EUROPEAN CITIES IN THE PROCESS OF CONSTRUCTING AND TRANSMITTING OF THE EUROPEAN CULTURAL HERITAGE. INTERNATIONAL CURRICULUM FOR UNDERGRADUATE AND MASTER STUDENTS.

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Uniwersytet Jagielloński (PL) – coordinating institution

Universidad de Deusto (ES) – partner institution

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Investigating the city

This chapter discusses how European cultural heritage is constructed and transfered within the urban space. The chapter is an output of the implementation of the Erasmus+ Program project addressed to bachelor's and master's level students as well as academic lecturers. The project concerns shaping and transferring the cultural heritage of Europe, its multicultural image, international character, which are the basis for shaping the sense of social and cultural unity of Europeans and the strengthening of European identity and active citizenship; the presence of European cultural heritage in selected partner cities. Considering the methods of data processing related to cultural heritage, exploration of the urban space's resources, its spatial construction and architectural structure, in which cultural and social matter is formed and functioning as part of the broadly understood heritage, it is essential in first place to define the basic concepts that will determine the area of research and indicate selected research methods used in social sciences. The list of concepts requiring definition and broader explanation in the context of planned research activities should include: a city - the subject of the study, understood as a physical, social and cultural space; cultural heritage; and methods of social research.

The first concept that requires clarification, which will indicate "where the research will be carried out" is the city understood as an urban space. In the literature on the subject matter, the city is defined in a plethora of approaches. Consequently, the city is being conceptualised as an abstract place of manifestation of special social phenomena as well as it is approched in terms of inclusion/exclusion factors such as spatial and geographical determinants of the border between what the city is and what does not belong to it anymore[1]. It is argued that the city is perceived not only on the basis of the range of buildings, the functionality of institutions, physical designation of its borders with urban walls or natural barriers of water or mountains, but also, and perhaps more importantly, it is based on the human and cultural component, specific lifestyle of residents , the type of professional activities they carry out, forms of social organisation, specific symbolic codes and ways or the ability to understand them[2].

[1] M. Malikowski, *Socjologiczne badanie miasta* [Sociological exploration of the city], WSP w Rzeszowie, Rzeszów 1992, pp.7-16

[2] B. Jałowiecki, M.S. Szczepański, *Miasto i przestrzeń w perspektywie socjologicznej* [The city and the urban space in a sociological perspective], Wydawnictwo Naukowe SCHOLAR, Warszawa 202, pp.19-40

Nowadays, the number of inhabitants of the cities is no longer their main criterion of their typology. It is their functionality and relationship with natural environment that are taken into consideration as well However, some scholars, especially those paying special emphasis on statistical data anaysis, apply this criterion, typolgysing small cities (50000-200000 inhabitants) , medium cities (200,000-500,000 inhabitants) and big cities (500,000-1.5 million inhabitants), as well as large metropolises inhabited by over 1.5 million inhabitants.

Researchers emphasise the changes in the organisational and geographical structure of cities, pointing to the transition from a clearly defined city surrounded by walls and moats, through post-modern cities with a clearly defined functional and cultural boundary down to contemporary cities, territorially dispersed and still growing, where the cultural boundary between the city and the non-urban space is less and less relevant.

In the geographical space of the city, depending on its type, some researchers identify as follows: a/ monocentric, b/ polycentric cities and c/ cities without clearly drawn contours of leading zones; d/ cities with clearly distinguished, densely populated central business districts as e/ numerous subcentres with adjacent internal and external residential areas containing trade and service corridors. An emphasis here is paid to the interurban zones that do not belong to the city "yet" and do not belong to rural areas "already"[3].

Urban space researchers draw attention to the phenomenon of urbanisation, which is a global and multi-faceted socio-economic process related to scientific and technical progress. They also pay an emphasis on increased mobility, change in relations and social ties (including the family model) and changes in desirable life styles. Daniela Szymańska and Michał Korolko for that matter argue that the urbanisation process is a civilisational accelerator as it triggers and diversifies social and economic activity, generates creativity and increases production efficiency[4].

It is Marian Malikowski's approach that will be applied here for the purpose of discussing ways of analysing and exploring the city in the context of its culture-forming role, and in order to adopt relevant research methods that will reflect on how selected European cities care about their cultural heritage, how they carry out cultural heritage policy, and how and what do they transmit to their inhabitants and future generations.

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[3] Redefining „urban": A new way to measure metropolitan areas. OECD 2012, OECD Publishing, http://dx.doi.org/10.1787/9789264174108-en (dostęp 29.05.2019) https://read.oecd-ilibrary.org/urban-rural-and-regional-development/redefining-urban_9789264174108-en#page17 pp. 16-18

[4] D. Szymańska, M. Korolko, *Inteligentne miasta. Idea, koncepcje i wdrożenia* [Intelligent cities. An idea, concepts and implementation], Wydawnictwo Naukowe UMK, Toruń 2015, pp. 20-27

Marian Malikowski's approach emphasises the city's active participation in the interplay of human and urban substance. It defines the city as: "a compact space, isolated from the environment, individualised with a shaped settlement centre inhabited by non-agricultural population, which produces goods material, services and values, and reproducing their abilities to work and social life, particularly strongly affects their spatial environment and its impact"[5].

In this definition, the element of conceptual interdependence deserves special attention, namely an interplay between the phenomenon of accepting the impact of the city and the active involvement of the subject (community/individual inhabitant) in creating and constructing the living environment, as well as building the cultural potential of the place of residence. This project defines the city as a research area, as well as a tool for building and discovering common elements of the cultural heritage of European countries and shaping the multi-dimensional identity of Europeans. This is particularly important in times of increased migration and mobility as well as the phenomenon of cultural diffusion and transformation.

Following these definitions, we can explore the city in the aspect of inanimate matter, and then we will be able explore the nuances of architecture and urban planning. We will also be able to analyse the forms and types of urban transport, the distribution of office buildings and service and commercial centers, urban greenery planning. In the context of social life these approaches allow for analysing the employment structure, elements of social policy, including the so-called ghettoization, or spatial division of the city that builds, sustains or strengthens social divisions and inequalities, which in practice means districts in the area of the city dedicated to particular groups of divisions, eg: housing estates inhabited by the rich, housing estates that are inhabited by the poor residents, areas inhabited by representatives of minorities (religious or ethnic), the functioning of particular social groups. Last but not least, these approaches enable to reflect on cultural aspects such as the presence of European, national, regional and local heritage broadly understood.

A significant aspect of space exploration in the context of the dissemination of elements of cultural heritage is to examine the accessibility of public spaces that "can invite and be easily accessible, thus encouraging people and their activities to move from private to public space. Conversely, public spaces can be designed so that it is difficult to to access them both physically and psychologically"[6].

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[5] M. Malikowski, *Socjologiczne badanie miasta* [Sociological exploration of the city], WSP w Rzeszowie, Rzeszów 1992, p.16
[6] J. Gehl, *Życie między budynkami. Użytkowanie przestrzeni publicznych* [Living among the buildings. Uses of the public space], Wydawnictwo RAM, Kraków 2009, p. 113

With reference to the major assumption of the paper related to indicated partner cities, this research will cover cities with clearly defined boundaries. They are the following: l'Aquila in Italy , Banská Bystrica in Slovakia, Bilbao in Spian and Kraków in Poland. Each of these cities has a market square that brings together cultural and social life as a centre of political and business activities. Around each of these centres, smaller centres grew. Thnye are filled with the symbolism of the place being a testimony of closer or further history. Each of these cities is active and builds its potential intensively.

The concept that will answer the question "what we are looking for and what we will examine" is the concept of cultural heritage broady understood. It determines the scope and content of exploration. It includes stories of people and places; the goods of both material culture (movable and immovable monuments) as well as immaterial (transmitted by means of tradition and oral communication); spiritual achievements and catalog of shared values; the achievements of science and art left by previous generations. Some emphasise that heritage, in addition to the determinants described above, includes the environmental effects that have occurred over the course of time from the interaction between people and the environment as well. The close relationship between the man and the cultural environment created, which has a meaningful and important character results in an imperative to its protection and generational transmission. It is always defined in a particular way, even if some of its elements constitute universal values and have a pan-European or global meaning (often inscribed on UNESCO World Heritage List)[7].

Although the concept of heritage concerns the whole of the past events, transformations and achievements of humanity, it needs to be emphasised that its promotion and protection is always selective. It means that it is only some selected objects, which in a given historical moment are considered by generations to be worth preserving and passing on to the next generations.

An important feature of cultural heritage is its interactive and permanent process of creation, both in the macro sac (through the actions of large social groups or as a result of historical events), as well as in the micro scale (through the actions of individuals or small social groups). Thus, every generation, every single person is both a discoverer, a recipient of the cultural achievements of the previous generations, as well as a participant in the process in

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[7] Ochrona dziedzictwa kulturowego. Narodowy Instytut Dziedzictwa [Cultural heritage protection. National Heritage Institute] https://www.nid.pl/pl/Informacje_ogolne/Ochrona_dziedzictwa_kulturowego/ (accessed 20.05.2019)

which cultural heritage is undergoing re-construction and re-creation. Consequenlty, cultural heritage becomes a legacy for future generations.

Heritage is most often associated with cultural accomplishments of the ancestors. However, it also contains the achievements of the unwanted past. The past that is either rejected or difficult and embarrassing to accept (eg Holocaust, persecution, the effects of wars - including religious wars, etc.). In the Polish case, this has been particulary relevant for the heritage of Jedwabne murder or the Polishness of the western territories.

An important feature of cultural heritage is its huge diversity and multifacetedness, which can be analysed at the global, European, national, regional and local level taking into account the context of the European Union structures and national categories.
In scholarly debate at the level of the European Union we can identify the following elements of cultural heritage:

- "Material heritage – such as buildings, monuments, objects, artefacts, clothing, works of art, books, machines, historic cities, archaeological objects.
- Intangible heritage - practices, habits, expression, knowledge, skills that people value, and related instruments, objects and cultural spaces. It includes language traditions, performing arts, social practices and traditional handcraft.
- Natural heritage - natural environment, flora and fauna.
- Digital heritage - resources that have been created in digital form (for example, digital art or digital animations) or which have been digitised in order to preserve them (eg written texts, photos, video material, CDs)"[8].

While conducting research, describing its results, the researcher makes a specific selection and thus indicates which elements of cultural heritage will be explained, remembered and passed on to subsequent generations. It is this awareness of the multidimensionality of research and the subject matter that allows us to draw a broad perspective on phenomena, where the relationship between the past and the future can be seen from the perspective of the present day.

The main theme of the project is cultural heritage, so all analyses will be conducted from this point of view. Sociologists, anthropologists and other cultural researchers have a wide catalog of methods, forms and research means that will show the researcher "how to study" cultural phenomena and heritage, and how to analyze the results of these studies. For the

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[8] Europejski Rok Dziedzictwa Kulturowego 2018 [European Year of Cultural Heritage], Europa. EU, https://europa.eu/cultural-heritage/about_pl (accessed 29.05.2019)

purpose of this project, it is the the most relevant cases from the point of view of the project's goals, which will be selected and explored.

In social science, one can conduct research directly or indirectly, and analyse their results quantitatively or qualitatively. Intermediate research methods do not require the presence of a researcher in the examined place or situation. It is enough to visit a library, archive or museum, watch a film or an exhibition of photos, to find sources describing and characterizing the subject of research, to get acquainted with the existing cultural heritage. Inactive methods include content analysis, analysis of existing statistical data, and historical-comparative analyzes. In this case, the researcher uses the results of studies available, indicators, lists of cultural goods, photo collections, illustrations, ethnographic descriptions, existing interpretation of the source material, or selected elements of it; which then should undergo a new, own analysis.

The category of indirect methods includes also research which, although conducted directly with the respondents, takes place without the need of physical presence of the researcher during the exploration, while using modern technologies; e.g. surveys, questionnaires / interviews, postal and press surveys; or telephone[9].

Direct research allows the researcher to personally learn the source of information as well as to independently experience and record phenomena observed. Field research is optimal method of immersion into the environment under investigation is field research, including participatory observation (apart from the method of hidden and free observation); where the researcher personally learns, experiences and analyses the observed phenomena or objects by participating in everyday life of the observed community. This enables the researcher to enrich or modify his/her observations. Moreover, the set of questions can be adapted to a given situation or person, which can result in more detailed findings.

The catalog of direct methods includes: interviews (both individual and group ones, also known as focus group method) conducted with the personal participation of the researcher; a monographic study including a detailed analysis of the selected object / phenomenon / social group; the method of individual case analysis (case study), including „telling the story", i.e.

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[9] S. Kaczmarczyk, *Klasyfikacja metod zbierania danych ze źródeł pierwotnych w badaniach marketingowych* [Marketing primary sources data collection typolgy], Uniwersytet Mikołaja Kopernika https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=2ahUKEwiL2YbSl__iAhVFZl AKHSA9B-gQFjAAegQIBRAC&url=http%3A%2F%2Fcejsh.icm.edu.pl%2Fcejsh%2Felement%2Fbwmeta1.element.deskli ght-05d37123-6d17-495e-bf78-2d0143c4dfaa%2Fc%2F05_Kaczmarczyk_Klasyfikacja_metod_zbierania_danych.pdf&usg=AOvVaw1oMooK RDWR4DDBwJpbcBwS (accessed 22.06.2019)

registration of stories and memories of the inhabitants; a diagnostic survey method allowing for understanding and describing phenomena and processes taking place in communities[10].

In social urban studies, in addition to photographic documentation prepared by the researcher, an analysis of drawings is also applied. This method allows to get information on how residents see a specific space, what elements of the city / space are important to them, how their place of residence impact their awareness and shapes local identity. Including non-professionals in professional spatial, architectural or landscape planning is a method that allows to learn the preferences and opinions of inhabitants of the place.

In social research, in relation to the issue of shaping and transferring cultural heritage, this method along with registering statements and stories of residents, can be very useful in understanding the scope and content of the memory of the past. It also allows to understand cultural heritage and its interpretation in everyday life by common people. It can be adopted to explain how the city, understood as an urban and socio-cultural space, cares about shaping and transferring cultural heritage to its inhabitants. The definitions and key terms mentioned above guide the researcher how to concdeptualise and operationalise the subject and scope of the study and suggest methods for their conduct. In the context of the leading theme of the project, namely: "European cities in the process of creating and transferring European cultural heritage", the researcher will look for the elements of cultural heritage listed above as well as he/she will ask which of its elements are an important factors that are remembered and which ones are neglecte. All of these happens in the context of identity building processes at the local, regional, national and European level.

The research area of the project includes also preservation of cultural and historical memory, both in the individual and collective dimension, represented by individual people or local communities. Does the city respond to the challenges of new social groups that arrive to it in subsequent migratory waves and whether the elements of their heritage brought by these communities find their place as one of the elements of the local and European puzzle? Most probably the list of such research questions cannot be concluded definitely because the European cultural heritage is a multi-faceted and infinite concept and the city is a scene where every day creation and transfer of the European cultural heritage happen.

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[10] E. Babbie, *Badania społeczne w praktyce* [Social research in practice], (red. naukowa A.Kłoskowska-Dudzińska), PWN, Warszawa 2006.

Additional information:

1. The scope of the e-tutorial:
a) Analysis of individual research methods adopted to the research project,selected by the student, research planning, creation of research tools, support during the development of research results.

2. Topics of e-lectures presentations on-line:
a) examination of the city (introduction to research),
b) indirect methods of social research,
c) direct methods of social research
3. Module test questions: City research:
a) List and justify the selection of the three most useful research methods in your project.
b) What elements of cultural heritage can be subject to direct research?
c) List three significant elements of the local cultural heritage in your town and describe the methods you will use to investigate them.