



IDENTIFYING DATA

Concept and Categories of Cultural Heritage

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|---------------------|---|-----------|------|------------|
| Subject | Concept and Categories of Cultural Heritage | | | |
| Code | O02M143V03101 | | | |
| Study programme | Máster Universitario en Valoración, Gestión y Protección del Patrimonio Cultural | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 3 | Mandatory | 1st | 1st |
| Teaching language | Spanish Galician | | | |
| Department | | | | |
| Coordinator | Pérez Losada, Fermín Emiliano | | | |
| Lecturers | de Uña Álvarez, Elena Pilar Pérez Losada, Fermín Emiliano | | | |
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| Web | http://moovi.uvigo.gal/course/view.php?id=1060 | | | |
| General description | It is a subject of an introductory and generalist nature, which aims to understand and value the importance of Cultural Heritage in contemporary society. | | | |

Training and Learning Results

| | |
|------|---|
| Code | |
| A5 | That students have the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous. |
| B1 | Acquire the ability to differentiate and assess the various expressions of Cultural Heritage, know the tools for their quantification and protection, as well as the different perspectives that address their management. |
| C8 | Understand the multifactorial values of Cultural Heritage, and assess it appropriately according to criteria of social use. |
| D4 | To be able to integrate the diverse information and data contributed by diverse technicians and tools in the writing of conclusions of action. |
| D6 | Know how to transmit in a clear and unambiguous way to a specialized audience or not, results from scientific and technological research or the most advanced field of innovation, as well as the most relevant foundations on which they are based |

Expected results from this subject

| Expected results from this subject | Training and Learning Results |
|--|-------------------------------|
| Know the concept of Cultural Heritage, his evolution and his distinct categories | A5 B1 C8 D4 D6 |

Contents

| Topic | |
|----------------------------------|--|
| The concept of Cultural Heritage | Origins and evolution from the 19th century (National Heritage). Essential shots in the actuality. General categories in which it classifies (Natural/Cultural; Immaterial/Material; Mobile/Not mobile). |

| | |
|---|---|
| The Natural Heritage | <p>Definition and own and singular characteristics.</p> <p>Origins and evolution of the concept until the actuality.</p> <p>General strategies of conservation and intervention.</p> <p>The obvious interaction with the action *antrópica: Landscapes, Territories.</p> <p>Emergent heritages related: geological and miner, paleontological, etc.</p> |
| The Cultural Heritage | <p>General classification according to the rules and conventions: Historical/Artistic, Archaeologic, Ethnographic, Bibliographic and Documentary.</p> <p>Characteristics and own peculiarities of each category.</p> <p>General strategies of conservation and intervention.</p> <p>Emergent heritages related (scientific/technician, industrial, etc.).</p> |
| The specific case of the Immaterial Cultural Heritage | <p>Definition, characteristic and evolution of the concept until the actuality.</p> <p>Relations and interactions with the material heritages.</p> |
| Heritage Categories | <p>The changing and diffuse borders between the diverse heritage types and categories.</p> <p>Juridical definitions and epistemological concepts.</p> <p>Heritages consolidated and emergent heritages. The integral heritages.</p> |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|----------------------------|-------------|-----------------------------|-------------|
| Introductory activities | 1 | 0 | 1 |
| Seminars | 4 | 0 | 4 |
| Case studies | 0 | 24 | 24 |
| Autonomous problem solving | 0 | 30 | 30 |
| Objective questions exam | 1 | 0 | 1 |
| Essay | 0 | 10 | 10 |
| Systematic observation | 0 | 5 | 5 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|----------------------------|---|
| Introductory activities | Session oriented to take contact and gather information on the students and his motivations. Presentation of the matter and of the surroundings in which it will develop the module, employing tools of *teleformación and telecommunication. |
| Seminars | Activity focused on the work on a specific topic, which allows to deepen or complement the contents of the subject. They can be used as a complement to the theoretical classes. |
| Case studies | Analysis of cases or situations in relation with the concept and categories of the Cultural Heritage. Process based in the platform of *teleformación. |
| Autonomous problem solving | Activities linked to the development of the reflection, debate, critical and open generation of alternatives moving the knowledges and the skills of the students by means of the different technological tools of teaching. |

Personalized assistance

| Methodologies | Description |
|---------------|--|
| Seminars | Educational interaction with students the purpose of basic exhibition of contents, orientation, advice and resolution of doubts in the process of the learning, with the support of the means of remote teaching. |
| Tests | Description |
| Essay | Resolution of doubts and personalised attention of the practical exercises realised by the students (glossary, specific forums). Resources used: platform Moodle of remote teaching and Campus Remoto videoconference. |

Assessment

| | Description | Qualification | Training and Learning Results | | | |
|--------------------------|--|---------------|-------------------------------|----|----|----------|
| Objective questions exam | It tests type test, realised through the virtual platform. The result of learning evaluated is: Know the concept of cultural heritage, his evolution and his distinct categories. | 40 | A5 | B1 | C8 | D4 D6 |
| Essay | The students carry out a task that consists of short texts and/or critical comments in response to the practical exercises (glossary, specific forums) proposed by the teaching staff The result of learning evaluated is: Know the concept of cultural heritage, his evolution and his distinct categories | 40 | A5 | B1 | C8 | D4 D6 |

| | | | | | | |
|------------------------|--|----|----|----|----|----------|
| Systematic observation | Communication and active participation in the activities of the matter through telematic means. The result of learning evaluated is: Know the concept of cultural heritage, his evolution and his distinct categories | 20 | A5 | B1 | C8 | D4 D6 |
|------------------------|--|----|----|----|----|----------|

Other comments on the Evaluation

According to the 2023 "Regulation on the evaluation, qualification and quality of teaching and the student learning process of the University of Vigo", there are two evaluation systems that students can choose: the preferred one, which will be applied by default, of "continuous evaluation" (diversified tests and activities that take place throughout the semester), and the so-called "global evaluation" (examinations and/or delivery of work/exercises to be carried out on the official dates of evaluation established in the academic calendar), which must be expressly requested by the interested students, and communicated to the responsible teaching staff within a maximum period of 31 days from the beginning of each term.

The "global evaluation" tests for this subject will consist as follows: quiz-type exam (50%) + delivery of exercises (glossary, specific forums) (50%).

Students have two evaluation calls/opportunities. The first is carried out during the teaching semester. The second (or 2nd opportunity) will take place in the month of July, for which access to the teaching platform will be enabled again.

Sources of information

Basic Bibliography

García Cuetos, P., **El patrimonio cultural: conceptos básicos**, Universidad de Zaragoza, 2011

QUEROL, M.A., **Manual de gestión del Patrimonio Cultural**, Akal, 2010

Tugores, F. e Planas, R., **Introducción al Patrimonio Cultural**, Trea, 2006

HERNÁNDEZ HERNÁNDEZ, F., **El patrimonio cultural: la memoria recuperada**, Trea, 2002

Complementary Bibliography

Babelon, J.P e Chastel, A., **La notion de patrimoine**, Liana Levi, 2000

Choay, F., **Alegoría del Patrimonio**, Gustavo Gili, 2007

García Cuetos, P., **Humilde condición: el patrimonio cultural y la conservación de su autenticidad**, Trea, 2009

Monterroso Montero, J.M., **Protección y conservación del patrimonio: principios teóricos**, Tórculo, 2001

Moure Romanillo, A. (Ed.), **Patrimonio Cultural y Patrimonio Natural. Una reserva de futuro**, Universidad de Cantabria, 2003

UNESCO, **¿Qué es el patrimonio cultural inmaterial?** <http://www.unesco.org/culture/ich/doc/src/01851-ES.pdf>,

UNESCO, **Gestión del Patrimonio Mundial natural** <http://whc.unesco.org/en/managing-natural-world-heritage/>,

UNESCO, **Gestión del Patrimonio Mundial cultural** <http://whc.unesco.org/en/managing-cultural-world-heritage/>,

Recommendations

Other comments

The teaching of the subject will be always of face-to-face telematic way, well was synchronous or asynchronous, using the eMoodle (MooVi) educational platform and participating in the educational activities through multiple videoconference (Remote Campus).

To be able to receive the teaching of effective way it si recommended , previously to the start of the subject, to consult the manual of access to the platform and to follow the technical specifications in order to assist to the remote sessions. It is indispensable that each student access to the educational platform of the subject previously to the beginning of the same.