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Academic Prison of Ruprecht-Karls-Universität Heidelberg (Germany): Recognition and Promotion Strategies of this University Cultural Heritage Asset

106

Vítor Ferreira

Centro de Estudos de Geografia e Ordenamento do Território (CEGOT)

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Abstract

The need for differentiation of the territories has been stated by the recognition of their intrinsic particularities where Universities and their heritage assets gain a specific focus. This prominence is due to a successive extension of the notion of Cultural Heritage, or what some authors consider as a "triple conceptual extension" which is typological, chronological and geographical. The universities stood up in a territorial context, through their own civil and criminal courts, as a way to control academic activities and its regular functions. Beyond the intangible Universities' heritage, we're also looking to a material heritage embodied by buildings which registered the narratives of this regulatory power, or simply in which conditions they were applied. On this way, with this paper, it is intended to understand the knowledge beyond the recognition that different communities that vivify this heritage (residents and students) have regarding the Students' Prison in the city of Heidelberg (Germany). It is also intended to analyze how it is promoted by the Ruprecht-Karls-Universität of Heidelberg but also by the government of the city of Heidelberg. Even though it is considered a rare heritage, and also complex, as it integrates values and several material and immaterial narratives, there are few studies that analyze this patrimonial element. It is intended, through literature review and questionnaires, to trace the evolution of heritage property, the promotion and safeguarding policies but also to understand the interconnections that it has with public policies and other city's heritage assets.

Keywords: Students Prison, Promotion, Values, Recognition, Public Policies.

Resumo

A necessidade de diferenciação dos territórios tem sido pautada pelo reconhecimento das suas particularidades intrínsecas em que as Universidades e os seus bens patrimoniais ganham um foco particular. Esta proeminência deve-se a uma extensão sucessiva da noção de Património Cultural, ou aquilo que alguns autores consideram como uma "tripla extensão conceptual" que é tipológica, cronológica e geográfica. As universidades destacam-se no contexto territorial através da sua própria jurisdição crime e cível, como forma de controlar a atividade académica e o normal funcionamento desta. Para além do património intangível das universidades, existe também um património material incorporado pelos edifícios que registam as narrativas deste poder regulador, ou simplesmente em que condições este era aplicado. Neste sentido, pretende-se com este artigo compreender o conhecimento para além do reconhecimento que as diferentes comunidades que vivenciam este património (Habitantes e Estudantes) têm no que respeita a Prisão Académica da Universidade de Ruprecht-Karls de Heidelberg (Alemanha). Pretende-se, igualmente, analisar a forma como este património é promovido pela Universidade de Ruprecht-Karls de Heidelberg mas também pelo poder local da cidade. Embora seja considerado património raro, e também complexo na medida em que integra valores e narrativas materiais e imateriais diversas, existem escassos estudos que analisam este elemento patrimonial. Com este artigo pretende-se, através de revisão bibliográfica e inquéritos por questionário, traçar a evolução deste bem patrimonial, as suas políticas de promoção e de salvaguarda mas igualmente compreender as interconexões que tem com as políticas públicas e outros bens patrimoniais da cidade.

Palavras-chave: Prisão Académica, Promoção, Valores, Reconhecimento, Políticas Públicas.

1. Introduction

Globalization has brought renewed attention towards assets which allow the assertion of places in a context where they prevail as global culture (Ferreira, 2011; Serroy & Lipovetsky, 2010). Different consumer's experiences allows that culture and heritage assets gain a central place in this unbridled fight for affirmation. The process to this affirmation, usually, involves the draft of local and/or regional development strategies anchored in culture. This general concept of Culture we can find the heritage assets that have systematically anchored local development strategies and differentiation of territories in this global competition.

We could say that the evolution which the concept of Cultural Heritage has in recent decades, either in a conceptual level, it is a portrait of the legislative and directive growths, either having on national or international nature, but also a reflection of contemporary societies and the opening of the semantic gap of the concept.

A triple extension of the concept is now universally accepted and as mentioned by Vecco (2010) which consists of a typological or thematic issue, as objects are embodied in the concept which are not part of the traditional concept, and a geographic and chronological extension as it has been given heritage a status, adding that the patrimonial assets and monuments are not seen as isolated things, but in relation with the context, which implies the adoption of a holistic approach in its

questions. Based on the above, it is understandable that patrimonial assets are considered minor until then, compete in these local assertion strategies, either because of cultural or tourism aims, in parallel with larger estates. It's important to retain that the size of these patrimonial assets is more often the result of a more instrumental choice of the government (Heinich, 2009) than from the communities who experience it and for whom it has the same values of identity, memory and history.

Among the set of what could be considered smaller heritage assets in the city of Heidelberg (Germany) we found the case of this patrimonial asset belonging to the university. The Students Prison, known as "Studentenkarzer" of the Ruprecht-Karl-University of Heidelberg is qualified as part of a "versunkenen welt" (Schubart, 1994), meaning, in literal translation, what we might call the "lost world", is a witness of the jurisprudence of the University on a part of the territory and specific community.

The aim of this paper is to understand the knowledge and the recognition that different communities who live with this heritage have regarding the Students Prison in the city of Heidelberg in Germany. It is also intended to understand how it is promoted by the Ruprecht-Karls-Universität of Heidelberg and by the government of the city of Heidelberg.

Relating the methodology employed on this present paper, we focus our attention on the literature review about the Students Prison, complementing research with semi-structured interviews

and with a questionnaire directed to the population living or working in Heidelberg and also to the city's student population.

2. Historical Background

There are records which proves the Students Prison's existence in the Ruprecht-Karl- University of Heidelberg from mid-16th century (Schubart, 1994). It must be remembered that from the 13th century the judicial authority of the church representatives (Ridder-Symoens & Ruegg, 1996) had, to some extent, been transferred to the deans, the elected chiefs of the new universities. This power of European universities follows the constitution "*Habita*" published by Frederick I (Barbarossa) in 1155, which confers the right to any scholar to choose to be tried by their own teachers or by the courts of the bishop (Ridder-Symoens & Ruegg, 1996; Oberdörfer, 2005). Therefore, the universities organized their jurisdiction and the deans held in the jurisdiction of the civil lawsuits and in cases of minor offenses. The deans had, from the Middle Ages, to maintain discipline and preside over the court when the university gathered to judge and punish the members registered in the university who had transgressed the rules (Ridder-Symoens & Ruegg, 1996) (see figure 1).

The Ruprecht-Karl-University of Heidelberg is no exception in the application of judicial power and in 1394 (Oberdörfer, 2005; Bechert, 1995) the dean takes this power for himself, with the support of the Bishop of Worms, holder of judicial power in the city of

Heidelberg.

There are no traces of the different prison buildings in the city of Heidelberg, except for three cells underneath the stairwell that still lie on the ground floor of the "Alte Universität" built between 1712 and 1728 (Schubart, 1994). These three cells would be part of the building "Domus Wihelmiana" built in 1689 (or 1693) after a fire which destroyed the city. Today, we only found a wooden door that gives access to three cells and have been described by medical doctors (Schubart, 1994) as a hole, where no scholar should serve time or custody, as this would be a threat to his health (Bechert, 1995). The humidity and the cold would be the basis of this opinion, and alienates us from the idyllic picture, and truly odd, that would be described by Mark Taiwan in his trip to Europe and stay in Heidelberg at the end of the 19th century (Pieper, 2012).

The present prison, used as such since 1786, is the result of the restoration of a building constructed in 1736 and located at the current Augustinergasse 2, behind the "Alte Universität" (Oberdörfer, 2005; Schubart, 1994).

From 1868, with the "Gesetz über die der Rechtsverhältnisse Studierende in Baden", ends the civil and crime academic jurisdiction at the Grand Duchy of Baden (1806-1918), in which is located the city of Heidelberg. As mentioned by Oberdörfer (2005) this represents the end of a piece of the old universities. The Universities only retain the disciplinary authority over their scholars. The Universities found themselves drained of power by witch they were characterized and even

regarding the disciplinary power, it has been over time reduced, as shown by the "Gesetz über die der Rechtsverhältnisse Studierende" of December 23th 1871. This law arises to regulate the academic discipline and imposes, on its 5th article, four weeks as maximum sentence for incarceration in Students' prisons. With these regulations and the emptying power of the university institution, we can better understand the experience reported by Mark Taiwan (Pieper, 2012) on the disciplinary habits and uses on his description of the city of Heidelberg Students' prison.

Changes in society, progressively, make Students prisons's verdicts, especially at the end of the 19th century and early 20th century, lose meaning. The two last academic prisoners registered at the Heidelberg's Students Prison are from 1914 (Oberdörfer, 2005). But as mentioned by Oberdörfer (2005) we have to wait until the post-World War I so that the "Akademische Vorschriften für die Badischen Universitäten zu Heidelberg und Freiburg" on the 9th of April of 1920, stops to refer to the Students' prison verdicts regarding discipline. The old town of Heidelberg, where is the Students Prison and also the Castle are, since the 14th of January of 1998, protected and classified as Cultural Heritage, as the ordinance for the protection of the "Alt Heidelberg" areas as an overall site in accordance with the Section 19 of the Monument Protection Act (Overall Protection Ordinance). The defined area of Heidelberg is also classified as an historical site, the "Gesamtanlage Alt Heidelberg". This protection should ensure the appearance

of the old city center as it presents itself from outside, but also the appearance of the streets and squares with their historical building as seen from inside the city.

The Students Prison is also recognized as a Cultural Heritage asset under the Section 12 of the Monument Protection Act (Overall Protection Ordinance) as it has an artistic and local history value, because it's the expression on one side from the relations between the University's jurisdiction and the University's students (Stadt Heidelberg, 2003). It is added (Stadt Heidelberg, 2003) that there is also a cultural and historical value that states the development of the University, so as the baroque architectural history of the city.

We have to keep in mind that the University's jurisdiction has also a disciplinary side, so that detailed discipline orders for the students were issued at regular intervals (Cser, 2007) to avoid the disputes between students and town residents.

3. Recognition

This case study is established as an exploratory and initial study, about the identification of the populations with different Cultural Heritage in the city of Heidelberg, the values and the importance they attribute to it.

Heidelberg is a city of Germany located in the valley of the River Neckar, in northwest Baden-Württemberg and the fifth largest city in the state of Baden-Württemberg. It is an urban district or "Stadtkreis", which means that it has the state administrative district - "Kreis" and

depends on the "Regierungsbezirk" of Karlsruhe. The questionnaires are bilingual (German and English) and were conducted among two population groups defined, on the one hand, by Students of the Ruprecht-Karls-Universität Heidelberg, and on the other, by workers and residents in the city of Heidelberg, between November 2012 and April 2013. These questionnaires are based on a random probability sample constituted of 166 respondents in each population group defined. The setting this number of respondents is based on achieving a Confidence Level of 99% and 0.1 Margin of Error (Krejcie & Morgan, 1970; Kenny, 1986). All data were analyzed using the IBM SPSS Statistical Software Package for Social Sciences 20 © and MS Office Excel©. On the definition of the samples, the number 147 312 was taken as the total number of Residents of the city of Heidelberg on 31st of December 2011 (Schwarz, 2012) so as the total number of Students registered at the Ruprecht-Karls-Universität Heidelberg was 28 097 on the 1st of June 2012 (Karls-Universität Heidelberg, 2012) (see chart 1 and chart 2).

The Students sample (see Chart 1) is characterized by 40,40% of male respondents and 59,60% of female respondents. Regarding the Work/Live sample (see Chart 2), the sample consists of 39,20% of male respondents and 60,80% of female respondents (see chart 3).

The answer to the question whether they have visited the city's assets (see Chart 3), we can notice that the number of visits is considerably higher in the Work/Live sample, with 90,40%

referring a visit, opposed to only 72,30% of the Students sample who have visited an heritage asset in the city of Heidelberg (see chart 4).

When we look at the patrimonial assets that have been visited (see Chart 4) we can see that the list is pretty extensive, however the city's iconic heritage assets are those who predominate in the references made by the respondents. The Castle, with 44,26% of the Students sample and 34,91% of Work/Live sample, is mentioned among their visits. Among the most popular assets we also find the *Thingstätte/Heiligenberg*, the *Philosophenweg* and Museums. The Old Bridge, referred by 9,02% of the Students and 5,77% of the Work/Live sample, as well as the Old Town, referred by 12,70% of the Students and 15,49% of the Work/Live sample, are the most stated heritage assets among respondents. In the specific case of the Students Prison, we can verify that it is only referred, as a patrimonial asset visited, by 1,23% of Students and by 2,10% of the Work/Live sample.

Even if you consider the references to the University as a visiting heritage element, and then we would have to take into account that it's constituted by the Students Prison, as well as the Library, the *Alte Aula*, the *Hexenturm*, among others, the numbers increase significantly. We would reach with the sum of the two responses a total of 6,97% of Students and 11,02% of the Work/Live sample that visited this patrimonial set of the University. Note also that the University, whether as patrimonial set, isolated, and also the Students Prison, achieve higher levels of visits in the

Work/Live sample than in the Students sample. We can deduce, based on the number of visits verified in the two samples, that the presence of the students in University in their daily bases disqualifies the asset or at least reduces the significance of its visit (see chart 5).

The number of references to the University and the Students Prison, as heritage assets, doesn't follow what both samples consider in the answer to the question "Do you agree that the presence of the University of Heidelberg with its history adds a unique aspect to the city's heritage?". The values that the University represent, giving to the city a unique charisma, are visible (see Chart 5), and the large majority of the respondents agrees that the University for its history and presence in the territory, provides to the cultural heritage of city its specificity and uniqueness. We can see that 52,41% of the respondents in the Students samples strongly agree with that, but even more respondents, 63,86%, of the Work/Live sample state that the University gives uniqueness to the city's cultural heritage. The ratio of respondents that answered "Agree" to this question is 40,96% of the Students and 28,92% of the Work/Live sample (see chart 6).

With the answers given to the question "Beyond built heritage, how do you considered the intangible heritage (uses/customs/traditions), created by the existence of the University?" we can verify (see Chart 6) that the rate represented by intangible cultural heritage, created by the existence of the University, falls considerably. The large majority of the respondents consider it

Important, 40,36% of Students and 33,33% in the Work/Live sample.

The "Neutral" response reaches a great expression, with 31,93% of Students and 28,48% of the Work/Live respondents to rate the importance of customs and traditions created by the presence of the University. We have to focus that although the majority of respondents did not consider the Intangible Heritage created as "Very Important", and the "Neutral" rate positioning is relevant, 3,00% of the respondents of both samples considers it "Not Important". 4,22% of the Students and 3,64% of the Work/Live respondents answered that it's "Shortly Important" .

The set of expressions on the value of the university in the territorial context in analysis, regarding the built heritage as well as the intangible heritage, allows us to verify that on one hand there's a leaning to give more importance to the built heritage, but also a certain underestimation of the intangible heritage created by the existence of the University. This position will perhaps help to understand the number of references to the University and the Students Prison as patrimonial assets visited by both samples.

The exposed results allow us to recognize the values that each community associates with it. This research may ultimately, as mentioned by Manzini (2011), identify the key traits and characteristics that make a territorial context and its heritage rather important and distinctive. As seen, the recognition of the Students Prison isn't among the most cited cultural heritage site from the city of Heidelberg despite the historical,

and the growingly importance of the immaterial cultural heritage value (Vecco, 2010), as it is here the case that it has in the context of the city and the city's historical narratives.

A feature taken as crucial for the preservation of heritage is, on one hand, its promotion and the participation of the population, on the other. In this sense it is important to check how this heritage asset is being communicated on this territorial context and to whom this communication is addressed.

4. Communication Strategies

The Students Prison is a heritage asset visited annually by approximately 20 000 people, according to Oberdörfer (2005). Let's look at the communication strategies outlined by the institutions that protect these heritage assets. We will examine the communication of these heritage assets through two strands, on one hand, the new technologies and their use by the assets, and on the other hand through the wayfinding and brochures or flyers.

The communication through the Internet is considered as a platform of high selectivity which enables interaction within the potential target-public at low costs (Kotler et Al., 2007), on this context it is important to verify the extension of the communication regarding the Students Prison produced by the public institutions with responsibilities on this matter in Heidelberg (see figure 2 and figure 3).

As we can see the Students Prison appears in both institutional websites. In the first case, the Heidelberger

Marketing's website (see figure 2), the institution responsible for the promotion of Tourism, Culture and Cultural Heritage by delegation of the Municipality "Stadt Heidelberg", we can see that regarding the Students Prison we only found a small historical framework of this heritage asset, as well as some information about its origin, meaning and operation models. In addition to this brief explanation, an appeal to the many "works", wall paintings, also called graffiti's, created by students due to their free time. Beyond this limited background information, we also found information on opening times and admission prices. Regarding the website of the University of Heidelberg (see Picture 3) we find a text framework, with an image which is not visible, about this heritage asset. We also did not found any information about visiting hours and admission prices, and we only found access to this kind of information when we visited the page of "University Museums".

The information available on the webpages is very slight, and the two institutions have shown no concern in providing historical, cultural or political information framing, regarding this heritage asset. It is important to point out that the website could be used as a portrait of the socio-cultural developments not only of the University, but also of the city of Heidelberg, Grand Duchy of Baden and German history. Such institutions do not take in advantage the facility and flexibility (Kotler, et al. 2007) of this internet presence and also the capacity that they have in the case of patrimonial assets to

integrate, or would be able to integrate, different descriptions and information's, considering the different demands. In the communication of heritage, the possible empathy that it would be possible to create with the target-public is neglected from the start, so are the symbolic relations that the individuals and groups establish with Cultural Heritage (Misiura, 2006) (see figure 4 and figure 5)

If online communication is limited to the minimum essential in the websites of both institutions, regarding signs in public spaces we are facing a similar situation. The tourist and historical information panels (see Picture 4 & 5) on the old town of Heidelberg, concerning the Students Prison, only show its location in the territory and in the set of all the existing heritage assets, but don't give any deepen information about it. On the backside of the Information Panel there are, in the context of the description of the cultural heritage element "Alte Universität", two lines reserved to the Students Prison. The provided information just says that this heritage asset is located on the backstreet of the "Alte Universität", and that it is the historical student's prison (see figure 6).

There is no information, whether on the architectural features of the building or the history of the university and its civil and criminal jurisdictions, beyond the disciplinary. Add to that that neither the famous paintings existing inside are highlighted in this informative panel with great visibility. Finally, there is a unique way to signal (see figure 6) the existence of a heritage asset on the façade of the building which is in the corner of the Hauptstrasse and Augustinergasse where

it is located. We were unable to verify if, in the signals analyzed, there was a formal consideration in the communication of this heritage asset, that wasn't limited to the information of its existence and regarding its location (see figure 7 and figure 8).

Finally, a brief analysis of the brochure/flyer about the University of Heidelberg (see Picture 7 & 8) available for free at the Tourist Office and at the receptions of the main cultural facilities. This is the only flyer available with versions both in English and German language and contains in addition to information about the University's Museums and the Great Hall. Its only in this Brochure, edited by the University of Heidelberg, that we can see for the first time a picture of these heritage assets with the famous pictures or graffiti's made by the Student's along the years.

The analyzed brochure incorporates some background information that will allow the visitor to understand the existence of the heritage asset. This is a brief description of the sociocultural and politics evolution of the University of Heidelberg, which also states the peculiar characteristics of this heritage property, when it says: "we take great care to preserve for future generations this legacy graffiti, which bears unique witness to the times and a very special kind of prison life". The lack of information or the simple listing of the patrimonial assets doesn't triggers possible relations of identity, nostalgia or emotions (Misiura, 2006) that could arise in this communication and that simultaneously would be able to distinguish the territory and the

patrimonial assets that integrate it.

5. Conclusion

If we consider that Cultural Heritage is that part of the past which we select in the present for contemporary purposes - economic, cultural, political or social (Graham, Aschworth & Tunbridge, 2000) than we stand by a Cultural Heritage asset that, even if considered as a small cultural heritage asset, it encloses in itself all the contemporary purposes. It is an economic asset, due to the economic revenues that the visitants pay, or would pay if better promote. These are in close relation with the cultural and social contemporary testimony that the Students Prison is in the history of the University, but also in the history of the city's evolution. It could be transformed, in last resource, in a political statement of the University's importance, but has not been used in that way.

How we observed with the analysis of the promotion strategies and the recognition and value that the two samples give to cultural heritage, we conclude that cultural heritage politics can be characterized as essentially green or technocentric (Garrod & Fyall, 2000) with an emphasis on conservation. We cannot visualize communication or promotion strategies for the patrimonial asset analyzed which aims to promote its knowledge, attract visitors, or even create identity ties with the communities that surround it.

The city of Heidelberg embroils itself in a myth created by the Romantics (Stadt Heidelberg 2003; Cser, 2007) and uses the export image of its Cultural

Landscape constituted by the Castle, Old Town and Old Bridge, and all the communication and promotion lines are grounded in these three patrimonial assets. This *ensemble* is constituted as a promotional basis of the city by the *Stadt Heidelberg* and through the institutions with responsibilities in this area, and the remaining heritage assets, even integrating this cultural landscape, are neglected to a secondary plane.

Heidelberg University also seems to relegate to a secondary stage the heritage assets which is its responsibility, on a self-promotion strategy, building its communication on "Exzellenzinitiative" (Exzellenz-Wettbewerb, 2012) focused on the promotion of teaching and research quality and resulting from an initiative at the federal level.

The need for differentiation that territories today feel, and this being not an easy option (Richards, 2001; Gonçalves, 2008) to cultural attractions and destinations, since it needs the choice of narratives and interpretations from the visitors, not only from historic and scientific data, is perhaps a track to be followed by the city of Heidelberg in the affirmation and promotion of other visiting narratives and its heritage assets of "minor importance". It will always be necessary to preserve the cultural heritage but also to encourage the community identity ties that live in it, as this place not only connects with the global dynamics through tourism, but at the same time, it fortifies their local relations by strengthening their idiosyncrasies as a contrary and complementary attitude to the normalizing order of globalization as

mentioned by Rocha and Monastirsky (2008), a path yet to be taken in Heidelberg.

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Figure 1. Students Prison Front. Copyright 2013 Vítor Ferreira

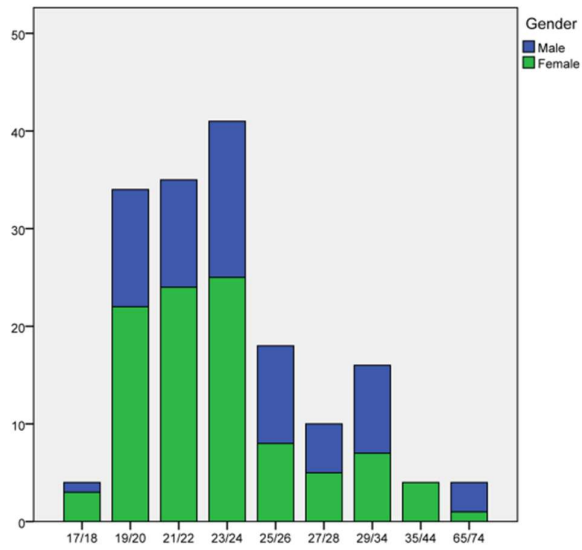


Chart 1. Sample Students Gender and Age Groups

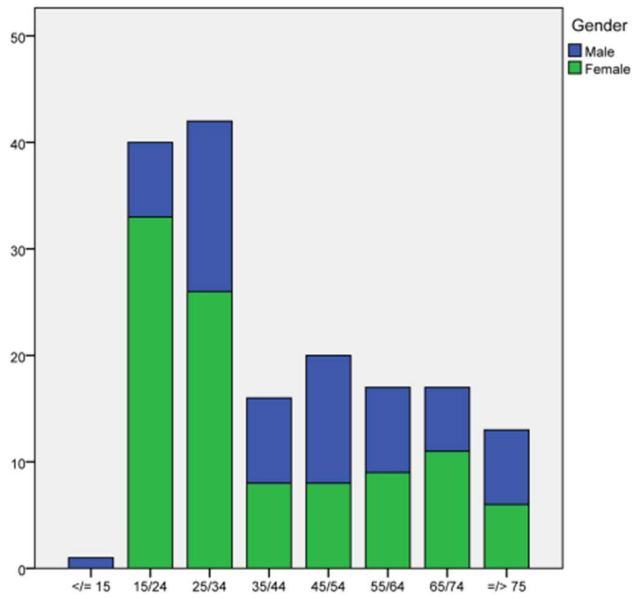


Chart 2. Sample Work/Live Gender and Age Groups

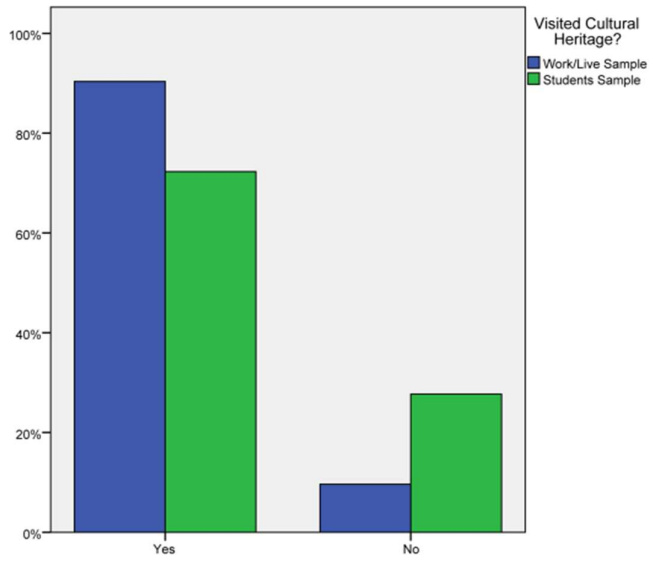


Chart 3. Heidelberg Cultural Heritage Visits

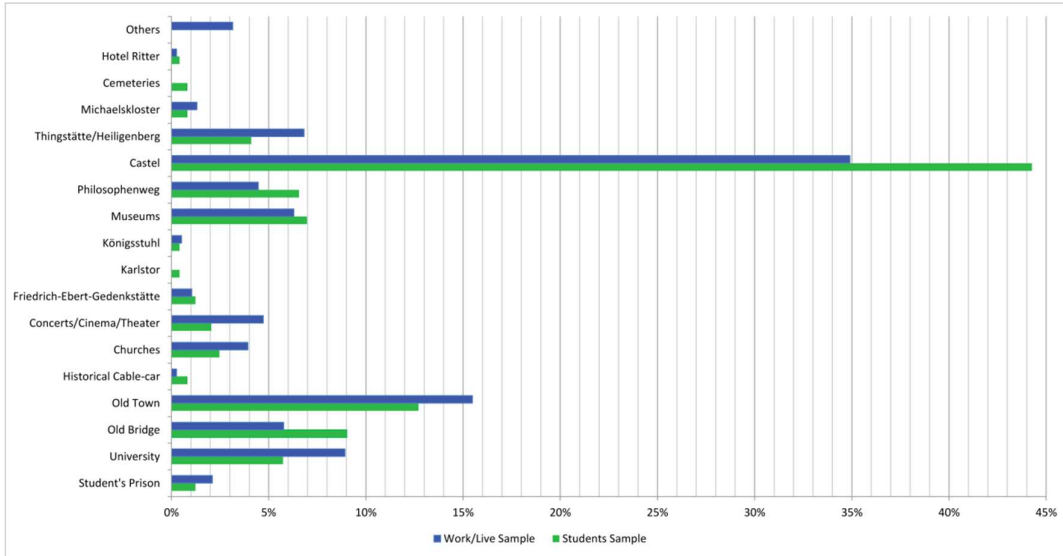


Chart 4. Visited City's Cultural Heritage – Both Samples

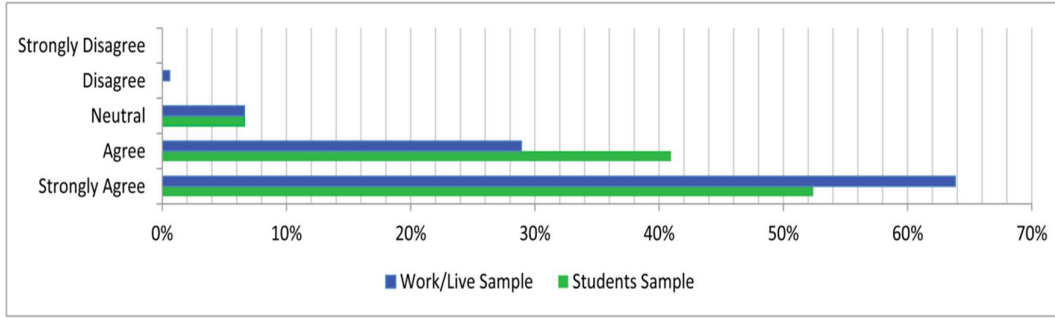


Chart 5. University's Presence adds Uniqueness to City's Cultural Heritage?

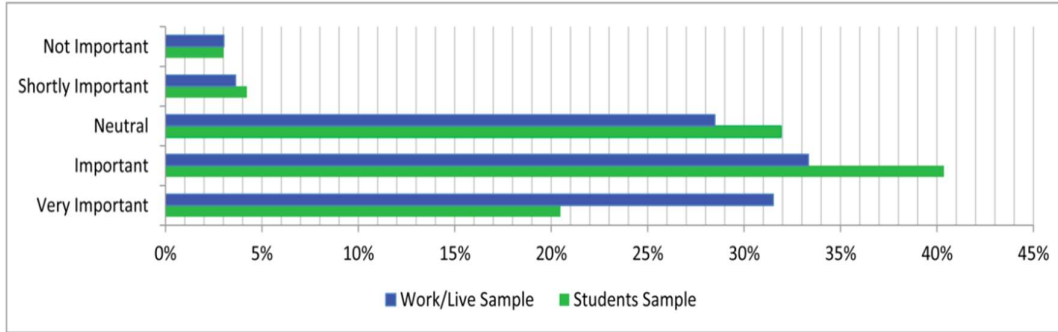


Chart 6. University's Presence adds Uniqueness to City's Cultural Heritage?



Figure 2. Website Heidelberger Marketing. Source: <http://www.heidelberg-marketing.de>

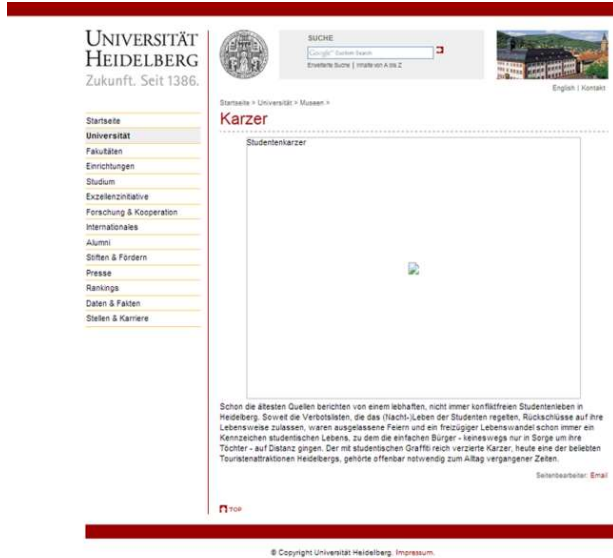


Figure 3. Website University of Heidelberg. Source: <http://www.uni-heidelberg.de/>



Picture 4. Information Panel – Frontside. Copyright 2013 Vítor Ferreira



Figure 5. Information Panel – Backside. Copyright 2013 Vítor Ferreira



Figure 6. Information Sign. Copyright 2013 Vítor Ferreira

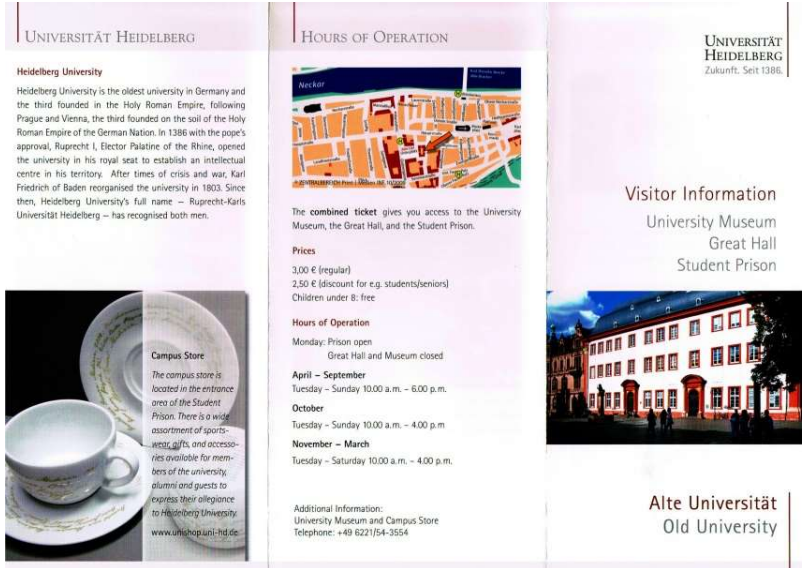


Figure 7. Brochure – Outside. Source: University Heidelberg

THE UNIVERSITY MUSEUM	THE GREAT HALL	THE STUDENT PRISON
 <p>The University Museum</p> <p>The ground floor of the Old University building, constructed between 1712 and 1728, houses the University Museum. Its three chambers offer an exciting tour through the history of Germany's oldest university. The first chamber covers the age of the Electors Palatine from the founding of the university in 1386 to its handover to Baden in 1803. The age of romanticism and the establishment of the modern natural sciences are addressed in the next chamber. Finally, the last chamber examines the events of the 20th century, such as the university's first admissions of women students and the role of the university in the Third Reich. Guided audio tours are available upon request in both German and English.</p> 	<p>The Great Hall</p> <p>One flight up in the Old University, the doors open onto the venerated Great Hall. Its current appearance was achieved in 1886 by architect Josef Durm for the university's 500th anniversary. The Great Hall is appointed in magnificent neo-Renaissance style and continues to serve as the venue for ceremonial events such as the annual celebration, inaugural and farewell lectures and graduation ceremonies.</p>  <p>Centred on the front wall is a bust of Grand Duke Friedrich of Baden. To its left hangs a portrait of Elector Palatine Ruprecht I, the founder of the university. To the right of the bust hangs a portrait of Margrave Karl Friedrich of Baden, known as the restorer of the university due to his generous support after Heidelberg was ceded to Baden. It is his name that the university bears along with that of Ruprecht. Ferdinand Keller's painting on the front wall depicts the arrival of Athena, Greek goddess of wisdom and the arts. The ceiling frescoes feature the four faculties: theology, law, medicine and philosophy.</p>	<p>The Student Prison</p> <p>Behind the Old University building at Augustinergasse, 2 is Heidelberg University's Student Prison. From 1823 to 1914 students were incarcerated for such transgressions as night-time carousing or other offences against the public order.</p>  <p>The university enjoyed autonomous jurisdiction over students for its first five hundred years. Beginning in 1886, however, this right to render judgments against students was curtailed. Since then, the university's jurisdiction has been limited to internal disciplinary matters.</p> <p>Depending on the seriousness of student's offense, imprisonment could last from two days to four weeks. Students were, in theory, still permitted to attend lectures during confinement. Yet life in the prison was considered fairly comfortable, with students making use of their jail time—if at all—to cut classes or immortalise themselves on the walls and ceilings via paintings or poems.</p> <p>We take great care to preserve for future generations this legacy graffiti, which bears unique witness to the times and a very special kind of prison life.</p>

Figure 8. Brochure – Inside. Source: University Heidelberg