

Interdisciplinary Heritage Studies – Jean Monnet Module

ABSTRACT

Jean Monnet Module *Strengthening the European cultural identity through interdisciplinary heritage studies – euCULTHER*, implemented in the curriculum of the Department of Architecture and Urbanism, Faculty of Technical Sciences, University of Novi Sad, in a period of three years (2019–2022) established a new model for improving knowledge in cultural heritage preservation.

The module, based on an interdisciplinary approach, focused on raising awareness of the importance of overcoming cultural borders in the European context, reading and interpreting (multi)national cultural heritage as a product of intercultural dialogue and an integral part of the broader European cultural space, identifying and contextualising dynamic issues of cultural identity from a pedagogical and research perspective, designing multidimensional, culturally appropriate and innovative teaching and research processes.

Innovative teaching strategies helped undergraduate and master students focus on understanding and using the unique potential of heritage in supporting intercultural dialogue, comparing World, European and local cultural values, with an understanding of diversity as a mechanism for promoting unity, promoting the national cultural heritage as part of the international cultural context, and raising awareness of different cultural identities in local cultural traditions.

The paper will present the module structure, work methodology, set goals, achieved results, and guidelines for further development of heritage studies.

KEYWORDS

European Heritage Studies, interdisciplinary,
Jean Monnet Module, World Heritage Convention

INTRODUCTION

Jean Monnet Actions run under Erasmus+ to support teaching, learning, research and debates on various aspects of the European Union. Higher education institutional actions support teaching and research in European Union studies worldwide, covering studies of Europe in its entirety, with particular emphasis on the EU dimension, from an internal but also a global perspective. EU studies should promote active European citizenship and values and deal with the role of the EU in a globalised world, enhancing awareness of the Union and facilitating future engagement and people-to-people dialogue.¹

Jean Monnet Modules are required to bring innovative, diverting and specific EU content to their learners; they should also disseminate and exploit the results of the organized teaching and research activities beyond the scope of the stakeholders directly involved.²

The particular importance of cultural studies of this interdisciplinary approach is reflected in the unification of views on local-European-world levels, and it can also be applied to World Heritage Studies according to Article 27 of the Convention.³

As part of the 2019 call, the University of Novi Sad received a grant for the Jean Monnet Module *Strengthening European Cultural Identity through Interdisciplinary Heritage Studies – euCULTHER*, implemented 2019–2022.

CHARACTERISTICS AND RELEVANCE OF THE MODULE

CONTEXT

Although the European dimension is inherently present within academic study programs, it has never been the focus of cultural studies. The importance of European cultural tradition and practice had been recognised within the architecture studies framework at the Faculty of Technical Sciences at the University of Novi Sad in teaching both European and national architectural history but without the possibility of significantly emphasizing European-oriented topics within existing curricula.

Furthermore, there were still no interdisciplinary heritage studies in Serbia, but some heritage segments are studied within various curricula in the architecture, art history, archaeology and tourism departments. Due to all the above facts, the University of Novi Sad wanted to implement heritage studies with an interdisciplinary and European-oriented character. In addition, an interdisciplinary approach that connects

1 Jean Monnet Actions: stimulating teaching and research on the European Union, <https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-organisations/jean-monnet-actions> (accessed May 2023).

2 Jean Monnet Modules, <https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-organisations/jean-monnet-actions/jean-monnet-modules> (accessed May 2023).

3 UNESCO, World Heritage Convention, 1972. <https://whc.unesco.org/en/conventiontext/> (accessed May 2023).



Fig. 1

Workshop 2, Novi Sad – European Capital of Culture

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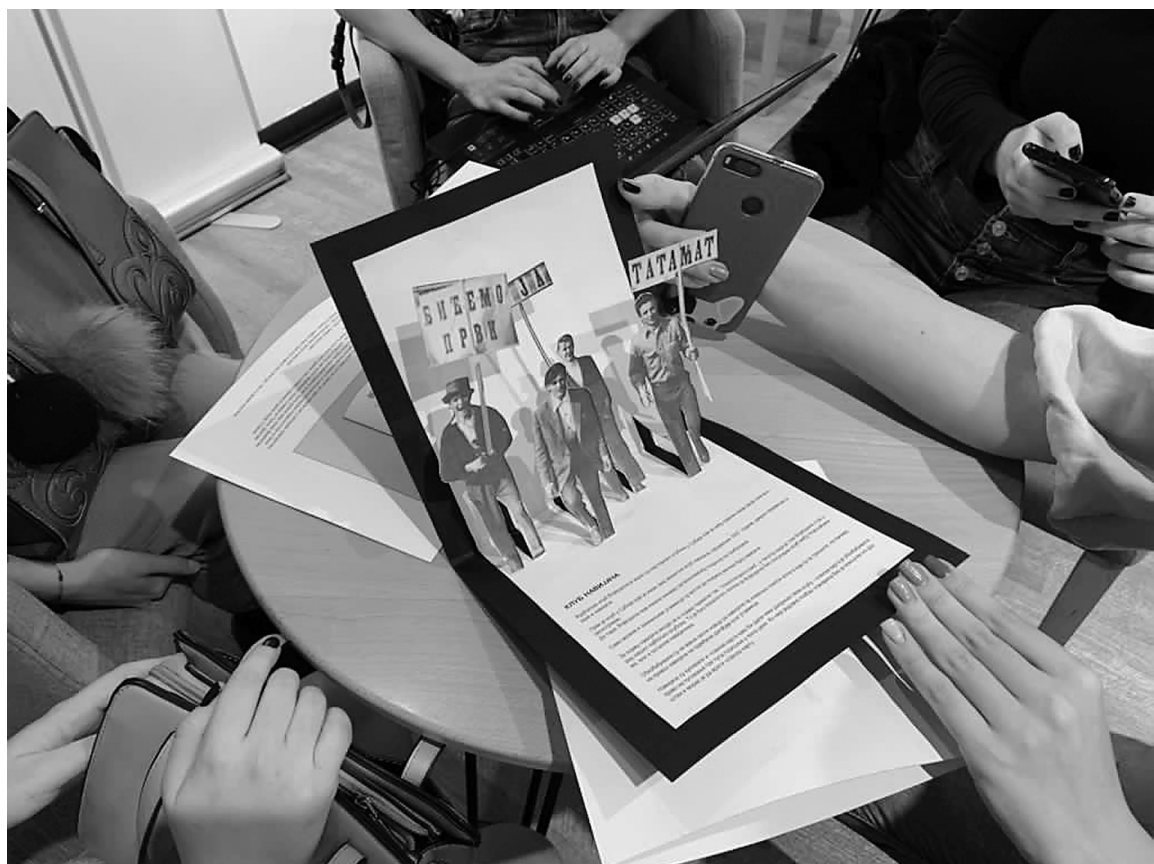


Fig. 2

Workshop 3,
Decoding Novi Sad
interwar modernism
– ModerNS Pop-Up

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different professional knowledge can provide the implementation of The World Heritage Convention when it comes to higher level studies (master's and doctoral studies), combining skills from architecture and urbanism, spatial planning, history of art, history, sociology, geography, law, management, tourism, etc.

The principal project purpose was to establish a series of lectures related to the cultural heritage field as a significant aspect of the European integration processes. The cultural policy represents meaningful economic and social cohesion elements in the European integration context, whilst cultural heritage was recognized as a manifestation of cultural diversity and a resource for sustainable cultural, social, environmental and economic development.⁴ On the other hand, strengthening international cultural cooperation, with clear initiatives and partnerships in the cultural sector, is a significant component in the European integration of Serbia.⁵ Therefore, we recognized the significance of introducing and enhancing understanding of these issues among present and future researchers and practitioners in the cultural sector in our country.

The Module was designed for students who do not automatically come into contact with European integration studies, therefore taking a general course form. The Module adopted an interdisciplinary approach, focusing on raising the level of awareness of the importance of overcoming cultural borders in the European context, reading and interpreting (multi)national cultural heritage as a product of intercultural dialogue and an integral part of a broader European cultural space, identifying and contextualising dynamic issues of cultural identities from a pedagogical and research perspective, designing multidimensional, culturally appropriate and innovative teaching and research processes, as well as disseminating project results to different user groups.

It was assumed that the envisaged series of lectures on the European cultural heritage policies and development would induce students' interest in the topic, extend and deepen the knowledge of participants, and encourage a greater level of professional cooperation, as the Module was opened to the students as well as for professionals working in the field. The international conference was designed to encourage interaction among participants and provide an opportunity for professors and young researchers to discuss and contribute to achieving concrete academic results for the Module. Dissemination of results was realized by conference proceedings, as well as papers published in internationally recognized and peer-reviewed journals.

The expected overall impact of the project was a considerable contribution to the capacity building of human resources, an increase of expertise and an integrated interdisciplinary approach to the protection and promotion of Europe's cultural heritage as a shared resource and bearer of the common European identity.

4 Work Plan for Culture 2019–2022, [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52018XG1221\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52018XG1221(01)) (accessed May 2023).

5 Strategija razvoja kulture Republike Srbije od 2017. do 2027. https://www.paragraf.rs/nacrti_i_predlozi/120617-nacrt_strategije_razvoja_kulture_republike_srbije_od_2017_do_2027.html (accessed May 2023).



Fig. 3

Workshop 5, Cult(o)ures of Novi Sad
– 3 faces of one city

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HERITAGE STUDIES IN SERBIA

The Republic of Serbia, as part of the region outside the European Union, still does not have a pronounced European dimension in formal higher education. Academic studies in the architecture field, especially architectural history and heritage, are not commonly associated with EU issues, despite the international character of architecture itself.

Undergraduate architecture studies programme at the University of Novi Sad offers elementary knowledge of the history of European architecture from ancient to modern times without the possibility of comparing local and international examples. Architectural heritage modules combine theoretical and practical education, offering a methodological approach to practical knowledge and skills based on fieldwork at local sites.

The importance of linking international and local topics in cultural studies has been recognized by young assistant professors at the Faculty of Technical Sciences, who teach architectural history and heritage. Due to these, the project aimed at existing curricula Europeanization to develop international, interdepartmental and interdisciplinary programs for individuals who wish to become heritage experts and practitioners. Involved academics had developed innovative approaches to cultural identities and the European perspective, which offered multi-layered knowledge and prepared participants to examine problems from multiple perspectives: historical, social, cultural, religious, political, economic, etc.

Jean Monnet Module *Strengthening European Cultural Identity through Interdisciplinary Heritage Studies* was focused on Europe-related identity of the chosen topics aiming to encourage teaching and researching on EU issues. Furthermore, students attending the Jean Monnet Module at the University of Novi Sad obtained relevant knowledge for future professional activities and academic dialogue with European colleagues. By the application of innovative teaching strategies, students and young professionals learned the following: to comprehend and use the unique potential of heritage in supporting intercultural dialogue; to compare European and local cultural values with an understanding of diversity as a mechanism for promoting unity; to promote national cultural heritage as the part of European cultural context; to work on awareness rising of European cultural identity in local cultural traditions.

Considering the interdisciplinary character of the Module, lectures were interesting for students from different fields, such as architecture and urbanism, spatial planning, tourism, geography, sociology, history, history of art, management, law, etc. Lectures were designed for Master and PhD students, young researchers and academics, employed professionals in the cultural heritage sector, and unemployed persons who need new skills and competencies.

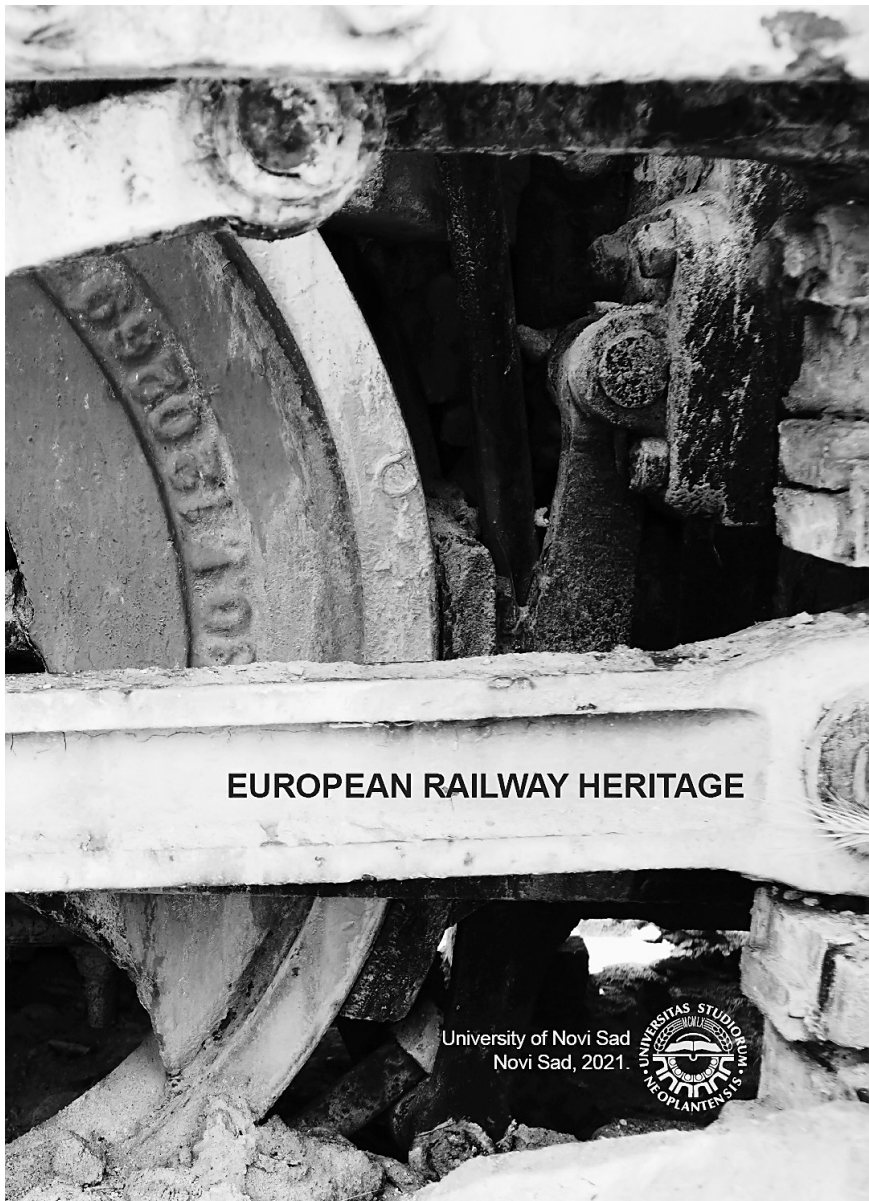
Participants had an opportunity to collaborate with various experts from cultural institutions (Institutes for the Protection of Cultural Monuments, Museums, Cultural Centres), policymakers and civil society during workshops planned for the end of each semester. Workshops were dedicated to the research presentation and discussions on various issues about cultural identities from the European perspective. The final



Fig. 4

Workshop 6, Accents of the industrial past of Veliki Liman – from cement miniatures to concrete giants

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EUROPEAN RAILWAY HERITAGE

Fig. 5

Conference, European railway heritage – euRAILher, Publication front page

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University of Novi Sad
Novi Sad, 2021.



conference welcomed academics from diverse fields of art, humanities and social sciences, and interdisciplinary studies for dialogue on European cultural issues. It was one of the main deliverables of the Module.

DESIGN AND IMPLEMENTATION OF THE MODULE

WORK PROGRAMME

Jean Monnet Module euCULTer was designed as an interdisciplinary course for different participants, such as Master and PhD students from diverse faculties, professionals from related fields, unemployed, etc.

During the creation of new curricula, involved professors were focused on several main topics:

- cultural borders and links in the European context;
- cultural heritage as a product of intercultural dialogue;
- contextualisation of dynamic cultural identity issues;
- sustainability of European cultural heritage.

The curriculum underlines the complexity of European cultural heritage and critically discusses the problems related to its foundations, values and potential.

In the first phase of the project, we prepared: complete teaching materials in the form of a textbook, which offers general information on the courses, a web page that enables the official data, teaching activities and events, as well as e-brochure with all crucial information and the structure of the project.

The Module included teaching activities and special events (workshops and conferences) to be carried out during the project implementation period of three years. The work plan was realized according to the following schedule:

Winter semesters 2019, 2020, and 2021

1. Conceptualisation of European cultural heritage, Anica Draganić
2. Cultural heritage programmes and initiatives in the EU, Mária Szilágyi
3. European identities and intercultural communication
4. Intersections of European cultural history 1, Anica Draganić
5. Intersections of European cultural history 2, Dragana Konstantinović
6. Workshop - Anica Draganić, Mária Szilágyi, Dragana Konstantinović, Miroslav Vujičić, Dušan Ristić

Summer semesters 2020, 2021, and 2022

1. Impacts and implementation of European practices in the field of cultural heritage, Mária Szilágyi
2. Sustainable cultural tourism in Europe, Miroslav Vujičić
3. Common and Particular Contexts of the South-East European Modernist Architectural Heritage, Dragana Konstantinović

4. EU project management and design in a cross-cultural environment, Miroslav Vujičić
5. Cultural routes as an instrument of European integration, Anica Draganić
6. Culture, identity and heritage in digital perspective, Dušan Ristić
7. Workshop – Anica Draganić, Mária Szilágyi, Dragana Konstantinović, Miroslav Vujičić, Dušan Ristić
8. International conference – Anica Draganić, Mária Szilágyi, Dragana Konstantinović, Miroslav Vujičić, Dušan Ristić

TEACHING ACTIVITIES – CURRICULUM

1. Conceptualisation of European cultural heritage, Anica Draganić

The idea of a European cultural heritage elevates the ideas of ownership and inheritance beyond the local, regional, or national frameworks and transforms the heritage sites into a source of common European and World cultural identities. The aim of this course is to clarify the meanings of European cultural heritage and critically discuss the problems related to its foundations.⁶ How can a European cultural heritage be made sense of in relation to the ideas of universalism, cosmopolitanism, particularism, transnationalism, translocalism, transculturalism, and pan-Europeanism?⁷

2. Cultural heritage programmes and initiatives in the EU, Mária Szilágyi

This series of lectures offers an overview of cultural heritage policies, programs and initiatives relevant to various aspects of cultural heritage in the EU, some of them include INFOREGIO, INTERREG, Europa Nostra Awards, European Heritage Days, European Year of Cultural Heritage, etc.⁸ Particular emphasis is placed on the role of cultural heritage as an economic resource and its active protection. During the lecture, the differences between the regions within the EU are discussed, to explore the possibilities of solving the problem of uneven development. The integration between cultural policy objectives and the actual measures implemented is analyzed. The lectures include an overview of community initiatives, and social and financial instruments for structural cultural policy, as a means of addressing specific problems affecting the EU as a whole.

6 G. J. Ashworth, B. Graham, *Heritage, Identity and Europe*, Tijdschrift voor Economische en Sociale Geografie 88/4 (1997) 381–388. G. Delanty, *The European Heritage: History, Memory, and Time*, in *The Sage Handbook of European Studies*, London 2009, 36–51. M. Sassatelli, *Becoming Europeans. Cultural Identity and Cultural Policies*, New York 2009.

7 G. Delanty, *Models of European Identity: Reconciling Universalism and Particularism*, *Perspectives on European Politics and Society* 3.3 (2002) 345–359; T. Lähdesmäki, *The Problematic of Conceptualizing a European Cultural Heritage*, in *Bridging Differences: Understanding Cultural Interaction in Our Globalized World*, Oxford 2016, 65–79.

8 The Ministry of Education and Culture, *Strategy for Cultural Policy*, 2009. <https://en.unesco.org/creativity/policy-monito-ring-platform/strategy-cultural-policy> (accessed May 2023). <https://culture.ec.europa.eu/policies/selected-themes/cultu-ral-heritage> (accessed May 2023).

3. European identities and intercultural communication, Dušan Ristić

By the end of these lectures, students may be able to recognize that (cultural) identity is a contested domain in which professionals, stakeholders, and communities have diverse, often conflictive perspectives. The lectures have three main academic goals: to introduce the concepts of identity,⁹ cultural heritage and intercultural communication – how they are connected and articulated today and in the past;¹⁰ to reflect critically and examine different approaches to these concepts;¹¹ to address the impact of social, cultural, historical political and other factors in the processes of formation of identity and intercultural communication.

4. Intersections of European cultural history 1, Anica Dragančić

European culture between the Great Revolution in France and the First World War is critically analysed through several themes of the period, from the rising nationalism of the early nineteenth century to the pessimistic views of fin de siècle. The focus is on analysing multiple ways of interpreting European cultural identities and processes characteristic of the 19th century (secularization, global emancipation, and nationalism; issues of racial identity, political revolution, religious reconstruction, economic transformation, and social transformation) through architecture.¹²

5. Intersections of European cultural history 2, Dragana Konstantinović

The objective of the course is to introduce students to common and particular European contexts, which led to the emergence of Modernist ideas, theories and practices across Europe in the 20th century. The course tracks global trends in art, culture and architecture, European cultural exchange, trans-Atlantic influences, peculiarities of Eastern and Western culture, common values, interpretations and readings.¹³ This interconnected, multi-layered context of European culture, and socio-historical, philosophical, and artistic contexts of the 20th century, is observed as a complex infrastructure for the emergence and development of Modern architecture, art and culture.

9 M. Castells, *Moć identiteta*, Zagreb 2002; K. Halpern, Ž-K. Ruano-Borbala, *Identitet(i)*, Beograd 2009; B. Stojković, *Evropski kulturni identitet*, Beograd 2008.

10 L. A. Samovar et al., *Intercultural Communication – A Reader*, Boston 2015; M. Mesić, *Multikulturalizam – društveni i teorijski izazovi*, Zagreb 2006; D. Marinković, D. Ristić, *Stranac u humanističkom nasleđu*, Novi Sad 2017.

11 B. Graham, P. Howard, *The Ashgate Research Companion to Heritage and Identity*, Burlington 2008; A. Clarke, *Situational Analysis: Grounded Theory after the Postmodern turn*, London and New York 2005.

12 T. Rickman, *An Attempt to Discriminate the Styles of English Architecture, from the Conquest to the Reformation*, Cambridge 2013; J. Ruskin, *The Seven Lamps of Architecture*, <https://www.gutenberg.org/file-s/35898/35898-h/35898-h.htm>, 2011; E. E. Viollet-le-Duc, *Dictionnaire raisonné de l'architecture française du XIe au XVIe siècle*, <https://www.gutenberg.org/ebooks/3078>, 2009; T. F. Peters, *Building the Nineteenth Century*, Cambridge/London 1996; K. Frempton, *Moderna arhitektura, kritička istorija*, Beograd 2011.

13 N. Dobrović, *Savremena arhitektura 1–5*, Beograd 1963/65; Z. Gidion, *Prostor, vreme, arhitektura*, Beograd 2012; Č. Dženks, *Moderni pokreti u arhitekturi*, Beograd 1998; Le Korbizije, *Ka pravoj arhitekturi*, Beograd 2014; Č. Dženks, *Jezik postmoderne arhitekture*, Beograd 1985; M. Hays, *Architecture Theory since 1968*, Cambridge/London 1998; Lj. Blagojević, *Modernism in Serbia: the Elusive Margins of Belgrade Architecture, 1919–1941*, Cambridge/London 2003.

The course enables students to observe the built environment, the artistic and cultural milieu of the epoch in their totality, as well as to perceive Modernist architectural heritage as a common European value, we all share. Also, the course enables students to correctly position and value the architectural practices of their own region, within the broader context of Modernist thoughts, ideas and practices.

6. Impacts and implementation of European practices in the field of cultural heritage, Mária Szilágyi

This series of lectures provides an overview of applied models of positive practice related to the protection and preservation of cultural heritage, their impact and implementation. Models and initiatives, that are relevant in terms of different aspects of cultural heritage in the EU, are under the monitoring of UNESCO, ICCROM, ICOMOS, Europa Nostra, etc.¹⁴ The role of preserving, protecting and revitalizing cultural heritage in terms of the impact on increasing the economic resources of a region is highlighted.¹⁵ Their integration into a harmonious whole with the European network is of vital significance for further development in terms of European integration. Lectures include an overview of both, positive and negative practices, on the territory of Serbia in order to re-evaluate the models of action on cultural heritage. Partly or completely applied models and tools are highlighted.

7. Sustainable cultural tourism in Europe, Miroslav Vujičić

The aim of the course is to provide students with knowledge about the conservation and protection of cultural heritage and to point out the importance and presence of cultural heritage in EU strategies and their impact on the development of cultural tourism.¹⁶ The course deals with the current situation regarding the issue of cultural heritage, emerging from numerous positive and negative examples, risks and opportunities for successful revitalization. A special emphasis is put on European strategies and policies relating to cultural heritage. Also, lectures try to point out the link between the sustainable use of cultural heritage through synergy with cultural tourism.

8. Common and particular contexts of the south-east European modernist architectural heritage, Dragana Konstantinović

Employing the problem approach rather than the chronological method, the concepts, subjects, projects and works of architecture are located and elaborated within the

14 European Heritage Strategy for the 21st Century, <https://www.coe.int/en/web/culture-and-heritage/strategy-21> (accessed May 2023)].

15 A. Draganić, M. Siladi, *Pristupi u proučavanju, obnovi i prezentaciji industrijskog nasleđa*, Novi Sad 2021; J. Douet, *Industrial heritage re-tooled: the TICCIH guide to industrial heritage conservation*, Lancaster 2012.

16 O. Hadžić et al., *Menadžment održivog razvoja kulturnog turizma-stejkholderski pristup*, Novi Sad 2018; O. Hadžić, *Kulturni turizam*, Novi Sad 2005. R. M. Verburg, V. Wiegel, *On the Compatibility of Sustainability and Economic Growth*, *Environmental Ethics* 19/3 (1997) 247–265. <https://doi.org/10.5840/enviroethics199719314>; D. Tomka, *Kultura kroz turizam, vreme, prostor*, Novi Sad 1998.

social, historical, philosophical, cultural and artistic contexts of South-East Europe. Students are trained to observe the built environment surrounding them and to which they belong in its totality, and adequately formulate their own observations, positions and knowledge through skills of persuasive, systematic and expressive, particularly verbal, analysis. The objective of the subject is to provide students with extensive information on the flows of ideas, projects and works by architects, town planners and artists executed on the territory of South-East Europe, after the Second World War, which emerged as specific Modernist discourse within socialist societies.¹⁷ Emphasis is on research into the similarities and diversities between the employed practices in the context of the complex community of former socialist countries during their existence, social and economic transition and current positions of the same geographic territories within the European Union.

9. EU project management and design in a cross-cultural environment, Miroslav Vujičić

The objective of the course is to provide students with theoretical and practical knowledge on project management in the field of cultural heritage and culture and to master the project management methodology through all phases of the project cycle and the actual implementation of projects.¹⁸ Studying new trends, programs and European projects. Getting acquainted with forms of financing and co-financing, as well as creating projects in the field of cultural heritage and cultural tourism. The ultimate aim of the acquired knowledge is an application to concrete examples in future practice.

10. Cultural routes as an instrument of European integration, Anica Draganić

Cultural routes implement in practice the basic principles of the Council of Europe: human rights, cultural democracy, cultural diversity and identity, and intercultural dialogue.¹⁹ Considered interactive, dynamic, and evolving processes of intercultural links that reflect the rich diversity of different cultures, the concept of cultural routes is stressed as important in the context of European integration. The aim of the course is to explain the complexity and multidimensionality of the concept, given that cultural routes represent a set of tangible (cultural/natural heritage, cultural landscape) and intangible (oral traditions, social practices and rituals, traditional music, dance, crafts) components of heritage.

17 D. Lu, *Third World Modernism: Architecture, Development and Identity*, New York 2011; J. L. Vale, *Architecture, Power and National Identity*, New Haven & London 1992; N. Leach, *Architecture and Revolution: Contemporary Perspectives on Central and Eastern Europe*, London 1999; H. Hurnaus et al., *Eastmodern – Architecture of the 1960s and 1970s in Eastern Europe*, Wien, New York 2007; W. Thaler et al., *Modernism In-between: The Mediatory Architectures of Socialist Yugoslavia*, Berlin 2012.

18 B. Lalić et al., *Vodič kroz korpus znanja za upravljanje projektima (PMBOK vodič)*, Novi Sad 2010; H. Maylor, *Project Management*, Pearson Education 2010.

19 Cultural Routes of the Council of Europe programme, <https://www.coe.int/en/web/cultural-routes> (accessed 10 May 2023). ERIH, <https://www.erih.net/> (accessed May 2023). A. Coulls, *Railways as World Heritage Sites*, Paris 1999; M. Szilágyi, A. Tufegdžić, *Banatska mala pruga/Bánáti kisvút/Narrow railway of Banat*, Novi Sad 2015.

11. Culture, identity and heritage in digital perspective, Dušan Ristić

By the end of these lectures, students may be able to identify the relations between the concepts of culture, identity and heritage. The lectures have three main academic goals: to introduce the concepts – how they are connected and articulated today and in the past; to reflect critically and examine different approaches to these concepts; to address the impact of different social factors and the importance of the digital and other public spheres.²⁰ The focus of the course is on the way the notions of culture, identity and heritage are discursively articulated in different, comparative/European contexts. During the course, the attention is on discussions and controversies related to the strategic, institutional and other social aspects of these notions. This means taking into account the variety of ethnographic examples to demonstrate how cultural heritage, identity and culture are intertwined and articulated within the digital sphere and in public spaces.

METHODOLOGY

European Module *Strengthening European Cultural Identity through Interdisciplinary Heritage Studies* was designed as an interdisciplinary set of lectures, incorporating legal, spatial, economic, social, cultural, and managerial aspects of mutual cultural heritage as a specific theme related to European integration.

The Module comprised three annual cycles of lectures, educational workshops, and an international conference dedicated to the dissemination of project results. The knowledge transfer was organized by face-to-face lectures, with teaching methods stimulating discussion. As a part of the lecture series, a brief introduction to the EU formation process was followed by an elaboration on the role of culture in European integration and priorities defined by *The Work Plan for Culture 2019–2022* (sustainability, cohesion, international cultural relations).²¹ A part of the Module concerned a review of various EU sector policy documents, communications, initiatives and research programmes that express sensitivity to different issues related to cultural heritage issues.

The Module significantly engaged professional society to encourage lifelong learning, which is crucial for the World Heritage Convention implementation and operational guidelines for world heritage modification. We invited heritage protection institutions, museum employees, policy-makers and other stakeholders to attend the lectures. Attending the Module enabled all learners to acquire skills and competencies needed for their employability by ensuring high-quality teaching and improving the attractiveness and efficiency of education, which enhanced their employment opportunities. The idea

20 V. Apaydin, *Critical Perspectives on Cultural Memory and Heritage Construction, Transformation and Destruction*, London 2020; Ć. Gir, *Digitalna kultura*, Beograd 2011; A. Hepp, *Transcultural Communication*, Oxford 2015; UNESCO, *Convention on the Protection and Promotion of the Diversity of Cultural Expressions*, 2005. <https://www.unesco.org/creativity/en/2005-convention> (accessed May 2023); F. Cameron, S. Kenderdine, *Theorizing Digital Cultural Heritage – A Critical Discourse*, Cambridge, Massachusetts and London 2007.

21 *The Work Plan for Culture 2019–2022*, 2018. [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52018XG1221\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52018XG1221(01)) (accessed April 2023).

was to combine full-time students and professionals in the same learning groups to provoke discussions during workshops and to integrate formal and informal education. Module participants also had the opportunity to discuss theoretical and practical issues related to European cultural policy with the carriers and implementers of the project Novi Sad 2022 – European Capital of Culture, within the workshops.

IMPACT, DISSEMINATION AND RESULTS OF THE MODULE

IMPACT

Lectures were designed for the Master and PhD students of the University of Novi Sad, who have already gained a certain degree of professional knowledge and skills. The focus was on the students who do not automatically come in contact with European integration studies, namely: engineering profile students of Faculty of Technical Sciences (architecture and urbanism, spatial planning, civil engineering, etc.); students of Faculty of Science (tourism, geography), Faculty of Philosophy (sociology, history, history of art); but also students of Faculty of Law and Faculty of Economic, who are expected to be deal with the field of the European studies to the greater extent. As the Module adopts an interdisciplinary approach to cultural heritage from the European perspective, interest in different student profiles was assumed. Upon successful Module completion, students could demonstrate knowledge and understanding of basic concepts and principles of EU cultural policy and the ability to apply that knowledge in solving quantitative and qualitative problems in this and related areas. Processed thematic units raised awareness of European integration processes among participants and encouraged further interest and research related to the topic.

DISSEMINATION

Dissemination of the project results was a significant activity during the project's lifetime. Considering the type of proposed project and its target groups, with broad categories of interest, we planned main activities to raise awareness about an interdisciplinary program which offers basic knowledge on heritage studies and the role of cultural heritage in European integration.

At the beginning of the project, the approach was based on creating a web page which contains all the official information about the project, teaching activities and events. Anyone interested in the project could apply through the project web page. Regarding the target groups for this project, students and professionals from different areas of expertise, creating a website was considered a sure and available tool for promotional activities.²²

The sustainability of project results was another necessary issue of the project. We incorporated the Module segments in the curriculum of the Master program

Architecture and Urbanism. Furthermore, based on the Module *Strengthening European Cultural Identity through Interdisciplinary Heritage Studies*, the University of Novi Sad will try to implement the first master program in the field of heritage studies in Serbia in the following call for ERASMUS Mundus Joint Master Degrees. An additional benefit of the Module incorporation is a network of academic experts and practitioners.

RESULTS

1. Workshop / Novi Sad – A modern European city

During the two-day workshop at the Cultural Station Svilara on February 27 and 28, 2020, students developed project proposals for selected public buildings from the interwar period nomination for the European Heritage Label. Does interwar modernism in Novi Sad have a European character? This question we tried to answer during the workshop, offering project ideas based on the following elements: raising awareness of the European significance of the site, in particular through appropriate information activities, signage and staff training; organizing cultural, artistic and educational activities that strengthen the sense of belonging to common space; promoting multilingualism and facilitating access to the site using several European languages; participation in the activities of other European sites that have already been awarded the Label, all to exchange experiences and launch joint initiatives; increasing the visibility and attractiveness of sites on a European scale, inter alia through the use of opportunities offered by new technologies, digital and interactive means.

2. Workshop / Novi Sad – European Capital of Culture

During the workshop held at the Novi Sad Railway Station on July 9, 2020, architecture students revived the station's premises with new content. The railway station, a post-war modernist beauty, represented a step forward in conceptual, functional, constructive, and urbanistic terms. It was and still is the city gate! However, 60 years later, the representative "miracle of architecture", due to non-investment and lack of maintenance, has become a dilapidated silhouette of a great past. Students have developed great concepts for the cultural heritage of Novi Sad presentation, the future European Capital of Culture, within the station, which is crucial for the affirmation of the city's European values. Students have presented their projects on the facade of the station building (fig. 1).

3. Workshop / Decoding Novi Sad interwar modernism - ModerNS Pop-Up

The 'ModerNS Pop-Up' workshop was held in Cultural Station Svilara on February 24 and 25, 2020, as part of the Decoding Interwar Modernism of Novi Sad project. The workshop, attended by students of the Department of Architecture and Urbanism of the Faculty of Technical Sciences, University of Novi Sad, opened the question of the European character of interwar modernism in Novi Sad. Within the workshop, the students tried to find an answer by summarizing the results of their previous research through four thematic frameworks: culture, politics, economy and entertainment (fig. 2).

4. Workshop / Railway Heritage of Novi Sad

4th-year undergraduate and master students in Architecture and Urbanism, Faculty of Technical Sciences in Novi Sad, during the summer semester 2020/21 researched the railway heritage of Novi Sad, with a focus on the Shunting station with a furnace. Within the workshop held on July 7, 2021, students explored the possibilities of multimedia presentation of crucial European values of the railway heritage of Novi Sad, all in the context of marking the European Year of Railways 2021. Students projected ideas on the facade of the station building.

5. Workshop / Cult(o)ures of Novi Sad – 3 faces of one city

The workshop was at Cultural Center Lab, on February 02, 2022. The various social, political and cultural circumstances in which Novi Sad developed from the beginning of the 18th century to the beginning of the 1990s determined the character of its cultural heritage. We dealt with politics, religion, culture, art, economy, crafts, hospitality, education, traffic, housing, entertainment, sports, fashion, and design aiming to recognize, understand, value, (re)interpret and promote the cultural heritage of Novi Sad from the period of Habsburg rule, the Kingdom of Yugoslavia and SFRY, in a local and European context. We discovered many unknown details from the history of our city! (fig. 3).

6. Workshop / Accents of the industrial past of Veliki Liman – from cement miniatures to concrete giants

Within the Jean Monnet Module during the summer semester 2021/22, students of the Master of Architecture and Urbanism, Faculty of Technical Sciences, researched the industrial heritage of Veliki Liman. One of the Module goals was the reading and interpretation of (multi)national cultural heritage as a product of intercultural dialogue and an integral part of the broader European cultural space. Accordingly, we tried to discover the invisible layers of the researched location, unknown narratives of forgotten history, and intangible dimensions of industrial heritage, all in the desire to promote local industrial heritage and its (re)integration into the broader Central European cultural context. The workshop showed conceptual solutions for the conversion and renovation of the Beton complex (fig. 4).

7. Conference / European railway heritage – euRAILher

The international conference European railway heritage – euRAILher was held on October 16, 2021, in the Cinema Hall at the Novi Sad Railway Station, as part of the ERASMUS Days 2021.²³ Participants were Anica Draganić, Vladimir Hain, Maria Siladi, Cristian Graure, Ferenc Nemet, Dragana Konstantinović, Dušan Ristić, Miroslav Vujičić, Časlav Kalinić, Cezar Morar. The relevance of the chosen topic is reflected primarily in its European character, which is based on the topic actuality – the European Year of Rail

23 Erasmus days, 2021, <https://www.erasmusdays.eu/event/european-railway-heritage-eurailher/> (accessed October 2021).

2021.²⁴ European Year of Rail aimed to raise public awareness of the historical, social, cultural and economic significance of the railway, which has always been a generator of development and integration across Europe. The goals of the euRAILher round table were to raise the level of awareness of the local community about the values and potentials of the railway heritage, increase interest in the shared European railway heritage, improve access to the railway heritage and develop its cultural and tourist potential.²⁵ Popularizing the cultural and historical values that the railway heritage possesses should strengthen belonging to the Central European context. The conference was followed by the exhibition Railway Heritage of Novi Sad (fig. 5).

CONCLUSIONS

Jean Monnet Module *Strengthening European Cultural Identity through Interdisciplinary Heritage Studies – euCULTHER* has been implemented in the curriculum of Architecture studies at the Faculty of Technical Sciences. During three school years (2019–2022), architecture students were mentored by an interdisciplinary team in researching the European values of Novi Sad architecture.

The spatial research framework was fixed, determined by the territory of the city of Novi Sad, and the time frame varied and moved from the beginning of the 18th century to the end of the 20th century. The thematic research framework was determined by different functions: politics/management/administration, religion, culture/art, economy/industry, trade/crafts, hospitality, education, traffic, housing, entertainment/leisure/sports, fashion/design, etc.

Despite different specific goals, the researchers always had one common crucial goal – the determination of European values to raise awareness of the European importance of Novi Sad's heritage, strengthen the sense of belonging to the common European space, promote interculturalism, and increase the recognition and attractiveness of local heritage on a European scale.

The results of historical and theoretical research, case studies and comparative analyses carried out during the semester of individual or small group work were checked on specific tasks within two-day interdisciplinary workshops, realized at the end of each semester. The outstanding results of the workshops, intended for different target groups, starting from preschool children to tourists, were then publicly presented in various formats, such as public debate, exhibitions, publications, conferences, and architecture salons, to strengthen the European cultural identity of the professional and broader local community.

Networking of different local and international institutions and actors and forming new young heritage professionals has a crucial role in heritage preservation. Therefore, the Module can also significantly contribute experiences essential for new insights and new ways of implementing the World Heritage Convention.

24 European Year of Rail, 2021, https://europa.eu/year-of-rail/index_en (accessed October 2021).

25 *European railway heritage*, (ed.) A. Draganić, Novi Sad 2021.

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ИНТЕРДИСЦИПЛИНАРНЕ СТУДИЈЕ НАСЛЕЂА – ЖАН МОНЕ МОДУЛ

Жан Моне Акције се спроводе у оквиру програма Еразмус+ за подршку учењу, истраживању и дебатама о различитим аспектима Европске уније.

Иако је европска димензија инхерентно присутна у оквиру академских студијских програма на Универзитету у Новом Саду, она никада није била у фокусу студија културе. Значај европске културне традиције и праксе препознат је у оквиру студија архитектуре на Факултету техничких наука у настави европске и националне историје архитектуре, али без могућности значајнијег истицања европски оријентисаних тема у оквиру постојећих наставних планова и програма.

Штавише, у Србији још увек нису развијене интердисциплинарне студије наслеђа, али се поједини сегменти културног наслеђа изучавају у оквиру различитих наставних планова и програма на департманима за архитектуру, историју уметности, археологију и туризам. Због свега наведеног, Универзитет у Новом Саду је желео да уведе студије наслеђа интердисциплинарног и европско оријентисаног карактера.

У оквиру Еразмус+ позива за 2019. годину, Универзитет у Новом Саду је добио суфинансирање за Жан Моне Модул Јачање европског културног идентитета кроз интердисциплинарне студије наслеђа – euCULTHER, који је реализован у периоду 2019–2022.

Основна сврха пројекта била је успостављање серије предавања везаних за област културног наслеђа као значајног аспекта процеса европских интеграција. Културна политика представља значајне елементе економске и социјалне кохезије у контексту европских интеграција, док је културно наслеђе препознато као манифестација културне разноликости и ресурс за одрживи културни, друштвени, еколошки и економски развој. С друге стране, јачање међународне културне сарадње, уз јасне иницијативе и партнерства у сектору културе, значајна је компонента у европским интеграцијама Србије. Стога смо препознали значај увођења и унапређења разумевања ових питања међу садашњим и будућим истраживачима и практичарима у сектору културе у нашој земљи.

Модул је дизајниран за студенте који не долазе аутоматски у контакт са студијама европских интеграција. Модул је усвојио интердисциплинарни приступ, фокусирајући се на подизање нивоа свести о значају превазилажења културних граница у европском и светском контексту, читање и тумачење (мулти)националног културног наслеђа као продукта интеркултуралног дијалога и саставног дела ширег европског културног простора, идентификовање и контекстуализацију динамичких питања културних идентитета из педагошке и истраживачке перспективе, дизајнирање вишедимензионалних, културно прикладних и иновативних процеса наставе и истраживања, као и ширење резултата пројекта различитим групама корисника.

Претпостављало се да ће предвиђена серија предавања о политикама и развоју европске културне баштине подстаћи интересовање студената за тему, проширити и продубити знања учесника и подстаћи већи степен стручне сарадње, јер је Модул био отворен за студенте као и за професионалце који раде у овој области.

Резултати историјских и теоријских истраживања, студија случаја и компаративних анализа спроведених током индивидуалног рада или рада у малим групама проверавани су на конкретним задацима у оквиру дводневних интердисциплинарних радионица, реализованих на крају сваког семестра. Изузетни резултати радионица, намењених различитим циљним групама, почев од деце предшколског узраста до туриста, потом су јавно представљени у различитим форматима, као што су јавна дебата, изложбе, публикације, конференције, архитектонски салони, у циљу јачања европског културног идентитета у оквиру стручне и шире локалне заједнице.

Пројектом је остварен очекивани допринос у изградњи капацитета људских ресурса, повећању стручности и интегрисаном интердисциплинарном приступу заштити и промоцији европске и светске културне баштине као заједничког ресурса и носиоца заједничког идентитета.