

NAME OF THE COURSE		Special Interest Tourism					
Code	EUTD02	Year of study	2				
Course teacher	Asst. prof. Ljudevit Pranić Assoc. prof. Smiljana Pivčević	Credits (ECTS)	5				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			26		26		
Status of the course	Elective	Percentage of application of e-learning	40				
COURSE DESCRIPTION							
Course objectives	To offer a theoretical framework underpinned by contemporary themes and cases, with emphasis on bridging the gap between theory and practice in the area of special interest tourism; to prepare and enable students to explain the characteristics and uniqueness of different types of special interest tourism and to practically solve real-world business problems.						
Course enrolment requirements and entry competences required for the course	Prescribed in the Bylaws of the Faculty of Economics.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>By the end of the semester, students should be able to (main learning outcome):</p> <ol style="list-style-type: none">1. Connect theory and practice of special interest tourism, explain the characteristics and uniqueness of different types of special interest tourism, and practically solve real-world business problems in the area of special interest tourism. <p>By the end of the semester, students should be able to (specific learning outcomes):</p> <ol style="list-style-type: none">1. Assess the role of special interest tourism within the chronological development of tourism;2. Describe and discern the fundamental features of the various customer segments in the area of special interest tourism;3. Understand and examine the main operational challenges in the context of organization and delivery of specialized leisure services;4. Critically evaluate the possible impacts of special interest visitors on residents and localities in destinations visited;5. Recognize why certain localities and resources are a good fit for the development and promotion of certain types of tourism;6. Identify potential costs and benefits from various market segments in certain destinations;7. Assess and critically appraise the (dis)advantages of using special interest tourism by small firms.						
Course content broken down in detail by weekly class schedule (syllabus)	Conceptual foundations for Special Interest Tourism	2	Course introduction and elaboration of the individual and group assignments. Assignment – part 1.			2	
	Special Interest Tourism – starting with the individual	2	Student-led thematic discussion and analysis. Recording students' in-class engagement (RSA).			2	
	Challenges, implications, and characteristics of supply and demand in the areas of regional	2	Student-led thematic discussion and analysis. RSA. Assignment – part 2.			2	

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	and rural tourism			Student-led thematic discussion and analysis. RSA. Written bi-weekly report on the progress of group projects.		2
	Challenges, implications, and characteristics of supply and demand in the areas of indigenous, tribal, and educational tourism		2	Student-led thematic discussion and analysis. RSA. Assignment – part 3.		2
	Challenges, implications, and characteristics of supply and demand in the areas of cultural, heritage, and geneological tourism		2	Student-led thematic discussion and analysis. RSA.		2
	Challenges, implications, and characteristics of supply and demand in the areas of health, sports, and bicycle tourism		2	Student-led thematic discussion and analysis. RSA. Written bi-weekly report on the progress of group projects.		2
	Challenges, implications, and characteristics of supply and demand in the area of enogastronomic tourism		2	Student-led thematic discussion and analysis. RSA. Written bi-weekly report on the progress of group projects.		2
	Challenges, implications, and characteristics of supply and demand in the areas of cruise and transport tourism		2	Student-led thematic discussion and analysis. RSA.		2
	Challenges, implications, and characteristics of supply and demand in the areas of photographic and geo tourism		2	Student-led thematic discussion and analysis. RSA. Written bi-weekly report on the progress of group projects.		2
	Challenges, implications, and characteristics of supply and demand in the areas of adventure and hunting tourism		2	Student-led thematic discussion and analysis. RSA.		2
	Challenges, implications, and characteristics of supply and demand in the areas of dark and movie tourism		2	Presentation and discussion of group projects. RSA.		2
	The future of Special Interest Tourism		2	Presentation and discussion of group projects. RSA.		2
	Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>online</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input checked="" type="checkbox"/> guest speakers	
Student responsibilities	In order to qualify for a passing grade, each student must successfully complete a thematic discussion, an individual assignment, a group project with a PPT presentation, and submit bi-weekly project progress reports.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research		Practical training	
	Experimental work		Report		Case study	1,5
	Essay	0,5	Seminar essay		Engagement	0,5
	Tests		Oral exam		(Other)	
	Written exam		Project	1,5	(Other)	

Grading and evaluating student work in class and at the final exam	<p>The final course grade is comprised of an in-class or online student-led thematic discussion (30%), an individual assignment (20%), a group project with a PPT presentation and bi-weekly progress reports (30%), and a student's in-class or online engagement (20%).</p> <p>The points scale for the final grade is as follows:</p> <p>0-59 = fail (1)</p> <p>60-69 = poor (2)</p> <p>70-79 = good (3)</p> <p>80-89 = very good (4)</p> <p>90-100 = excellent (5)</p>		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Jermstipparsert, K., & Suanpang, P. (Eds.). (2024). Special interest trends for sustainable tourism. IGI Global.		Merlin
	Agarwal, S., Busby, G., & Huang, R. (Eds.). (2018). Special interest tourism: Concepts, contexts and cases. CABI.		Merlin
Optional literature (at the time of submission of study programme proposal)	<p>Pranić, Lj., Pivac, S. & Mandić, A. (2024): „Soft skills’ infusion in tourism curricula: scale development and validation“, Anatolia, DOI: 10.1080/13032917.2024.2363804</p> <p>Pranić, Lj. (2023): „What Happens to the Entrepreneurial Intentions of Gen Z in a Crony Capitalist Economy Amidst the COVID-19 Pandemic?“, Sustainability, 15, 5750. https://doi.org/10.3390/su15075750</p> <p>Gulić, A. i Pranić, Lj. (2022): „An Exploratory Study on Rural Destination Quality and Behavioral Intentions Amid the Covid-19 Pandemic“, 5. međunarodni kongres o ruralnom turizmu, ISSN 2787-3668.</p> <p>Furčić, M. i Pranić, Lj. (2021): „What they say and what they do: Comparing destination marketing activities related to movie tourism in Croatia’s Zadar County“, 6th International Scientific Conference ToSEE - Tourism in Southern and Eastern Europe 2021, ToSEE – Smart, Experience, Excellence & ToFEEL – Feelings, Excitement, Education, Leisure, 283-302, e-ISSN 2706-2406.</p> <p>Jujnović, M., Pranić, Lj. i Šimundić, B. (2021): „Uloga ključnih dionika u razvoju ruralnoga turizma Dalmatinske zagore“, 2. međunarodna znanstveno-stručna konferencija za razvoj ruralnog turizma 2021, Održivi i odgovorni razvoj ruralnog područja, Zbornik radova, 33-52, ISSN 2787-3668.</p> <p>Pranić, Lj., Pivčević, S. i Garbin Praničević, D. (2021): „Top 30 soft skills in tourism and hospitality graduates: A systematic literature review“, 6th International Scientific Conference ToSEE - Tourism in Southern and Eastern Europe 2021, ToSEE – Smart, Experience, Excellence & ToFEEL – Feelings, Excitement, Education, Leisure, 637-656, E-ISSN 2706-2406.</p> <p>Other research papers and resources – to be handed out in the classroom or posted on Moodle.</p>		
Quality assurance	Monitoring student attendance and fulfilment of their course project and assignments (to be		

methods that ensure the acquisition of exit competences	<p>done by the teacher)</p> <p>Monitoring course performance (to be done by a vice dean)</p> <p>Analysis of the study program (to be done by a vice dean)</p> <p>Student course evaluation survey (University of Split, Center for quality assurance)</p>
Other (as the proposer wishes to add)	<p>The course instructor can host up to three guest speakers (industry practitioners), and students may take a course-related field trip or visit a company/organization.</p>