



## Teaching Guide

Identifying Data					2020/21
<b>Subject (*)</b>	Territory-Museum and Cultural Tourism: Interpretation of Heritage		<b>Code</b>	710521016	
<b>Study programme</b>	Mestrado Universitario en Estudos Avanzados en Museos, Arquivos e Bibliotecas				
Descriptors					
<b>Cycle</b>	<b>Period</b>	<b>Year</b>	<b>Type</b>	<b>Credits</b>	
Official Master's Degree	2nd four-month period	First	Optional	3	
<b>Language</b>	Spanish				
<b>Teaching method</b>	Face-to-face				
<b>Prerequisites</b>					
<b>Department</b>	Socioloxía e Ciencias da Comunicación				
<b>Coordinador</b>	Caamaño Franco, Iria	<b>E-mail</b>	iria.caamano@udc.es		
<b>Lecturers</b>	Caamaño Franco, Iria	<b>E-mail</b>	iria.caamano@udc.es		
<b>Web</b>					
<b>General description</b>	Véase guía en castellano.				
<b>Contingency plan</b>	1. Modifications to the contents  2. Methodologies *Teaching methodologies that are maintained  *Teaching methodologies that are modified  3. Mechanisms for personalized attention to students  4. Modifications in the evaluation  *Evaluation observations:  5. Modifications to the bibliography or webgraphy				

## Study programme competences / results

Code	Study programme competences / results
A1	CE1 ? Estar capacitado para investigar en temas de patrimonio cultural e bibliográfico documental
A4	CE4 ? Saber manexar estratexias de márketing cultural
A8	CE8 ? Estar capacitado para a posta en valor e a difusión do patrimonio culturale bibliográfico documental
A11	CE11 ? Estar capacitado para a xestión no ámbito do turismo cultural e patrimonial
B2	CB7 ? Que os estudantes saiban aplicar os coñecementos adquiridos nunha base ou oportunidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo
B4	CB9 ? Que os estudantes saiban comunicar as súas conclusións e os coñecementos e razóns últimas que as sustentan a públicos especializados e non especializados dun modo claro e sin ambigüidades
B9	CG5 ? Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras
B12	CG8 ? Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade
C2	CT2 ? Capacidade de resolución de problemas
C5	CT5 ? Capacidade de innovar
C6	CT6 ? Capacidade de organización e planificación
C10	CT11 ? Ter capacidade para actualizar os coñecementos, metodoloxías e estratexias na práctica profesional



Learning outcomes				
Learning outcomes		Study programme competences / results		
		AJ1	BJ2	CJ2
		AJ4	BJ4	CJ5
		AJ8	BJ9	CJ6
		AJ11	BJ12	CJ10

Contents	
Topic	Sub-topic
1. Culture, heritage and museum territory	1.1. Basic concepts: culture, heritage, territory, museum, sustainable tourism 1.2. Heritage, tourism and management 1.3. Models of heritage value
2. From the patrimonial object to the tourist product	2.1. Collective memory, culture and heritage: three axes of social change. The sociocultural projects 2.2. Resources and products in cultural tourism 2.3. Cultural tourism as a socioeconomic phenomenon 2.4. Heritage policies and tourism planning 2.5 Planning, management and social effectiveness
3. Heritage interpretation	3.1. History and meaning of heritage interpretation. 3.2. The principles of interpretation. 3.3. Interpretation and tourism 3.4. Interpretation as a management instrument 3.5. Interpretation and communication 3.6. Interpretive media 3.7. Interpretive Planning 3.8. Interpretation Evaluation

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A1 A4 A8 A11 B12 C6 C10	10	15	25
Supervised projects	A1 A4 A8 A11 B2 B4 B9 B12 C2 C5 C6	5	25	30
Workbook	A1 B2 B4 C2 C5 C6	5	10	15
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	Explanation by the teacher of the contents of the subject in the classroom. The classes are to understand the concepts and theories and raise possible doubts about them. During the course, special sessions can be held with invited people, as well as attendance at seminars, conferences, colloquiums and conferences related to the subject matter of the subject, whenever possible. In that case, attendance for students would be mandatory. Likewise, and as far as possible, training trips may be carried out with visits to museums and socio-cultural projects underway or already carried out.



Supervised projects	The students, individually or collectively (no more than three) will carry out a work that involves the writing of an applied study based on culture and heritage by exposing a museum-territory. These works will be directed or supervised by the teacher. For the preparation of these works, students will rely on the existing specialized bibliography for each of the different topics, as well as on projects carried out by different institutions. The systems to carry out this work are access to the existing bibliography on the subject, the survey, the participant observation, the in-depth interview with different experts and the discussion and debate groups that allow them to specialize and know in depth the reality of the different institutions and organizations of culture, heritage, tourism and management. This work will be delivered before the exam.
Workbook	Reading, by the student, of fundamental texts or related to the subject, among those indicated by the teacher and, where appropriate, proposed by the student. Students should read and present orally to their classmates one of the readings agreed with the teacher. In addition, you must actively participate in the subsequent discussion of the readings, both of the one you have presented, and of those presented by your classmates.

### Personalized attention

Methodologies	Description
Workbook Supervised projects Guest lecture / keynote speech	Facilitarase apoio aos estudantes para a selección de textos e proporcionarase asesoramento en caso de dúbida para realizar a revisión. Os comentarios comentaránse cos propios alumnos.  En traballos supervisados, os alumnos presentarán un proxecto ao profesor, que o aceptará ou fará as consideracións que consideren oportunas. Durante a execución do traballo o profesor realizará un seguimento dos mesmos e, unha vez rematado e corrixido polo profesor, falarase co alumno sobre o seu contido para determinar os resultados e avalialos.

### Assessment

Methodologies	Competencies / Results	Description	Qualification
Workbook	A1 B2 B4 C2 C5 C6	Reading, by the student, of fundamental texts or related to the subject, among those indicated by the teacher and, where appropriate, proposed by the student. Students should read and present orally to their classmates one of the readings agreed with the teacher. In addition, you must actively participate in the subsequent discussion of the readings, both of the one you have presented, and of those presented by your classmates.	20
Supervised projects	A1 A4 A8 A11 B2 B4 B9 B12 C2 C5 C6	The students, individually or collectively (no more than three) will carry out a work that involves the writing of an applied study based on culture and heritage by exposing a museum-territory. These works will be directed or supervised by the teacher. For the elaboration of these works the students will rely on the existing specialized bibliography for each of the different topics as well as on projects carried out by different institutions. The systems to carry out this work are access to the existing bibliography on the subject, the survey, the participant observation, the in-depth interview with different experts and the discussion and debate groups that allow them to specialize and know in depth the reality of the different institutions and organizations of culture, heritage, tourism and management. This work will be delivered before the exam.	70
Guest lecture / keynote speech	A1 A4 A8 A11 B12 C6 C10	Attendance is compulsory. Those students who have semi-presence or some kind of exceptionality to come to class, who speak with the teacher at the beginning of the course to establish the corresponding tutorials and evaluation systems	10

### Assessment comments



Cada uno de los diferentes apartados que computan en la evaluación, una vez superado, se guardará su calificación para la convocatoria siguiente.

Aquellos alumnos que tengan semipresencialidad

o algún tipo de excepcionalidad para venir a clase, que hablen con el profesor a comienzos de curso para establecer las tutorías y los sistemas de evaluación correspondientes

## Sources of information

<p><b>Basic</b></p>	<p>LEIRA, J. ((1999)). Memoria colectiva, cultural y patrimonio.Tres ejes del cambio social&amp;quot;. En: Historia Regional e Local (III). Cámara Municipal de Maia, Maia (Portugal) LEIRA, J ((2003)). Cultura proyectual y turismo emergente&amp;quot;. En: Sociología del Turismo, Rubio Gil, A. (Coord.), Editorial Arie LEZCANO GONZÁLEZ, M.E ((2011)). El Sanatorio Riazor, una auténtica experiencia interpretativa. .En: Boletín de Interpretación nº 25, AIP. &amp;quot;<a href="http://www.interpretaciondelpatrimonio.com/bole">http://www.interpretaciondelpatrimonio.com/bole</a> PADRÓ, J. ((2000)). La gestión del patrimonio. Una perspectiva territorial&amp;quot;. O patrimonio e a cultura proxectual.Un diálogo necesario.Leira y Méndez. Deputación da Coruña MIRÓ, M. ((2000)). El patrimonio en busca de su lugar en el mundo. Una reflexión sobre los modelos de puesta en valor del patrimonio en España&amp;quot;. En: O patrimonio e a cultura proxectual. Un diálogo necesario.Leira, J. y Méndez, R. (coords.).Depu TILDEN, F. ((2006)). La interpretación de nuestro patrimonio. Asociación para la Interpretación del Patrimonio, Sevilla. Bibliografía complementaria GONZÁLEZ, M., LEZCANO, M:E. y SERANTES, A. ((2014)). Interpretación do patrimonio artístico: guía para profesionáis do turismo. CEIDA (Centro de Extensión UNiversitaria e Educación Ambiental de Galicia, Oleiros, A Coruña HAM, S. ((1992)). Environmental Interpretation. A practical guide for people with Big Ideas and Small Budgets. Fulcrum Publishing, Colorado. LEIRA , J. ((2001)). &amp;quot;El turismo cultural como sistema dinamizador. Eficacia y planificación social&amp;quot;. En: Desenvolvemento e planificación municipal do turismo. Álvarez Sousa, , A. (Coord.). Ariel, Madr LEIRA , J. ((2007)). Europa: As raíces da construción de novas identidades. Claves reflexivas para un debate&amp;quot;. En: Aulas no Camiño. Diálogos nun Camiño da Cultura Europea. Leira, X. (ed.). Servizo de publicació LEZCANO GONZÁLEZ, M.E ((2012)). El Camino de San Andrés de Teixido: Una experiencia turística auténtica, emocional e integral&amp;quot;. En: Actas del I Congreso Internacional EJTHR, Destination Branding, Heritage an Authenticity.ISBN 97 LEZCANO GONZÁLEZ, M.E. ((2004)). A reinterpretación do patrimonio como cultura e economía : os casos de Galicia e Illes Balears&amp;quot;. En: Actas do XV Congreso Nacional de Historia da Arte, Universitat de les Illes Balears, Palma de Ma LEZCANO GONZÁLEZ, M.E. ((1999)). Novas tendencias en Museoloxía: A Interpretación do patrimonio&amp;quot;. En: Actas do congreso Desenvolvemento Municipal do Turismo, Universidade da Coruña, A Coruña. MORALES, J. ((1998)). Guía práctica para la Interpretación del Patrimonio. Instituto Andaluz del Patrimonio, Sevilla MORALES, J. ((2008)). El sentido y metodología de la interpretación del patrimonio&amp;quot;. En: La comunicación global del patrimonio cultural. MATEOS RUSILLO, S.M. (coord.). Ediciones trea, PRENTICE, R. ((1993)). Tourism and heritage attractions. Routledge, London. HAM, S. ((2015)). Interpretación: para marcar la diferencia intencionadamente. Asociación para la Interpretación del Patrimonio (AIP; Valladolid LEIRA , J. ((2011)). La interpretación necesaria en el Turismo Cultural. De los principios de Tilden a los procesos actuales&amp;quot;. En: Teoría sociológica y turismo. Álvarez Sousa, A., (Ed.). Netbiblo, Oleiros (A Coruña. ? VEVERKA, J. ((1998)). Interpretive master planning. Accorn Naturalists</p>
<p><b>Complementary</b></p>	

## Recommendations

Subjects that it is recommended to have taken before

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.