



UNIVERSITY OF SARAJEVO – FACULTY OF SCIENCE
SUBJECT DESCRIPTION

Form SP2

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Subject code: <i>FG-207.6-3</i>	Subject name: Thematic mapping		
Study cycle: <i>I</i>	Year: <i>II</i>	Semester: <i>IV</i>	ECTS credits: <i>2</i>
Status: <i>Optional</i>		Contact hours: <i>30</i>	
		<i>Lectures: 15</i> <i>Exercises: 15</i>	
Assigned professors and assistants:			
Prerequisites:	/		
Subject objectives:	<i>Training students to analyze elements of thematic map content, aesthetic, graphic, metric and spatial values necessary for mapping, as well as the production of thematic maps and their quality assessment.</i>		
Teaching units:	<ol style="list-style-type: none"> <i>1. Definition, subject, division and task of thematic cartography</i> <i>2. Historical development of thematic cartography</i> <i>3. Thematic maps and models in thematic cartography</i> <i>4. Application of GIS in thematic mapping</i> <i>5. Content of thematic maps</i> <i>6. Cartographic means of expression</i> <i>7. Points, lines, surfaces and colors in thematic mapping</i> <i>8. Mapping methods</i> <i>9. Partial exam</i> <i>10. Names and legend on thematic maps</i> <i>11. Generalization of thematic maps</i> <i>12. Designing the thematic map</i> <i>13. Creation of thematic maps</i> <i>14. Satellite images/images</i> <i>15. Atlases and globes</i> 		
Learning outcomes:	<p>Knowledge:</p> <ul style="list-style-type: none"> <i>- Defines and classifies thematic karate,</i> <i>- Identifies the contents of the thematic mapping.</i> <p>Skills:</p> <ul style="list-style-type: none"> <i>- applies cartographic means of expression,</i> <i>- applies methods of thematic mapping,</i> <i>- applies modern geoinformation technologies in thematic mapping.</i> 		



	<p>Competencies:</p> <ul style="list-style-type: none"> - <i>independently creates spatial models and databases,</i> - <i>independently designs and creates thematic maps.</i> 																																																
Teaching methods:	<i>Multimedia presentation and discussion (lectures); practical work, educational material analysis and discussion (exercises).</i>																																																
Knowledge testing methods with grading structure¹:	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2"></th> <th style="text-align: right;">Points</th> </tr> </thead> <tbody> <tr> <td style="width: 30%;"><i>Attendance</i></td> <td></td> <td style="text-align: right;">5</td> </tr> <tr> <td><i>Participation on lectures</i></td> <td></td> <td style="text-align: right;">5</td> </tr> <tr> <td><i>Partial exam</i></td> <td></td> <td style="text-align: right;">40</td> </tr> <tr> <td><i>Seminar paper</i></td> <td></td> <td style="text-align: right;">10</td> </tr> <tr> <td><i>Final exam</i></td> <td></td> <td style="text-align: right;">40</td> </tr> <tr> <td><i>TOTAL</i></td> <td></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="width: 15%;">Grade</th> <th style="width: 40%;">ECTS grade</th> <th style="width: 45%;">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></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	<i>Attendance</i>		5	<i>Participation on lectures</i>		5	<i>Partial exam</i>		40	<i>Seminar paper</i>		10	<i>Final exam</i>		40	<i>TOTAL</i>		100	Grade	ECTS grade	Points scale	10	(A) excellent	95 - 100	9	(B) very good	85 - 94	8	(C) good	75 - 84	7				(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. <i>Pavišić N., 1976: Osnovi kartografije, Cetinje.</i> 2. <i>Hadner, M., Drozg V., 2016: Osnove tematske kartografije, Univerza v Mariboru, Maribor.</i> 3. <i>Fridl, J., 1999: Metodologija tematske kartografije nacionalnega atlasa Slovenije, Geografija Slovenije 2., Ljubljana.</i> 4. <i>Ikonović V.: Atlasi: složeni modeli geoprostora. Glasnik Srpskog geografskog društva, sveska LXXXV, broj 2, 2005, str. 133-141</i> 5. <i>Ikonović V.: Metodološki koncepti Kartografije. Glasnik Srpskog geografskog društva, sveska LXXXVII, broj 2, Beograd, 2007, str. 153-164</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.



6. *Ikonović V.: Modeli u kartografiji. Zbornik radova Geografskog fakulteta, broj LIV, Beograd, 2006, str. 229-248*

Recommended:

1. *Slukan Altić M., Povijesna kartografija - kartografski izvori u povijesnim znanostima. Izdavačka kuća «Meridijani», Samobor, 2003;*
2. *Robinson, A. H., Morrison, J. L., Muehrcke, P. C., Kimerling, A. J., Guptill, S. C. 1995.: Elements of Cartography, John Wiley&Sons, New York.*
3. *Frančula, N. 2002.: Digitalna kartografija, 3. prošireno izdanje, Geodetski fakultet, Zagreb.*