



UNIVERSITY OF SARAJEVO – FACULTY OF SCIENCE
SUBJECT DESCRIPTION

Form SP2

Page 1 of 3

Subject code: <i>RG-301-2</i>	Subject name: <i>Geographical regionalisation</i>		
Study cycle: <i>I</i>	Year: <i>II</i>	Semester: <i>IV</i>	ECTS credits: <i>5</i>
Status: <i>Mandatory</i>		Contact hours: <i>60</i>	
		<i>Lectures: 30</i> <i>Exercises: 30</i>	
Assigned professors and assistants:			
Prerequisites:	/		
Subject objectives:	<i>Training students for independent interpretation of knowledge about regionalisation, principles and methods. Acquiring skills in the use of methods and models in the practical application of regionalisation in different areas of geographic science.</i>		
Teaching units:	<ol style="list-style-type: none"> <i>1. Introduction to geographic regionalisation</i> <i>2. Definition of geographical regions</i> <i>3. Peculiarities of geographical regions</i> <i>4. Geographical concept of the region</i> <i>5. Types of geographic regions</i> <i>6. Definition and peculiarities of geographical regionalisation</i> <i>7. General social significance of regionalisation</i> <i>8. First test</i> <i>9. Principles of geographic regionalisation</i> <i>10. Criteria of geographic regionalisation</i> <i>11. Methods of geographic regionalisation</i> <i>12. Concept of physiognomic regionalisation</i> <i>13. Concept of nodal-functional regionalisation</i> <i>14. Regionalisation of Bosnia and Herzegovina in context of European regionalism and interfratism</i> <i>15. Concluding considerations</i> 		
Learning outcomes:	<p>Knowledge:</p> <ul style="list-style-type: none"> <i>• a student lists and defines types of regions;</i> <i>• a student explains the methods of geographic regionalisation.</i> <p>Skills:</p> <ul style="list-style-type: none"> <i>• a student cartographically represents certain regions;</i> <i>• a student applies regionalisation criteria.</i> 		



	<p>Competencies:</p> <ul style="list-style-type: none"> • a student evaluates the existing physiognomic and nodal regions; • a student creates his own regionalisation concept. 																																									
Teaching methods:	Multimedia presentation and discussion (lectures); research independent work of students and joint analysis (exercises).																																									
Knowledge testing methods with grading structure¹:	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: right;">Points</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td style="text-align: right;">5</td> </tr> <tr> <td>Participation on lectures</td> <td style="text-align: right;">5</td> </tr> <tr> <td>Tests</td> <td style="text-align: right;">40</td> </tr> <tr> <td>Seminar paper</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Final exam</td> <td style="text-align: right;">40</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right; border-top: 1px solid black;">100</td> </tr> </tbody> </table> <p>Assessment:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Grade</th> <th style="text-align: left;">ECTS grade</th> <th style="text-align: left;">Points scale</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>(A) excellent</td> <td>95 - 100</td> </tr> <tr> <td>9</td> <td>(B) very good</td> <td>85 - 94</td> </tr> <tr> <td>8</td> <td>(C) good</td> <td>75 - 84</td> </tr> <tr> <td>7</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>(D) satisfactory</td> <td>66 - 74</td> </tr> <tr> <td>6</td> <td>(E) sufficient</td> <td>55 - 64</td> </tr> <tr> <td>5</td> <td>(F, FX) insufficient</td> <td></td> </tr> <tr> <td><55</td> <td></td> <td></td> </tr> </tbody> </table>	Points		Attendance	5	Participation on lectures	5	Tests	40	Seminar paper	10	Final exam	40	TOTAL	100	Grade	ECTS grade	Points scale	10	(A) excellent	95 - 100	9	(B) very good	85 - 94	8	(C) good	75 - 84	7			6	(D) satisfactory	66 - 74	6	(E) sufficient	55 - 64	5	(F, FX) insufficient		<55		
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Literature²:	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Rogić V., 1963: <i>Geografski koncept regije</i>, <i>Geografski glasnik</i>, Br. XXV, Geografsko društvo Hrvatske, Zagreb. 2. Vresk M., 1997: <i>Regionalna geografija danas</i>, <i>Acta Geographica Croatica</i>, Vol. 32, Geografski odjel Prirodoslovno-matematičkog fakulteta Sveučilišta u Zagrebu, Zagreb, 69-82. 3. Nurković S., Mirić R., 2005: <i>Osvrt na geografsku regionalizaciju Bosne i Hercegovine</i>, <i>Geografski radovi</i>, Br. 1, Odsjek za geografiju Univerziteta u Tuzli, Tuzla, 74- 8. 4. Mirić R., 2011: <i>Kompleksnost geografskih impikacija</i> 																																									

¹ The structure of points and point criteria for each subject is determined by the Council of the organizational unit before the beginning of the academic year in which the subject is taught in accordance with Article 64, paragraph 6 of the Law on Higher Education of Sarajevo Canton

² The Senate of the higher education institution as an institution or a council of the organizational unit of the higher education institution as a public institution determines mandatory and recommended textbooks and manuals, as well as other recommended literature on the basis of which exams are prepared by a special act which is required to be published on its website before the beginning of the academic year in accordance with Article 56, paragraph 3 of the Law on Higher Education of the Sarajevo Canton.



UNIVERSITY OF SARAJEVO – FACULTY OF SCIENCE
SUBJECT DESCRIPTOR

Form SP2

Page 3 of 3

političko-teritorijalne organizacije Bosne i Hercegovine u svijetlu savremenih evropskih integracijskih procesa, doktorska disertacija. Izabrana poglavlja.

5. *Syllabus predavanja: Geografska regionalizacija – za akademsku 2020-2021. godinu.*

Recommended:

1. *Marinović-Uzelac A., 2001: Prostorno planiranje, Dom i svijet, Zagreb.*

2. *Stojkov B., 2000: Metode prostornog planiranja, Beograd.*