the Social Sciences (Faculty of Social Sciences)	Prof. Dr. Tina Kogovšek
	The U.S.A. and American Policies in a Comparative Perspective (Faculty of Social Sciences)	Prof. Dr. Bogomil Ferfila
Andragogy	Fundamental Concepts and Theories of Adult Education	Assoc. Prof. Dr. Nives Ličen
	Selected Research Methods in the Field of Adult Education	Assoc. Prof. Dr. Jasna Mažgon
Applied Psychology Studies	Theory and Practice of Applied Psychology	Assoc. Prof. dr. Robert Masten
	Research Methodology in Psychology	Prof. Dr. Valentin Bucik
Archaeology	Archaeological Epistemology and Research Methodology	Prof. Dr. Predrag Novaković
	Archaeological Interpretation	Prof. Dr. Mihael Budja
Asian and African Studies	Cultural Conditions of Concepts and Categorical Devices in Empirical and Analytical Research in Non-European Societies	Prof. Dr. Jana Rošker
	Problems of Historiography in Non-European Societies	Assoc. Prof. Dr. Nataša Vampelj Suhadolnik
Balkan Studies	Anthropology of the Balkans (Faculty of Arts)	Prof. Dr. Božidar Jezernik
	Ideologies of the Balkans (Faculty of Social Sciences)	Prof. Dr. Mitja Velikonja
Composition and Theory of Music	Music Analysis Methods	Assoc. Prof. Dr. Andrej Misson
	Music Research Methods	Assist. Prof. dr. Aleš Nagode
Communication Science, Cultural Studies, Defence Studies, Developmental Studies, Diplomacy, Environmental and Spatial	Theories of Society	Prof. Dr. Igor Lukšič
	Methodology and Epistemology of the Social Sciences	Prof. Dr. Tina Kogovšek

Studies		
Epistemology of the Humanities and Social Sciences	Historical Epistemology (Faculty of Arts)	Assist. Prof. Dr. Jože Vogrinc
	Epistemology of the Modern Humanities and Social Sciences (Faculty of Social Sciences)	Assist. Prof. Dr. Jože Vogrinc
Ethnic and Migration Studies	Spatial Aspects of National Questions and International Migration (Faculty of Arts, Department of Geography)	Assoc. Prof. Dr. Jernej Zupančič
	Theories of Ethno-Nationalism and Globalisation (Faculty of Arts, Department of Sociology)	Prof. Dr. Dr. Rudi Rizman
	Contemporary Migration Trends in North America and Literature (Faculty of Arts, Department of English and American Studies)	Prof. Dr. Igor Maver
	Formation of Ethnic Groups and Minorities (Faculty of Arts, Department of Ethnology and Cultural Anthropology)	Prof. Dr. Božidar Jezernik
	Interethnic Relations (Faculty of Social Sciences)	Prof. Dr. Miran Komac
	Diversity Management and Integration (Faculty of Social Sciences)	Prof. Dr. Mitja Žagar
Ethnology, Cultural and Social Anthropology	Methodological Challenges in Ethnological and Anthropological Research	Prof. Dr. Rajko Muršič
	Cultural Anthropology	Prof. Dr. Božidar Jezernik
European Studies	Europe from an Anthropological Perspective (Faculty of Arts)	Prof. Dr. Bojan Baskar
	Human Geography of the European Union (Faculty of Arts)	Prof. Dr. Dejan Rebernik
	European Citizenship and Identity (Faculty of Arts)	Prof. Dr. Dr. Rudi Rizman
	European Literature (Faculty of Arts)	Prof. Dr. Janez Vrečko
	Europe in Literary Discourses (Faculty of Arts)	Prof. Dr. Mira Miladinović Zalaznik
	European Welfare System(s) and Basic Social-Policy Discourses (Faculty of Social Sciences)	Prof. Dr. Zinka Kolarič
	Politics and Governance in the European Union (Faculty of Social Sciences)	Prof. Dr. Zlatko Šabič
	EU Public Policies (Faculty of Social Sciences)	Prof. Dr. Danica Fink Hafner
Experimental Psychology	Theories and Approaches in Psychology	Prof. dr. Gregor Repovš
	Research Methodology in Psychology	Prof. Dr. Valentin Bucik
Foreign Language Didactics	Theories of Foreign Language Learning and Teaching	Assoc. Prof. Dr. Urška Sešek
	Research Methodology in Foreign Language Learning and Teaching	Assoc. Prof. Dr. Meta Lah
Fine Art Studies Fine Art Theory  Art Theory	Methodology of Artistic and Fine Art Theoretical Research	Prof. Dr. Jožef Muhovič
	Methods of Fine Art Theories	Assoc. Prof. Dr. Uršula Berlot Pompe
	Historical and Contemporary Aspects of Art Theory and Practice	Assoc. Prof. Dr. Nadja Zgonik
	Theories of Arts and Art Historical Interpretations	Assist. Prof. Dr. Rebeka Vidrih

History and Theory of Conservation-Restoration	Research Foundations in Conservation-Restoration	Assist. Prof. Dr. Blaž Šeme
	Methods of Fine Art Theories	Assoc. Prof. Dr. Uršula Berlot Pompe
History and Theory of Design	The Topicality of Design History, Theory and Criticism	Assoc. Prof. Dr. Petra Černe Oven
	Methods of Fine Art Theories	Assoc. Prof. Dr. Uršula Berlot Pompe
Gender Studies	Methodology of Gender Research (Faculty of Arts and Faculty of Social Studies)	Prof. Dr. Valentina Hlebec
	Theory and Epistemology of Gender (Faculty of Arts and Faculty of Social Studies)	Prof. Dr. Milica Antić Gaber
Geography	Contemporary Methods in Geographical Research	Assoc. Prof. Dr. Marko Krevs
	Contemporary Theories of Geographical Research	Prof. Dr. Jernej Zupančič
Globalisation Studies	Sociology of Globalisation (Faculty of Arts)	Assoc. Prof. Dr. Damjan Mandelc
	Cultural Globalisation (Faculty of Arts)	Prof. Dr. Ksenija Vidmar Horvat
	Political Economy of Globalisation (Faculty of Social Sciences)	Prof. Dr. Marjan Svetličič
	Political Aspects of Globalisation (Faculty of Social Sciences)	Prof. Dr. Jernej Pikalo
Heritology	Conservation	Assoc. Prof. Dr. Vito Hazler
	Museology	Assist. Prof. Ddr. Verena Vidrih Perko
History	Specific Issues of the Epistemology of Historical Studies	Prof. Dr. Marta Verginella
	Selected Topics of Modern Historiography	Prof. Dr. Božo Repe
History of Arts	Methodology of Art History: Morphology and Iconography	Prof. Dr. Tine Germ
	Methodology of Art History: Context	Prof. Dr. Matej Klemenčič
Human Resources and Organisational Studies	Theories of Society	Prof. Dr. Igor Lukšič
	Methodology and Epistemology of the Social Sciences	Prof. Dr. Tina Kogovšek
Information Science	Research Methods in Information Science	Prof. Dr. Primož Južnič
	Trends in Library Science	Prof. Dr. Alenka Šauperl
	Trends in Publishing Studies	Prof. Dr. Miha Kovač
	Trends in Information Science	Prof. Dr. Maja Žumer
International Relations, Journalism Studies, Life Course Studies	Theories of Society	Prof. Dr. Igor Lukšič
	Methodology and Epistemology of the Social Sciences	Prof. Dr. Tina Kogovšek

Literary Studies	Methodology and Epistemology of Literary Criticism	Prof. Dr. Tomo Virk
	Joint Doctoral Seminar in Literary Criticism	Prof. Dr. Tomo Virk
Management and Development of Organisation, Marketing communication	Theories of Society	Prof. Dr. Igor Lukšič
	Methodology and Epistemology of the Social Sciences	Prof. Dr. Tina Kogovšek
Media Studies	Multiculturalism and the European Media Space (Faculty of Arts)	Prof. Dr. Ksenija Vidmar Horvat
	Media Theories (Faculty of Arts)	Assist. Prof. Dr. Jože Vogrinc
	Media and Popular Culture (Faculty of Social Sciences)	Prof. Dr. Breda Luthar
	Theories of Society (Faculty of Social Sciences)	Prof. Dr. Igor Lukšič
	Methodology and Epistemology of the Social Sciences (Faculty of Social Sciences)	Prof. Dr. Tina Kogovšek
Military Sociology Studies	Theories of Society	Prof. Dr. Igor Lukšič
	Methodology and Epistemology of the Social Sciences	Prof. Dr. Tina Kogovšek
Musical Pedagogy	Music Research Methods	Assist. Prof. Dr. Aleš Nagode
	Music Analysis Methods	Assoc. Prof. Dr. Andrej Misson
Musicology	Music Research Methods	Assist. Prof. Dr. Aleš Nagode
	Music Analysis Methods	Assoc. Prof. Dr. Andrej Misson
Pedagogy	Historical and Modern Aspects of Educational Theory and Praxis	Prof. Dr. Robert Kroflič
	Pedagogical Methodology	Assoc. Prof. Dr. Jasna Mažgon
Personality Psychology	Personality	Assoc. Prof. dr. Andreja Avsec
	Research Methodology in Psychology	Prof. Dr. Valentin Bucik
Linguistics and Philology Text Linguistics.  Linguistic Theories.	Methodology of Linguistic Research	Assist. Prof. Dr. Sašo Živanović
	Language Practice Analysis	Assoc. Prof. Dr. Primož Vitez
	Text Grammar	Prof. Dr. Stojan Bračič
	Stylistics	Prof. Dr. Stojan Bračič
	Philological and Linguistic Approaches to Texts	Prof. Dr. Marina Zorman
	Minimalist Generative Grammar	Assist. Prof. Dr. Sašo Živanović
	Naturalness Theory	Prof. Dr. Janez Orešnik

	Descriptive Linguistics.	Language Pragmatics	Assoc. Prof. Dr. Primož Vitez
		Phonetics and Phonology	Prof. Dr. Smiljana Komar
		Morphophonology and Morphology	Prof. Dr. Tatjana Marvin
		Syntax	Assist. Prof. Dr. Frančiška Lipovšek
	Theoretical Foundations of Linguistics.	Formalism and functionalism	Assoc. Prof. dr. Gašper Ilc
		Prague Structuralism: The Contribution of Czech and Russian Linguists to 20th Century Linguistics	Prof. Dr. Aleksandra Derganc
	Applied Linguistics.	Aspects of Applied Linguistics	Prof. Dr. Albina Nečak Lük
		Languages in Contact	Prof. Dr. Martina Ožbot Currie
		Contrastive Linguistics	Prof. Dr. Eva Sicherl
		Lexicography	Prof. Dr. Marjeta Vrbinc
	Historical linguistics.	Lexicology	Prof. Dr. Marjeta Vrbinc
		Textual Perspectives on Intercultural Communication	Prof. Dr. Martina Ožbot Currie
		Diachronic Linguistics: Comparative Method and Method of Internal and External Reconstruction	Prof. Dr. Metka Furlan
		Chapters from Indo-European Comparative Grammar	Prof. Dr. Varja Cvetko Orešnik
		Chapters in Comparative Slavic Linguistics	Prof. Dr. Alenka Šivic-Dular
		The History of Linguistics in Antiquity and Middle Ages	Assist. Prof. Dr. Matej Hriberšek
		Natural Syntax in Greek	Prof. Dr. Jerneja Kavčič
	Performing Arts Studies	Methodology of Performing Arts Studies	Assist. Prof. Dr. Blaž Lukan
		Theory and History of Dramatic Text and Theatre	Assoc. Prof. Dr. Aldo Milohnič, Assoc. Prof. Dr. Tomaž Toporišič
Philosophy		Topics and Dimensions of Contemporary Philosophy	Prof. Dr. Marko Uršič
		History of Philosophy, Phenomenology and Hermeneutics	Prof. Dr. Miran Božovič
		Systematic Philosophy: Humanity, Reflection, Concreteness	Prof. Dr. Borut Ošlaj
		Contexts of Philosophical Analysis	Prof. Dr. Matjaž Potrč
		Social Philosophy and Psychoanalysis	Prof. Dr. Slavoj Žižek Krečič
Policy Analysis, Political Science, Psychology of Communication, Public Administration, Public Relations		Theories of Society	Prof. Dr. Igor Lukšič
		Methodology and Epistemology of the Social Sciences	Prof. Dr. Tina Kogovšek

Religious Studies	Religious Studies (Faculty of Arts, Faculty of Social Sciences and Faculty of Theology)	Prof. Dr. Aleš Črnič
	World Religions and Culture (Faculty of Arts)	Assoc. Prof. Dr. Anja Zalta
	Theories of Society (Faculty of Social Sciences)	Prof. Dr. Igor Lukšič
	Theological, Religio-theoretical and Psycholocal-terapeutical View on Man (Faculty of Theology)	Prof. Dr. Branko Klun
Security Studies	Theories of Society	Prof. Dr. Igor Lukšič
	Methodology and Epistemology of the Social Sciences	Prof. Dr. Tina Kogovšek
Slavic Studies	Methods of Investigating Cultures in the World of the Slavs: The Appearance and Development of Poetics	Prof. Dr. Miha Javornik
	Discursive Practice in Slavic Cultures – Comparative-Historical Aspects	Assoc. Dr. Marija Zofia Wtorkowska
Slovene Studies	Methodology of Slovene Literary Research	Prof. Dr. Marko Juvan
	Methodology of Slovene Linguistics	Prof. Dr. Marko Stabej
	Theory and Practice of Literary Historiography	Assoc. Prof. Dr. Aleksander Bjelčevič
	20 <sup>th</sup> -century Linguistic Trends in Slovene Linguistics	Prof. Dr. Erika Kržišnik
	Didactics of Slovene Language and Literature	Prof. Dr. Boža Krakar Vogel
Social Informatics, Social and Political Anthropology, Social and Political Psychology	Theories of Society	Prof. Dr. Igor Lukšič
	Methodology and Epistemology of the Social Sciences	Prof. Dr. Tina Kogovšek
Social Work	Research in Social Work	Prof. Dr. Darja Zaviršek
	Theories and methods of social work	Prof. Dr. Vito Flaker
Social Sciences Methodology	Research Methodology in Psychology (Faculty of Arts)	Prof. Dr. Valentin Bucik
	Studies of Life-Span Development (Faculty of Arts)	Prof. Dr. Ljubica Marjanovič Umek
	Theory and Practice of Applied Psychology (Faculty of Arts)	Assoc. Prof. dr. Robert Masten
	Theories and Approaches in Psychology (Faculty of Arts)	Prof. Dr. Grega Repovš
	Personality (Faculty of Arts)	Prof. Dr. Andreja Avsec
	Theories of Society (Faculty of Social Sciences)	Prof. Dr. Igor Lukšič
	Methodology and Epistemology of the Social Sciences (Faculty of Social Sciences)	Prof. Dr. Tina Kogovšek
Sociology of Culture	Contemporary Theories of Culture	Prof. Dr. Ksenija Vidmar Horvat
	Analysis of Modern Societies	Prof. Dr. Milica Antić Gaber

Studies in Developmental Psychology	Studies of Life-Span Development	Prof. Dr. Ljubica Marjanovič Umek
	Research Methodology in Psychology	Prof. Dr. Valentin Bucik
Studies of Everyday Life	Theories of Society	Prof. Dr. Igor Lukšič
	Methodology and Epistemology of the Social Sciences	Prof. Dr. Tina Kogovšek
Theoretical Psychoanalysis	Epistemology and Psychoanalysis	Prof. Dr. Eva Dolar Bahovec
	Psychoanalysis and Literature	Prof. Dr. Tomo Virk
Translation studies	Research Methods in Translation Studies	Prof. Dr. Špela Vintar
	Translation Theories in the West	Prof. Dr. Nike Kocijančič Pokorn

## 10. 2. Elective and generic courses

Social work	Direct social work	Prof. dr. Vito Flaker
	Drugs and addictions	Prof. dr. Vito Flaker
	Community mental health	Prof. dr. Vito Flaker
	Narrative models of psychosocial help and supervision	Assist. prof. dr. Lea Šugman Bohinc
	Inequalities in the World of Work	Assoc. prof. dr. Barbara Kresal
	Psychoanalytical theory	Assoc. prof. dr. Bogdan Lešnik
	Gender and welfare state	Prof. dr. Vesna Leskošek
	Disability Studies from a Gender Perspective: a Historical and Comparative Perspective	Prof. dr. Darja Zaviršek
	Social Work Theory and Practice	Assoc. prof. dr. Jana Mali
	The History of ideas in Social Work: Its Pioneers and successors in a global perspective	Prof. dr. Darja Zaviršek
Generic Courses	Teaching and Learning in Higher Education I	Prof. dr. Janica Kalin
	Teaching and Learning in Higher Education II	Prof. dr. Cirila Peklaj
	Rhetoric	Prof. dr. Marina Zorman

## 10. 3. Doctoral seminars

Doctoral seminars direct students towards their selected study field, confirmed by the doctoral thesis topic. Every year faculties provide for the preparation and implementation of elective seminar courses, adjusted to students' specific fields of study or the doctoral thesis topic. They are implemented as elective seminar courses for restricted groups of students from the same field, or as individual work with students. Such a design provides for the highest level of flexibility, a tailor-made approach that meets individual student needs adjusted to research interests and enables prompt integration of the latest research findings and topical issues. Upon agreement with the supervisor and in line with the research topic of the doctoral thesis, students select seminars worth 20 ECTS. They are implemented as organised forms of study; implementation depends upon the number of students.

## 10. 4. Description of fields

### a) Fields coordinated by the Faculty of Arts

#### Andragogy

The doctoral programme in Andragogy offers a more extensive and in-depth approach to the subject than the second-level masters study. Its goal is the development of highly trained academics – researchers and lecturers qualified to conduct internationally comparable research into current theoretical and practical issues in adult education.

The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10CP) and an external course (10 CP). The two compulsory core courses, *Fundamental Concepts and Theories of Adult Education* and *Selected Research Methods in the Field of Adult Education*, help students gain a thorough understanding of different theories, methods and concepts necessary for research in this field. They also contribute to the required critical distance towards different research procedures, methodologies and theories, as well as drawing attention to possible interdisciplinary and intra-disciplinary connections. The elective seminar courses facilitate the practical application of fundamental methodological and theoretical approaches within the selected topics connected with the doctoral thesis topic; their content is defined each year and is prepared individually for each student, in line with their research requirements. The elective seminar courses envisage active cooperation between course coordinators, lecturers and students in the form of analytical research of relevant topics or questions. A similar principle is applied to the external course which is, unlike the elective seminar course, selected by the student and his/her supervisor at a recognised foreign university, which gives the student an opportunity to research abroad and experience different approaches to research. The largest part of the doctoral programme (180 CP) takes the form of individual research work within which, under the supervisor's guidance, the student prepares his/her doctoral thesis, actively masters research methodology by applying it to a specific question and develops the general and course-specific competences set out in the programme and curricula.

#### Applied Psychological Studies

In its development as an academic discipline, psychology has moved its focus from theoretical to applied fields. Psychology strives to be as "useful" as possible, so different applied fields, referred to as applied psychology, have been formed. The beginnings of this area go back to the early 20<sup>th</sup> century and the first journal in the field, *Journal of Applied Psychology*, was published in 1917. The first applied psychology fields were industrial psychology (today, work and organisational psychology), educational psychology and clinical psychology. Later, many other fields followed, such as military psychology, forensic psychology, economic psychology, traffic psychology, sport psychology, environmental psychology and so on. Psychology has spread with its practical implications to almost every area of people's lives.

The goal of the doctoral programme in Applied Psychological Studies is the development of highly trained academics and researchers, especially in the three broadest and most basic fields: educational psychology, clinical psychology, and work and organisational psychology. Students enrol on two compulsory core courses (*Theory and Practice of Applied Psychology* and *Research Methodology in Psychology*), two elective seminar courses and an external course. The first core course (*Theory and Practice of Applied Psychology*) helps students gain a thorough understanding of problems in the field of learning, social culture and climate, and "difficult" behaviour. It also gives students an insight into the field of psychological diagnostics and counselling. The second core course (*Research Methodology in Psychology*) gives students an opportunity to deepen their knowledge in more advanced research methods in psychology and specific research methods in the field of applied psychology. The elective

seminar course is dedicated to more specific problems in the field of applied psychology, which students find most interesting.

## **Archaeology**

The doctoral programme in Archaeology offers a more extensive and in-depth approach to the subject than the second-level masters study. Its goal is the development of highly trained academics – researchers and lecturers qualified to conduct internationally comparable research into current theoretical and practical issues in archaeology.

The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP). The two compulsory core courses, *Archaeological Epistemology and Research Methodology* and *Archaeological Interpretation*, help students gain a thorough understanding of different theories, methods and concepts necessary for research in this field. They also contribute to the required critical distance towards different research procedures, methodologies and theories, as well as drawing attention to possible interdisciplinary and intra-disciplinary connections. The elective seminar courses facilitate the practical application of fundamental methodological and theoretical approaches within the selected topics connected with the doctoral thesis topic; their content is defined each year and is prepared individually for each student, in line with their research requirements. The elective seminar courses envisage active cooperation between course coordinators, lecturers and students in the form of analytical research of relevant topics or questions. A similar principle is applied to the external course which is, unlike the elective seminar course, selected by the student and his/her supervisor at a recognised foreign university, which gives the student an opportunity to research abroad and experience different approaches to research. The largest part of the doctoral programme (180 CP) takes the form of individual research work within which, under the supervisor's guidance, the student prepares his/her doctoral thesis, actively masters research methodology by applying it to a specific question and develops the general and course-specific competences set out in the programme and curricula.

## **Asian and African Studies**

The doctoral programme in Asian and African Studies offers a more extensive and in-depth approach to the subject than the second-level masters studies of Sinology, Japanology, African Studies, Indian Studies and the Cultures of East Asia. Its goal is the development of highly trained academics – researchers and lecturers qualified to conduct internationally comparable research into current theoretical and practical issues in Asian and African Studies.

The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP). The two compulsory core courses, *Cultural Conditions of Concepts and Categorical Devices in Empirical and Analytical Research in Non-European Societies* and *Problems of Historiography in Non-European Societies*, help students gain a thorough understanding of different theories, methods and concepts necessary for research in this field. They also contribute to the required critical distance towards different research procedures, methodologies and theories, as well as drawing attention to possible interdisciplinary and intra-disciplinary connections. The elective seminar courses facilitate the practical application of fundamental methodological and theoretical approaches within the selected topics connected with the doctoral thesis topic; their content is defined each year and is prepared individually for each student, in line with their research requirements. The elective seminar courses envisage active cooperation between course coordinators, lecturers and students in the form of analytical, empiric and hermeneutic research into relevant topics or questions. A similar principle is applied to the external course which is, unlike the elective seminar course, selected by the student and his/her supervisor at a recognised foreign university, which gives the student an opportunity to research abroad and experience different approaches to research. The largest part of the doctoral programme (180 CP)

takes the form of individual research work within which, under the supervisor's guidance, the student prepares his/her doctoral thesis, actively masters research methodology by applying it to a specific question and develops the general and course-specific competences set out in the programme and curricula.

## **Foreign Language Didactics**

Foreign Language Didactics is an academic discipline which has developed considerably over recent decades. It is a specific area of inquiry at the conjunction of linguistics and educational studies, and thus interdisciplinary by its very nature. The findings of research in foreign language didactics have a significant impact on the teaching and learning of foreign languages in practice.

The need for academic research in this field is evidenced also by major supranational projects and documents aimed at promoting and regulating foreign language learning, teaching and assessment, such as the Common European Framework of Reference (2001). Transfers of findings from foreign research and conducting research in the domestic context are also dictated by the development of foreign language curricula, for practitioners are expressing a growing need for effective Slovenian terminology in the field (which has to be either translated or created) and original learning materials.

It is also a fact that foreign language didactics in Slovenia is in full swing at all levels, from pre-school to senior citizens, which calls for advances in foreign language didactics. Only a properly developed discipline can nourish an appropriate system of ongoing education of language teachers who will apply research findings in practice. There is a considerable amount of interest in postgraduate programmes in foreign language learning and teaching in Slovenia, both on the part of researchers and practitioners, who so far have largely had to pursue other courses of study at the postgraduate level.

The establishment of foreign language didactics as an independent doctoral programme within the Bologna reform of postgraduate programmes is thus justified, and the programme is coherent with the model accepted by the Faculty of Arts of the University of Ljubljana in 2008. The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP). The two compulsory core courses, *Theories of Foreign Language Learning and Teaching* and *Research Methodology in Foreign Language Learning and Teaching*, help students gain a thorough understanding of different theories, methods and concepts necessary for research in this field. They also contribute to the required critical distance towards different research procedures, methodologies and theories, as well as drawing attention to possible interdisciplinary and intra-disciplinary connections. The elective seminar courses facilitate the practical application of fundamental methodological and theoretical approaches within the selected topics connected with the doctoral thesis topic; their content is defined each year and is prepared individually for each student, in line with their research requirements. The elective seminar courses envisage active cooperation between course coordinators, lecturers and students in the form of analytical research of relevant topics or questions. A similar principle is applied to the external course which is, unlike the elective seminar course, selected by the student and his/her supervisor at a recognised foreign university, which gives the student an opportunity to research abroad and experience different approaches to research. The largest part of the doctoral programme (180 CP) takes the form of individual research work within which, under the supervisor's guidance, the student prepares his/her doctoral thesis, actively masters research methodology by applying it to a specific question and develops the general and course-specific competences set out in the programme and curricula.

## **Experimental Psychology**

Psychology as a science began as experimental psychology with the first psychological research and teaching laboratory established in 1879 in Leipzig by Wilhelm Wundt. Later, it spread to many other fields and non-laboratory approaches of research. Modern experimental psychology is conceptualised in a wider sense than it was in Wundt's time. Within the doctoral programme, the field of

experimental psychology covers the study of all basic psychological processes (perception and cognition, motivation, emotion) independently and in their mutual interaction and is not limited to laboratory research work. The doctoral programme offers an in-depth approach to these processes, while at the same time it remains flexible enough to take into account student research interests.

The first compulsory core course *Theories and Approaches in Psychology* helps students gain deep theoretical-substantive knowledge, while the second compulsory core course *Research Methodology in Psychology* offers methodological knowledge that enables students to conduct methodologically demanding research, including the most demanding methods and technique of data analysis. Elective seminar courses facilitate the practical application of fundamental methodological and theoretical approaches within the selected research field, while providing students with the additional knowledge necessary for the successful preparation of the doctoral thesis. The external course either enables the acquisition of international experience or deepens the knowledge in the fields offered by the University of Ljubljana.

The study is carried out in the context of research programmes and projects at the Department of Psychology, which also reflects important content, levels of analysis and methodologies of experimental psychology. Narrower fields of elective seminar courses cover cognitive psychology (decision making and expertise, learning, cognitive maps, mental models, risk perception, etc.), cognitive neuro-psychology (neural networks, computational models, attentional strategies, the nature of cognitive deficits, neuropsychological mechanisms of cognitive disorders, theories of mind self-organisation), psychophysics (attention, change blindness), motivation, emotion and mutual interactions between these processes. Research work is conducted either on general or clinical population, or on other special groups.

Besides lecturers from the Department of Psychology and other departments of the Faculty of Arts, the implementation of the doctoral programme will involve other faculties of the University of Ljubljana and other universities whose research interests and achievements correspond to the field of experimental psychology. The programme's goal is the development of highly trained academics – researchers and lecturers qualified to conduct internationally comparable research into current theoretical and practical issues in experimental psychology. The students are expected to participate actively in Department of Psychology research projects.

## **Ethnology, Cultural and Social Anthropology**

The doctoral programme in Ethnology, Cultural and Social Anthropology offers a more extensive and in-depth approach to the subject than the second-level masters study. Its goal is the development of highly trained academics – researchers and lecturers qualified to conduct internationally comparable research into current theoretical and practical issues in ethnology, cultural and social anthropology.

The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP). The two compulsory core courses, *Methodological Challenges of Ethnological and Anthropological Research* and *Cultural Anthropology*, help students gain a thorough understanding of different theories, methods and concepts necessary for research in this field. They also contribute to the required critical distance towards different research procedures, methodologies and theories, as well as drawing attention to possible interdisciplinary and intra-disciplinary connections. The elective seminar courses facilitate the practical application of fundamental methodological and theoretical approaches within the selected topics connected with the doctoral thesis topic; their content is defined each year and is prepared individually for each student, in line with their research requirements. The elective seminar courses envisage active cooperation between course coordinators, lecturers and students in the form of analytical research of relevant topics or questions. A similar principle is applied to the external course which is, unlike the elective seminar course, selected by the student and his/her supervisor at a recognised foreign university, which gives the student an opportunity to research abroad and experience different approaches to research. The largest part of the doctoral programme (180 CP) takes the form of individual research work within which, under the supervisor's guidance, the student prepares his/her doctoral thesis, actively masters research methodology by applying it to a specific question and develops the general and course-specific competences set out in the programme and curricula.

## Philosophy

The doctoral programme in Philosophy offers a more extensive and in-depth approach to the subject than the second-level masters studies of Philosophy and Philosophy of Culture. Its goal is the development of highly trained academics – researchers and lecturers qualified to conduct internationally comparable research into current theoretical and practical issues in philosophy. The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP). As the research field is very broad, several core courses are available. The core course *Topics and Dimensions of Contemporary Philosophy* is compulsory for all the students. The second core course can be chosen by the students from the following four courses: *Contexts of Philosophical Analysis*; *Systematic Philosophy: Humanity, Reflection, Concreteness*; *History of Philosophy, Phenomenology and Hermeneutics*; *Social Philosophy and Psychoanalysis*. The compulsory core courses help students gain a thorough understanding of different theories, methods and concepts necessary for research in this field. They also contribute to the required critical distance towards different research procedures, methodologies and theories, as well as drawing attention to possible interdisciplinary and intra-disciplinary connections. The elective seminar courses facilitate the practical application of fundamental methodological and theoretical approaches within the selected topics connected with the doctoral thesis topic; their content is defined each year and is prepared individually for each student, in line with their research requirements. The elective seminar courses envisage active cooperation between course coordinators, lecturers and students in the form of analytical research of relevant topics or questions. A similar principle is applied to the external course which is, unlike the elective seminar course, selected by the student and his/her supervisor at a recognised foreign university, which gives the student an opportunity to research abroad and experience different approaches to research. The largest part of the doctoral programme (180 CP) takes the form of individual research work within which, under the supervisor's guidance, the student prepares his/her doctoral thesis, actively masters research methodology by applying it to a specific question and develops the general and course-specific competences set out in the programme and curricula.

## Geography

The doctoral programme in Geography offers a more extensive and in-depth approach to the subject than the second-level masters study. Its goal is the development of highly trained academics – researchers and lecturers qualified to conduct internationally comparable research into current theoretical and practical issues in geography. The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP). The two compulsory core courses, *Contemporary Methods in Geographical Research* and *Contemporary Theories of Geographical Research*, help students gain a thorough understanding of different theories, methods and concepts necessary for research in this field. They also contribute to the required critical distance towards different research procedures, methodologies and theories, as well as drawing attention to possible interdisciplinary and intra-disciplinary connections. The elective seminar courses facilitate the practical application of fundamental methodological and theoretical approaches within the selected topics connected with the doctoral thesis topic; their content is defined each year and is prepared individually for each student, in line with their research requirements. The elective seminar courses envisage active cooperation between course coordinators, lecturers and students in the form of analytical research of relevant topics or questions. A similar principle is applied to the external course which is, unlike the elective seminar course, selected by the student and his/her supervisor at a recognised foreign university, which gives the student an opportunity to research abroad and experience different approaches to research. The largest part of the doctoral programme (180 CP) takes the form of individual research work within which, under the supervisor's guidance, the student prepares his/her doctoral thesis,

actively masters research methodology by applying it to a specific question and develops the general and course-specific competences set out in the programme and curricula.

## Heritology

Heritology as a study of the preservation of cultural heritage in its environment focuses on the process of interaction between museums and the preserved structures and items of cultural heritage on their original sites. As such, the field is fundamentally interdisciplinary, but the process of conservation and musealisation of heritage can not be fulfilled without a basic knowledge of museological theory, museography and conservational theory, supplemented by a basic knowledge of the heritage legislature.

The study of heritology as a special, interdisciplinary field within the doctoral programme at the Faculty of Arts is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP). The two compulsory core courses, *Museology* and *Conservation*, cover both fields of conservation of cultural heritage: conservation of objects and the conservation of structures and sites. Various elective seminar courses and the external course give the students the opportunity to pursue a thorough interdisciplinary study.

## Information Science

The doctoral programme in Information Science offers a more extensive and in-depth approach to the subject than the second-level masters studies of *Information Science with Library Science*, *Library Science* and *Publishing Studies*. Its goal is the development of highly trained academics – researchers and lecturers qualified to conduct internationally comparable research into current theoretical and practical issues in information science.

The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP). As the research field is very broad, several core courses are available. The core course *Research Methods in Information Science* is compulsory for all the students. The second core course can be chosen by the students from the following three options: *Trends in Library Science*, *Trends in Information Science* and *Trends in Publishing Studies*. The compulsory core courses help students gain a thorough understanding of different theories, methods and concepts necessary for research in this field. They also contribute to the required critical distance towards different research procedures, methodologies and theories, as well as drawing attention to possible interdisciplinary and intra-disciplinary connections. The elective seminar courses facilitate the practical application of fundamental methodological and theoretical approaches within the selected topics connected with the doctoral thesis topic; their content is defined each year and is prepared individually for each student, in line with their research requirements. The elective seminar courses envisage active cooperation between course coordinators, lecturers and students in the form of analytical research of relevant topics or questions. A similar principle is applied to the external course which is, unlike the elective seminar course, selected by the student and his/her supervisor at a recognised foreign university, which gives the student an opportunity to research abroad and experience different approaches to research. The largest part of the doctoral programme (180 CP) takes the form of individual research work within which, under the supervisor's guidance, the student prepares his/her doctoral thesis, actively masters research methodology by applying it to a specific question and develops the general and course-specific competences set out in the programme and curricula.

## Linguistics and Philology

The doctoral programme in Linguistics and Philology is a continuation of the linguistically-oriented research coordinated by several departments at the second level masters studies. The programme covers various areas, such as modern and classical languages, literatures and cultures of Europe, Asia and Africa, as well as comparative and general linguistics. Its goal is the development of highly trained academics – researchers qualified to conduct internationally comparable research into current theoretical and practical issues in the field of linguistics and other related interdisciplinary fields.

The programme offers a unified structure to help students gain a thorough understanding of theoretical and methodological approaches to language research. It is adjusted to students specializing in a particular language as well as to students aiming at gaining knowledge of a broader scope, such as within comparative and general-linguistic perspectives. The field of this doctoral programme is extremely wide and includes typologically very different languages, such as Sinitic and Slavic languages, as well as methodological and theoretic – synchronic and diachronic – discussions of language issues. Due to the great variety of the research areas concerned, the doctoral programme in Linguistics and Philology slightly deviates from the common structure of the Humanities and Social Sciences programme. The main difference is that one of the two core courses is not compulsory, but can be chosen from six macro-courses. This way the proposed doctoral programme in Linguistics and Philology ensures both homogeneity and a rich variety of content from the relevant research field.

## Literary Studies

The doctoral programme in Literary Studies offers a more extensive and in-depth approach to the subject than the second-level masters studies of Comparative Literature and Literary Theory, English Language and Literature, Czech Language and Literature, French Language and Literature, Greek Language and Literature, Croatian, Serbian and Macedonian Languages and Literatures, Italian Language and Literature, Latin Language and Literature, German Language and Literature, Polish Language and Literature, Russian Language and Literature, Slovak Language and Literature, Slovenian Language and Literature, and Spanish Language and Literature. Its goal is the development of highly trained academics – researchers and lecturers qualified to conduct internationally comparable research into current theoretical and practical issues in literary studies.

The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP). The two compulsory core courses, *Methodology and Epistemology of Literary Criticism* and the *Joint Doctoral Seminar in Literary Criticism*, help students gain a thorough understanding of different theories, methods and concepts necessary for research in this field. They also contribute to the required critical distance towards different research procedures, methodologies and theories.

Through active confrontation with literary theories and methods, arising from various scholarly traditions, the second core course in particular helps students develop sensitivity to the methodologically plural nature of literary discourses. Furthermore, both core courses draw attention to possible interdisciplinary connections (important for and typical of literary studies) as well as intra-disciplinary ones. The elective seminar courses facilitate the practical application of fundamental methodological and theoretical approaches within the selected topics connected with the doctoral thesis topic; their content is defined each year and is prepared individually for each student, in line with their research requirements. The elective seminar courses envisage active cooperation between course coordinators, lecturers and students in the form of analytical research of relevant topics or questions. A similar principle is applied to the external course which is, unlike the elective seminar course, selected by the student and his/her supervisor at a recognised foreign university, which gives the student an opportunity to research abroad and experience different approaches to research. The largest part of the doctoral programme (180 CP) takes the form of individual research work within which, under the supervisor's guidance, the student prepares his/her doctoral thesis, actively masters research methodology by applying it to a specific question and develops the general and course-specific competences set out in the programme and curricula.

## Musicology

The doctoral programme in Musicology offers a more extensive and in-depth approach to the subject than the second-level masters study. Its goal is the development of highly trained academics – researchers and lecturers qualified to conduct internationally comparable research into current theoretical and practical issues in musicology.

The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Due to the similar nature of the field of *Musicology* and the fields of *Musical Pedagogy* and *Composition and Music Theory*, the two compulsory core courses are the same in all three fields. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP). The two compulsory core courses, *Music Research Methods* and *Music Analysis Methods*, help students gain a thorough understanding of different theories, methods and concepts necessary for research in this field. They also contribute to the required critical distance towards different research procedures, methodologies and theories, as well as drawing attention to possible interdisciplinary and intra-disciplinary connections. The elective seminar courses facilitate the practical application of fundamental methodological and theoretical approaches within the selected topics connected with the doctoral thesis topic; their content is defined each year and is prepared individually for each student, in line with their research requirements. The elective seminar courses envisage active cooperation between course coordinators, lecturers and students in the form of analytical research of relevant topics or questions. A similar principle is applied to the external course which is, unlike the elective seminar course, selected by the student and his/her supervisor at a recognised foreign university, which gives the student an opportunity to research abroad and experience different approaches to research. The largest part of the doctoral programme (180 CP) takes the form of individual research work within which, under the supervisor's guidance, the student prepares his/her doctoral thesis, actively masters research methodology by applying it to a specific question and develops the general and course-specific competences set out in the programme and curricula.

## Pedagogy

The doctoral programme in Pedagogy offers a more extensive and in-depth approach to the subject than the second-level masters study. Its goal is the development of highly trained academics – researchers and lecturers qualified to conduct internationally comparable research into current theoretical and practical issues in pedagogy.

The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP). The two compulsory core courses, *Historical and Modern Aspects of Educational Theory and Practice* and *Pedagogical Methodology*, help students gain a thorough understanding of different theories, methods and concepts necessary for research in this field. They also contribute to the required critical distance towards different research procedures, methodologies and theories, as well as drawing attention to possible interdisciplinary and intra-disciplinary connections. The elective seminar courses facilitate the practical application of fundamental methodological and theoretical approaches within the selected topics connected with the doctoral thesis topic; their content is defined each year and is prepared individually for each student, in line with their research requirements. The elective seminar courses envisage active cooperation between course coordinators, lecturers and students in the form of analytical research of relevant topics or questions. A similar principle is applied to the external course which is, unlike the elective seminar course, selected by the student and his/her supervisor at a recognised foreign university, which gives the student an opportunity to research abroad and experience different approaches to research. The largest part of the doctoral programme (180 CP) takes the form of individual research work within which, under the supervisor's guidance, the student prepares his/her doctoral thesis, actively masters research methodology by applying it to a specific question and develops the general and course-specific competences set out in the programme and curricula.

## Translation Studies

The doctoral programme in Translation Studies offers a more extensive and in-depth approach to the subject than the second-level masters studies of Translation Studies and Interpreting. Its goal is the development of highly trained academics – researchers and lecturers qualified to conduct internationally comparable research into current theoretical and practical issues in translation studies. The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP). The two compulsory core courses, *Research Methods in Translation Studies* and *Translation Theories in the West*, help students gain a thorough understanding of different theories, methods and concepts necessary for research in this field. They also contribute to the required critical distance towards different research procedures, methodologies and theories, as well as drawing attention to possible interdisciplinary and intra-disciplinary connections. The elective seminar courses facilitate the practical application of fundamental methodological and theoretical approaches within the selected topics connected with the doctoral thesis topic; their content is defined each year and is prepared individually for each student, in line with their research requirements. The elective seminar courses envisage active cooperation between course coordinators, lecturers and students in the form of analytical research of relevant topics or questions. A similar principle is applied to the external course which is, unlike the elective seminar course, selected by the student and his/her supervisor at a recognised foreign university, which gives the student an opportunity to research abroad and experience different approaches to research. The largest part of the doctoral programme (180 CP) takes the form of individual research work within which, under the supervisor's guidance, the student prepares his/her doctoral thesis, actively masters research methodology by applying it to a specific question and develops the general and course-specific competences set out in the programme and curricula.

## Personality Psychology

Personality is one of the basic sources of our experience and behaviour and represents one of the key concepts of Western culture. It has been the subject of systematic study since ancient times. Scientific research of personality coincided with the beginnings of psychological science in the 19<sup>th</sup> century, being pioneered by all the most prominent "fathers" of psychology: Wundt, James, Pavlov and Freud. In subsequent decades all the major orientations in personality psychology emerged, including trait psychology, psychodynamics with psychoanalysis, behavioural, humanistic and cognitive personality psychology. Contemporary personology further subsumes strong trends towards biological perspectives (including behaviour genetics, neuro-physiological and evolutionary aspects of personality) as well as socio-cultural perspectives (including cross-cultural research in personality). Personality research unifies all the most important psychological paradigms, theoretical, applicative and methodological, in their convergence on both possible approaches in psychological research, the first focusing on persons and the second on variables. In this respect, the study of personality not only adds an essential contribution to psychological research as a whole, but also represents an integration of all psychological functions and processes: cognitive, emotional and motivational.

Personality psychology thus strives to identify the laws of human behaviour and experience, plus the basic individual and other interpersonal and group differences. The second goal of personality psychology is the application of personality knowledge in different fields of applied psychology. The students of this doctoral programme will be provided with competence in advanced research in personality psychology, differential psychological and related disciplines, as well as in the advanced use of personality diagnostics in different fields of theoretical and applied psychology and related fields.

The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP). The first compulsory core course

(*Personality*) contributes to the required critical distance towards theoretical and substantial problems of personality, while the second compulsory core course (*Research Methodology in Psychology*) draws attention to methodological problems (concerning both assessment and research issues). The first elective seminar course facilitates the practical application of fundamental methodological and theoretical approaches within the entire field, whereas the second elective seminar course and the external course offer further possibilities in interdisciplinary and intra-disciplinary connections and methodological refinements.

Recognised researchers in the field of personality psychology and related fields take part in the implementation of the programme, while other highly trained researchers are invited to participate.

## **Studies in Developmental Psychology**

Developmental psychology is a basic psychological research discipline. It has its own focus of study, i. e. several types of change in human psychological development over time, as well as unique and specific research methods, techniques and approaches, such as longitudinal, longitudinal- and cross-sectional approaches, developmental experiments, microgenetic experiments, time-lag and cross-lag designs, longitudinal behavioural genetic analyses and multivariate behavioural genetic methods and case studies. Contemporary developmental psychology deals with basic principles of behaviour in different developmental periods (e.g. childhood, adolescence and adulthood), entails explanations and predictions of development, optimisation or modification of behaviour over time, and accounts for developmental specificities resulting from living in different contexts and the effects of different normative age-graded (biological and social), history-graded and non-normative life events. The research field is also concerned with the development of individual differences in behaviour/psychological characteristics among normative populations over time. The basic factors of development are treated at the basic level (common genetic and common- shared and non-shared - environmental influences) and at the phenotypic level (traditionally environmental influences, factors within an individual in a given time period). Recently, contemporary developmental psychology has been characterised by its distinctive orientation towards the application of findings in practice (applied developmental psychology). This domain relates developmental knowledge and research accomplishments to human behaviour and learning in different social contexts (e.g. peer groups, pre-school, school, media, family, homes for elderly) and to specific forms of behavioural expression (e.g. child play, child drawing, story-telling).

## **Slavic Studies**

Investigation into and understanding of the developmental line and theoretical background of philological sciences within the Slavic studies community, acquisition of necessary competences for research and pedagogical work, understanding this work as an integral part of the current social situation, and, consequently, creating adequate conditions for the development of comparative and research work in the field of Slavic studies in Slovenia, as well as studying the history of philological sciences in Slavic countries (with a special emphasis on the interconnectedness of the linguistic and literary theory methodologies that create a platform for contemporary cultural studies); becoming familiar with the key theoretical aspects of linguistic research, language change and its causes and mechanisms; developing the ability to assess language phenomena in the light of cognitive processes and social changes; the ability to recognise, classify, provide arguments for, evaluate and apply a particular scientific theory; knowing the continuity of the development of a methodology, as a basis for a contrastive-comparative understanding of the specifics of the cultural and literary evolution in different Slavic nations; gaining insight into mutual influence and borrowings in Slavic literatures; gaining the ability to assess the adequacy of a methodological approach with regard to the intended outcomes of the research procedure, and understanding the relationship between philosophy and literary science in a historical perspective.

The doctoral programme in the field of Slavic Studies is a combination of compulsory core courses, including Slavic Linguistics, Literary History, Literary Theory and Culturological Studies, and a number of elective seminar courses, enabling a multifaceted and multilingual or multi-literary

perspective. Furthermore, these courses provide the basis for the perception of particular evolutionary phases and phenomena in the Slavic world, in close connection with Slovene Studies and other national studies that contain analytical elements of interlinguistic, interliterary and intercultural communication.

The doctoral programme is intended not only for students of Slavic Studies and Comparative Studies or for the development of highly trained academics qualified to further the development of Slavic Studies in Slovenia and ensure that this can be comparable to and compatible with the discipline abroad, but also for those who come across topics related to Slavic Studies in other fields, such as the arts, intercultural relations, culture, politics or the economy.

The doctoral programme in Slavic Studies offers a more extensive and in-depth approach to the subject than the second-level masters studies of Comparative Slavic Linguistics, South Slavic Studies, Slovak Studies, Polish Studies, Czech Studies, West Slavic Studies and Russian Studies. Its goal is the development of highly trained academics – researchers and lecturers qualified to conduct internationally comparable research into current theoretical and practical issues in Slavic Studies.

The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP). The two compulsory core courses, *Methods of Investigating Cultures in the World of the Slavs: The Appearance and Development of Poetics* and *Discursive Practice in Slavic Cultures – Comparative-Historical Aspects*, help students gain a thorough understanding of different theories, methods and concepts necessary for research in this field. They also contribute to the required critical distance towards different research procedures, methodologies and theories, as well as drawing attention to possible interdisciplinary and intra-disciplinary connections. The elective seminar courses facilitate the practical application of fundamental methodological and theoretical approaches within the selected topics connected with the doctoral thesis topic; their content is defined each year and is prepared individually for each student, in line with their research requirements. The elective seminar courses envisage active cooperation between course coordinators, lecturers and students in the form of analytical research of relevant topics or questions. A similar principle is applied to the external course which is, unlike the elective seminar course, selected by the student and his/her supervisor at a recognised foreign university, which gives the student an opportunity to research abroad and experience different approaches to research. The largest part of the doctoral programme (180 CP) takes the form of individual research work within which, under the supervisor's guidance, the student prepares his/her doctoral thesis, actively masters research methodology by applying it to a specific question and develops the general and course-specific competences set out in the programme and curricula.

## **Slovene Studies**

The doctoral programme in Slovene Studies offers a more extensive and in-depth approach to the subject than the second-level masters study. Its goal is the development of highly trained academics – researchers and lecturers qualified to conduct internationally comparable research into current theoretical and practical issues in Slovene Studies.

The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP). As the research field is very broad, several core courses are available. All students must choose one of the core courses *Methodology of Slovene Literary Research* or *Methodology of Slovene Linguistics*. The second core course is chosen from among the following three options: *Theory and Practice of Literary Historiography*, *20<sup>th</sup>-century Linguistic Trends in Slovene Linguistics* and *Didactics of Slovene Language and Literature*. The two compulsory core courses help students gain a thorough understanding of different theories, methods and concepts necessary for research in this field. They also contribute to the required critical distance towards different research procedures, methodologies and theories, as well as drawing attention to possible interdisciplinary and intra-disciplinary connections. The elective seminar courses facilitate the practical application of fundamental methodological and theoretical approaches within the selected topics connected with the doctoral thesis topic; their content is defined each year and is prepared

individually for each student, in line with their research requirements. The elective seminar courses envisage active cooperation between course coordinators, lecturers and students in the form of analytical research of relevant topics or questions. A similar principle is applied to the external course which is, unlike the elective seminar course, selected by the student and his/her supervisor at a recognised foreign university, which gives the student an opportunity to research abroad and experience different approaches to research. The largest part of the doctoral programme (180 CP) takes the form of individual research work within which, under the supervisor's guidance, the student prepares his/her doctoral thesis, actively masters research methodology by applying it to a specific question and develops the general and course-specific competences set out in the programme and curricula.

## **Sociology of Culture**

The doctoral programme in Sociology of Culture offers a more extensive and in-depth approach to the subject than the four options offered by the second-level masters: *Globalisation Studies*, *Religious Studies*, *Gender Studies* and *Media and Cultural Studies*. Its goal is the development of highly trained academics – researchers and lecturers qualified to conduct internationally comparable research into current theoretical and practical issues in sociology of culture.

The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP). The two compulsory core courses, *Contemporary Theories of Culture* and *Analysis of Modern Societies*, help students gain a thorough understanding of different theories, methods and concepts necessary for research in this field. They also contribute to the required critical distance towards different research procedures, methodologies and theories, as well as drawing attention to possible interdisciplinary and intra-disciplinary connections. The elective seminar courses facilitate the practical application of fundamental methodological and theoretical approaches within the selected topics connected with the doctoral thesis topic; their content is defined each year and is prepared individually for each student, in line with their research requirements. The elective seminar courses envisage active cooperation between course coordinators, lecturers and students in the form of analytical research of relevant topics or questions. A similar principle is applied to the external course which is, unlike the elective seminar course, selected by the student and his/her supervisor at a recognised foreign university, which gives the student an opportunity to research abroad and experience different approaches to research. The largest part of the doctoral programme (180 CP) takes the form of individual research work within which, under the supervisor's guidance, the student prepares his/her doctoral thesis, actively masters research methodology by applying it to a specific question and develops the general and course-specific competences set out in the programme and curricula.

## **Theoretical Psychoanalysis**

In the humanities, theoretical psychoanalysis represents one of the main fields forming the basis for the epistemological restoration of both traditional and new disciplines. Psychoanalytic studies can be considered a special field, characterised by a broad spectre of publishing and research activity, along with an increasing institutionalisation in research and study programmes. An important contribution comes from the development of psychoanalysis in Slovenia: from the first connections with the Frankfurt school, the structuralist and poststructuralist turn and feminist studies, to the recognised Lacanian studies, which have in the last decade become a virtually indispensable part of the global cultural and intellectual sphere.

The doctoral programme focuses on basic fields and topics of psychoanalysis and their multiple interrelations: epistemology, literature, psychotherapy, education etc., with special emphasis on the newly emerging 'Žižek Studies'. The programme is open for students of Slovene universities as well as for international student exchange, which is expected to increase in the near future. Researchers at the Faculty of Arts and other institutions will play an active role in the programme.

## Art History

The doctoral programme in Art History offers a more extensive and in-depth approach to the subject than the second-level masters study. Its goal is the development of highly trained academics – researchers and lecturers qualified to conduct internationally comparable research into current theoretical and practical issues in art history.

The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP). The two compulsory core courses, *Methodology of Art History: Morphology and Iconography* and *Methodology of Art History: Context*, help students gain a thorough understanding of different theories, methods and concepts necessary for research in this field. They also contribute to the required critical distance towards different research procedures, methodologies and theories, as well as drawing attention to possible interdisciplinary and intra-disciplinary connections. The elective seminar courses facilitate the practical application of fundamental methodological and theoretical approaches within the selected topics connected with the doctoral thesis topic; their content is defined each year and is prepared individually for each student, in line with their research requirements. The elective seminar courses envisage active cooperation between course coordinators, lecturers and students in the form of analytical research of relevant topics or questions. A similar principle is applied to the external course which is, unlike the elective seminar course, selected by the student and his/her supervisor at a recognised foreign university, which gives the student an opportunity to research abroad and experience different approaches to research. The largest part of the doctoral programme (180 CP) takes the form of individual research work within which, under the supervisor's guidance, the student prepares his/her doctoral thesis, actively masters research methodology by applying it to a specific question and develops the general and course-specific competences set out in the programme and curricula.

## History

The doctoral programme in History offers a more extensive and in-depth approach to the subject than the second-level masters study. Its goal is the development of highly trained academics – researchers and lecturers qualified to conduct internationally comparable research into current theoretical and practical issues in history.

The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP). The two compulsory core courses, *Specific Issues of the Epistemology of Historical Science* and *Selected Topics of Modern Historiography*, help students gain a thorough understanding of different theories, methods and concepts necessary for research in this field. They also contribute to the required critical distance towards different research procedures, methodologies and theories, as well as drawing attention to possible interdisciplinary and intra-disciplinary connections. The elective seminar courses facilitate the practical application of fundamental methodological and theoretical approaches within the selected topics connected with the doctoral thesis topic; their content is defined each year and is prepared individually for each student, in line with their research requirements. The elective seminar courses envisage active cooperation between course coordinators, lecturers and students in the form of analytical research of relevant topics or questions. A similar principle is applied to the external course which is, unlike the elective seminar course, selected by the student and his/her supervisor at a recognised foreign university, which gives the student an opportunity to research abroad and experience different approaches to research. The largest part of the doctoral programme (180 CP) takes the form of individual research work within which, under the supervisor's guidance, the student prepares his/her doctoral thesis, actively masters research methodology by applying it to a specific question and develops the general and course-specific competences set out in the programme and curricula.

## **b) Fields coordinated by the Faculty of Social Sciences**

### **Communication Studies**

The programme offers students the possibility to study different forms of communication, ranging from oral and interpersonal communication to mass communication and contemporary forms of online communication and self-mediation which dominate communication practices in the age of post-mass media.

Drawing on rich history of communication research, the programme promotes diverse approaches to understanding of communication phenomena, ranging from critical theory, cultural studies and audience research to political economy of communication, pragmatism and symbolic interactionism, effects studies, feminist critique and visual culture.

Our students gain conceptual understanding and develop skills for empirical explanation and critical reflection of micro and macro level social changes caused by the fast-paced rise of convergence media culture in a number of specialised areas of study, such as formation and transformation of contemporary media systems, role of globalization and transnationalization of communication in media production, changes in public sphere and political communication, shifting relations between media, democracy and political power, dilemmas related to regulation of media and freedom of communication, access to information, privacy and publicness, influence of communication technologies and practices on transformation of citizenship, political participation, and civil society, as well as development of digitalization policies and alternative media. To facilitate such thematically diverse inquiry, students are offered a palette of research methods which foster both quantitative and interpretative analysis.

The programme consists of mandatory courses, elective courses and doctoral seminars, conducted by lecturers from Department of Communication and international guest lecturers. Availability: up to two places annually.

### **Cultural Studies**

#### **CONTENT**

The field is based on two principal traditions in cultural studies, namely the Birmingham School and the Frankfurt School, but is not designed exclusively and embraces related social and humanistic sciences (e.g. sociology of literature, sub cultural studies, discourse analysis, mythocritique, cognitive science, etc.) as required. The interdisciplinary approach is justified and necessary for both the theoretical study of different forms of contemporary cultural expression (elite and popular literature, commercial films and art films or author films, youth and suburban culture, everyday lifestyles etc.), and for general application in the social environment. This enables a selection of skills and knowledge from cultural management and the study of cultural policies, while the selection of epistemological and sociological knowledge provides for decisive power in the area of contemporary scientification of the world and the instrumentalisation of reason.

#### **GOALS AND SUBJECT-SPECIFIC COMPETENCES**

The goal is to critically expand and deepen theoretical, social, historical and methodological knowledge of cultural studies and related humanistic and interpretative social sciences. It also aims to provide a referential framework in which general knowledge from the field of cultural studies can be critically applied to the analysis of special content. The lectures will provide a broad theoretical, historical and methodological foundation for individual seminars, where with a view to student interests and lecturer expertise the selected areas (text, image, gesture) are studied in-depth. The interdisciplinary nature of cultural studies is reflected prismatically, which paves the way to the understanding of complex notions of culture, plural expressions of lived experience and collective

imagery in a historical framework. Throughout the study process the student prepares for autonomous and innovative use of tools from basic theoretical traditions of cultural analysis (Marxism, structuralism, post structuralism, semiology, culturalism, post Marxism etc.), while studying varied phenomena of individual and group creativity.

Competences: ability to independently and critically analyse complex cultural phenomena and processes; ability to conduct coherent theoretical and methodological research at a high level of complexity; ability to recognise, apply and create intellectual innovations.

## **Defence Studies**

The basic aim is to introduce, study and analyse the history of defence studies development at undergraduate, postgraduate and doctoral levels, as well as research work in Slovenia and international comparable institutions and institutes. Students become familiar with content from the field of national and international security and the methodological specificity of defence studies research. They study the rules of military defence, civil defence, protection and rescue, contemporary crisis management and leadership, internal operation, the organisational structure and social attributes of all constituent parts of security system (military, police, paramilitary organisations, private military and security companies and intelligence services). They analyse the military and defence industry in the European and world framework, the integrity of State cooperation in international peace and other military and civil operations, the influence of international terrorism on security, the ecologic aspects of natural and other types of disasters, climate change and its influence on security, comparative defence and military systems, contemporary security theories, theories of peace studies, relations between armed forces and society, and contemporary conflict resolution.

## **Developmental Studies**

### **CONTENT**

FIRST LEVEL: Premise of theoretically conceptual treatment (illustrated with practical examples).

Inter-, trans-, and multi- disciplinary treatment of developmental themes (sociology of development and inequality, economic sociology and political economy, history and cultural studies, international political science etc.), demand for an increasing connection between theory and practical solutions;

Systematic (temporally successive or simultaneous) comparative treatment of developmental problem (object of interest);

Integration of international (transnational), national and local (regional) level – when dealing with key actors and actor networks of contemporary development (e.g. transnational political and economic actors, science and technology, etc.);

Emphasised "policy" approach to the treatment of the latest developmental "philosophy" and examples of good practice of the European "knowledge society", (possibility of implementation in target social environments);

Articulation (search for, identification and in-depth treatment) of key theoretic antagonisms (contradictions) and practical developmental contradictions (interest coalitions etc.).

SECOND LEVEL: Three main strands of content regarding the developmental questions which are best covered by teachers and researchers implementing this field of doctoral study at the University of Ljubljana, Faculty of Social Sciences: socioeconomics of development, science, development, culture, culture and international relations.

Socioeconomics of development (possible themes):

Social structure, social change, development, social aspects of development (comparison with economic and environmental development effects). Connection of changes (long term and simultaneous) in economic growth with changes in the professional and sectorial structure of societies. Employment oscillation, compatibility problems, inflation influence (Euro zone) at the employment level. Expansion and adoption of new technologies, the social rhythms of new technologies (various approaches, e.g. sequence analysis for the dynamics of aggregate patterns for time consumption etc.). Stratification of inequality analysis (mobility, migrations, career patterns and life cycle patterns). Comparative studies in transformation of the welfare state from the perspective of the "national version of capitalism" approach (the so called VOC – varieties of capitalism – approach),

comparative industrial relations from the perspective of "developmental state". Historical and international comparative analyses of contradictory processes of (de)professionalisation (of professions and organisations). Comparison of context, factors and actors of social change (comparative elite studies). Development, change and (controlled) social economy of rural and rural-urban communities. Social change management.

Science, development, culture (possible themes):

A special emphasis will be placed on science and technology, each individually and together representing one of the leading, key developmental factors of contemporary societies.

On the basis of theoretically conceptual reflection and the critical analysis of socio-cultural factors for the origin and development of modern science and technology, contemporary questions relating to scientific and technological development will be at the centre of our attention. The position of scientific and technologic development in the triangle "knowledge – economy – politics", combined with the recognition of three levels on which contemporary science and technology function, namely the global, national and regional level.

The question of how useful different models for connecting science with social environment (e.g. the triple spiral model, the "post-academic developmental paradigm" model, etc.) really are in the solving of development dilemma and questions within regional frameworks, and which types of intermediary scientific institutions – also regarding the guidelines of "new European area" (ERA) – in these regional frameworks are most sensible to use.

The development of today's generic science and technologies (biotechnology, nanotechnology, information and communication technology) seems to pose most questions (also of an ethical nature) regarding contemporary scientific and technological risks in particular in the local environment, therefore the presentation of developmental questions in research and technology will also include an overview of the models for evaluation and management of these risks.

Development and international relations:

Social development from the perspective of international relations, political and other types of negotiations regarding the harmonising of economic-developmental and ecologic priorities (EU, security and diplomacy, developmental models, comparison of multi-level systems of government and development management, theories of globalisation, the role of transnational companies for social change and development, global and regional tensions regarding environmental problems).

## GOALS AND SUBJECT-SPECIFIC COMPETENCES

To inform and qualify students for in-depth, interdisciplinary, integral, comparative understanding and critical evaluation of contemporary developmental questions in society. A focus on thorough epistemological reasoning, on excellent knowing of key authors, and on a clear methodological basis for the planned autonomous research. An example to follow are related study approaches worldwide, where problems of developmental breakthrough are dealt with, in particular in medium and less developed countries (states, regions, areas).

Three levels of study, analysis and mentorship: (1) basic conceptually theoretic treatment of social development, (2) study and incorporation in such developmental research that has the broadest research background and highest achievements at the University of Ljubljana, Faculty of Social Sciences, (3) in-depth analysis of practical research questions or topics which are of particular interest to doctoral students.

The expected achievement: an epistemologically, methodologically and content-wise well-defined and (in the international academic context) well-incorporated research problem (of social development), which constantly strives in theoretical, methodological, substantial and applied (analytical) work, for international excellence and proper originality. Encouraging students to present partial results and accomplishments of their research at scientific conferences and to publish their findings and conclusions simultaneously, and with as wide an international response as possible.

## Diplomacy

### CONTENT

- Placing the study of diplomacy within the development of the study of international relations
- Conceptualisation and contextualisation of diplomacy: from classical diplomatic and consular relations to public diplomacy
- Sociologic approaches to the study of diplomacy and international relations

- Meta-theoretical (ontological, epistemological, axiological) and theoretical (classical, positivist and post-positivist) approaches to the study of international relations and diplomacy
- Interdisciplinarity of the study of diplomacy: legal, historical and political science approach to diplomacy studies
- Diplomacy and international community: institutionalisation of peaceful conflict resolution
- Diplomacy and foreign policy: key instrument of foreign policy
- Processes of codification of contemporary diplomatic law
- Placing the history of diplomacy within the history of international relations: specificity of the history of diplomacy
- Placing diplomacy within the structure of international relations: reciprocity of international actors, subjects, relations and norms and modern diplomacy
- Bilateral and multilateral diplomacy
- Diplomacy and international security
- Diplomacy and international political economy
- Diplomatic functioning of subjects of international law and international relations
- Diplomacy, area and problem studies of international relations

#### GOALS AND SUBJECT-SPECIFIC COMPETENCES

Theoretical and methodological competences for the understanding of diplomacy and diplomatic relations in both a diachronic and synchronic perspective; it qualifies students for independent and reflective scientific and research work in the broadest sense of diplomacy and enables the transmission of theoretical, scientific and research findings and knowledge in social practice.

#### Environmental and Spatial Studies

It would be difficult to find an expert from the field of Spatial Studies who failed to mention the importance of sociological research and the understanding of problems pertaining to the environment and space; however, the sociological contribution remains vague and non-defined, too often limited to a couple of general statements regarding the importance of human interaction with space and the environment. The blame for such an attitude and treatment is to be taken mainly by sociology itself, which reacted to the fear of "biologism" and "naturalism", a disease of its formative beginnings in the 19th century, by stressing above all the social aspects of society organisation and structure, thus ignoring its natural foundation. What is specific and peculiar in the relation of man to other living forms was emphasised, and only lately has the debate about the problem of "human distinctiveness" brought new elements into the social understanding of human relations with the natural and built environment. The content provides an overview of the social construction of the environment and space that (in)directly influences the shaping of environmental and spatial practice from the individual to the global level. The programme comprises:

- A sociological approach to the understanding of problems related to the environment, nature and space: the debate about the social construction of nature/space, the natural environment and space as a restrictive and/or developmental factor;
- The logic of social functioning, spatial development and environmental changes: the conceptualisation of environmental changes and their positive/negative influence on social processes, in particular spatial ones; different types of logic of social functioning (collective actions) and their influence on environmental changes and spatial development; the problem of collective action in the achievement of common goals.
- Natural resources and space as a public good: problems of institutional organisation and collective action. Mechanisms for the evaluation of natural resources from the perspective of their (non-) renewability.

Institutional aspects of the protection of the "public good", different definitions of the "public good", the paradigmatic interpretation of public goods. The problem of the protection of natural or public resources in Slovenia, from the perspective of social development.

- Sociologic dimensions of the concept of sustainable development: a short overview of the concept of development; terminological problems or substantial differences in the perception of sustainable development; problem of human (social) needs from developmental perspective; problem of balancing social, economic and environmental components of sustainable development.

- From anthropocentric to nature-centred environmental ethical and value systems: conceptual dilemmas of the nature-centred ethic; a critique of anthropocentrism and critique of eco-centrism; the "development" of value systems; nature as a value category. Social movements for the protection of the environment and nature.
- The ecology of everyday life: reflection on commonsense everyday practices from an environmental and spatial point of view; nutrition practice, attitudes to waste treatment, consumerism, health, hygiene, leisure time activities, dwelling, transport preferences etc.
- Assessment of the social impact of environmental and spatial interventionism: a presentation of social impact assessment methodology and its practical application to planning and implementation of environmental and spatial interventions.

#### GOALS AND SUBJECT-SPECIFIC COMPETENCES

This doctoral programme qualifies students for theoretical and empirical analytic reflection on environmental and spatial questions in contemporary society. It introduces fundamental sociological approaches to the research of the "natural and artificial environment", presents different "social constructs" of nature, the environment and built space, and their importance for the understanding of the processes going on in society and the environment. It presents different models of human (social) organisation and their interaction with the environment, it develops the concept of sustainable development, provides information about the evolution of value systems from anthropocentric to a nature-centred environmental ethic. Students are supposed to gain the basic knowledge that will later encourage them to pursue independent study of specific sociological environment-related issues.

#### Human Resource and Organisational Studies

The focus is on social institutions at various levels: companies and other organisations, schools and social security systems, and processes happening inside these institutions and their reciprocal influence. The study is based on the theory of social institutions, complemented with theories and concepts from other fields, such as theory of organisations, industrial relations, theory of human resources, theory of the labour market, social policies and employment policies, theory of human resources management and knowledge, theory of education and employment. Within the study and conceptualisation of research, the contemporary socially economic context defined by globalisation, intellectualisation and flexibilisation of work, the service society, an ageing population and similar will be taken into consideration.

This programme will search for answers to questions such as:

1. Which are the prevailing production and market strategies in organisations and what are their developmental capacities in the era of transition to a post-Fordistic society? How to optimise development of competences in production, service, educational and other organisations?
2. Which types of knowledge (non-transferable, partly transferable, and transferable) and knowledge creation fit prevailing market strategies?
3. Which type of social security or welfare fits prevailing market strategies? How are employment policies of companies and the state changing? How is the labour market formed, which are the flexible forms of labour market or welfare production regimes, and what kind of influence have they on working conditions and workers' social security?
4. Which welfare outcomes are feasible within existing interest relations and within the established methods of public policy formulation and political decision-making?

#### GOALS AND SUBJECT-SPECIFIC COMPETENCES

The following competences and skills will be acquired:

- in-depth understanding of concepts and theories from the subject area, competence for re-conceptualisation, theoretical analysis and theory building
- skills for implementation of multi-level comparative analyses from the subject area, their methodological design and interpretation
- skills for developmental and leadership work and formulation of practical solutions to subject area problems
- familiarity with appropriate institutions from the field of work, employment, education and social security and understand their functioning, reciprocal influence and change over time on the basis of various theories and concepts.

The acquired knowledge and competences will be useful in research, developmental and pedagogic work and in the managing of organisations and systems from this area. The programme equips students for research, developmental, pedagogic and managerial work, based on critical reflection and adequate distance from existing theories and work, as well as from one's own work. Students will develop their analytical and research competences, competences of synthesis and abstraction of knowledge, of writing and presenting highly demanding texts, and competence of academic communication.

## **International Studies**

### **CONTENT**

- Development of the study of international relations: sociological aspects of development and approaches to the study (is it indeed an American field?)
- Development of the study of international relations: origin and development of metatheoretical (ontological, epistemological, axiological) and theoretical (classical, positivist and post-positivist) approaches
- Specificity of methods for studying international relations
- Objects of study in international relations: conceptualisation and contextualisation of international relations
- International relations and its sub-disciplines (in particular international security, international political economy, foreign policy, sociology of international relations, international institutions and organisations etc.)
- International relations, interdisciplinarity and transdisciplinarity
- International relations, area studies and international regionalism
- International relations and problem studies (in particular human rights, environmental protection, international economy, development etc.)
- Applicable value of international relations
- Development and present situation of the Slovene study of international relations
- History of international relations: specificity of the international community and its processes
- Approaches to the understanding and explaining of the genesis of international community and its processes
- The structure of international relations: intertwining of factors, subjects, relations and norms
- Approaches to the understanding and explaining of the international community structure

### **GOALS AND SUBJECT-SPECIFIC COMPETENCES**

The programme provides students with theoretical and methodological competences for understanding international relations in a diachronic and synchronic perspective; it qualifies them for independent and reflective research work in the field of international relations, and enables the transmission of theoretical and research findings and knowledge in social practice.

## Journalism Studies

Students will engage in the study of various approaches to the analysis of journalism, as institutional practices of representation with proper historical, political, economic and cultural conditions of operation. They will get to know the conceptual apparatus and fundamental theoretical production, which provides for critical understanding and application of different approaches in the analysis of journalistic processes and problems related to collection, investigation, reporting, evaluation, interpretation, commentary, editorship and information formulation transferred to local, regional, national and international publics through various media, from print to the Internet. The discourse of contemporary journalism studies identifies a link between the crisis of journalism and the so-called culture of convergence, and the permeation of journalism as a form of cultural practice and contemporary information technologies. The crisis is, however, also linked with the elimination of borders between journalism and other media activities.

### GOALS AND SUBJECT-SPECIFIC COMPETENCES

The key objective of the programme is to develop the understanding, knowledge and critical use of contemporary theoretical approaches and their conceptual aspects in the study of journalism.

Subject-specific competences:

- ability to understand contemporary theories of journalism
- ability to critically apply conceptual tools for the analysis of journalism
- ability to formulate theoretical problems with a view to studied practical journalistic behaviour or contribution
- ability of synthetic and analytic treatment of concepts and problems in the field of journalism
- ability to critically analyse journalistic discourse.

## Life Course Studies

The programme qualifies students for the analysis of fundamental characteristics and changes in the course of and passages of life. Epistemologically, it builds on the psychological tradition, referring to changes in the individual's experience, identity and social integration, as well as the sociological tradition, referring to social, institutional, structural changes in social and historical time that influence one's life. Changes in contemporary life are analysed within the framework of modernisation and social change. The course of life is both the result and the driving force of these changes. The main problem is how to assess the ways in which cultural models, social order and institutions, as well as personal expectations, ambitions, individual features and individual plans influence the course of an individuals' life. The main areas of interest in the field are the role of education, the working environment, the family and privacy, consumption and the market, and the sphere of political, media, interest associations and informal personal networks. Special emphasis will be placed on the analysis of changes through the process of growing up and the basic passage from youth to adulthood, in particular to the analysis of de-standardisation and deregulation of the passage into adulthood and the analysis of welfare state institutions which formulate the criteria and selection procedures that reduce and control social risks and define substitute status transitions.

### GOALS AND SUBJECT-SPECIFIC COMPETENCES

Specific competences:

The programme provides theoretical and methodological qualifications for analytical, research, counselling/policy work in the field of youth, young adults, institutions dealing with transition/passages, educational institutions, and the media. If classical social policy strove to include some security in risky life situations, the new social policy will have to pay more attention and resources to high risk passages: people passing from education to employment, from birth family to proper family, to child bearing, to old age...etc. We educate competent experts who will be able to research, educate, counsel, formulate adequate social policies, and search for conceptual solutions to problems.

Goals and expected study results:

- students are qualified for independent research in the field of life passages, transitions and life periods, in particular youth and adulthood

- students acquire theoretical and methodological competences for connecting the psychological and micro-sociological processes of growing up, identity development, individual biographies and career paths.
- students are able to transfer of scientific and research knowledge to social practice in the formulation of adequate social policies, facilitating transitions and the protection of socially vulnerable groups.

## **Management and Development of Organisations**

Management and development of organisations has traditionally been considered a field of interest in the social sciences. From a theoretical-conceptual perspective, the study will be based on a multidisciplinary approach, placing particular emphasis on the following concepts: sociology, economy, social psychology and theory of organisations. Methodological concepts will be connected with the analysis of topical social and economic trends and phenomena, such as the changing of ownership structure, management of business companies, the introduction and the functioning of the European labour market, the functioning of world financial markets and economic organisations in conditions of globalisation and EU integration, feminisation of paid work, and worker migrations on the global and European labour markets.

With the help of project/problem-based learning, students will deal with the following topics:

Trust and cooperation in economic life; social construction and positioning of economic institutions (money, market, ownership); economic companies – changes, environment, network relations within organisations and among them; globalisation of the EU – power distribution among states and within states; the gender construction of economic life; socio-economic changes in the countries of East and Central Europe and EU integrations.

Management and organisations: organisational structures and processes, organisation control; management in an organisation, people in an organisation, the interaction of organisation and environment, the external control of organisations, forms of cooperation in inter-organisational relations, organisation and the state, globalisation of markets and companies.

Specific features of contemporary organisations: change management, creative organisation, healthy and socially responsible organisation; management of differences from the perspective of gender, generations and social minorities. Transforming the role and importance of career life and various private life areas; the creation and management of careers in different areas of life; conceptual explanation of the integration of different life areas; harmonisation of individual, professional and organisational careers; negative phenomena in organisation and methodological approaches to their management.

### **GOALS AND SUBJECT-SPECIFIC COMPETENCES**

Ability to understand and analyse organisations, their development and management in the contemporary world. Acquisition of analytical and conceptual tools for identification of and reflection on social conditioning of economic activities and on the dynamics of organisational transformation.

## **Marketing Communications**

The understanding of theoretical approaches to marketing: social exchange theory, economic theories, socio-psychological theories, communication theories, organisational and administrative theories etc.; overview of marketing schools of thought, critique of marketing management school, analysis of paradigmatic changes in marketing and changes in defining the concept of marketing, marketing relations, marketing with sharers, corporate marketing, trade marking and the problem of identity, integral marketing, marketing in the grip of ethics and ecology, social responsibility in marketing, historical analysis of changes in marketing communication, critique of hierarchical communication models, digital communication, social media in web communities, social communication and the crisis of mass advertising, the search for a new communication model.

#### GOALS AND SUBJECT-SPECIFIC COMPETENCES

Command of elaborated principles of marketing thought; ability to create new knowledge; application of knowledge to practice.

### **Military Sociology Studies**

The discipline analyses military science as a holistic synthesis of the theory and practice of the development and employment of armed forces in peace, crises and armed conflict. The epistemology of military science analyses armed conflict and other forms of military action, military terminology, laws, sayings and principles regulating the use of armed forces, methods of military science, interaction between military science and other disciplines. The course will also embrace polemist studies and the knowledge of military sociology which, together with military technical, military scientific and medical knowledge, make up the system of military science. In the field of military sociology various specialities will be offered within elective seminars, dealing with the systems of military defence, military games (planning, implementation and analysis), operation theory, military strategy, military logistics, the theory of armed forces development, features of contemporary armed conflicts, military leadership, military intelligence service, and relations between military, civil society and political state.

#### GOALS AND SUBJECT SPECIFIC COMPETENCES

The programme provides theoretical and methodological competences for the understanding of phenomena pertaining to the field of development and the use of armed forces; it provides qualifications for independent and scientific and research work in the field of military science and provides for transfer from theoretical conclusions into the social practice of contemporary military organisations.

### **Political Science**

Students get to know the latest currents of contemporary political science. They upgrade their knowledge of fundamental contemporary branches and schools for understanding politics and the political. The programme focuses on criteria for the classification of phenomena and schools pertaining to the field of political science. Particular attention will be paid to analysis of the political interpretation of theoretical concepts. The programme will strive to uncover new interpretations of political and fundamental concepts, such as the state, political power, civil society, interest, sovereignty, ideology, democracy, property, public and profession. Students will also study and explore what specific authors have had to say about the given concepts: in particular, Gramsci and his concept of hegemony and Foucault's concept of authority. The programme will also introduce the question of political mediation in medicine, pharmacy, the body, nature, the environment, space, society and other areas.

#### GOALS AND SUBJECT-SPECIFIC COMPETENCES

The programme provides theoretical, analytical and methodological competences for the understanding of political relations; it prepares students for independent research and scientific work, for recognising political mediation and its political-scientific conceptualisation and for recognising political subjectivation. It teaches critical assessment of individual concepts, theories and methodology, promotes creativity and personal initiative, and builds the leadership abilities of students. It thus also qualifies students for autonomous solving of the most intricate problems pertaining to political science.

### **Psychology of Communication**

The field is based on the analysis and reflection of basic psychological theories and concepts of communication, deriving from the thesis that communication represents a key factor in the social construction of subject, interpersonal and social relations. Emphasis will be put on operational and

relational aspects of communication. The goal of the programme is to analyse and reflect upon the relational and communicative processes and messages that people utilise define their interpersonal relations. Another objective is to deal with the theory of social control and deviance in groups from the perspective of communicative knowledge: we begin with the fact that speech represents the most powerful means of social influence and activity.

The main focus is on: critical analysis of processes for social construction of message meanings; connection with the latest discursive and narrative analysis of verbal and non-verbal communication; conceptualisation of the dynamics of interpersonal communication as narration, "narrated" through communicative and other interactive actions of partners; research into the differences between reflective and non-reflective, emancipatory, instrumental and expressive patterns and forms of communication, striving for an informal dialogue ethic, based on the sensibility of individuals for relations, on empathy and balance in social exchange. Particular stress will be placed on the recognition of ideological, controlled and prejudiced discourse.

#### GOALS AND SUBJECT-SPECIFIC COMPETENCES

Methodological knowledge and cognition will be applied to contemporary social practices, such as the analysis of interpersonal, intimate and family relations, and communication in educational and medical practices, working environments and the media. We shall thus qualify experts who will become capable of research work and communicative counselling, of solving conflicts and intrusions into communication, and who will be able to recognise and critically analyse authoritative and hostile speech and discourse. The programme provides theoretical and methodological competences for the understanding of the microsphere of social terms and relations; it qualifies students for independent scientific and research work in the field of psychology of communication and interpersonal relations; and it enables the transfer of theoretical and scientific research cognition and knowledge to social practice

### **Public Administration**

The doctoral programme in public administration contributes in particular to the modernisation of administrative and political processes and administration in general. Students are introduced to administration, its systems and management, processes that are closely connected with politics. The programme follows the example of most recognised political science doctoral studies in public administration, focusing above all on the research of contemporary relations between political and administrative systems, and the related problems and solutions; research into the understanding of changing administrative structures and administrative systems; their relations to other (supra-) state structures and the wider environment; the role of state or public servants in the system; topical political administrative cultures and the functioning of organisations, administrative management etc. Particular emphasis is placed on systems and forms of sub-national, national and international management of both urban and rural areas in different politically administrative systems and traditions.

#### GOALS AND SUBJECT-SPECIFIC COMPETENCES

The basic goals are:

- To extend and deepen the theoretical knowledge from the field of administrative sciences, in particular knowledge about the process of managing an administrative organisation and about contemporary approaches to management processes in a specific political system
- To gain and deepen the theoretical and practical knowledge and skills required for the study of different dimensions of researching administration and its processes in contemporary societies and systems, in particular from the perspective of juridical (constitutional and legal), administrative and political regulation and administration
- To acquire and deepen adequate methodological and theoretical skills for successful study and research in the area of administration, especially the skills for comparative study of individual segments of administrative processes and systems, with an emphasis on decision-making processes and stressed recognition of multidisciplinary nature of administrative sciences
- Providing qualifications and developing for demanding research, academic and practical work in the area of administration and administrative processes

- Providing adequate preparation for successful academic career development of students
- Enable upgrading of students' prior knowledge about connection of administration and administrative processes with analytical work for policy formulation process
- Develop a sense of realism by at the same time promoting innovation through research oriented towards solutions that would directly benefit administrative practice in different areas (statistical and other data management, comparative analyses, studies etc.).

## **Public Relations**

The programme deals with public relations in an interdisciplinary manner as part of both communication studies and social sciences. Public relations is the professional practice of communication management and counselling, representing an intersection of organisations with their internal and external environments (sharers) that interact reciprocally. This opens up administrative-organisational, rhetorically discursive (pertaining to cultural studies), sociological, political science, economic, socially psychological, legal and ethical aspects of public relations study. It is from this perspective that the programme tries to treat the professional practice of public relations in an interdisciplinary manner, together with strategic administration and management of companies, communication campaigns, personnel relations, crisis management, press and mass media, local communities, interest groups and state institutions, investors and financial markets, consumers and their representatives.

Professional practice will be presented mainly from the viewpoint of the economy or business organisations and of the state or of state, political, non-governmental and non-profit organisations. Special attention will be paid to topical research trends dealing with public relations in connection with sharers managements, relations administration, professional excellence and norms, corporate social responsibility, programme efficiency evaluation, the issue of public and public opinion, the rhetorical dimensions of institutional discourse, and new information communication technologies (ICT). The international dimension of public relations will be presented together with new trends of professional practice in the process of globalisation. Presentation of the discipline of public relations will thus introduce all key aspects of research into contemporary professional practice within the framework of the discipline. The programme is methodologically directed towards quantitative and qualitative research, while epistemologically focusing on an interdisciplinary and multi-paradigmatic approach. Within the framework of pragmatically oriented postmodern eclecticism, a critically-theoretical approach will be stressed.

## **GOALS AND SUBJECT-SPECIFIC COMPETENCES**

The programme is intended to introduce doctoral students to communication sciences, which studies the professional practice of public relations. Students are offered basic theoretical knowledge, methodology of qualitative and quantitative empirical research and are guided towards topical research work. This enables them to develop their thesis as a proper research project. The programme promotes a critical and reflective attitude towards both professional practice and research.

## **Security Studies**

### **I. Theoretical and methodological framework**

Problem definition – security as value, attributes of situation, politics, system etc.

Traditional approach to security studies: is realism as the theory behind the understanding of the phenomenon of security an adequate starting point for practice (politics)?

The Copenhagen School: fundamental elements of the theory on "securitisation" and its critique; comparison of Buzan's idea of expanding security and Waever's idea of the "securitisation" process.

The Frankfurt School: critical security studies; points in common and difference from traditional security theory

Post structuralism and postmodernism (selection of authors and comparison of their viewpoints)

Social constructivism: main features, political and other implications

Theory of conflict prevention and conflict resolution

## II. Structure of contemporary security at the level of the state and international system

National security systems and policies. Instruments/means of the contemporary state for the facing of contemporary threats to security

International security systems

Relations between the UN, the EU, NATO, the Organisation for Security and Cooperation in Europe

Area security studies

The EU (European security-defence politics)

Regions on the European periphery (the Balkans, Caucasus)

"American", "Russian" and "Chinese" security area

Security studies of other chosen areas (Middle East, South America, Africa, Far East and Asia) and security mechanisms in these areas (Organisation of American States, Shanghai Organisation for cooperation, ASEAN etc.)

Topical problems of international security studies:

- contemporary counter-insurgency
- low-intensity conflicts
- peacemaking, peacekeeping, peace enforcement operations
- theory and practice of intelligence service
- privatisation of the contemporary military
- techniques for negotiating in modern (armed) conflicts
- fight against terrorism or terrorism as a global phenomenon
- organised crime
- energy security
- prevention of conflicts and conflict resolution (selected cases): comparison of mechanisms used by states and international organisations for early warning, prevention and resolution of conflicts

## III. Application of theories (operation in practice)

Participation of foreign teachers (lectures, round table discussions etc.)

Participation of decision-makers and experts from practice

Simulation of decision-making processes in international (security) organisations; simulations of crisis management or crisis decision-making, the SIMULEX case. Multiphase structured simulation of topical events in international community

Scientific conference (multi-day), with the participation of foreign experts and doctoral students.

### *GOALS AND SUBJECT-SPECIFIC COMPETENCES*

To introduce and present the complexity of security and to offer doctoral students the possibility of engaging independently in research into individual aspects of this phenomenon at the doctoral level, based on their thorough and extensive knowledge of the subject.

To confront doctoral students with approaches, understandings and reflections that differ from the traditional understanding of security (e.g. as a merely military-political concept). On the basis of gained knowledge and through reciprocal interaction, students can develop the analytical and research capabilities needed for complete understanding of the constantly changing international security environment, mechanisms and instruments for providing the condition of security on an individual level, and on the level of society / state and of international system.

Doctoral students of Security Studies are employable above all in home or foreign national-security institutions, journalism (the field of national and international security), and the research/academic sphere.

## **Sociology**

The field simultaneously and consecutively deals with sociological theories as part of a complex and fluid network of convergent and/or antagonistic sociological ideas. Thus it will eschew the common classification of sociological theories, together with their division into classical or contemporary ones and their treatment as quite clearly separated and self-sufficient sets of complex ideas. In line with this orientation, the analytical focus will be, in particular, on convergent theoretical content, namely

ideas providing for sociological theoretic synthesis. This goal will be mainly accomplished by systematic discussion and treatment of the question of diverse sociological approaches to recognition, operationalisation and theoretical justification of key sociological dichotomy of notions.

The following dichotomies will be focused on: structure (system)/operation, stability/change, consensus/conflict, micro/macro level of society, local/global, integration/disintegration, differentiation/integration, facts/values, nature/culture, rationality/emotion, conformist/deviant. Theoretical elaboration of these dichotomies will be assessed in view of their logical consistency and their empirical efficiency in the research into contemporary societies. Special attention will be given to the handling of selected content highly relevant to contemporary social sciences, such as social capital.

#### GOALS AND SUBJECT-SPECIFIC COMPETENCES

- The programme systemises and deepens students' sociological theoretical knowledge.
- The network structure of the content enables students to acquire specific theoretical knowledge, linked with their research interests and based on an overview of sociological theories.
- The programme will prepare students for autonomous theoretical research or theoretically based and empirically oriented research.
- It encourages a reflective attitude to sociological knowledge and, congruent with the tradition of sociological imagination, qualifies students for critical conceptualisation of everyday experience.

### **Social Informatics**

#### CONTENT

The concept of social informatics: history, development and specific aspects, understanding and context.

The information society: concept, development, factors, information-communication technology (ICT) in everyday life.

Web communities and social networks on the web (practice, factors, motives, norms).

Sociological aspects of the use of mobile phones.

Monitoring of the information society: overview of situation and methodological problems.

Social aspects of ICT services and technologies: practicability of applications, aspects of privacy and security, role and regulation of ICT.

ICT applications in the public sector: eHealth, eAdministration, eLearning, atmosphere technology.

Contemporary ICT as a tool for the analysis of sociological phenomena (e.g. social networks analysis), with a focus on phenomena related to the use of ICT (web).

Sociological aspects of ICT's role: digital gap, eInclusion, information literacy.

#### GOALS AND SUBJECT-SPECIFIC COMPETENCES

Doctoral students are introduced to the study of the interaction between information-communication technologies (ICT) and contemporary society.

### **Social and Political Anthropology**

After getting to know in detail the notions, concepts and theories that have been formed throughout the history of social and political anthropology, specific contemporary methods of application will be presented. The programme will focus on intercultural reading of local manners, notions and ideologies, authority, anomic phenomena, conflicts, cultural rituals, community myths and so on. An emphasis will be placed on the genesis of psychologically typical individuals, in view of their socialisation circumstances, cultural contexts, economic and political formations. Within this context one of the stressed elements will be the genesis of "social phobia", in particular xenophobia; another stressed element will be the aspects of subjectivisation. The goals of this programme are above all to provide students with alternatives, intercultural interpretation of cultural, social, political and also personal differences, thus enabling a more complex and thorough understanding of social and political anthropology and a more tolerant understanding of differences and diversity.

## GOALS AND SUBJECT-SPECIFIC COMPETENCES

Analytical understanding of basic social and cultural processes, conflicts, structures and their informed interpretation; the emphasis is on the scope and limitations of intercultural valid interpretation.

Students will be equipped for interpretative approaches containing anthropological (intercultural) sensibility and will be oriented towards cultures and societies of the so-called monolithically understood "non-Western" world. Presentation of the principles, rules and models will include case studies, so that they can be applied to the analysis of cultural processes, changes, conflicts and structures, be it when the research object is a single society, or within the framework of an intercultural paradigm.

Students will be additionally offered an interdisciplinary insight into specific areas of social research, which will always be understood as merely methods by which a specific paradigm organises its recognisable object. They will thus also gain a critical insight into their own theoretical starting points and reflection on their epistemological position, marked by Occidental/European scientific experience.

## Social and Political Psychology

The programme provides the epistemological and methodological background for the formation of a political-psychological framework of perception. The analysis of key socio-psychological theories is upgraded with critical reflection. Our starting point is the premise that social psychology presents the focal point of social events, since it analyses the processes of intermediation between the individual and the societal level of social interactions and institutions.

Contemporary socially-psychological thought presumes that people live and work in "a sensible world", namely a world equally shaped by events, senses and meanings. The social world of the acting individual is inter-subjective reality, which is under constant construction by our acts, speech, ideas and perceptions about society and ourselves. We construct and deconstruct "models of reality", which become reality themselves when and if we take an active part in them. There is no ontological or principled difference between the model and the reality. The model of reality and reality itself are two mentally abstracted poles in the continuum of relations between component parts of the (eco) system individual – society – nature. The goals of this programme are the analysis and reflection of social and societal processes and states created by people upon their establishment in the social, societal and political sphere. The emphasis will be on the analysis of discursive practices of social and societal relations and on the modelling of a framework of values, opinions, standpoints, ideologies and prejudices, which regulates social interaction and social influence.

## GOALS AND SUBJECT-SPECIFIC COMPETENCES

The doctoral programme imparts theoretical methodological knowledge and cognition that enable the understanding of activities and interactions of individuals in groups and among groups in their appearance, characteristics and peculiarities. The socio-psychological analysis and detection of socio-psychological dimensions of major empirical social researches investigating dimensions of viewpoints, value and political orientations of individuals and groups (VVVS, EVS, and ESS) will be placed at the forefront.

- The programme provides theoretical and methodological competences for research, understanding and explanation of individual and group action in social and societal contexts.
- It qualifies students for independent scientific and research work in the area of social and political psychology.
- It enables the transfer of theoretical and research findings to the practice of explaining social, societal and inter-group activities.

## Studies of Everyday Life

This subject qualifies doctoral students for the analysis of epistemological questions relating to the setting, reviewing and changing of everyday life, the world and related phenomena. It is thematically oriented towards the contemporary constitution of privacy and intimacy, to relations between the private and the public, to processes of formulating everyday ideologies, subject structures, identity practices, life styles, corporal and nutritionist practice and so on, all of which is needed for the understanding and interpretation of one's own world and everyday life.

Another emphasis is the analysis of those social groups which, according to available research, have been identified as realistically or symbolically deprived in their everyday life and active citizenship. Factors and risk areas for social exclusion in everyday life will be identified and analysed, together with the possibilities for a better social and participative status of people who are most vulnerable to social inequality and risk.

The study is designed in an interdisciplinary way: besides sociology as a fundamental discipline, it draws on knowledge from socially-psychological, historical, political and related disciplines that analyse the interdependence of the microsphere of life and the socio-economic and cultural habitus, providing their restrictive framework.

#### GOALS AND SUBJECT-SPECIFIC COMPETENCES

- The programme qualifies students for independent scientific and research work in the area of everyday life analysis
- It provides high theoretical and methodological competences for connecting the micro and macro level of social structures, processes and actors
- It qualifies students for the transfer of scientific and research knowledge to the socio-political practice of empowering vulnerable social groups.

### c) Fields coordinated by the Faculty of Arts and the Faculty of Social Sciences

#### American Studies

The interdisciplinary doctoral programme in the field of American Studies is an established and verified study programme, which has been implemented at the Faculty of Social Sciences since 1985 (it was later transformed into World Studies), and at the Faculty of Arts continuously since 1998. With this field of study the University of Ljubljana (the Faculty of Arts and the Faculty of Social Sciences) was relatively early included in an internationally comparable process of interdisciplinary higher education for academic research work in American Studies, which is highly developed not only in the U.S.A. but also at many European and world universities. The variety of optional subjects in the programme are particularly worthy of mention as well as the cooperation of lecturers from Slovene universities (University of Ljubljana, University of Maribor, University of the Littoral) and well-established universities in the U.S.A. and Canada (University of California at Davis, Washington State University, University of Manitoba, Stanford University), with which there has long been ongoing collaboration.

The objective of the Bologna third level interdisciplinary doctoral programme is to form and educate experts who will be well acquainted with American developments in society, culture, education and in political studies, socioeconomic, defence and communicational disciplines. Doctoral students will be well-equipped for dealing with everyday tasks in their working milieus in the administrative, media, economic, diplomatic, pedagogic and research spheres, and because of the acquired knowledge they will be effective and able to react very quickly. The programme in American Studies is intended to broaden the academic knowledge of graduates of various humanities and social sciences disciplines in relation to American developments in these fields. In today's globalised world the knowledge gained by doctoral students in the field of American Studies will increase employment opportunities and lead to better results in the selected academic field and career.

The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP). The two compulsory core courses can be chosen from three courses, proposed by the Faculty of Arts and the Faculty of Social Sciences: *An Introduction to American Studies*, *American Ethnic Literature and Culture after 1970*, *Theories of Society, Methodology and Epistemology of the Social Sciences* and *The U.S.A. and American Policies in a Comparative Perspective*. The compulsory core courses help students gain a thorough understanding of different theories, methods and concepts necessary for research in this field. They also contribute to the required critical distance towards different research procedures, methodologies and theories, as well as drawing attention to possible interdisciplinary and intra-disciplinary

connections. The elective seminar courses facilitate the practical application of fundamental methodological and theoretical approaches within the selected topics connected with the doctoral thesis topic; their content is defined each year and is prepared individually for each student, in line with their research requirements. The elective seminar courses envisage active cooperation between course coordinators, lecturers and students in the form of analytical research of relevant topics or questions. A similar principle is applied to the external course which is, unlike the elective seminar course, selected by the student and his/her supervisor at a recognised foreign university, which gives the student an opportunity to research abroad and experience different approaches to research. The largest part of the doctoral programme (180 CP) takes the form of individual research work within which, under the supervisor's guidance, the student prepares his/her doctoral thesis, actively masters research methodology by applying it to a specific question and develops the general and course-specific competences set out in the programme and curricula.

## **Balkan Studies**

Due to specific circumstances – (international) political, ideological, economic, etc. – the study of the Balkans in Slovenia is less organised than it should be on account of historical, geographical, cultural, linguistic and other reasons. Over recent centuries, Slovenes have radically changed their attitude towards the Balkans: from the search of connectedness, a common destiny and future, cooperation and exchange in various fields, to periods of radical breaks, negation and exclusion. It could be claimed that in Slovenia there prevails a specific attitude towards the Balkans characterised by remarkable ambivalence charged with strong emotions. In the second half of the nineteenth century, Slovene politicians represented the Balkans as a solution for the situation of all Southern Slavs in the Habsburg Monarchy, and in the 1930s Slovene newspapers proudly proclaimed the Ljubljana *Nebotičnik* ('Skyscraper') as the tallest building in the Balkans. However, at the end of the second half of the twentieth century, Slovene politicians decided to lead the country away from the Balkans under the motto of 'Europe now', and made the very term 'the Balkans' synonymous with what is bad, backward and uncultured.

As a Central European, Mediterranean and Balkan State, Slovenia should be able to make good use of its potential advantages in the academic field. Knowledge of the Balkans could be one of its potential advantages, but only under the condition of a systematic academic debate, for which there is no better framework than that provided by the University of Ljubljana. The implementation of a multidisciplinary approach should encourage a greater interest in this European region, create a more holistic perspective and, as a consequence, a change in international, cultural, economic and social relations. This interfaculty study will undoubtedly throw a new light on the complicated multicultural situation of the majority of the Balkan states, which has for centuries been the main characteristic of everyday life, its economic, social and spatial developmental possibilities, and their political and ethnic problems. The Faculty of Arts and Faculty of Social Sciences initiate the programme as equal partners, each with its complementary content and fields, ranging from anthropology, ethnology, history, archaeology and geography to the musicology of the Balkans, and from feminist studies to the studies of Balkan ideologies, literatures, religious dynamics, media and international relations. The lecturers and other participants, who will in each case be involved in different forms of seminars, guarantee the breadth of knowledge, skills and competences needed to all those who will work in different ways in the territorial, political, economic and cultural context of the Balkans. Thus, Balkan Studies will systematically develop and make available better knowledge and understanding which can also be applied in resolving characteristic problems of this part of Europe.

## **Social Science Methodology**

The doctoral programme in Social Science Methodology is intended for social science students interested in the methodological aspects of empirical and theoretic research of social entities, relations and structures. This academically rigorous, high quality course offers an in-depth approach to contemporary trends in social science research.

The programme deals with three basic and interdisciplinary topics of social science methodology: the treatment of alternative epistemological standpoints which provide a context for social science theory building, research design and choice of the appropriate analytical strategy; the understanding of basic principles of research design and strategies, including the formation of empirically tractable research questions with appreciation and integration of various approaches to research, the collection of appropriate empirical data, and its organisation and analysis in an academically rigorous manner; the evaluation of the quality of an entire research process, using innovative and integrative methods of evaluation, possibly including concurrent use of qualitative and quantitative assessment methods and their development. A hallmark of this study is the development of the social science methodology in the broadest sense, related to the most recent, state-of-the-art research.

The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. In agreement with their supervisor, students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP) - at the Faculty of Arts and/or at the Faculty of Social Sciences.

If students enrol on core courses at the Faculty of Arts, the core course *Research Methodology in Psychology* is compulsory, while the second core course can be chosen from the following: *Studies of Life-Span Development*, *Theory and Practice of Applied Psychology*, *Theories and Approaches in Psychology* and *Personality*. If they enrol on core courses at the Faculty of Social Sciences, they enrol on the two compulsory core courses *Theories of Society* and *Methodology and Epistemology of the Social Sciences*.

## **Epistemology of the Humanities and Social Sciences**

The doctoral programme is very problem-oriented. Its purpose is to show the logic behind theoretical processes in the humanities and social sciences. It analyses the way theories create their own sphere of problems and raise questions, and the way they open up new prospects for theoretical work and renounce the rest. The programme pays special attention to the relationship among theories which seems typical of the humanities and social sciences: even though theories are often in a relationship of mutually exclusive alternatives (and are considered as such even more often), no theory in these disciplines is ever really "out-of-date." This draws attention to the typical conflicts between "orthodoxy" and "revisionism." One of the most interesting parts of the theoretical work in the humanities and social sciences is the transfer of concepts from one sphere of enquiry to another: arguably the best known is the massive inflow of linguistic concepts in various structuralist theories. Even though it would be naive to say that theoretical concepts belong to an "original domain," their transfer from one sphere to another entails specific problems and issues.

The doctoral programme deals with the specific exterior character of theories, their exclusions, ambiguities, sometimes even ideological effects, critical interpretations of the differentiation between humanities and social sciences, and their internal separation into various sciences. It studies the role of institutional boundaries and analyses their (often overlooked) epistemic implications. It also studies the effects of the isolation of individual sciences, the experience gained from attempts at linking and articulation, the effects of introducing new classifications and new sciences or additional specialisations, and so on.

The range of issues discussed during the course of study is open and defined on the basis of dialogue between lecturers and students. The field of study is designed so as to adapt to specific challenges which doctoral students face. The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP). The two compulsory core courses are *Historical Epistemology* (Faculty of Arts) and *Epistemology of the Modern Humanities and Social Sciences* (Faculty of Social Sciences).

## **Ethnic and Migration Studies**

The field of Ethnic and Migration Studies is distinctively interdisciplinary. Despite the fact that ethnic categories are relatively stable and historical units, they are exposed to permanent and relatively powerful changes and regional variability. The dynamic processes that transform European and other societies due to international mobility and ethnic processes create numerous heterogeneous ethnic and cultural situations. Ethnic and cultural diversity in many areas represent the main reason and/or the medium for conflicts and problems, but they also represent exceptional human and therefore developmental potential. Thus ethnic and migration studies are always topical subjects. They need to be the subject of critical analysis and careful synthesis in order to effectively manage internal and external ethnical diversities on a national and international level, to resolve and prevent conflict, and to contribute to the development of human resources as one of the basic developmental categories of the Slovene, European and global society.

The study field tries to capture a wide pallet of ethnic phenomena, relations and processes in the contemporary world, with special attention being paid to Slovenia and Europe. These two areas were selected due to geographical proximity and the similarity of ethnic and migration problems, and because the implementation of results of academic work is most plausible here. The programme includes experts from different fields of the Faculty of Arts and the Faculty of Social Sciences. Doctoral students will gain a thorough understanding of selected topics important to this dynamic field, learn about different theoretical and methodological approaches to the field, get to know terminology, and qualify for independent academic research work or for posts managerial and political skills and knowledge. Besides this, the study will help them shape their worldviews and indirectly contribute to the scientific development in the field of the Humanities and Social Sciences. Every student enrolls on one compulsory core course from the Faculty of Arts and one from the Faculty of Social Sciences.

## **European Studies**

European Studies is a well established interdisciplinary scientific and research field connecting different humanities and social science disciplines. The main connecting element is a common interest in Europe, European culture and civilisation. The study field is a part of the Interdisciplinary Doctoral Programme in the Humanities and Social Sciences and will be organised and carried out by the Faculty of Arts and the Faculty of Social Sciences of the University of Ljubljana. It is structured around selected social and cultural aspects of European studies, with an emphasis on political, social, geographical, anthropological, ethnological, sociological, artistic and literary studies.

The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP). One compulsory core course has to be taken at the Faculty of Arts and one at the Faculty of Social Sciences, but there are no restrictions on the selection of the elective seminar courses. There is also the possibility of an individually prepared seminar course based on the student's doctoral thesis topic.

## **Globalisation Studies**

The doctoral programme in the field of complex globalisation processes is interdisciplinary (sociology, cultural studies, political science, political economy). Its goal is the development of highly trained academics and researchers in this field. The programme offers an in-depth approach to relevant, selected topics on globalisation, including national and regional (EU and other) topics, as well as transnational implications of globalisation. The field holds great interest due to its multidimensional character; it is also open to various theoretical and practical skills which students developed in their previous course of education.

The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP). The two compulsory core courses

are selected from the range of subjects offered by the Faculty of Arts and the Faculty of Social Sciences.

## **Media Studies**

The basic educational aim of the interdisciplinary Media Studies programme is to develop knowledge, understanding and a critical/reflective use of contemporary theoretical approaches and their conceptual and developmental aspects within the mass media. The central focus is on mass media from a contemporary and a historical perspective. The programme introduces the notions of conceptual mechanism and fundamental theoretical production, which can be used to look into media democracy as well as into media/editor instruments which facilitate the development of a pluralistic national, European and global society.

The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP). The two compulsory core courses can be chosen from the following three options: *Multiculturalism and the European Media Space*, *Media Theories* (both at the Faculty of Arts) and *Media and Popular Culture*, *Theories of Society*, *Methodology and Epistemology of the Social Sciences* (at the Faculty of Social Sciences)

## **Gender Studies**

Gender Studies has developed as an academic discipline in the last few decades. As a rule, gender studies is an interdisciplinary field of research, which involves knowledge of philosophy, psychoanalysis, history, anthropology, sociology, political sciences, literary theory and media studies. The basic research topic is the roots of gender knowledge and gender differences. It involves questioning and review of some "mainstream" and "malestream" theories and theorisations of gender in social and humanistic academic production and also a review of some early feminist approaches to gender. In this respect, the methodology and epistemology of gender studies are of crucial importance, as well as gender determination in all key phases of the research procedure (formulation of research questions, selection of methods, sampling information, interpretation or data analysis, writing research papers). Furthermore, particular attention is paid to the gender dimensions of globalisation processes, intercultural comparisons and interculturality, to relations between (new) technologies and gender, to cultural representations of gender and to the analysis of attempts to transform social and political institutions based on specific patterns of power relations between the genders.

## **d) Field coordinated by the Faculty of Arts, the Faculty of Social Sciences and the Faculty of Theology**

### **Religious Studies**

The field of Religious Studies is an autonomous academic discipline dealing with historical and contemporary religious phenomena manifested through individual and collective forms. It is an interdisciplinary field, topically and conceptually close and related to disciplines such as philosophy, sociology and theology, and to scientific research on different cultural aspects, but nevertheless distinct and focused on its own subject of study. The doctoral programme in Religious Studies is therefore an interdisciplinary and inter-institutional one involving three University of Ljubljana faculties working in this field (the Faculty of Arts, the Faculty of Theology and the Faculty of Social Sciences), each with its own expert approach and awareness of the fact that the field cannot be limited to only one of them.

The doctoral programme in offers a more extensive and in-depth approach to the subject than the second-level masters studies of Cultural Studies, Theology, Religious Studies and Ethics, Sociology of Culture, Philosophy of Culture and other courses dealing with religious phenomena. Its goal is the development of highly trained academics – researchers and lecturers qualified to conduct internationally comparable research into current theoretical and practical issues in religious studies.

The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. The two compulsory core courses help students gain a thorough understanding of different theories, methods and concepts necessary for research in this field. They also contribute to the required critical distance towards different research procedures, methodologies and theories. The compulsory core course *Religious Studies* is coordinated by lecturers from all three faculties, while the other compulsory core course is prepared and coordinated by each of the three faculties separately (e.g. *World Religions and Culture* at the Faculty of Arts). The elective seminar courses facilitate the practical application of fundamental methodological and theoretical approaches within the selected topics connected with the doctoral thesis topic; their content is defined each year and is prepared individually for each student, in line with their research requirements.

#### **e) Field coordinated by the Academy of Music**

##### **Music Pedagogy**

The doctoral programme in Music Pedagogy offers a more extensive and in-depth approach to the subject than the second-level masters study. Its goal is the development of highly trained academics – researchers and teachers qualified to conduct internationally comparable research into current theoretical and practical issues in music pedagogy.

The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10 CP) and an external course (10 CP). Due to the similar nature of the field of *Musicology* and the fields of *Musical Pedagogy* and *Composition and Music Theory*, the two compulsory core courses are the same in all three fields. The two compulsory core courses, *Music Research Methods* and *Music Analysis Methods*, help students gain a thorough understanding of different theories, methods and concepts necessary for research in this field. They also contribute to the required critical distance towards different research procedures, methodologies and theories, as well as drawing attention to possible interdisciplinary and intra-disciplinary connections. The elective seminar courses facilitate the practical application of fundamental methodological and theoretical approaches within the selected topics connected with the doctoral thesis topic; their content is defined each year and is prepared individually for each student, in line with their research requirements. The elective seminar courses envisage active cooperation between course coordinators, lecturers and students in the form of analytical research of relevant topics or questions. A similar principle is applied to the external course which is, unlike the elective seminar course, selected by the student and his/her supervisor at a recognised foreign university, which gives the student an opportunity to research abroad and experience different approaches to research. The largest part of the doctoral programme (120 CP) takes the form of individual research work within which, under the supervisor's guidance, the student prepares his/her doctoral thesis, actively masters research methodology by applying it to a specific question and develops the general and course-specific competences set out in the programme and curricula.

##### **Composition and Theory of Music**

The doctoral programme in Composition and Theory of Music offers a more extensive and in-depth approach to the subject than the second-level masters study. Its goal is the development of highly trained academics – researchers and teachers qualified to conduct internationally comparable research into current theoretical and practical issues in composition and theory of music.

The structure and organisation of the programme is fully adjusted to the structural framework, organisation, study process and credit points system as defined in the overall Humanities and Social Sciences programme. Students enrol on two compulsory core courses (2x10 CP), two elective seminar courses (2x10CP) and an external course (10 CP). Due to the similar nature of the field of *Musicology* and the fields of *Musical Pedagogy* and *Composition and Music Theory*, the two compulsory core courses are the same in all three fields. The two compulsory core courses, *Music Research Methods* and *Music Analysis Methods*, help students gain a thorough understanding of different theories, methods and concepts necessary for research in this field. They also contribute to the required critical distance towards different research procedures, methodologies and theories, as well as drawing attention to possible interdisciplinary and intra-disciplinary connections. The elective seminar courses facilitate the practical application of fundamental methodological and theoretical approaches within the selected topics connected with the doctoral thesis topic; their content is defined each year and is prepared individually for each student, in line with their research requirements. The elective seminar courses envisage active cooperation between course coordinators, lecturers and students in the form of analytical research of relevant topics or questions. A similar principle is applied to the external course which is, unlike the elective seminar course, selected by the student and his/her supervisor at a recognised foreign university, which gives the student an opportunity to research abroad and experience different approaches to research. The largest part of the doctoral programme (180 CP) takes the form of individual research work within which, under the supervisor's guidance, the student prepares his/her doctoral thesis, actively masters research methodology by applying it to a specific question and develops the general and course-specific competences set out in the programme and curricula.

#### **f) Field coordinated by the Academy of of Theatre, Radio, Film and Television:**

##### **Performing Arts Studies**

The doctoral programme in Performing Arts is a more extensive and in-depth continuation of the second cycle master's programme in Dramaturgy and Performing Arts. The goal of the programme is to produce highly qualified scientists, researchers, theoreticians, writers and critics, as well as pedagogical workers in the field of performing arts.

Performing Arts Studies provide contemporary study and research approaches to traditional topics of history and theory of theatrical production, as well as new theoretical fields introduced by performing arts studies. At the forefront we find concepts of performativity in the broader and representation in the narrower sense, politics of production and reception in performing arts, aesthetics of the performative and the performance, analyses of performance and its structural elements, research of anthropological issues and intercultural crossings in contemporary performing practice, in addition to studying of concrete examples of contemporary (Slovenian and foreign) performing practices, their documenting and historicizing etc. Performing Arts Studies doctoral programme is also aimed at discovering new social and technological connections within contemporary performing arts, achieved by combining methodologies of various disciplines in social sciences and humanities.

Students of Performing Arts Studies enrol in two compulsory core courses, namely *Theory and History of Dramatic Text and Theatre* and *Methodology of Performing Arts Studies*. Both courses provide an opportunity for contextualising, making interdisciplinary and intra-disciplinary connections, and contribute to the acquisition of required critical distance towards different research approaches, theories and methods used in the field of performing arts studies, theory and history of drama. Seminar courses offer students an opportunity to actively cooperate with the coordinators or lecturers of compulsory core courses in the actual preparation of their doctoral thesis, in addition to analytical supervisory input regarding their scientific and research work. Each student chooses his or her elective course from those offered by the interdisciplinary doctoral programme and in line with his or her proposed doctoral thesis topic.

The structure and organization of the programme are wholly consistent with requirements of the overall Interdisciplinary Doctoral Programme in the Humanities and Social Sciences.

## **g) Filed coordinated by the Academy of Fine Arts and Design**

### **Fine Art Studies**

The doctoral programme in Fine Art Studies is designed as a deepening and upgrading of the second-cycle study programmes in fine arts and fine-art theory. Its aim is to educate highly qualified researchers/scientists/teaching staff, competent for internationally comparable and interchangeable research of relevant theoretical and practical problems in the wide area of fine arts and their conceptual, historiographical and heritological infrastructure.

The field of fine arts provides the possibility of a third-cycle programme in specialist epistemology, logic and methodology in the areas of fine-arts theory, art theory, history and the theory of conservation-restoration as well as the history and theory of design, with the emphasis on systematic monitoring of the specialist and methodological bases of these studies (from the historical and comparative perspectives), on the study of their current paradigms, models in discourses, related to the trends in fine-art practice and on the reflection on the research context, which, due to the complexity of the researched subject, each of the above studies encounters in the form of a more or less expressed need for an interdisciplinary epistemic and methodological synergy. The direct purpose of such training is contextualisation, which leads to the PhD student's more comprehensive reflection on concrete research problems, hypotheses and strategies, while the secondary purpose is a permanent critical reflection on the research methods of the PhD student's profession and his/her individual research as well as the deconstruction of the operational default premises in both areas, leading, as a rule, to innovations at the problem-tackling, methodological and, last but not least, practical levels.

The study is fully harmonised with the structure and organisation of the interdisciplinary doctoral programme for Humanities and Social Sciences. A student of a given subject in the area of Fine Art Studies enrolls into two core courses (2 × 10 ECTS credits), two elective doctoral seminars (2 × 10 ECTS credits) and an external elective course (10 ECTS credits). The core courses provide a doctoral student with an in-depth understanding and operational use of research epistemology and methodology in the field of the selected subject and an insight into the operational interdisciplinary connections within the general matrix of the disciplines in the area of Fine Art Studies. Doctoral seminars provide the possibility of an active involvement of the core-subject lecturers with students helping them identify and define relevant research challenges, prepare the outlines of their dissertations and, in particular, plan and carry out their research.

A student selects the external elective course because of the need for epistemic deepening or because of the need for a methodological expansion and contextualisation of his/her research infrastructure; he/she can select it from a range of courses included in the interdisciplinary doctoral programme for Humanities and Social Studies or outside the programme, at the other members of the University of Ljubljana, at any of the Slovenian universities or at any of the acknowledged foreign universities, thus obtaining the possibility to carry out the research work abroad and learn about different research practices. However, the largest amount of doctoral study (180 ECTS credits) is carried out in the form of individual research work, in the frame of which the student prepares, under the guidance of a mentor, a doctoral dissertation while in practice developing and verifying, via applications, general and subject-specific competences, prescribed by the programme and curricula.

## **h) Field coordinated by the Faculty of Social Work**

### **Social Work**

The doctoral programme in Social Work is a more extensive and in-depth continuation of the second cycle master's programmes in the field of social work. The aim of the programme is to produce highly qualified scientists, researchers, as well as pedagogical workers, qualified for international comparative research of relevant theoretical and practical problems in the field of social work.

The field of Social Work offers the opportunity to study the fundamental paradigms, theories, models, concepts and theoretical discourses of social work in comparative and historical perspective. The course is aimed at re-thinking social work as a scientific discipline and field of research, on which the social work practice relies, and at developing innovative solutions.

The structure and organization of the programme are wholly consistent with requirements of the overall Interdisciplinary Doctoral Programme in the Humanities and Social Sciences. The students of Social Work enrol in two compulsory core courses (2x 10 ECTS), two elective doctoral seminars (2x 10 ECTS) and an external elective course (10 ECTS). Both core courses provide an opportunity for in-depth understanding of various theories, methods and concepts, essential for performing research in this field. Both core courses contribute to the acquisition of required critical distance towards different research approaches, theories and methods used in the field of social work and provide an opportunity for making interdisciplinary and intra-disciplinary connections.

Doctoral seminar courses offer students an opportunity to actively cooperate with the supervisors, coordinators or lecturers of compulsory core courses or external lecturers in the actual preparation of their doctoral thesis, in addition to analytical supervisory input regarding their scientific and research work. Each student chooses his or her elective course from those offered by the interdisciplinary doctoral programme or outside the programme, either in other members of the University of Ljubljana, in one of other Slovene universities or in recognized foreign university.

The largest part of the doctoral program (180 ECTS) takes the form of individual research work, within which a candidate is preparing a doctoral thesis under the guidance of a supervisor, actively masters research methodology to a specific scientific question and develops the general and subject-specific competences set out in the program and curricula.

## Programme Council

The Programme Council is an advisory body of the member senates. It consists of four members from the Faculty of Arts, four members from the Faculty of Social Sciences and the Vice-Dean of Postgraduate Studies from both faculties, and one member representing doctoral students. Representatives are appointed by the relevant senates. Field coordinators are invited to the meetings of the council.

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