University of Gdańsk

Subject card

| | | | |
|---|---|---|---|
| Subject name and code | Middle Eastern Tourist Centers, PG_00183850 | | |
| Field of study | Sightseeing and Historical Tourism | | |
| Date of commencement of studies | October 2026 | Academic year of realisation of subject | 2026/2027 |
| Education level | Master's studies | Subject group | Obligatory subject group in the field of study |
| Mode of study | full-time studies | Mode of delivery | at the university |
| Year of study | 1 | Language of instruction | Polish |
| Semester of study | 1 | ECTS credits | 1.0 |
| Learning profile | academic | Assessment form | credit |
| Conducting unit | Division of Methodology of History, History of Historiography and Archival Science -> Institute of History -> Faculty of History -> Rector | | |
| Name and surname of lecturer (lecturers) | Subject supervisor | dr Zbigniew Landowski | |
| | Teachers | dr Zbigniew Landowski | |

| Lesson types | Lesson type | Lecture | Tutorial | Laboratory | Project | Seminar | SUM |
|---|---|---|---|---|---|---|---|
| | Number of study hours | 0.0 | 15.0 | 0.0 | 0.0 | 0.0 | 15 |
| | E-learning hours included: 0.0 | | | | | | |

| Learning activity and number of study hours | Learning activity | Participation in didactic classes included in study plan | Participation in consultation hours | Self-study | SUM |
|---|---|---|---|---|---|
| | Number of study hours | 15 | 2.0 | 8.0 | 25 |

| | |
|---|---|
| Subject objectives | To familiarize students with tourist centers in the Middle East. The diversity of these centers. Obtaining by the student basic knowledge about the history and culture of the Middle Eastern countries, necessary for the proper understanding of their societies, their cultural roots and the most important conditions of current socio-political life |

## Learning outcomes

| Course outcome | Subject outcome | Method of verification |
|---|---|---|
| [KiTHMU2_W01] Possesses advanced and well-structured knowledge of the history and cultural history of Europe and the world, and understands in depth the complex and multidimensional relationships between historical facts, processes, and phenomena, as well as their significance from social, cultural, and civilisational perspectives | Has extensive and structured knowledge of the history and culture of Europe and the world, and has a deeper understanding of the multifaceted connections between various facts and phenomena from the past (especially in relation to the Middle East). | [SW1] oral statement/ conversation/discussion<br>[SW2] presentation/project/paper/ report |
| [KiTHMU2_U06] Can lead a debate; argues and justifies his/ her position in the scientific discussion, using his/her own knowledge and research experience, as well as the views of representatives of various streams of humanities and social sciences | The student is able to lead a debate on the Near Eastern tourist destinations; argues and justifies his/her position in a scientific discussion, using knowledge and his/her own research experience, as well as the views of representatives of various trends in the humanities and social sciences. | [SU1] oral statement/conversation/ discussion<br>[SU2] presentation/project/paper/ report |
| [KiTHMU2_W04] Has in-depth knowledge of selected issues in the field of history and science of management and quality | Has in-depth knowledge of selected issues in the field of history and science of management and quality, especially in relation to Middle Eastern tourist centers | [SW1] oral statement/ conversation/discussion<br>[SW2] presentation/project/paper/ report |
| [KiTHMU2_K08] Strives for objectivity in the approach to social communication, identifies and critically evaluates manifestations of the instrumentalization of knowledge by national, social and political groups | Student Strives to be objective in the approach to social communication, demonstrates responsibility and civil courage in opposing the instrumentalization of knowledge by national, social and political groups, especially in relation to<br>Middle Eastern tourist centers | [SK1] oral statement/conversation/ discussion<br>[SK2] presentation/project/paper/ report |

## Subject contents

The most important tourist regions in the world include - from the Middle East and Maghreb - Egypt, Tunisia, Morocco, the Holy Land
and Mecca/Medina. However, their specificity and tourist availability vary significantly. Differences between cultures are also visible in the different
perception of tourist centers, including pilgrimage centers. Not only climatic values, but also cultural and civilizational differences
and other traditions, also determine the tourist attractiveness of centers located in North Africa and the Middle East.
1. Resorts (e.g. in Egypt, Tunisia, Morocco, Israel).
2. Shopping and entertainment centers (e.g. in the Emirates, Beirut).
3. Clusters of archaeological monuments - travels in time and space (e.g. in Jordan, Egypt, Yemen, Israel).
4. Centers of pilgrimage, i.e. religious tourism (e.g. Jerusalem, Mecca). The jewels of their sacred architecture.
5. The most important urban tourist centers in the Maghreb (Morocco, Tunisia).
6. The most important urban tourist centers in Mashrek (Yemen, Jordan, Israel).
7. The most important urban tourist centers in Egypt.
8. "Green" tourism and its centers - national parks and the most important reserves of North Africa and the Middle East.
9. Qualified tourism centers (alpinism, free diving, etc.).
10. Other tourist attraction centers of North Africa and the Middle East (M. Martwe, Nile, etc.).
11.Middle East geography, religions, languages. Countries and their populations. Arabs ethnogenesis and identity issues. Multiculturalism
12. Nationalism and the formation of modern Middle Eastern states. The emergence and independence of the states of the Maghreb, Mashriq, Palestine,
Israel and Iran. Zionism. Revolution in Iran
13. Review of the historical political situation of the discussed countries in the 20th/21st century and current socio-political changes in the region.
14. The most important regional war conflicts (including the Israeli-Arab conflict, the Gulf Wars)
15. Panorama of the economic situation of the countries of the region
16. Confessional-ethnic issues and conflicts. Identity of minority groups (including Druze, Copts, Maronites)
17. Desecularization of political life: local political systems and ideologies. Islamization
18. An anthropological portrait of the region's communities: traditional social structure, tribalism. Patriarchy. Gender issues. Customs and
lifestyles
19. Contemporary cultural heritage: art, science, cultural institutions, icons and cult figures (e.g. Umm Kulthum, Fairuz, Ch. Dżubran, N. Mahfouz and G.
Nasser)
20. Globalization in the world of the Middle East. The role and place of pop culture and consumerism

## Prerequisites and co-requisites

## Assessment methods and criteria

| Subject passing criteria | Passing threshold | Percentage of the final grade |
|---|---|---|
| oral statement | 51.0% | 100.0% |

| | | |
|---|---|---|
| Recommended reading | Basic literature | M. Kobylińska , Dubaj, Zjednoczone Emiraty Arabskie i Oman.Praktyczny przewodnik, Pascal, 2013<br><br>Jerozolima i Ziemia Święta, Hachette, 2011 |
| | Supplementary literature | Emire Khidayer, Arabski świat, Prószyński 2012.<br><br>Andrew Humphreys, Cathy Lanigan, Jeff Williams, Bliski Wschód : Syria, Jordania i Liban, Bielsko-Biała, Pascal, 2001. |
| | eResources addresses | |
| Example issues/ example questions/ tasks being completed | Tematyka prezentacji zgodna z przedmiotem zajęć. | |
| Work placement | Not applicable | |

Document generated electronically. Does not require a seal or signature.