

## UČNI NAČRT PREDMETA / COURSE SYLLABUS

**Predmet:** Seminar za dispozicijo  
**Course title:** Seminar for Disposition

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Sociologija in psihosocialne študije, tretja stopnja	Psihosocialne študije	Prvi	Drugi
Sociology and Psychosocial Studies, 3rd level	Psychosocial Studies	First	Second

**Vrsta predmeta / Course type**

Obvezen / Mandatory

**Univerzitetna koda predmeta / University course code:**

SD / SD

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
0	30	0	0	0	420	15

**Nosilec predmeta / Lecturer:**

Red. prof. dr. Borut Rončević / Prof. Borut Rončević, Ph.D  
 Red. prof. dr. Matevž Tomšič / Prof. Matevž Tomšič, Ph.D  
 Red. prof. dr. Matej Makarovič / Prof. Matej Makarovič, Ph.D  
 Red. prof. dr. Mateja Rek / Prof. Mateja Rek, Ph.D  
 Izr. prof. dr. Tea Golob / Assoc. Prof. Tea Golob, Ph.D  
 (nosilci so v vlogi koordinatorjev, ker pri izvajanju predmeta sodeluje več visokošolskih učiteljev / the lecturers play the role of coordinators since several lecturers participate in the course)

**Jeziki /  
Languages:**

**Predavanja /  
Lectures:** slovenski, angleški (tudi za seminar) /  
Slovenian, English (also for the seminars)  
**Vaje / Tutorials:** /

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

Vpis v 1. letnik doktorskega študija.

**Prerequisites:**

Enrolment in the first year of doctoral study.

**Vsebina:**

Uvod v metodologijo znanosti.

Osnove filozofija znanosti kot poskusa razsvetljevanja bistva sodobne znanosti z vpogledom v njeno strukturo (predmet, koncepti in operacionalizacija, kvalitativna in kvantitativna metoda, opis, pojasnitev, opazovanje, predvidevanje, hipoteza, merjenje, dejstvo, klasifikacija in tipologija, logična delitev, definicija, pravilnost (vzročno-posledična, statistična korelacija, ipd.), empirična posplošitev, znanstveni zakon).

Pojasnitev pojma doktorske disertacije, ki mora biti *samostojen in izviren* prispevek kandidata k znanstveni disciplini, iz katere želi kandidat pridobiti doktorat znanosti.

Temeljni problem seminarja: kako napisati doktorsko disertacijo, ki mora biti je sestavljena iz uvoda, kazala, glavnega besedila, sklepa, seznama citirane literature, stvarnega in imenskega kazala?

Dispozicija doktorske disertacije kot prvi mejnik na poti do disertacije.

Obvezni elementi v strukturi dispozicije doktorske disertacije so:

- naslov (kratek in razumljiv za tiste, ki niso eksperti na področju; če je dispozicija napisana v tujem jeziku, mora biti ob naslovu v oklepaju

**Content (Syllabus outline):**

Introduction into the methodology of science.

Fundamentals of philosophy of science as an attempt to enlighten the essence of modern science with insights into its structure (subject-matter, concepts and operationalization, quantitative and qualitative methods, observation, description, explanation, prognostication, hypothesis, measurement, fact, classifications and typologies, logical division, definition, regularity (cause and effect, statistical correlation, etc.), empirical generalization, scientific law).

Clarification of the concept of the doctoral dissertation, which must be autonomous and original contribution to the candidate's scientific discipline in which he/she wishes to obtain a doctorate.

The basic problem or issue of the seminar: how to write a doctoral thesis, which must be composed of the introduction, contents, main text, conclusion, list of references, author and subject index?

The dissertation's proposal as a first milestone on the way to dissertation;

Mandatory elements in the structure of the disposition of the doctoral dissertation are:

- Title (brief and understandable for non-specialists in the field; if disposition is written in a foreign language the title must also be written

napisan tudi slovenski prevod);

- ugotovitev relevantne literature in na njeni osnovi vzpostavitev lastne pozicije na dostopnih teorijah utemeljeno raziskovalno vprašanje, razvoj in operacionalizacija konceptov, teza ali hipoteza/e;
- opis metode raziskovanja;
- odgovor na vprašanje kaj naj bi bil izvirni prispevek predlagane doktorske disertacije k razvoju ustreznega znanstvenega področja;
- kratka struktura disertacije (v obliki kazala);
- spisek temeljne literature in virov, na katero se bo opirala disertacija (najmanj 20 enot).

Dolga, negotova in zahtevna pot od dispozicije do disertacije – ključni izzivi in zanke.

Diskusija – Zaključne opombe, komentarji in nasveti za nadaljnje delo na doktoratu.

in Slovenian translation in brackets);

- Finding relevant literature and on its basis get oriented in available theories, in raising research questions, development and operationalization of concepts, theses and hypotheses;
- A description of research methods;
- Responding to the question of what would constitute an original contribution of the proposed doctoral dissertation to the development of the relevant scientific field;
- Brief structure of the dissertation (in the form of contents);
- A list of basic literature and sources on which the proposed doctoral dissertation will be founded (20 units).

A long, uncertain and difficult path from the disposition of the doctoral thesis – crucial challenges and pitfalls.

Discussion – closing remarks, comments and suggestions for further work on thesis.

### **Temeljni literatura in viri / Foundational literature and sources:**

POPE, Catherine. *How to Finish Your PhD*. Catherine Pope Limited, 2020.

WALSHAW, Margaret. *Getting to Grips with Doctoral Research*. Basingstoke: Palgrave Macmillan, 2012.

KUHN, Thomas. *The Structure of Scientific Revolutions*. Chicago: Chicago University Press, 2012.

MURRAY, Rowena. *How to Write a Thesis*, second edition. Maidenhead & NY: Open University Press & McGraw-Hill Education, 2010.

BLAXTER, Loraine, HUGHES, Christina, TIGHT, Malcolm. *How to Research*, third edition. Maidenhead & NY: Open University Press & McGraw-Hill Education, 2009.

PIANTANIDA, Maria, GARMAN, Noreen B. *The Qualitative Dissertation: a guide for students and faculty*, second edition. London: SAGE, 2009.

FINN, John A. *Getting a PhD: An action plan to help manage your research, your supervisor and your project*. London & NY: Routledge, 2008.

BREWER, Robert. *Your PhD Thesis*. Abergele: Studymates Ltd, 2007.

LUNENBURG, Fred C. and IRBY, Beverly J. *Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in the Social and Behavioral Sciences*. Thousand Oaks, CA: Corwin, 2008.

### **Cilji in kompetence:**

Pridobitev poglobljenega znanja, ki omogoča:

- samostojno izvirno znanstveno in raziskovalno delo na področju psihosocialnih študij;
- lasten prispevek k razvoju psihosocialnih študij na najvišji ravni.

Pridobitev spretnosti, potrebnih za:

- načrtovanje, vodenje in izvajanje najzahtevnejših znanstveno raziskovalnih projektov;
- sintezo novih in kompleksnih idej.

Pridobitev splošnih kompetenc:

- sposobnost avtonomnega identificiranja danega raziskovalnega problema, njegove analize ter možnih rešitev;
- izrazito avtonomno ustvarjanje novega znanja, ki pomeni relevanten prispevek k razvoju znanosti;
- sposobnost obvladanja standardnih metod, postopkov in procesov raziskovalnega dela na področju sociologije oziroma psihosocialnih študij;
- sposobnost samostojnega raziskovalno-razvojnega dela za ustvarjanje, interpretiranje in iskanje odgovorov na abstraktna in najbolj kompleksna vprašanja v znanosti in stroki;
- poznavanje pomena kakovosti in prizadevanje za kakovost strokovnega dela skozi avtonomnost, (samo)kritičnost, (samo)refleksivnost in (samo)evalviranje v strokovnem delu;
- zavezanost profesionalni etiki, ki vključuje visoko razvito zmožnost odgovornega presojanja posledic uporabe novega znanja v

### **Objectives and competences:**

Acquisition of in-depth knowledge that enables:

- autonomous original scientific and research work in the field of psychosocial studies;
- independent contribution to the development of psychosocial studies at the highest level.

Acquisition of skills, necessary for:

- planning, leading and implementing the most demanding scientific-research projects;
- synthesis of new and complex ideas.

Acquisition of general competences:

- the ability to identify autonomously the given research problem, its analysis and possible solutions;
- strongly autonomous creation of new knowledge, which implies a significant contribution to the development of science;
- the ability to master standard methods, procedures and processes of research work in the field of sociology or psychosocial studies;
- the ability of autonomous research-developmental work to create, interpret and search for answers to the abstract and most complex questions in science and expertise;
- the familiarity with the significance of quality assurance and striving for quality of expert work by the means of autonomy, (self)critique, (self)reflectivity and (self)evaluation in the expert work;
- the commitment to professional ethics, which includes a highly developed ability to evaluate responsibly the consequences of the application

različnih kontekstih.

Pridobitev predmetno specifičnih kompetenc:

- sposobnost za avtonomno reševanje konkretnih raziskovalnih problemov, vključno z najbolj kompleksnimi vprašanji, na različnih področjih psihosocialnih študij in njim sorodnih disciplin;
- razvoj veščin in spretnosti v uporabi znanja na raziskovalnem področju ter sorodnih disciplinah;
- sposobnost operacionalizacije abstraktnih teoretskih konceptov na visoki ravni zahtevnosti;
- formulacija in sposobnost zagovarjanja raziskovalnega načrta na najvišji zahtevnostni ravni;
- sposobnost kritičnega presojanja raziskovalnih načrtov.

of new knowledge in various contexts.

Acquisition of course-specific competences:

- the ability to autonomously solve concrete research problems, including the most complex issues, in various fields of psychosocial studies and related disciplines;
- development of abilities and skills to apply knowledge for research in the field of the research and related disciplines;
- the ability to operationalise abstract theoretical concepts at the advanced level;
- formulation of a research plan at the most advanced level and the ability to defend it;
- the ability to evaluate critically the research plans.

#### **Predvideni študijski rezultati:**

Znanje in razumevanje:

Študent/študentka bo:

- razumel bistvo sodobne znanosti, njene zakonitosti in način funkcioniranja;
- razumel posebnosti teoretskega pristopa v družboslovju in empiričnem raziskovanju;
- usposobljen pripraviti osnutek dispozicije svoje doktorske disertacije;
- usposobljen zagovarjati osnutek dispozicije svoje predvidene doktorske disertacije na seminarju pred kolegami-doktorandi in ustnem izpitu;
- sposoben kritično presojati osnutke doktorskih disertacij svojih študentskih kolegic in kolegov;
- upošteval relevantne pripombe in sugestije s seminarja in jih upošteval pri izdelavi končnega besedila dispozicije svoje doktorske disertacije.

#### **Intended learning outcomes:**

Knowledge and understanding:

The student will:

- Understand the essence of modern science, its rules and way of functioning;
- Understand the specifics of the social science theorizing and empirical research;
- Be qualified to prepare a draft of the disposition of his/her doctoral thesis;
- Be trained to defend the draft of his/her disposition of doctoral dissertation at a seminar in front of other colleague-doctoral students and an oral exam;
- Be qualified to critically assess the drafts of doctoral dissertations of his/her student colleagues;
- Take into account relevant comments and suggestions from the seminar and use them in the process of writing the final version of the doctoral dissertation.

--	--

**Metode poučevanja in učenja:**

- Seminar z aktivno udeležbo doktorandov (razlaga, diskusija, vprašanja, primeri, reševanje problemov);
- Seminarsko delo (projektno delo, timsko delo, metode kritičnega mišljenja);
- Uporaba spletne učilnice oziroma drugih sodobnih IKT orodij;
- Individualno delo doktorandov.

**Learning and teaching methods:**

- Seminar with active participation of doctoral students (explanations, discussion, cases, problem-solving);
- Seminar work (project work, team work, method of critical thinking);
- Use of online classroom or other contemporary ICT tools;
- Individual research work.

Delež (v %) /

Weight (in %)

**Načini ocenjevanja:**

**Assessment:**

<p>Način (pisni izpit, ustno izpraševanje, naloge, projekt):</p> <p>Ustni izpit (zagovor izdelanega osnutka lastne dispozicije doktorske disertacije)</p> <p>Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja na FUDŠ.</p>	<p>100</p>	<p>Type (examination, oral, coursework, project):</p> <p>Oral exam (the defence of the improved draft of his/her own disposition of proposed doctoral dissertation)</p> <p>The grading scale is harmonized with the SASS Rules for verification and evaluation of knowledge.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Reference nosilca / Lecturer's references:**

GOLOB, Tea, MAKAROVIC, Matej, REK, Mateja. Meta-reflexivity for resilience against disinformation = Meta-reflexividad para la resiliencia contra la desinformación. *Comunicar*, ISSN 1134-3478, 2021, str. 1-10.

GOLOB, Tea, MAKAROVIC, Matej. From consciousness to behaviour: individual, social, and environmental responsibility among Slovenian youth. *Socijalna ekologija : časopis za ekološko misao i sociolojska istraživanja okoline*, ISSN 1330-0113, 2021, vol. 30, no. 1, str. 27-43.

GOLOB, Tea, MAKAROVIC, Matej. Student mobility and transnational social ties as factors of

reflexivity. *Social sciences*, ISSN 2076-0760, 2018, vol. 7, no. 3, str. 1-18.

MAKAROVIČ, Matej, MIKULAN KILDI, Janja. Towards a model explaining the political (in)stability and variety of regimes in the post-Soviet region. *Comparative sociology*, ISSN 1569-1322, 2017, vol. 16, iss. 1, str. 66-101.

ADAM, Frane, TOMŠIČ, Matevž. The future of populism in a comparative European and global context. *Comparative sociology*, ISSN 1569-1322, 2019, vol. 18, iss. 5/6, str. 687-705.

MAKAROVIČ, Matej, TOMŠIČ, Matevž. Resilience of pro-European consensus among political elites in crisis: "old" and "new" EU member states compared. V: CONTI, Nicolò (ur.), GÖNCZ, Borbála (ur.), REAL-DATO, José (ur.). *National political elites, European integration and the Eurozone crisis*, (Routledge research on social and political elites). Abingdon (Oxon); New York: Routledge. 2018, str. 136-160.

TOMŠIČ, Matevž. Decline of elite consensus and destabilisation of political space in East-Central Europe. *Corvinus journal of sociology and social policy*, ISSN 2062-087X, 2017, vol. 8, no. 3, str. 151-170.

RONČEVIČ, Borut. Cultural political economy of Europe 2020: Jean Monnet chair CPE 2020 and its impact. *Research in social change*, ISSN 1855-4202, 2019, vol. 11, iss. 2, str. 5-13.

RONČEVIČ, Borut. Technology and innovations in regional development for Europe 2020: Jean Monnet Centre of Excellence TIR 2020 for smart, inclusive and sustainable growth. *Research in social change*, ISSN 1855-4202, Sep. 2020, vol. 12, iss. 3, str. 5-14.

RONČEVIČ, Borut, BESEDNJAK VALIČ, Tamara. How to think about regional development agencies as a sociologist. *The social sciences*, ISSN 1993-6125, 2019, vol. 14, iss. 9, str. 326-33.

RONČEVIČ, Borut, MAKAROVIČ, Matej, TOMŠIČ, Matevž, CEPOI, Victor. Methodological solutions for comparative research on transformations. V: VIHALEMM, Peeter (ur.), MASSO, Anu (ur.), OPERMANN, Signe (ur.). *The Routledge International Handbook of European Social Transformations*, (Routledge international handbooks), 2018. Abingdon; New York: Routledge.

REK, Mateja. Media education in Slovene preschools: a review of four studies. *CEPS journal: Center for Educational Policy Studies Journal*, ISSN 1855-9719, 2019, vol. 9, no. 1, str. 45-60.

REK, Mateja, MAKAROVIČ, Matej, ŠKABAR, Matjaž. Identifying complex cultural conditions of globalization in late modernity: a fuzzy set analysis of 30 countries. *European Journal of Science and Theology*, ISSN 1841-0464, feb. 2017, vol. 13, no. 1, str. 173-188.