



**UNIVERSITY OF ZADAR**  
**UNIVERSITAS STUDIORUM IADERTINA**  
 Form 1.3.2. *Syllabus*

<b>Course</b>	<b>Heritage, Travel and Tourism</b>						<b>Year</b>	2019/2020	
<b>Study programme</b>	Ethnology and Anthropology						<b>ECTS</b>	5	
<b>Department</b>	Ethnology and Anthropology								
<b>Level of study programme</b>	<input type="checkbox"/> Undergraduate		<input type="checkbox"/> Graduate		<input checked="" type="checkbox"/> Integrated		<input type="checkbox"/> Postgraduate		
<b>Type of study programme</b>	<input type="checkbox"/> Single major <input type="checkbox"/> Double major		<input checked="" type="checkbox"/> University		<input type="checkbox"/> Professional		<input type="checkbox"/> Specialized		
<b>Year of study</b>	<input type="checkbox"/> 1.		<input type="checkbox"/> 2.		<input type="checkbox"/> 3.		<input type="checkbox"/> 4.		<input type="checkbox"/> 5.
<b>Semester</b>	<input type="checkbox"/> Winter		<input type="checkbox"/> I.		<input type="checkbox"/> II.		<input type="checkbox"/> III.		<input type="checkbox"/> IV.
	<input checked="" type="checkbox"/> Summer		<input type="checkbox"/> VI.		<input type="checkbox"/> VII.		<input type="checkbox"/> VIII.		<input type="checkbox"/> IX.
<b>Status of the course</b>	<input type="checkbox"/> Compulsory		<input checked="" type="checkbox"/> Elective		<input type="checkbox"/> Elective course offered to students from other departments		<b>Teaching Competencies</b>		<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO								
<b>Workload</b>	2	L	0	S	0	E	<b>Internet sources for e-learning</b>		<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
<b>Location and time</b>	Classroom 125, Novi Kampus				<b>Language(s) in which the course is taught</b>				English
<b>Course start date</b>	3.3.2020.				<b>Course end date</b>				2.6.2020.
<b>Enrolment requirements</b>									
<b>Course coordinator</b>	Mario Katić, PhD								
<b>E-mail</b>	makatic@unizd.hr					<b>Consultation hours</b>	Tuesday 11:30-12:30 Wednesday 11:30-12:30		
<b>Course instructor</b>	Danijela Birt, Tomislav Oroz, Senka Božić Vrbančić, Tomislav Klarin, Igor Kulenović, Matija Dronjić								
<b>E-mail</b>	<a href="mailto:dbirt@unizd.hr">dbirt@unizd.hr</a> , <a href="mailto:toroz@unizd.hr">toroz@unizd.hr</a> , <a href="mailto:senka.bozic1@gmail.com">senka.bozic1@gmail.com</a> , <a href="mailto:ikulenovic@unizd.hr">ikulenovic@unizd.hr</a> , <a href="mailto:tklarin@unizd.hr">tklarin@unizd.hr</a> , <a href="mailto:mdronjic@gmail.com">mdronjic@gmail.com</a>					<b>Consultation hours</b>			
<b>Mode of teaching</b>	<input checked="" type="checkbox"/> Lectures		<input type="checkbox"/> Seminars and workshops		<input type="checkbox"/> Exercises		<input checked="" type="checkbox"/> E-learning		<input type="checkbox"/> Field work
	<input checked="" type="checkbox"/> Individual assignments		<input type="checkbox"/> Multimedia and network		<input type="checkbox"/> Laboratory		<input checked="" type="checkbox"/> Mentoring		<input type="checkbox"/> Other
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>describe the complexities of interrelations between heritage, travel, and tourism</li> <li>understand that heritage, travel and tourism are socially and culturally conditioned</li> <li>recognize etic definitions and emic understanding of heritage, travel and tourism</li> <li>interpret the process of heritage making</li> </ul>								
<b>Learning outcomes at the Programme level</b>	<ul style="list-style-type: none"> <li>recognize and understand contexts and specificities of various cultural practices associated with travel, both locally and globally</li> <li>recognize and understand cultural diversity, both locally and globally</li> <li>describe and compare different aspects of culture</li> <li>recognize cultural differences and similarities and develop critical thinking in cross-cultural comparison</li> <li>critically interpret ethnographic texts</li> <li>recognize how cultural beliefs are related to notions of identity and how they vary from place to place and over time</li> <li>appreciate cultural diversity and develop a critical stance towards any</li> </ul>								



		form of cultural stereotyping <ul style="list-style-type: none"> <li>describe heritage processes to various audiences</li> <li>analyze and evaluate the role of cultural heritage, and its usage, in expressing and producing local, regional and national identity.</li> <li>The ability to write and present research essays</li> </ul>			
<b>Assessment criteria</b>	<input checked="" type="checkbox"/> Class attendance	<input checked="" type="checkbox"/> Preparation for class	<input type="checkbox"/> Homework	<input type="checkbox"/> Continuous evaluation	<input type="checkbox"/> Research
	<input type="checkbox"/> Practical work	<input type="checkbox"/> Experimental work	<input checked="" type="checkbox"/> Presentation	<input type="checkbox"/> Project	<input checked="" type="checkbox"/> Seminar
	<input type="checkbox"/> Test(s)	<input type="checkbox"/> Written exam	<input type="checkbox"/> Oral exam	<input type="checkbox"/> Other:	
<b>Conditions for permission to take the exam</b>	There are no exams.				
<b>Exam periods</b>	<input type="checkbox"/> Winter		<input type="checkbox"/> Summer		<input type="checkbox"/> Autumn
<b>Exam dates</b>					
<b>Course description</b>	<p>The course focus will be on intertwining and interrelations between heritage, travel (religious and/or secular) and tourism. The multi-perspective and multidisciplinary approach aims to present the complexities of this relationship and the need to observe these practices and processes within much broader context (from social, economic, cultural, historical, anthropological and archeological perspective). The fundamental idea behind these diverse perspectives is that the meanings inscribed in places and practices are not ontologically given but rather socially and culturally conditioned by diverse individuals and groups. This raises the crucial issue of the relationship between etic definitions of pilgrimage, religion, the sacred and secular, as well as emic understanding of these and other relevant categories such as heritage, memory and identity (see Eade and Katić 2017). It also leads us towards the debate about the extent to which Western etic definitions of pilgrimage, religion, heritage and tourism can be applied in non-Western contexts (see Reader 2017 and Claveyrolas 2017 for contrasting views about this issue). Global changes, particularly the massive expansion of the travel and tourism industry have impacted cultural, social, religious, economic and political institutions and processes and created complex mixtures of elements which researchers have sought to describe through hybrid etic categories (see Eade and Katić 2017). Within this course we want to take both top-down but also a bottom-up perspective and evaluate what happens when the official and administrative conceptualizations of the historical and monumental past meet with the local tacit knowledge (histories, intimate remembrances and landmarks of life). From personal, group to national levels heritage is always a sensorial stimulus, a symbol of the community, a reason for conflict and an attraction that draws people. What they all have in common is the process of heritage making, conflict and contestation around heritage issues on different levels, and tourism as a starting and/or ending point (see Katić, Gregorić Bon and Eade 2017).</p>				
<b>Course content</b>	<ol style="list-style-type: none"> <li>1. Introductory lecture</li> <li>2. Benkovac Fair Excursion</li> <li>3. Death in Dalmatian Hinterland – From Religious Practice to Heritage and Tourism</li> <li>4. Pilgrimage, Heritage and Place-making</li> <li>5. Maritime Pilgrimages</li> <li>6. The path towards sustainable tourism</li> <li>7. Travel as social and cultural practice –Intertwining of travel and heritage in historical perspective (from Peregrinatio academica to Grand tour)</li> <li>8. Democratization of travel – the invention of the ‘South’ and the ‘Mediterranean’ as travel destination</li> <li>9. Changing Materialities in a Mediterranean Town</li> <li>10. Heritage and Education</li> <li>11. Intangible Cultural Heritage as a Festival</li> <li>12. Europeans as tourists of their own history</li> <li>13. Exhibiting Identity and Cultural Capitalism</li> <li>14. Writing the Essays</li> <li>15. Essay presentations</li> </ol>				



<b>Required reading</b>	<p>Božić-Vrbančić, Senka. (2011) Europeans as tourists of their own history. Language, Culture, Tourism: Reflections on Europeanization and Identity in Post-socialist Countries. Zagreb, Institute for anthropological research, pp.22-32.</p> <p>Božić-Vrbančić, Senka (2003) One Nation, Two Peoples, Many Cultures: Exhibiting Identity at Te Papa Tongarewa, In Toon van Meijl and Michael Goldsmith (eds), "Postcolonial Dilemmas: Reappraising Justice and Identity in New Zealand and Australia", a special issue of The Journal of the Polynesian Society 112 (3): 295-313.</p> <p>Eade, John and Mario Katić, eds. (2017) Military Pilgrimage and Battlefield Tourism. London and New York: Routledge.</p> <p>Katić, Mario, Nataša Gregorič Bon and John Eade (2017) Landscape and Heritage Interplay. Anthropological Notebooks 23(3).</p> <p>Katić Mario (2018) Pilgrimage Capital and Bosnian Croat Pilgrimage Sites. In, Pilgrimage and Political Economy, Simon Coleman and John Eade, eds. New York and Oxford: Berghahn.</p> <p>Kirshenblatt-Gimbeltt, Barbara (1998) Destination Culture: Tourism, Museums and Heritage. Berkeley: University of California Press.</p> <p>Corbin, Alain. 1994. <i>The Lure of the Sea. The Discovery of the Seaside in the Western World 1750-1840</i>. Berkeley, Los Angeles: University of California Press. (Chapter 1 - The Roots of Fear and Repulsion; Chapter 2 – The First Steps towards Admiration).</p> <p>Löfgren, Orvar. 1999. On holiday: a history of vacationing. Berkeley: University of California Press. (chapter The Mediterranean in the Age of the Package Tour 155-213).</p> <p>Klarin, T. (2018). Assumptions for a successful implementation of the concept of sustainable tourism development: Example of urban destinations of the Republic of Croatia. <i>Acta Turistica</i>, 30(1), 43-85.</p> <p>Krcic Miocic, B., Klarin, T., Vidic, G. (2019). Residents' Attitudes Towards the Impacts of Tourism: A Case of Croatian Urban Destinations. In press.</p> <p>Kurin, Richard. 2007. „Safeguarding Intangible Cultural Heritage: Key Factors in Implementing the 2003 Convention“. <i>International Journal of Intangible Heritage</i> 2: 10-20.</p> <p>Hafstein, Valdimar Tr. 2018. „Intangible Heritage as a Festival; or, Folklorization Revisited“. <i>Journal of American Folklore</i> 131: 127-149.</p> <p>Sturken, Marita. (2007) Introduction. <i>Tourists of History: Memory, Kitch and Consumerism from Oklahoma City to Ground Zero</i>. London: Duke University Press. pp.1-34.</p> <p>Soja, E. 1999. Thirdspace: Expanding the Scope of the Geographical Imagination. In: <i>Human Geography Today</i>, Massey D., Allen J., Sarre P., eds. Polity Press: Cambridge, 260-278.</p> <p>Thomas, J. 2004. <i>Archaeology and Modernity</i> (Chapter 5. Nation states). London and New York: Routledge, 96-118.</p> <p>Wylie, J. 2007. <i>Landscape</i> (chapter 4.4.2 Michel Foucault: discourse, power and the subject). London and New York: Routledge, 110-114.</p>																		
<b>Additional reading</b>	Depending on the Essay topic.																		
<b>Internet sources</b>																			
<b>Assessment criteria of learner outcomes</b>	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td colspan="6" style="text-align: center;"><input type="checkbox"/> Final exam only</td> </tr> <tr> <td colspan="2" style="text-align: center;"><input type="checkbox"/> Final written exam</td> <td colspan="2" style="text-align: center;"><input type="checkbox"/> Final oral exam</td> <td colspan="2" style="text-align: center;"><input type="checkbox"/> Final written and oral exam</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> Only test/homework</td> <td style="text-align: center;"><input type="checkbox"/> Test/homework and final exam</td> <td style="text-align: center;"><input checked="" type="checkbox"/> Seminar paper</td> <td style="text-align: center;"><input type="checkbox"/> Seminar paper and final exam</td> <td style="text-align: center;"><input type="checkbox"/> Practical work</td> <td style="text-align: center;"><input type="checkbox"/> other forms</td> </tr> </table>	<input type="checkbox"/> Final exam only						<input type="checkbox"/> Final written exam		<input type="checkbox"/> Final oral exam		<input type="checkbox"/> Final written and oral exam		<input type="checkbox"/> Only test/homework	<input type="checkbox"/> Test/homework and final exam	<input checked="" type="checkbox"/> Seminar paper	<input type="checkbox"/> Seminar paper and final exam	<input type="checkbox"/> Practical work	<input type="checkbox"/> other forms
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<b>Calculation of final grade</b>																			
<b>Grading scale</b>	<table border="1" style="width:100%; border-collapse: collapse;"> <tr><td style="width: 30%;"></td><td>% Failure (1)</td></tr> <tr><td></td><td>% Satisfactory (2)</td></tr> <tr><td></td><td>% Good (3)</td></tr> <tr><td></td><td>% Very good (4)</td></tr> <tr><td></td><td>% Excellent (5)</td></tr> </table>		% Failure (1)		% Satisfactory (2)		% Good (3)		% Very good (4)		% Excellent (5)								
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	% Good (3)																		
	% Very good (4)																		
	% Excellent (5)																		
<b>Course evaluation procedures</b>	<input checked="" type="checkbox"/> Student evaluations conducted by the University <input type="checkbox"/> Student evaluations conducted by the Department <input type="checkbox"/> Internal evaluation of teaching																		



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	<input type="checkbox"/> Department meetings discussing quality of teaching and results of student evaluations <input type="checkbox"/> Other
<b>Note /Other</b>	<p>In accordance with Art. 6 of the <i>Code of Ethics</i> of the Committee for Ethics in Science and Higher Education, “the student is expected to fulfil his/her obligations honestly and ethically, to pursue academic excellence, to be civilized, respectful and free from prejudice.”</p> <p>According to Art. 14 of the University of Zadar's <i>Code of Ethics</i>, students are expected to “fulfil their responsibilities responsibly and conscientiously. [...] Students are obligated to safeguard the reputation and dignity of all members of the university community and the University of Zadar as a whole, to promote moral and academic values and principles. [...]”</p> <p>Any act constituting a violation of academic honesty is ethically prohibited. This includes, but is not limited to:</p> <ul style="list-style-type: none"><li>- various forms of fraud such as the use or possession of books, notes, data, electronic gadgets or other aids during examinations, except when permitted;</li><li>- various forms of forgery such as the use or possession of unauthorised materials during the exam; impersonation and attendance at exams on behalf of other students; fraudulent study documents; forgery of signatures and grades; falsifying exam results.</li></ul> <p>All forms of unethical behaviour will result in a negative grade in the course without the possibility of compensation or repair. In case of serious violations the <i>Rulebook on Disciplinary Responsibility of Students at the University of Zadar</i> will be applied.</p> <p>In electronic communications only messages coming from known addresses with a first and a last name, and which are written in the Croatian standard and appropriate academic style, will be responded to.</p> <p>This course uses the Merlin system for e-learning, so students are required to have an AAI account. <i>/delete if necessary/</i></p>