



Teaching Guide

Teaching Guide				
Identifying Data			2020/21	
Subject (*)	Cultural Landscape		Code	630G03023
Study programme	Grao en Paisaxe			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Third	Obligatory	6
Language	SpanishGalician			
Teaching method	Face-to-face			
Prerequisites				
Department	Proxectos Arquitectónicos, Urbanismo e Composición			
Coordinador	Caridad Graña, Juan Antonio	E-mail	juan.caridad@udc.es	
Lecturers	Caridad Graña, Juan Antonio Trillo Santamaría, Juan M.	E-mail	juan.caridad@udc.es	
Web	paisaje.udc.es			
General description	In this subject the Cultural Landscape is presented as a complex architectural and geographical reality, made up of natural and cultural, tangible and intangible components, whose combination shapes its character, and which must be approached from different perspectives. It is important to analyze the problems that arise in the protection and conservation of cultural landscapes, abandonment, the introduction of new uses and the relationships between tourism and heritage, geography and architecture. Students must know the mechanisms of study and evaluation of these processes and analyze strategies that minimize negative impacts and maximize positive effects, helping to improve the quality of life in society. At the same time, the interdisciplinary project constitutes the intervention tool on cultural landscapes at different scales. It is necessary to know the urban and territorial planning figures and their implications regarding heritage, as well as having the ability to critically assess their possibilities of action. Therefore, the course has two main objectives: to reflectively analyze the architectural and geographical values ??of the landscape and to know in detail the tools that land use planning can provide in relation to those values			



Contingency plan	In the event of exceptional circumstances motivated by the COVID 19 Pandemic, which prevent the planned face-to-face teaching, it is proposed to move from this to the non-face-to-face teaching modality based on the ICT support provided by the University. The ICT toolkit, made available by the University, will be used, especially the Moodle platform, Teams and email for communication with students. 1. Modifications in the contents. In the event of a contingency, the necessary measures will be adopted to guarantee the quality of the teaching and the integrity of the content. No changes are made to the content. 2. Methodologies * Teaching methodologies that are maintained: The set of teaching methodologies used is maintained, passing the teaching mode to be developed in a non-presential way, totally or partially. * Teaching methodologies that are modified: There are no plans to modify teaching methodologies 3. Mechanisms for personalized attention to students. The mechanisms of personalized attention to the student will use the platforms indicated above made available by the University: Moodle, Microsoft Teams and Institutional Email. Temporalization: that established according to the academic calendar and schedule set by the center at the beginning of the course. 4. Modifications in the evaluation Those criteria that imply attendance and attendance, in particular the proposed 80% attendance to face-to-face classes, are removed. This principle will be valid temporarily from the moment there is an instruction to apply this Contingency Plan. The rest of the evaluation criteria are maintained. For students with justified difficulties to take tests or deliveries, personalized alternative solutions may be envisaged. 5. Modifications of the bibliography or webgraphy The bibliography proposed for the subject is maintained. Those texts, fragments of texts or other material, whose knowledge is necessary to pass the course, will be uploaded to the institutional file exchange media
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Study programme competences	
Code	Study programme competences
A17	CE17 - Capacidad para comprender la evolución de un paisaje bajo el efecto acumulativo de las actividades de los diferentes actores en el tiempo, en el corto, mediano y largo plazo.
A18	CE18 - Comprender las cuestiones territoriales y el papel jugado en el paisaje por el buen uso de estudios y diagnósticos existentes.



A19	CE19 - Capacidad de describir, definir, representar los patrones espaciales relativos a las relaciones entre los volúmenes construidos y los espacios libres, para detectar las componentes materiales que cumplen con las intenciones del proyecto y son compatible con las condiciones ambientales encontradas.
A20	CE20 - Capacidad para elaborar catálogos, atlas, estudios e informes medioambientales, paisajísticos y de corrección de impactos ambientales.
A21	CE21 - Aptitud para elaborar y gestionar proyectos paisajísticos y/o de ajardinamiento que se ajusten a criterios técnicos, socioeconómicos y sostenibles.
A22	CE22 - Conocimiento para aplicar normas y ordenanzas urbanísticas.
A23	CE23 - Comprensión de la responsabilidad ética del paisaje en relación con las expectativas de los actuantes.
A26	CE26 - Capacidad para diagnosticar, identificar, describir y caracterizar un paisaje a través de sus diferentes componentes en diferentes escalas.
A27	CE27 - Conocimientos generales relacionados con el paisaje, los campos relacionados y sus características históricas y actuales: agricultura, teoría de parques y jardines, arte, arquitectura, diseño urbano, planificación urbana, tecnologías y ciencias humanas relacionadas.
A28	CE28 - Capacidad para diagnosticar los elementos permanentes, invariantes y mutables del paisaje, entendiendo los cambios en el tiempo.
A29	CE29 - Capacidad de inventar un proceso creando sus propias herramientas, para intervenir en el paisaje.
A33	CE33 - Capacidad para formular una visión de futuro expresando escenarios de evolución e imaginar diferentes modos de acción sobre el paisaje.
A35	CE35 - Programación, teniendo en cuenta los aspectos sociales, jerárquicos, materiales, técnicos, estéticos, así como las normas dimensionales y funcionales a gran escala proyectual.
A37	CE37 - Capacidad de proyectar una estrategia original y particular con distancia crítica.
A43	CE43 - Conocimiento del paisaje cultural y natural: evolución.
A44	CE44 - Capacidad de interpretar espacialmente un problema de desarrollo y el territorio afectado, dando prioridad a los elementos de diagnóstico.
A45	CE45 - Capacidad de intervenir en los jardines y en los paisajes de valor histórico, redactar y/o colaborar en la ejecución de los proyectos de restauración y rehabilitación
A46	CE46 - Elaboración, presentación y defensa de un Proyecto de Paisaje original, realizado individualmente.
B1	CB1 - Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio
B2	CB2 - Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio
B3	CB3 - Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética
B4	CB4 - Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado
B5	CB5 - Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía
B6	CG1 - Conocer el papel de las bellas artes, la historia y las teorías del paisaje, así como las tecnologías y ciencias humanas relacionadas con este.
B8	CG3 - Conocer la geografía física y humana, el urbanismo y las técnicas aplicadas en el proceso de planificación del paisaje.
B13	CG8 - Comprender las relaciones entre el territorio, la cultura, la economía, el clima, las personas y las edificaciones .
C1	CT1 - Expresarse correctamente, tanto de forma oral como escrita, en las lenguas oficiales de la comunidad autónoma. Capacidad de análisis y síntesis. Capacidad para el razonamiento y la argumentación. Capacidad para elaborar y presentar un texto organizado y comprensible. Capacidad para realizar una exposición en público de forma clara, concisa y coherente.
C2	CT2 - Utilizar las herramientas básicas de las tecnologías de la información y las comunicaciones (TIC) necesarias para el ejercicio de su profesión y para el aprendizaje a lo largo de su vida. Habilidad en el manejo de tecnologías de la información y de la comunicación (TIC). Capacidad para obtener información adecuada, diversa y actualizada. Utilización de información bibliográfica y de Internet.



C3	CT3 - Desenvolverse para el ejercicio de una ciudadanía respetuosa con la cultura democrática, los derechos humanos y la perspectiva de género. Capacidad para trabajar en grupo y abarcar situaciones problemáticas de forma colectiva.
C4	CT4 - Adquirir habilidades para la vida. y hábitos, rutinas y estilos de vida saludables.
C5	CT5 - Estimular la capacidad para trabajar en equipos interdisciplinares o transdisciplinares, para ofrecer propuestas que contribuyan a un desarrollo sostenible ambiental, económico, político y social.
C6	CT6 - Capacidad de gestionar tiempos y recursos: desarrollar planes, priorizar, actividades. identificar las críticas, establecer plazos y cumplirlos. Capacidad de trabajo individual, con actitud autocrítica.
C7	CT7 - Valorar la importancia que tiene la investigación, la innovación y el desarrollo tecnológico en el avance socioeconómico y cultura de la sociedad.
C8	CT8 - Entender la importancia de la cultura emprendedora y conocer los medios al alcance de las personas emprendedoras.

Learning outcomes			
Learning outcomes	Study programme competences		
Being able to carry out cultural landscape assessment and land use planning studies at a detailed, local and regional scale, and define protection measures against environmental and development impact.	A20	B1	C1
	A21	B2	C2
	A22	B3	C3
	A26	B4	C4
	A29	B5	C5
	A33	B6	C6
	A35	B8	C7
	A37	B13	C8
	A45		
Being able to intervene in valuable cultural landscapes and write and / or collaborate in the execution of restoration, rehabilitation and development projects, in accordance with the professional powers of the student's degree	A46		
	A17	B1	C1
	A20	B2	C2
	A21	B3	C3
	A22	B4	C4
	A27	B5	C5
	A28	B6	C6
	A29	B8	C7
	A33	B13	C8
Being able to carry out tasks of cataloging and defining measures to protect valuable cultural landscapes.	A35		
	A37		
	A44		
	A45		
	A46		
	A17	B1	C1
	A20	B2	C2
	A21	B3	C3
	A22	B4	C4
	A26	B5	C5
	A29	B6	C6
	A35	B8	C7
	A37	B13	C8
	A44		
	A45		
	A46		



Understand the cultural landscape as a complex reality, made up of natural and cultural components, tangible and intangible, that affect architecture and geography.	A17	B1	C1
	A18	B2	C2
	A21	B3	C3
	A23	B4	C4
	A26	B5	C5
	A28	B6	C6
	A33	B8	C7
	A35		C8
	A37		
	A43		
	A44		
Analyze the problems that are generated in the protection of Cultural Landscapes, in their conservation and in the integration in territorial and urban planning policies.	A17	B1	C1
	A18	B2	C2
	A19	B3	C3
	A21	B4	C4
	A22	B5	C5
	A26	B8	C6
	A27	B13	C7
	A28		C8
	A29		
	A37		
	A43		
	A46		

Contents	
Topic	Sub-topic
1.- Landscape and culture: landscape as architecture.	1.1. Introduction to cultural landscapes 1.2. Analysis and interpretation of cultural landscapes 1.3. Cultural landscapes and their typology 1.4. Cultural landscapes in history 1.5. History of the cultural landscape in Galicia
2.- Cultural landscapes: normative concept and cases.	2.1. Cultural landscape and heritage protection. 2.2. Registration, inventory and cataloging. 2.3. Cultural landscape, and project of the territory.
3.- Cultural landscape, heritage and spatial planning from Architecture.	3.1. Culture, territory and perception as bases of the cultural landscape 3.2. Cultural landscape and transformation of the territory 3.3. Scale as representation, work and intervention 3.4. Territorial planning and planning concepts inherent in the cultural landscape 3.5. Interventions on the cultural landscape in Galicia
4.- Cultural landscapes in modern Geography.	4.1. The invention of the geographical landscape by Humboldt 4.2. Post-Humboldtian reconfiguration of the notion of landscape 4.3. The birth of the concept of the Sauerian cultural landscape and its links with the Vidalia geographic school 4.4. Classical studies of cultural landscape
5.- The New Cultural Geography and the footprint of the landscape: the strength of discourses and representation.	5.1. Humanistic Geography 5.2. The symbolic interpretation of the landscape in Geography 5.3. Landscape as discourse 5.4. Current integrating views of the landscape in Geography



6.- Cultural landscape, heritage and spatial planning from Geography.	6.1. The long journey towards the incorporation of the cultural landscape in legislation and planning 6.2. Heritage processes and cultural landscape 6.3 Critical interpretations of UNESCO's cultural landscapes
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Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Guest lecture / keynote speech	A46 A45 A44 A43 A37 A35 A33 A29 A28 A27 A26 A23 A22 A21 A20 A19 A18 A17	30	0	30
Collaborative learning	A46 A45 A44 A43 A37 A35 A33 A29 A28 A27 A26 A23 A22 A21 A20 A19 A18 A17 B1 B2 B3 B4 B5 B6 B8 B13 C1 C2 C3 C4 C5 C6 C7 C8	35	35	70
Supervised projects	A46 A45 A44 A43 A37 A35 A33 A29 A28 A27 A26 A23 A22 A21 A20 A19 A18 A17	15	30	45
Personalized attention		5	0	5
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	The different theoretical expositions of the teaching staff will allow the students to acquire the knowledge that supports the rest of the activities proposed in the subject and to develop the skills required for the degree.
Collaborative learning	Through the constitution of work groups, students will work on the different topics proposed so that they obtain their own results, guided by the teachers assigned to the subject.
Supervised projects	The supervised works of each one of the blocks of the subject will allow the students to verify the knowledge acquired through the master sessions and collaborative work so that the proposed competences are acquired.

Personalized attention	
Methodologies	Description



Collaborative learning Supervised projects Guest lecture / keynote speech	The teaching-learning methodology will be based on lectures on the theoretical aspects, accompanied by ICT material (computer, video cannon, web access to the subject) related to cultural landscapes, and combined with concrete examples and practical applications on the various fields of matter. Critical readings of fundamental texts for understanding cultural landscapes will also be carried out. Questions and comments that may arise during or after class will be addressed. Visits will be made to the places of interest mentioned in the contents of the subject, with the knowledge of the teachers to explain and teach the students the various specificities of the place, verifying in situ, what has been proposed in the classrooms. Any doubts that arise will be addressed individually and collectively. As a complement to the sessions and in order to promote the autonomous and group learning of the students, practical work will be carried out by the students, (using collaborative learning methods), in which there will be personalized attention from the teachers. , with which you can contact virtually through email, Moodle or Teams tools, made available to the University, or in person at the scheduled tutoring hours. Students are placed spatially and conceptually, by teachers, at the center of teaching and learning.
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Assessment			
Methodologies	Competencies	Description	Qualification
Supervised projects	A46 A45 A44 A43 A37 A35 A33 A29 A28 A27 A26 A23 A22 A21 A20 A19 A18 A17	Trabajo realizado por cada alumno con la tutela del profesor sobre un tema de los tratados en las sesiones magistrales. Estos trabajos serán entregados al profesor y/o expuestos por los alumnos en clase.	100

Assessment comments



The learning evaluation must include both the process and the result obtained. The student's performance in the subject taken depends, among others, on the combination of two factors: the effort made and the student's own ability. The way we evaluate it conditions the learning method and influences learning itself. In any case, given the typology of the Degree, continuous evaluation is proposed as an evaluation tool as indicated. Learning through ECTS credits is adjusted to a continuous evaluation that must decisively contribute to stimulate the student to follow the process and become more involved in their own training. It is committed to a general evaluation criterion in which it is mandatory to have an instrument, continuous evaluation, materialized in the preparation of works.

The evaluation should serve to verify that the student has assimilated the basic knowledge that has been transmitted to him and acquired the general skills. But the evaluation must also be the instrument of verification that the student has acquired the theoretical and practical competences of the degree. Therefore, various learning and monitoring methods are used (oral presentations prepared in advance, short explanations made by the students in class, practical handling of the bibliography, use of the computer, teamwork, etc.) that allow the students to acquire progressively the transversal and practical competences.

The evaluation of the subject is raised continuously and the focus is on attendance.

In order to pass the course it will be necessary to meet the following requirements:

1º Deliver all the proposed works, within the deadlines and forms indicated in the course.

2º Regularly attend classes. A minimum attendance of 80% will be required.

The subject, which constitutes a unit, consists of two blocks:

Block I: Architectural

Block II: Geographical

In each of the blocks a work will be proposed that will be developed by the students throughout the course, by means of partial deliveries-corrections.

Each work will have a final installment that will be publicly defended by the author.

The qualification in each block will be obtained from the following composition:

75% for the Work done.

25% For the Presentation of the Work in the final session.

The final grade for the course will be the arithmetic mean of the grade for the two papers, and it is necessary to obtain a minimum grade of 4 (out of 10) in each of the papers in order to be approved.



Basic	- DÍAZ-FIERROS, F. (Ed.) (2009). Olladas críticas sobre a paisaxe. Consello da Cultura Galega, Santiago de Compostela - NOGUÉ, J. (2008). El paisaje en la cultura contemporánea. Biblioteca Nueva, Madrid - JELLICOE, G. y JELLICOE, S. (2004). El paisaje del hombre. Gustavo Gili, Barcelona - MADERUELO, J. (Ed.) (2008). La construcción del paisaje contemporáneo. Centro de Arte y Naturaleza Fundación Beulas, Huesca - OTERO, R. (1928). Paisajes y problemas geográficos de Galicia. Compañí-a Iberoamericana de publicaciones, Madrid - OTERO, R. (2009). Paisaxe e cultura. Galaxia, Vigo - BOUHIER, A (2001). Ensaio xeográfico de análise e interpretación dun vello complexo agrario. Xunta de Galicia - CASTELLS, M. y BORJA, J (1997). Local y global. La gestión de las ciudades en la era de la información. Taurus - ALONSO PEREIRA, José Ramón (2005). Introducción a la Historia de la Arquitectura. Reverté - VV.AA. (2010). Patrimonio Industrial y Paisaje. TICCIIH España - Davallon, J (2006). Le don du patrimoine. Une approche communicationnelle de la patrimonialisation. Hermes Science-Lavoisier - Fernández Salinas, V. e Silva, R. (2016). Deconstruyendo los paisajes culturales de la Lista del Patrimonio Mundial de la Unesco. Cuadernos geográficos de la Universidad de Granada, 55 - Frolova, M. e Bertrand, G. (2006). «Geografía y paisaje», en Tratado de Geografía Humana.. Anthropos/Universidad Autónoma Metropolitana-Iztapalapa - Gómez Mendoza, J. (2008). «La mirada del geógrafo sobre el paisaje: del conocimiento a la gestión», en Paisaje y territorio. Beulas - Martínez de Pisón, E. (2002). «Reflexiones sobre el paisaje», en Estudios sobre historia del paisaje español.. Universidad Autónoma de Madrid/Fundación Duques de Soria/Catarata - Mata, R. (2006). «Métodos de estudio del paisaje e instrumentos para su gestión. Consideraciones a partir de experiencias de planificación territorial», en El paisaje y la gestión del territorio. Criterios paisajístic. Diputación de Barcelona - Múgica, M. et al. (2019). EUROPARC-España. 2019 Anuario 2018 del estado de las áreas protegidas en España.. Fundación Fernando González Bernáldez - Nogué, J. (2011). «Paisajes agrarios españoles: desde sus bases territoriales a sus representaciones, catalogaciones y arquetipos», en Los paisajes agrarios de España. Caracterización, evolución y tipificación.. Ministerio de Medio Ambiente y Medio Rural y Marino - Ortega Cantero, N. (1987). Geografía y cultura. Alianza - Robertson, I. e Richards, P. (eds.) (2003). Studying Cultural Landscapes. Arnold - Sauer, C. O. (1925). The Morphology of Landscape. University of California Publications in Geography - Silva, R. e Fernández Salinas, V. (2017). «El nuevo paradigma del patrimonio y su consideración con los paisajes: Conceptos, métodos y prospectivas». Documents d'Anàlisi Geogràfica, 63 - Tuan, Y.-F. (1977). Space and Place. University of Minnesota Press
Complementary	Referencias web:
<i>http://paisajeycultura.blogspot.com/p/recursos.html</i>Referencias web:http://paisajeycultura.blogspot.com/p/recursos.html

Recommendations

Subjects that it is recommended to have taken before

Landscape Theory/630G03019

Art and Landscape/630G03005

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus



Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.