



## IDENTIFYING DATA

### Concept and Categories of Cultural Heritage

Subject	Concept and Categories of Cultural Heritage			
Code	O02M143V03101			
Study programme	(*)Máster Universitario en Valoración, xestión e protección do patrimonio cultural			
Descriptors	ECTS Credits	Type	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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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.			

## Competencies

Code	
CB5	That students have the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous.
CG1	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.
CE8	Understand the multifactorial values of Cultural Heritage, and assess it appropriately according to criteria of social use.
CT4	To be able to integrate the diverse information and data contributed by diverse technicians and tools in the writing of conclusions of action.
CT6	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

## Learning outcomes

Learning outcomes	Competences
Know the concept of Cultural Heritage, his evolution and his distinct categories	CB5 CG1 CE8 CT4 CT6

## 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	Definition and own and singular characteristics. Origins and evolution of the concept until the actuality. General strategies of conservation and intervention. The obvious interaction with the action *antrópica: Landscapes, Territories. Emergent heritages related: geological and miner, paleontological, etc.

The Cultural Heritage	General classification according to the rules and conventions: Historical/Artistic, Archaeologic, Ethnographic, Bibliographic and Documentary. Characteristics and own peculiarities of each category. General strategies of conservation and intervention. Emergent heritages related (scientific/technician, industrial, etc.).
The specific case of the Immaterial Cultural Heritage	Definition, characteristic and evolution of the concept until the actuality. Relations and interactions with the material heritages.
Heritage Categories	The changing and diffuse borders between the diverse heritage types and categories. Juridical definitions and epistemological concepts. Heritages consolidated and emergent heritages. The integral heritages.

### 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 *teleformación.
Tests	Description
Essay	Resolution of doubts and personalised attention of the practical exercises realised by the *alumnado (glossary, specific forums). Resources used: platform of *teledocencia *Moodle and videoconference and *meeting.

### Assessment

	Description	Qualification	Evaluated	Competences
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.	30	CB5 CG1	CE8 CT4 CT6
Essay	The student realises and presents a critical comment on the texts and readings recommended, using tools of remote delivery in the date indicated. The result of learning evaluated is: Know the concept of cultural heritage, his evolution and his distinct categories	50	CB5 CG1	CE8 CT4 CT6
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	CB5 CG1	CE8 CT4 CT6

### Other comments on the Evaluation

The student, \*segÃn the valid rule, has two announcements of \*evaluaciÃn. The first carries out during the \*cuatrimestre of teaching. In case that the weeks of teaching of the matter are not sufficient for the delivery of all the planned works, enable the platform of teaching two additional weeks, at the end of the \*cuatrimestre, to facilitate the said delivery, \*estableciÃndose in this case a \*cronograma alternative of delivery of tasks. The second \*evaluaciÃn makes in the month of Julio, for which enable again the access to the educational platform.

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## 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/>,

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## 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 (FaiTic) educational platform and participating in the educational activities through multiple videoconference (e-meeting, Remote Campus). To be able to receive the teaching of effective way it is recommended, previously to the start of the matter, 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.

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## Contingency plan

### Description

#### === EXCEPTIONAL PLANNING ===

Given the uncertain and unpredictable evolution of the health alert caused by COVID-19, the University of Vigo establishes an extraordinary planning that will be activated when the administrations and the institution itself determine it, considering safety, health and responsibility criteria both in distance and blended learning. These already planned measures guarantee, at the required time, the development of teaching in a more agile and effective way, as it is known in advance (or well in advance) by the students and teachers through the standardized tool.

#### === ADAPTATION OF THE METHODOLOGIES ===

\* Teaching methodologies maintained

\* Teaching methodologies modified

\* Non-attendance mechanisms for student attention (tutoring)

\* Modifications (if applicable) of the contents

\* Additional bibliography to facilitate self-learning

\* Other modifications

#### === ADAPTATION OF THE TESTS ===

\* Tests already carried out

Test XX: [Previous Weight 00%] [Proposed Weight 00%]

...

\* Pending tests that are maintained

Test XX: [Previous Weight 00%] [Proposed Weight 00%]

...

\* Tests that are modified

[Previous test] => [New test]

\* New tests

\* Additional Information

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