



Teaching Guide				
Identifying Data				2023/24
Subject (*)	Cultural Heritage	Code	662G01007	
Study programme	Grao en Turismo			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	First	Basic training	6
Language	SpanishGalicianEnglish			
Teaching method	Face-to-face			
Prerequisites				
Department	Humanidades			
Coordinador	Lezcano González, M <sup>a</sup> Elvira	E-mail	m.lezcano@udc.es	
Lecturers	Lezcano González, M <sup>a</sup> Elvira Rodríguez Caramés, Santiago	E-mail	m.lezcano@udc.es s.rodriguez.carames@udc.es	
Web				
General description	Given the wide range of areas covered by the concept of Cultural Heritage, the main objective of the subject is to bring students closer to all of them, considering their link with the tourism phenomenon. Heritage management and art history will receive special attention, as well as the role and importance of tourism experts about it. The subject aims to arouse curiosity and raise students' awareness of the value and fragility of cultural heritage, a fundamental source of resources for tourism.			

Study programme competences	
Code	Study programme competences
A1	Comprender os principios do turismo: a súa dimensión espacial, social, cultural, política, laboral e económica.
A2	Analizar a dimensión económica do turismo.
A3	Comprender o carácter dinámico e evolutivo do turismo e da nova sociedade do lecer.
A5	Converter un problema empírico nun obxecto de investigación e elaborar conclusións.
A8	Avaliar os potenciais turísticos e a análise prospectivo da súa explotación.
A13	Manexar técnicas de comunicación.
A14	Comprender o marco legal que regula as actividades turísticas.
A18	Identificar e xestionar espazos e destinos turísticos.
A19	Xestionar o territorio turístico de acordo cos principios de sustentabilidade.
A23	Analizar os impactos xerados polo turismo.
A27	Comprender o funcionamento dos destinos, estruturas turísticas e os seus sectores empresariais no ámbito mundial.
A29	Traballar en medios socioculturais diferentes.
A30	Coñecer as principais iniciativas de posta en valor do patrimonio cultural.
A31	Comprender as características da xestión do patrimonio cultural.
A33	Creatividade.
B1	Capacidade de análise e síntese.
B2	Comunicación oral e escrita en lingua nativa.
B3	Resolución de problemas.
B4	Razoamento crítico.
B5	Compromiso ético.
B6	Aprendizaxe autónoma.
B7	Adaptación a novas situacións.
C1	Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
C3	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.



C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C5	Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.
C8	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

Learning outcomes			
Learning outcomes	Study programme competences		
Define the concept of Cultural Heritage and its relation to tourism.	A1 A3 A5 A8 A18 A29 A30 A33	B1 B2 B4 B5 B6 B7	C4
To know and analyse the main artistic manifestations of each historical period. The concept of Cultural Heritage and its relation to tourism.	A1 A8 A18 A29 A30 A33	B1 B2 B3 B4 B5 B6 B7	C1 C4
To study the main types of cultural goods and their characteristics.	A1 A5 A18 A23 A29 A30 A33	B1 B2 B4 B5 B6 B7	C4
To deepen the concept of Heritage Management.	A1 A2 A3 A8 A18 A19 A23 A29 A30 A31 A33	B1 B2 B3 B4 B5 B6	C4



To analyse and deepen each of the phases of the logical chain of heritage management.	A1 A2 A3 A13 A14 A18 A19 A23 A29 A30 A31 A33	B1 B2 B3 B4 B5 B6	C2 C4 C5 C7 C8
Define the meaning of cultural tourism and its relation to heritage.	A1 A2 A3 A8 A18 A23 A27 A29 A30 A31 A33	B1 B2 B3 B4 B5 B6 B7	C1 C3 C4 C6
To learn the basic artistic terminology of architecture, sculpture, and painting and the different artistic styles through the cases of A Coruña and Santiago.	A1 A8 A18 A30 A33	B1 B2 B3 B4 B5 B6 B7	C1 C4

Contents	
Topic	Sub-topic
Block of contents 1- Cultural Heritage and Tourism.	1.1. Conceptual framework. 1.2. Classification of cultural assets. 1.3. Cultural Tourism.
Block of contents 2- Special reference to Artistic and Monumental Heritage.	2.1. How to comment on a work of art. 2.2. Artistic techniques and terminology. 2.3. General notions of the main styles.
Block of contents 3- Galician Heritage.	3.1. Main examples of Galician architectural heritage. 3.2. The city of A Coruña. 3.3. The Cathedral of Santiago and its surroundings.



Block of contents 4- Heritage Management.	<p>4.1. Conceptual framework.</p> <p>4.2. The protection of Heritage (special attention to Galician law).</p> <p>4.2.1. Legislation.</p> <p>4.2.2. Cataloguing.</p> <p>4.2.3. Conservation.</p> <p>4.3. Research.</p> <p>4.4. Dissemination</p> <p>4.4.1. Heritage and Museums</p> <p>4.4.2. Heritage Interpretation</p>
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Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A1 A2 A3 A8 A14 A18 A23 A27 A30 A31 B4 C2 C4 C5 C6 C7 C8	21	32	53
Mixed objective/subjective test	A1 A2 A3 A8 A13 A14 A18 A23 A30 A31 B1 B2 B4 B6 B7 C1 C4	1	16	17
Oral presentation	A5 A8 A13 A18 A19 A29 A30 A31 A33 B1 B2 B3 B5 B6 B7 C1 C3 C4 C8	9	21	30
Supervised projects	A3 A5 A8 A13 A23 A30 A31 A33 B1 B2 B3 B4 B5 B6 C1 C4 C8	6	36	42
Field trip	A1 A2 A3 A5 A8 A18 A23 A30 A31 B1 B4 B5 B7 C4 C8	5	0	5
Personalized attention		3	0	3

(\*)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	Oral exposition complemented by audiovisual media and the introduction of some questions addressed to the students, to transmit knowledge and facilitate learning.
Mixed objective/subjective test	A test in which students will respond orally to short or wide-ranging questions, assessing their capacity for reasoning (arguing, relating), creativity, and critical spirit.
Oral presentation	Intervention inherent to the teaching-learning processes includes verbal exposition through which students and teachers interact in an orderly way, raising questions, clarifying and presenting topics, work, concepts, facts, or principles.  It can be a part of tutored work or the assessment of part of the theoretical material.
Supervised projects	This methodology is concerned with learning &quot;how to do things&quot;. Tutors will give all indications for individual or group work at the beginning of the course.



Field trip	Activities carried out outside the university academic environment (companies, institutions, organisations, monuments) related to the field of study of the subject.  They may involve synthesis work or reviews included in the tutored work section.
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## Personalized attention

Methodologies	Description
Oral presentation	Personalised attention may be offered during seminars and tutorials, or individually, if required by the students and with prior agreement with the teacher, on an individual or group basis.

## Assessment

Methodologies	Competencies	Description	Qualification
Mixed objective/subjective test	A1 A2 A3 A8 A13 A14 A18 A23 A30 A31 B1 B2 B4 B6 B7 C1 C4	It consists of a test that includes oral short or wide-ranging questions. The entire syllabus will be assessed in this test.  This can be done in direct contact with the heritage or through photographs.	40
Oral presentation	A5 A8 A13 A18 A19 A29 A30 A31 A33 B1 B2 B3 B5 B6 B7 C1 C3 C4 C8	This presentation or oral test will assess the part corresponding to the city of A Coruña.  Students will do it in situ or in the classroom, according to the teacher's indications.	30
Supervised projects	A3 A5 A8 A13 A23 A30 A31 A33 B1 B2 B3 B4 B5 B6 C1 C4 C8	Group and individual work that should follow the guidelines offered by the teacher at the beginning of the course.  The individual part will score 1.5 points, and the group part will score other 1.5 points. The individual part will include exercises or questionnaires (worksheets) that may be done in the master class, which, in general, will be related to the contents of the work. This percentage may also include the reviews or exercises derived from the field trips.	30

## Assessment comments



Field trips, lectures, class attendance or other activities are compulsory and may require the submission of an outline, which will serve as proof of attendance.

Those who, for a justified reason, cannot attend the day indicated for their oral presentation will have to arrange another date with the teacher.-

All parts must be passed by at least 50% in order to be able to make the final calculation. Those students who fail any part will appear with the grade obtained in the failed part until the final assessment can be made at the next attempt once they passed all modules. Students who release a part of the subject by means of a partial test will only be valid for the current course. If a person who has released a part of the assessment does not pass the subject as a whole, neither in the first nor in the second attempt they will have to repeat the whole subject in the following academic years.

Detailed instructions on the assignments will be explained by the teacher in class and posted on the Moodle platform.

The above assessment criteria apply to both the first and second attempts and the advanced call.

There is a total ban on entering the classroom where the different assessment tests take place with any device that allows communication with the outside and storage of information.

Students with academic dispensation of exemption from attendance:

- They will follow the same system as on-site students but will have to complete two individual assignments proposed by the lecturer instead of one. In addition, they must contact her for at least two online tutorials during the term.

Students who do not sit any of the parts proposed in the assessment will appear as NP. If they do take any of them, they will appear as failed until they take or pass the missing part in the next exam session to be able to make the final calculation. It may be the case that a person fails some of the parts, but the sum with the rest gives a pass mark. In this case, the mark will be a fail (the highest fail of those who fail), as it is necessary, as mentioned above, that all the tests are passed by 50% in order to make the calculation.

Academic dishonesty/plagiarism

Students who commit academic fraud will be subject to the corresponding sanctions pursuant to the University of A Coruña's disciplinary regulations for students (art. 11, section 4. b). "The student will be graded with a "fail" (numerical grade 0) for the corresponding academic year, regardless of whether the offence is committed in the first or second attempt. In this sense, the grade for the first session may be modified, if necessary." Diversity ATTENTION TO DIVERSITY:

Students may request measures aimed at supporting diversity (physical, visual, auditory, cognitive, learning or mental health-related). They should contact the services available at the UDC Diversity Attention Unit(<https://www.udc.es/cufie/ADI/apoioalumnado/>) or, failing that, the tutor with responsibility for diversity at the Faculty of Tourism, within the time period stipulated for each teaching session.

## Sources of information

<b>Basic</b>	<ul style="list-style-type: none"><li>- GARCÍA CUETOS, María del Pilar (2011). El patrimonio cultural. Conceptos básicos . Prensas Universitarias de Zaragoza</li><li>- GONZÁLEZ, Matilde; LEZCANO, María Elvira y SERANTES, Araceli (2014). Interpretación do patrimonio artístico. Guía para profesionáis do turismo. CEIDA</li></ul> <p>Engadiranse referencias bibliográficas no transcurso da materia. En Moodle inclúense as referencias bibliográficas e documentos sobre A Coruña e a Catedral de Santiago</p>
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Complementary

- ( ) .
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  - SORALUCE BLOND, J.R. (2015). Historia del Arte para incrédulos. incrédulos Tórculo Eds. A Coruña
  - TUGORES, F. e PLANAS, R. (2006 ). Introducción al Patrimonio Cultural . Edics.Trea, Gijón
  - TILDEN, Freeman (2006). La interpretación de nuestro patrimonio. Asociación para la Interpretación del Patrimonio, Sevilla
- Specific bibliography in english: - CAVE; Claire; NEGUSSIE, Elene (2017)World Heritage Conservation. TheWorld Heritage Convention, Linking Culture and Nature for SustainableDevelopment. Routledge - CRAIG, Albert et al. (2016) Heritage of World Civilizations,The, Combined Volume, 10th edition. Pearson - COTHREN, Michael; STOKSTAD, Marilyn (2019). Art: A Brief History , 7th edition. Pearson . DAVIES, Penelope et al. (2016)Janson's History of Art: The WesternTradition, Reissued Edition, Volume 1. Pearson Janson's History of Art: The WesternTradition, Reissued Edition, Volume 2 - DEEPAK, Chhabfra (2023) Resilience, Authenticity and DigitalHeritage Tourism. Routledge- FROST, JENNIFER: FROST, WARWICK (2023). Medieval Imaginaries in Tourism,Heritage and the Media. Routledge- HARGROVE, Cheryl (2017) Cultural Heritage Tourism. FiveSteps for Success and Sustainability. Rowman& Littlefield Publishers / AASLH- PACELLI, Vicenzo; SICA, Eduardo (2022)The Economics and Finance ofCultural Heritage. How to Make Tourist Attractions a Regional Economic Resource. Routledge- SMITH, M.K. (2016) Issues in cultural tourism studies, London: Routledge 3rd edition. - SMITH, M.; Macleod N.; Robertson M. H. (2010) Key concepts in tourist studies, London: Sage- STOKSTAD, Marilyn (2018) Art History, Volume 1. Pearson Art History, Volume 2 . Pearson- STAIFF, Russel, et al. (2012) Heritage and Tourism. Place,Encounter, Engagement. Routledge. WHITE, Chris (2023) Museums and Heritage Tourism.Theory, Practice and People. Routledge - WOODWARD, Simon; COOKE, Louise (2022) World Heritage. Concepts, Managementand Conservation. Routledge - WICKE, Christian, et al. (2018) Industrial Heritage and RegionallIdentities. Routledge Additional Reading:Coehn A, Knifton R. (eds) (2015) Sites of popular music heritage: memories, histories, places London: RoutledgeDu Cros H., and McKercher B. (2015) Cultural Tourism, Abingdon: RoutledgeHobsbawm E and Ranger T (2012) The invention of tradition, Cambridge, CUPMcKerchler B, du Cross H (2002) Cultural tourism: the partnership between tourism and cultural heritage management, New York: Haworth HospitalityPrebensen N.K., Chen J.S., and Uysal M. (eds), (2016) Creating Experience Value in Tourism CABIRaj R., Griffen K., Morpeth N. (eds) (2013) Cultural tourism Wallingford: CABISmith L and Akagawa N (2009) Intangible heritage London: RoutledgeTimothy D.J. and Boyd S.W. (2003) Heritage tourism, Prentice HallTimothy D.J. and Boyd S.W. (2014) Tourism and trails ? cultural, ecological and management issues, Channel View PublicationsTimothy, Dallen J. (2020). Cutral Heritage and Tourism: An introduction Channel View PublicationsUrry J and Larson J (2012) The tourist gaze 3.0, London: SageCreating Heritage:



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## 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

Class attendance is an obligation for students.&nbsp;Attendance at field trips is essential, as they involve the preparation of tests and assignments. Gender perspective&nbsp;In accordance with the various regulations governing university teaching, a gender perspective must be included in this subject. This includes, among other measures, the use of non-sexist language, bibliographies that are inclusive from a gender perspective, and encouraging participation by all students in class, regardless of their gender. Particular attention will be paid to identifying and addressing sexist prejudices and attitudes. We will work actively to modify&nbsp; this environment and promote values of respect and equality. Any cases of gender discrimination detected will be addressed and appropriate actions taken.&nbsp;

(\*)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.