

## COURSE DESCRIPTION - SYLLABUS

Course title	Historical-Cultural Heritage of the Republic of Croatia				
Course instructor	Mladen Marinac, lecturer				
Study program	Undergraduate Professional Study Program of Entrepreneurship				
Course status	elective				
Year of study	III.	Semester	VI.	ECTS points	5
Teaching plan (L + W + S+ Pr)	2 + 0 + 2 + 0				
Course aims					
The aim of the course is to give an insight into historical-cultural heritage of the Republic of Croatia and connect heritage with a product and/or service with the aim of enriching offer and promotion. Furthermore, students will be familairized with the ways of interpreting heritage and will hone their written and oral presentation skills using the example of historical-cultural heritage of the Republic of Croatia. The course is carried out based on the principles of integrated content and language learning (eng. CLIL - Content and Language Integrated Learning) whereby teaching is conducted in the English language with the aim of improving students' language competence.					
Course conditions					
No requirements.					
This course contributes to the following study program learning outcomes					
5) Identify entrepreneurial endeavours in agritourism					
17) Implement communication skills in written and oral communication in Croatian or foreign language					
21) Create tourism and catering agritourism estate offer					
The expected course learning outcomes					
1) Identify the characteristics of historical-cultural heritage in the Republic of Croatia, which are significant when creating an offer					
2) Apply the principles and techniques of heritage interpretation using examples of heritage of the Republic of Croatia					
3) Present an example of historical and cultural heritage in the context of product or service promotion					
4) Write a short interpretative text using an example of hisotrical-cultural heritage by choice					
Teaching modes	<input checked="" type="checkbox"/> lectures  <input type="checkbox"/> auditory workshops  <input checked="" type="checkbox"/> seminars and workshops  <input type="checkbox"/> distance learning		<input checked="" type="checkbox"/> individual tasks  <input checked="" type="checkbox"/> multimedia and network  <input type="checkbox"/> laboratory  <input type="checkbox"/> mentorship		

	<input checked="" type="checkbox"/> field work	<input type="checkbox"/> others _____
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<b>Comments</b>	
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<b>Students' requirements</b>
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Students are required to fulfill their requirements by Decision on grading. Students have to deliver their presentation during the semester in line with the agreed schedule.

<b>Grading, assessing and monitoring student work continuously during the semester and the examination period</b>
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Grading is based on assessing the achievement of the course learning outcomes. Grading is carried out during classess and/or during the examination period in accordance with Decision on grading.

**Continuous assessment:**

Outcomes	Interpretative text	Presentation	First midterm	Second midterm	Threshold	Max
Outcome 1			15%	15%	15%	30%
Outcome 2			10%	10%	10%	20%
Outcome 3		40%			10%	40%
Outcome 4	10%				10%	10%
Share in ECTS	0.5	2	1.25	1.25	-	-
Total	20%	20%	40%	20%	50 %	100 %

The student passed the course if he/she achieved the percentage of points that exceeds or is equal to the defined threshold for each of the learning outcomes.

**REMARK:**

- grade threshold is 50% of the assumed points for every outcome
- the highest number of course points (percentages) amounts to 100%
- the way of assessing outcomes (name a concrete activity, that is, the way of assessing for every outcome)
- the table should be adjusted to the number of outcomes and the number of ways of assessing learning outcomes, and to enlist percentages, that is, points to assess the level of achievement for a certain outcome

**Examination period:**

Outcomes	Written exam	Oral exam	Max
Outcome 1	25%		25%
Outcome 2	25%		25%
Outcome 3		40%	40%
Outcome 4	10%		10%
Share in ECTS	3	2	5
Total	80%	20%	100 %

The student passed the course if he/she achieved the percentage of points that exceeds or is equal to the

defined threshold for each of the learning outcomes.

### Grading:

The student passed the exam if he/she achieved at least 50% of the given points for all course learning outcomes.

If the student passed all the course learning outcomes, the achieved points (percentages) of all the outcomes that were met are added up and the final grade is formed based on the following table:

Acquired level of learning outcomes (%)	The numerical system of grading	ECTS grades
90 to 100%	Excellent (5)	A
75 to 89.99%	Very good (4)	B
60 to 74.99%	Good (3)	C
50 to 59.99%	Sufficient (2)	D
0 to 49.99%	Insufficient (1)	F

### Obligatory literature

Croatian Intangible Cultural Heritage on UNESCO Lists/ Hrvatska nematerijalna kulturna baština na UNESCO-vim listama. (2019) Iris Biškupić Bašić (ur.), Ministarstvo kulture Republike Hrvatske. <https://min-kulture.gov.hr/UserDocImages/arhiva/Bastina/Nematerijalna/Hrvatska%20nematerijalna%20kulturna%20ba%20c5%20a1tina%20na%20UNESCO-ovim%20listama.pdf>

Goldtsein, I. (1999) Croatia: A History. London: C. Hurst & Co. Ltd.

Tilden, F. (2008) Interpreting our Heritage, The University of North Carolina Press, 4th Revised & enlarged edition, 2008.

### Additional Literature

Girard, L. F. (2009) Cultural Tourism and Sustainable Local Development: New Directions in Tourism Analysis, Ashgate.

Heritage interpretation centres: The Hicira handbook. (eds.) Pere Izquierdo Tugás, Jordi Juan Tresserras, Juan Carlos Matamala Mellin. Barcelona : Diputació de Barcelona. Institut d'Edicions, 2005.

Intangible Cultural Heritage, United Nations Educational, Scientific and Cultural Organization, <https://ich.unesco.org/en/state/croatia-HR?info=elements-on-the-lists>

Ivančević, R. (1993) Art Treasures of Croatia, ITP Motovun, Zagreb.

Nowacki, M. (2021) Heritage Interpretation and Sustainable Development: A Systematic Literature Review. Sustainability 2021, 13, 4383. <https://doi.org/10.3390/su13084383>.

Timothy, D. J.. *Cultural Heritage and Tourism: An Introduction*, Bristol, Blue Ridge Summit: Channel View

Publications, 2021. <https://doi.org/10.21832/9781845417727>

Travirka, A. (2005) Croatia: History - Culture - Art Heritage, Zadar: Forum.

United Nations Educational, Scientific and Cultural Organization. <https://whc.unesco.org/>

Zakon o zaštiti i očuvanju kulturnih dobara, <https://www.zakon.hr/z/340/Zakon-o-za%C5%A1titi-i-o%C4%8Duvanju-kulturnih-dobara>

**CONSTRUCTIVE ALIGNMENT TABLE**

<b>Learning outcome</b>	<b>Course topic</b>	<b>Teaching method (way)</b>	<b>Way to assess learning outcomes</b>	<b>Assessment example</b>
1) Identify the characteristics of historical-cultural heritage in the Republic of Croatia, which are significant when creating an offer.	What is heritage, intangible vs. tangible heritage	lectures, discussion	The first and the second written test	Identify one example of tangible and one example of intangible cultural heritage of the Republic of Croatia. Why are both of these considered parts of "heritage"?
2) Apply the principles and techniques of heritage interpretation using examples of heritage of the Republic of Croatia	Heritage Interpretation, Principles, Techniques	Lecture, discussion	The first and the second written test	You are presenting traditional children's wooden toys from Hrvatsko Zagorje to two groups. What would you focus on (what piece of information) when presenting these wooden toys to;  a) adults  b) children (5-year-olds)
3) Present an example of historical and cultural heritage in the context of product or service promotion	Presenting heritage	lecture, example analysis	Presentation	Research facts and attitudes towards one example of historical-cultural heritage and deliver a presentation on this to your colleagues by using elements of heritage interpretation.
4) Write a short interpretative text using an example of historical-cultural heritage by	Writing an interpretative text	Analyzing interpretative texts, writing in pairs, writing	Writing and interpretative text	Write a short, amusing interpretative text for one example of historical heritage by choice.

choice		individually		
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