

## Syllabus

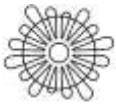
<b>Department</b>	Department of Ethnology and Anthropology						<b>Year</b>	2024./2025.		
<b>Course</b>	The Great Outdoors: Yesterday, Today, Tomorrow						<b>ECTS</b>	5		
<b>Study programme</b>	Graduate study programme of Ethnology and Anthropology									
<b>Level of study programme</b>	<input checked="" type="checkbox"/> Undergraduate		<input checked="" type="checkbox"/> Graduate		<input type="checkbox"/> Integrated		<input type="checkbox"/> Postgraduate			
<b>Type of study programme</b>	<input type="checkbox"/> Single major <input checked="" type="checkbox"/> Double major		<input checked="" type="checkbox"/> University		<input type="checkbox"/> Professional		<input type="checkbox"/> Specialized			
<b>Year of study</b>	<input checked="" type="checkbox"/> 1		<input type="checkbox"/> 2		<input checked="" type="checkbox"/> 3		<input type="checkbox"/> 4		<input type="checkbox"/> 5	
<b>Semester</b>	<input type="checkbox"/> Winter <input checked="" type="checkbox"/> Summer		<input type="checkbox"/> I		<input checked="" type="checkbox"/> II		<input type="checkbox"/> III	<input type="checkbox"/> IV		<input type="checkbox"/> V
			<input checked="" type="checkbox"/> VI		<input type="checkbox"/> VII		<input type="checkbox"/> VIII	<input type="checkbox"/> IX		<input type="checkbox"/> X
<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	
<b>Workload</b>	10	L	0	S	30	E	<b>Internet sources for e-learning</b>		<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
<b>Location and time of instruction</b>	Online lectures in virtual part accompanied by fieldwork research in May 2025 (Telašića Nature Park on Dugi otok island and Paklenica National Park)						<b>Language(s) in which the course is taught</b>		English	
<b>Course start date</b>	March 31 <sup>st</sup>						<b>Course end date</b>		May 11 <sup>th</sup>	
<b>Enrolment requirements</b>	Basic knowledge of qualitative field research is required. In accordance with the requirements of the International Relations Office at the University of Zadar and EC funding guidelines, a minimum of 10 students is required for the course to take place. If fewer than 10 students enroll, the course will not be held, and students will be notified by their respective universities in a timely manner.									
<b>Course coordinator</b>	Full prof. Senka Božić Vrbanić, PhD, Department of Ethnology and Anthropology, University of Zadar Assoc. Prof. Tomislav Oroz, PhD, Department of Ethnology and Anthropology, University of Zadar									
<b>E-mail</b>	toroz@unizd.hr svrbanci@unizd.hr						<b>Consultation hours</b>		<a href="https://etnologijaianthropologija.unizd.hr/english-version/academic-staff">https://etnologijaianthropologija.unizd.hr/english-version/academic-staff</a>	
<b>Mode of teaching</b>	<input checked="" type="checkbox"/> Lectures		<input checked="" type="checkbox"/> Seminars and workshops		<input type="checkbox"/> Exercises		<input checked="" type="checkbox"/> E-learning		<input checked="" type="checkbox"/> Field work	
	<input type="checkbox"/> Individual assignments		<input type="checkbox"/> Multimedia and network		<input type="checkbox"/> Laboratory		<input type="checkbox"/> Mentoring		<input type="checkbox"/> Other	
<b>Learning outcomes</b>	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Collect, analyze, and interpret field research material</li> </ol>									



	<ol style="list-style-type: none"><li>2. Apply acquired knowledge to conduct small-scale ethnographic research in fragile environments</li><li>3. Understand the emergence of digital aestheticization and new aesthetic categories in/about fragile environments</li><li>4. Understand the role of digital technology in outdoor research and the challenges researchers face</li><li>5. Present and critically examine cultural phenomena that have emerged in relation to technological development, and reflect on the methodological innovations applied during the research</li><li>6. Understand contemporary issues in outdoor research and the challenges facing researchers</li><li>7. Present research findings and propose possible solutions to professional audiences and local communities</li><li>8. Integrate theoretical reflections and methodological challenges into design of their own future research</li><li>9. Develop the ability to work in a multicultural and multilingual research environment</li></ol>
<b>Learning outcomes at the Programme level</b>	<p><b>KNOWLEDGE, UNDERSTANDING AND THE APPLICATION OF:</b></p> <ul style="list-style-type: none"><li>- research, methods and outcomes developed for the purpose of understanding regional cultural specificities and the social and historical contexts that shaped them</li><li>- anthropological research methods in developing and carrying out independent research projects.</li></ul> <p><b>CRITICAL THINKING:</b></p> <ul style="list-style-type: none"><li>- the ability to assess the role of cultural heritage, and its usage, in expressing and producing local, regional and national identity.</li></ul> <p><b>RESEARCH SKILLS AND PRESENTATIONS:</b></p> <ul style="list-style-type: none"><li>- ability to initiate, plan, and carry out small ethnographic projects</li><li>- ability to develop project presentations and reports and communicate clearly project results to various audiences</li><li>- ability to apply an independent approach to knowledge and evaluate issues related to protected natural and cultural areas and design ways of working with local communities.</li></ul> <p><b>SKILLS LEARNED</b></p> <ul style="list-style-type: none"><li>- applying professional ethical guidelines in individual and group research and fieldwork</li><li>- informed participation in intercultural and interdisciplinary considerations of cultural issues and projects related to them</li></ul>



	- applying anthropological skills in evaluation and problem solving of present-day concerns.				
<b>Assessment criteria</b>	<input type="checkbox"/> Class attendance	<input type="checkbox"/> Preparation for class	<input type="checkbox"/> Homework	<input type="checkbox"/> Continuous evaluation	<input checked="" type="checkbox"/> Research
	<input checked="" type="checkbox"/> Practical work	<input type="checkbox"/> Experimental work	<input checked="" type="checkbox"/> Presentation	<input type="checkbox"/> Project	<input type="checkbox"/> Seminar
	<input checked="" 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>	<p>The program will be announced on the websites and social media platforms of the universities participating in its implementation.</p> <p>In the event of more applicants than available spots, participants will be selected based on their grade point average (GPA) from previous studies and a motivational letter. Each of these criteria will carry a maximum of 50 points (GPA multiplied by a coefficient of 10 = 50, maximum score for the motivational letter = 50). Based on the sum of these scores, a ranking list will be prepared.</p>				
<b>Exam periods</b>	<input type="checkbox"/> Winter		<input checked="" type="checkbox"/> Summer	<input type="checkbox"/> Autumn	
<b>Exam dates</b>					
<b>Course description</b>	<p><b>The Great Outdoors: Yesterday, Today, Tomorrow</b></p> <p>The outdoors is not just a backdrop; it is a relation, a surface on which histories are written and rewritten. Landscapes become 'great' because they are seen as great—marked, celebrated, framed as unique. But what does it mean to call a landscape great? To situate it as natural? As untouched? In times of mobility, climate change, and the pervasive reach of digital technologies, the outdoors becomes a site of both wonder and regulation, where we tame and are tamed. These spaces, so often narrated as free and unbound, are shaped by boundaries: legislative boundaries, conservationist logics, national frames, tourism, farming, waste. Boundaries that tell us where we can go, what we can do, and how we should feel.</p> <p>In this course, we will trace the lines that divide and connect: the ideological lines that separate humans from nature, the technological lines that mediate our encounters, the historical lines that render some relationships visible and others invisible. We ask: What sustains the idea of the outdoors as separate, fragile, and compartmentalized in the Anthropocene? What pressures does this idea endure? How we see 'fragility of nature' and how might we reimagine it?</p> <p>Through workshops, lectures, and guided ethnographic research, this course becomes a space of reflection. We will follow the trails of the outdoors as it is aestheticized, digitalized, and contested. To think about the great outdoors is to think about how we see: the frames through which landscapes are rendered legible, the practices that shape what is seen and unseen, and the possibilities that emerge when we look differently.</p> <p>With "<b>The Great Outdoors: Yesterday, Today, Tomorrow</b>," we do not only seek to critique; we seek to imagine. We ask: What would it mean to undo the fragmented view of nature? To move beyond the boundaries that separate the human from the non-human, the cultural from the natural, the digital from</p>				



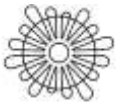
	<p>the physical or fragile from non fragile? We offer students a methodological and terminological toolkit, a way of navigating these divisions while opening new imaginaries. To think with the outdoors is to consider how histories and futures converge, how landscapes hold the weight of what has been and the promise of what could be.</p> <p>The main objectives of the program are:</p> <ul style="list-style-type: none"><li>- To understand the impact of digital technologies on the creation of outdoors activities in natural landscapes.</li><li>- To acquire knowledge about fragile landscapes through theoretical-methodological reflections and practical, empirical field research experiences.</li><li>- To independently design research outlines based on knowledge gained from lectures and mentorship guidance.</li><li>- To foster teamwork in a multilingual and multicultural environment.</li><li>- To develop presentation skills and propose innovative solutions for local communities and professional audiences.</li><li>- To understand the transformation of fragile landscapes within specific cultural and social contexts.</li></ul>
<p><b>Course content</b></p>	<p>Our program follows a two-phase format, beginning with online sessions and transitioning to in-person fieldwork.</p> <p><b>Description of the Online Part of the Programme</b></p> <p>The online part of the programme takes place before we meet. But online or virtual is not a negation of physical; it is a form of connection, a way of tracing the contours of the outdoors through different mediums. To begin online or virtually is to begin with frames—how we see, what we see, and how what we see is shaped by what we think we know. Through five lectures, each lasting two school hours, we will pause with ideas. Ideas of fragility, of resilience, of sustainability, and of how landscapes are rendered visible or invisible. Ideas of touch and distance, the ways we sense landscapes and how digital technologies reshape these senses.</p> <p>These lectures will not simply provide information; they will open questions, laying a groundwork for what is to come. Questions such as: What does it mean to conserve a landscape that is constantly moving, changing, becoming? What is fragility, and who defines it? How does digital aestheticization not only represent landscapes but produce them? How do we walk, digitally, through spaces we cannot physically inhabit? And what can be learned from local knowledge that refuses to see the outdoors as separate from life itself?</p> <p>The online or virtual part of the programme will include the following:</p> <ul style="list-style-type: none"><li>• <b>Fragility:</b> What makes a landscape fragile, and how does conservation produce its own fragilities?</li><li>• <b>Digital Aestheticization:</b> How outdoor activities are framed through digital technologies, rendering landscapes as objects of leisure, beauty, and consumption.</li><li>• <b>Everyday Digital Life:</b> How do digital technologies mediate not just how we move through landscapes but how we imagine them</li><li>• <b>Methodology:</b> How do we study fragility? How do digital and sensory methods open new possibilities and challenges</li></ul>



	<ul style="list-style-type: none"> <li>• <b>Local Knowledge:</b> What is local knowledge, and how does it resist or complicate dominant frameworks of fragility?</li> </ul> <p><b>Description of the Fieldwork Part of the Programme</b></p> <p>In May 2025, students and their mentors will gather at the Department of Ethnology and Anthropology at the University of Zadar. The students will be divided into groups, each mentored by individuals from different institutions. Together, they will explore and observe various outdoor activities. The program will begin with smaller ethnographic exercises, including lectures and workshops, to introduce the complexities they may encounter in the field. Fieldwork will take place at two locations: Paklenica National Park and Telašćica Nature Park. Through senso-digital walks and other experimental methods, students will immerse themselves in the textures of outdoor activities at these sites. By examining how the outdoors functions in these contexts, they will employ the most suitable methods for their tasks, gaining an understanding of how the outdoors provokes diverse interpretations of the environment, nature, aesthetics, life, emotions, and more.</p> <p>Furthermore, students will explore how outdoor settings shape experiences of being in nature and investigate the concept of experience itself. They will also examine how different temporalities emerge in outdoor activities, how these temporalities connect to specific places, and how digital devices intertwine with and shape the experience of nature. Students will observe and participate in various outdoor activities, collecting materials such as images and sounds. They will approach their research with the understanding that no method can fully capture the experience of the outdoors; rather, each provides fragments of insight.</p> <p>Over the course of their six-day stay, students will not only analyze but also experience how landscapes are mediated, conserved, and contested. The outdoors, in all its fragility, will serve as a site for reflection—one that challenges participants to consider not just what they see, but how they see it, and what is at stake in the act of seeing.</p>
<p><b>Required reading</b></p>	<p>Anna Lowenhaupt Tsing, Andrew S. Mathews and Nils Bubandt. 2019. "Patchy Anthropocene: Landscape Structure, Multispecies History, and the Retooling of Anthropology". <i>Current Anthropology</i> 60(20): 186-197.</p> <p>Berry, David M. &amp; Dieter, Michael. 2015. <i>Postdigital Aesthetics. Art, Computation and Design</i>. Palgrave Macmillan (chapters <i>What is Postdigital</i>, <i>The Postdigital Constellation</i>, pp. 1-11, 45-57.)</p> <p>Ingold, Tim. 2002. <i>The Perception of Environment. Essays on Livelihood, Dwelling and Skill</i>. London and New York: Routledge (chapter <i>Culture, Nature and Environment: Steps to an Ecology of Life</i>, pp. 13-27).</p> <p>Manning, Robert. 2000. "Coming of Age: History and Trends in Outdoor Recreation Research", <i>Trends in outdoor recreation, leisure and tourism</i>. pp. 121-130</p> <p>Pink, Sarah. 2015. <i>Doing Sensory Ethnography</i>. Los Angeles, London, New Delhi: Sage. (chapter <i>Sensory Ethnography in Practice</i>, pp. 71-138).</p>



<b>Additional reading</b>						
<b>Internet sources</b>						
<b>Assessment criteria of learning outcomes</b>	Final exam only					
	<input type="checkbox"/> Final written exam		<input type="checkbox"/> Final oral exam		<input type="checkbox"/> Final written and oral exam	<input checked="" type="checkbox"/> Practical work and final exam
	<input type="checkbox"/> Only test/homework	<input type="checkbox"/> Test/homework and final exam	<input type="checkbox"/> Seminar paper	<input type="checkbox"/> Seminar paper and final exam	<input type="checkbox"/> Practical work	<input type="checkbox"/> other forms
<b>Calculation of final grade</b>	<p>The final grade will be determined as the average of the grades from the virtual and physical components of the course. The complexity of the assignments will take into consideration the study level (MA or BA) of students enrolled in this course.</p> <p>The grade for the virtual component will be based on task performance as follows:</p> <ul style="list-style-type: none"> <li>• &lt; 60%: Fail</li> <li>• 60–69%: Sufficient</li> <li>• 70–79%: Good</li> <li>• 80–89%: Very Good</li> <li>• 90–100%: Excellent</li> </ul> <p>The grade for the physical component will be assigned by instructors involved in the fieldwork based on participants' performance in conducting research, data analysis, and presenting conclusions.</p>					
<b>Grading scale</b>	0 - 60	% Failure (1)				
	61 - 70	% Satisfactory (2)				
	71 - 80	% Good (3)				
	81 - 90	% Very good (4)				
	91 - 100	% 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 <input checked="" 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.” Furthermore, in the context of the specific theme of this course, we emphasize that respect is not limited to human relations but extends to nature, wildlife, and the non-human worlds in general.</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>					



Any act constituting a violation of academic honesty is ethically prohibited. This includes, but is not limited to:

- various forms of fraud such as the use or possession of books, notes, data, electronic gadgets or other aids during examinations, except when permitted;
- 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.”

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 *Rulebook on Disciplinary Responsibility of Students at the University of Zadar* will be applied.

In electronic communications only messages coming from known addresses with a first and a last name, and which are written in the Croatian or English standard and appropriate academic style, will be responded to.