



UNIVERSITY OF SARAJEVO – FACULTY OF SCIENCE  
SUBJECT DESCRIPTION

Form SP2

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|  |   |  |                               |
|--|---|--|-------------------------------|
| <b>Subject code:</b><br><i>FG-205-1</i>    | <b>Subject name: Biogeography</b>   |  |                               |
| <b>Study cycle:</b> <i>I</i>               | <b>Year:</b> <i>II</i>  | <b>Semester:</b> <i>III</i>  | <b>ECTS credits:</b> <i>5</i> |
| <b>Status:</b> <i>Mandatory</i>            |   | <b>Contact hours:</b> <b>60</b><br><br><i>Lectures: 30</i><br><i>Exercises: 30</i> |                               |
| <b>Assigned professors and assistants:</b> |   |  |                               |
| <b>Prerequisites:</b>                      | /   |  |                               |
| <b>Subject objectives:</b>                 | <i>The main goal of the subject is to acquire general knowledge of the distribution of the living world on Earth, as well as the factors and processes that have conditioned the spatial distribution of plant and animal species in the past and today</i>   |  |                               |
| <b>Teaching units:</b>                     | <ol style="list-style-type: none"><li><i>1. Introduction to Biogeography.</i></li><li><i>2. Types of areal. Distribution of species in areal.</i></li><li><i>3. Elements of flora.</i></li><li><i>4. Endems and relicts.</i></li><li><i>5. Origin spots and migration of species.</i></li><li><i>6. Disjunctives.</i></li><li><i>7. Test 1</i></li><li><i>8. Biological invasions.</i></li><li><i>9. Island biogeography.</i></li><li><i>10. Zoogeographic regions.</i></li><li><i>11. Floristic regions.</i></li><li><i>12. Biogeographical differentiation of the World.</i></li><li><i>13. Anthropogenic impacts on plant and animal distribution.</i></li><li><i>14. Hot spots of biodiversity.</i></li><li><i>15. Protected areas.</i></li></ol> |  |                               |
| <b>Learning outcomes:</b>                  | <b>Knowledge:</b> <ul style="list-style-type: none"><li><i>• student critically analyzes the distribution of the living world on Earth;</i></li><li><i>• student identifies the types of areas and the distribution of species in the area;</i></li><li><i>• student explains the connection between factors and processes that determined spatial distribution of plant and animal species in the past and today;</i></li></ul>  |  |                               |



|  | <ul style="list-style-type: none"> <li>• <b>Skills:</b></li> <li>• <i>student independently identifies various influences on plants and animals distribution in the world and in Bosnia and Herzegovina;</i></li> </ul> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• <i>student independently interprets the biogeographical differentiation of Bosnia and Herzegovina</i></li> </ul>  |              |  |        |                   |  |     |                                  |  |     |              |  |       |                      |  |      |                   |  |       |              |  |        |       |            |              |    |               |          |   |               |         |   |          |         |   |  |  |  |                  |         |   |                |         |   |                      |  |    |  |  |
|--|--|--------------|--|--------|-------------------|--|-----|----------------------------------|--|-----|--------------|--|-------|----------------------|--|------|-------------------|--|-------|--------------|--|--------|-------|------------|--------------|----|---------------|----------|---|---------------|---------|---|----------|---------|---|--|--|--|------------------|---------|---|----------------|---------|---|----------------------|--|----|--|--|
| <b>Teaching methods:</b>   | <i>Multimedia presentation and discussion (lectures); practical work, educational material analysis and discussion (exercises).</i>  |              |  |        |                   |  |     |                                  |  |     |              |  |       |                      |  |      |                   |  |       |              |  |        |       |            |              |    |               |          |   |               |         |   |          |         |   |  |  |  |                  |         |   |                |         |   |                      |  |    |  |  |
| <b>Knowledge testing methods with grading structure<sup>1</sup>:</b> | <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 style="width: 30%;"></td> <td style="text-align: right;">5 3</td> </tr> <tr> <td><i>Participation on lectures</i></td> <td></td> <td style="text-align: right;">5 3</td> </tr> <tr> <td><i>Tests</i></td> <td></td> <td style="text-align: right;">40 22</td> </tr> <tr> <td><i>Seminar paper</i></td> <td></td> <td style="text-align: right;">10 6</td> </tr> <tr> <td><i>Final exam</i></td> <td></td> <td style="text-align: right;">40 21</td> </tr> <tr> <td><i>TOTAL</i></td> <td></td> <td style="text-align: right;">100 55</td> </tr> </tbody> </table> <p><b>Assessment:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Grade</th> <th style="width: 45%;">ECTS grade</th> <th style="width: 40%;">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 3 | <i>Participation on lectures</i> |  | 5 3 | <i>Tests</i> |  | 40 22 | <i>Seminar paper</i> |  | 10 6 | <i>Final exam</i> |  | 40 21 | <i>TOTAL</i> |  | 100 55 | 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 |  |  |
|  |  | Points       |  |        |                   |  |     |                                  |  |     |              |  |       |                      |  |      |                   |  |       |              |  |        |       |            |              |    |               |          |   |               |         |   |          |         |   |  |  |  |                  |         |   |                |         |   |                      |  |    |  |  |
| <i>Attendance</i>  |  | 5 3          |  |        |                   |  |     |                                  |  |     |              |  |       |                      |  |      |                   |  |       |              |  |        |       |            |              |    |               |          |   |               |         |   |          |         |   |  |  |  |                  |         |   |                |         |   |                      |  |    |  |  |
| <i>Participation on lectures</i>                                     |  | 5 3          |  |        |                   |  |     |                                  |  |     |              |  |       |                      |  |      |                   |  |       |              |  |        |       |            |              |    |               |          |   |               |         |   |          |         |   |  |  |  |                  |         |   |                |         |   |                      |  |    |  |  |
| <i>Tests</i>   |  | 40 22        |  |        |                   |  |     |                                  |  |     |              |  |       |                      |  |      |                   |  |       |              |  |        |       |            |              |    |               |          |   |               |         |   |          |         |   |  |  |  |                  |         |   |                |         |   |                      |  |    |  |  |
| <i>Seminar paper</i>   |  | 10 6         |  |        |                   |  |     |                                  |  |     |              |  |       |                      |  |      |                   |  |       |              |  |        |       |            |              |    |               |          |   |               |         |   |          |         |   |  |  |  |                  |         |   |                |         |   |                      |  |    |  |  |
| <i>Final exam</i>  |  | 40 21        |  |        |                   |  |     |                                  |  |     |              |  |       |                      |  |      |                   |  |       |              |  |        |       |            |              |    |               |          |   |               |         |   |          |         |   |  |  |  |                  |         |   |                |         |   |                      |  |    |  |  |
| <i>TOTAL</i>   |  | 100 55       |  |        |                   |  |     |                                  |  |     |              |  |       |                      |  |      |                   |  |       |              |  |        |       |            |              |    |               |          |   |               |         |   |          |         |   |  |  |  |                  |         |   |                |         |   |                      |  |    |  |  |
| 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   |  |              |  |        |                   |  |     |                                  |  |     |              |  |       |                      |  |      |                   |  |       |              |  |        |       |            |              |    |               |          |   |               |         |   |          |         |   |  |  |  |                  |         |   |                |         |   |                      |  |    |  |  |
| <b>Literature<sup>2</sup>:</b>                                       | <p><b>Mandatory:</b></p> <ul style="list-style-type: none"> <li>• <i>Đug, S., Škrijelj, R., 2009.: Biogeografija. Prirodno-matematički fakultet Sarajevo.</i></li> <li>• <i>Škrijelj, R., Đug, S., 2009.: Uvod u ekologiju životinja. Prirodno-matematički fakultet Sarajevo</i></li> </ul> <p><b>Recommended:</b></p> <ul style="list-style-type: none"> <li>• <i>McCravy, K., 2016.: Biogeography: a brief introduction, 1st edition, Western Illinois University (dostupno na:bookboon.com)</i></li> </ul>  |              |  |        |                   |  |     |                                  |  |     |              |  |       |                      |  |      |                   |  |       |              |  |        |       |            |              |    |               |          |   |               |         |   |          |         |   |  |  |  |                  |         |   |                |         |   |                      |  |    |  |  |

<sup>1</sup> 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

<sup>2</sup> 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.



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- *McPherson, G.R., DeStefano, S., 2003.: Applied Ecology and Natural Resource Management. Cambridge University Press, New York.*
- *Milanović, Đ., Brujić, J., Đug, S., Muratović, E. i Lukić Bilela, L., 2015.: Vodič kroz tipove staništa BiH prema Direktivi o staništima EU. Prospect C&S s.a.. Rue du Prince Royal 83, 1050 Brussels, Belgium.*
- *Smjernice za pripremu Planova upravljanja za Natura 2000 područja u Bosni i Hercegovini. EU Prospect C&Ss.a.. Rue du Prince Royal 83, 1050 Brussels, Belgium, 2015.*