# Detaljni izvedbeni plan

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| **Akademska godina:**<br>2025/2026 | **Semestar:**<br>Zimski |
| **Godina studija:**<br>1 | **Studiji:**<br>Povijest (R) (izborni) (Prijediplomski)<br>Komunikologija (R) (izborni) (Prijediplomski)<br>Psihologija (R) (izborni) (Prijediplomski)<br>Sociologija (R) (izborni) (Prijediplomski)<br>Povijest (dvopredmetni) (R) (izborni) (Prijediplomski)<br>Sociologija (dvopredmetni) (R) (izborni) (Prijediplomski)<br>Sestrinstvo (I) (izborni) (Prijediplomski)<br>Sestrinstvo (R) (izborni) (Prijediplomski)<br>Primaljstvo (R) (izborni) (Prijediplomski)<br>Primaljstvo (I) (izborni) (Prijediplomski) |

## I. OSNOVNI PODACI O KOLEGIJU

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| **Naziv kolegija:** Global Heritage Policies and Living Culture | |
| **Kratica kolegija:** IZBP230 | |
| **ECTS bodovi:** 6 | **Šifra kolegija:** 251986 |
| **Preduvjeti za upis kolegija:** Nema | |
| *Ukupno opterećenje kolegija* | |
| **Vrsta nastave** | **Ukupno sati** |
| Predavanje | 30 |
| Seminar | 15 |
| **Mjesto i vrijeme održavanja nastave:** HKS – prema objavljenom rasporedu | |

## II. NASTAVNO OSOBLJE

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| *Nositelj kolegija* | |
| **Ime i prezime:** Conta Mirela | |
| **Akademski stupanj/naziv:** | **Izbor:** naslovni docent |
| **Kontakt e-mail:**<br>mirela.hrovatin@unicath.hr | **Telefon:** |
| **Konzultacije:** Prema objavljenom rasporedu | |
| *Suradnici na kolegiju* | |

## III. DETALJNI PODACI O KOLEGIJU

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| **Jezik na kojem se nastava održava:** English | |

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| **Opis kolegija** | The course gives an overview of international cultural heritage policies, with emphasis on intangible cultural heritage, and their impact on the societies worldwide. National implementation of those policies in different countries is analyzed through relevant examples, in part depending on the research interests of the students. Historical changes of still living traditions are explained within the context of social, cultural, economic, religious and other changes. Approaches to traditional cultural heritage safeguarding discourse are critically approached through notions of heritagization, (mis)appropriation, commodification, commercialization and other. Future prospects of cultural heritage are observed in relation to natural environment and ecology, including crises and climate change, rights of communities and individuals, especially NGOs, economic changes, including tourism and rapid technical advancement, and other. The roles of international organizations such as UNESCO, ICOMOS, ICCROM, and so on are analyzed through various official documents, such as conventions, operative directives, national legislature and other, as well as through concrete examples from various countries in which they are implemented. |
| **Očekivani ishodi učenja na razini kolegija** | 1. Identify and understand international cultural heritage policies and guidelines. 2. Compare and contrast the approaches to safeguarding and presenting tangible and intangible cultural heritage. 3. Present and discuss complex theoretical notions connected to the issues of safeguarding cultural heritage, particularly intangible cultural heritage. 4. Provide examples and explain different issues arising from various situations and relations within a certain community related to a specific cultural heritage element. 5. Formulate one's own attitude towards future prospects of (intangible) cultural heritage in relation to the existing policies and state of the society in general or within one's own community. |
| *Literatura* | |
| **Obavezna** | 1. Adell, N., Bendix, R. F., Bortolotto, C. and Tauschek, M. (eds.) (2015) Between Imagined Communities and Communities of Practice Participation, Territory and the Making of Heritage. Göttingen: Universitätsverlag Göttingen.<br>2. Hafstein, V. Tr. (2007) Claiming Culture: Intangible Heritage Inc., Folklore©, Traditional Knowledge™. In: Prädikat "HERITAGE": Wertschöpfungen aus kulturellen Ressourcen, Hemme, D., Tauschek, M. and Bendix, R. (eds). Berlin: LIT Verlag, 75–100.<br>3. Kirshenblatt-Gimblett, B. (2004) Intangible Heritage as Metacultural Production. Museum International 56(1-2), 52–65.<br>4. Labadi, S. (2013) UNESCO, Cultural Heritage, and Outstanding Universal Value: Value-based Analyses of the World Heritage and Intangible Cultural Heritage Conventions, New York: AltaMira Press.<br>5. Smith, L. and N. Akagawa (2018) Safeguarding Intangible Heritage: Practices and Politics. London: Routledge. |
| **Dopunska** | 1. Deacon H. J. and Smeets, R. (2013) Authenticity, Value and Community Involvement in Heritage Management under the World Heritage and Intangible Heritage Conventions. Heritage and Society 6(2), 1–15.<br>2. Mountcastle, A. (2010) Safeguarding Intangible Cultural Heritage and the Inevitability of Loss: A Tibetan Example. Studia ethnologica Croatica 22, 339–359.<br>3. Schreiber, H. (2017) Intangible cultural heritage and soft power–exploring the relationship. International Journal of Intangible Heritage 12, 44–57.<br>4. Smith, Laurajane (2015) Intangible Heritage: A challenge to the authorised heritage discourse? Revista d'Etnologia de Catalunya 39, 133–142. |

*Način ispitivanja i ocjenjivanja*

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| **Polaže se** DA | **Isključivo kontinuirano praćenje nastave** NE | **Ulazi u prosjek** DA |
| **Preduvjeti za dobivanje potpisa i polaganje završnog ispita** | 1. Regular class attendance – attendance at least of 70% of classes according to the study program and executive curriculum;<br>2. Properly performed seminar obligations – prepared presentation and submitted and accepted written version of the seminar paper;<br>3. Acquisition of a minimum grade of 35% during classes within the given teaching activities<br>4. Oral presentation and accepted poster in electronic form on one theoretical theme or part of literature. | |

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| **Način ocjenjivanja** | The numerical scale of student work evaluation is:<br>insufficient (1) – 0-49.9%<br>sufficient (2) – 50-64.9%<br>good (3) – 65–79.9%<br>very good (4) – 80–89.9%<br>excellent (5) – 90% and more<br><br>Method of obtaining the grade:<br>1. a) Teaching activities – 60% of the grade<br>1.) class obligations – 10% (oral presentation – 5%; submitted and accepted electronic version of the poster – 5%)<br>2.) seminar obligations – 20% (prepared presentation – 8%; submitted and accepted written version of the seminar paper – 12%)<br>3.) 1st colloquium – 25%<br>4.) 2nd colloquium – 25%<br>5.) Final exam – 30% of the grade oral exam – 30% (it is necessary to solve 50% of the exam to pass) |
| **Način polaganja ispita** | Teaching activities – oral presentation and poster on a theoretical theme or literature,<br><br>presentation and written seminar paper on an example of cultural heritage safeguarding;<br><br>1st colloquium (written exam),<br><br>2nd colloquium (written exam),<br><br>final exam (oral exam). |

**Detaljan prikaz ocjenjivanja unutar Europskoga sustava za prijenos bodova**

Tape of activity (Vrsta aktivnosti) - ECTS points/bodovi (koeficijent opterećenja studenata) - GRADE/UDIO OCJENE (%)

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| Pohađanje nastave | - | 1.1 | - | 0 |
| Seminarsko izlaganje | - | 0.98 | - | 20 |
| Samostalni rad | - | 0.49 | - | 10 |
| Kolokvij-međuispit | - | 0.98 | - | 20 |
| Kolokvij-međuispit | - | 0.98 | - | 20 |
| Ukupno tijekom nastave | - | 4.53 | - | 70 |
| Završni ispit | - | 1.47 | - | 30 |
| UKUPNO BODOVA (nastava+zav.ispit) | - | 6 | - | 100 |

# IV. TJEDNI PLAN NASTAVE

*Seminari*

| # | Tema |
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| 1 | Introductory themes and instructions on preparing a seminar paper |
| 2 | Assignment of seminar topics |
| 3 | Students' presentations and discussion |
| 4 | Students' presentations and discussion |
| 5 | Students' presentations and discussion |
| 6 | Students' presentations and discussion |
| 7 | Students' presentations and discussion |
| 8 | Colloquium in the term of the seminar |
| 9 | Students' presentations and discussion |

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| 10 | Students' presentations and discussion |
| 11 | Students' presentations and discussion |
| 12 | Students' presentations and discussion |
| 13 | Students' presentations and discussion |
| 14 | Colloquium in the term of the seminar |
| 15 | Closing discussion and review |
| *Predavanja* | |
| **#** | **Tema** |
| 1 | Introduction and basic terminology: culture vs. heritage; assigning the poster topics |
| 2 | Overview of cultural heritage theories: tangible cultural heritage; assigning the poster topics |
| 3 | Definitions of tangible cultural heritage; students' presentation of poster topics |
| 4 | UNESCO and other international organizations and documents on cultural and natural heritage; students' presentation of poster topics |
| 5 | International policies of cultural heritage protection: tangible heritage and nature; students' presentation of poster topics |
| 6 | UNESCO world lists: processes of inscription of tangible cultural and natural heritage; students' presentation of poster topics |
| 7 | Positive and negative examples of tangible and natural heritage protection; students' presentation of poster topics |
| 8 | New approaches to cultural heritage safeguarding: West vs. East, North vs. South; students' presentation of poster topics |
| 9 | Overview of cultural heritage theories: intangible cultural heritage; students' presentation of poster topics |
| 10 | International policies of cultural heritage safeguarding and defining of intangible cultural heritage; students' presentation of poster topics |
| 11 | UNESCO world lists: processes of inscription of intangible cultural heritage; students' presentation of poster topics |
| 12 | Examples of intangible heritage protection: identities, tourism and sustainable development; students' presentation of poster topics |
| 13 | Examples of intangible heritage protection: financing, NGOs, ethics, intellectual property rights; students' presentation of poster topics |
| 14 | Negative effects of development on cultural heritage: heritagization, commodification, (mis)appropriation, over-commercialization; students' presentation of poster topics |
| 15 | Cultural heritage safeguarding and social crises; concluding remarks |