



Code - Course	061106 – Tourism and Cultural Heritage				
Type	Basic Training		Year	1 st	
Thematic Area	Tourism and Culture		Credits	6 ECTS	
Teacher in charge of the course			[Nur Abellán]		
In-class	60 hours	Teacher-led	40 hours	Individual	50 hours

BRIEF COURSE DESCRIPTION

[Discovering, knowing, enjoying and experiencing culture and heritage are some of the main reasons for tourists to travel and, are also selling points to promote a destination. This course provides the basic keys to interpret the architectural, archeological, urban and artistic heritage at both local and global levels, in order to contribute to the cultural sustainability of a given destination. The analysis tools provided will be applied on field trips and through case studies. This course also provides the basis for further development in specialty subjects: management of cultural tourism and heritage mediation. The student will, therefore, be able to make objective and subjective analysis of heritage assets and know how to communicate them, both written and orally, as well as to integrate them into a tourism project.]

BASIC SKILLS

BS01- Students must demonstrate knowledge and understanding in a study field based on secondary school and that relies on advanced textbooks and includes some aspects that imply knowledge about the vanguard of it.

BS03- Students must be able to collect and interpret important information (in their study field) in order to formulate judgments with reflections on important social, scientific and ethical issues.

GENERAL SKILLS

GS01- Evaluate the social and environmental impact of actions in his or her field, sustainability.

GS04- Have a commitment to ethics.



Centre adscrit



UNIVERSITAT DE
BARCELONA

GS05- Teamwork.

SPECIFIC SKILLS

SS01- Understand the principles of tourism and the importance of its socio-cultural and environmental impact.

SS12- Identify, increase the value of, and manage cultural and natural heritage for tourism use.

LEARNING OBJECTIVES

1. Understand and apply general characteristics of artistic and cultural currents of history in order to value heritage.
2. Learn about main historical and artistic heritage.
3. Analyze cultural heritage as a tourism resource.
4. Learn the methodology of artwork analysis for its application and classification.
5. Manage a specific terminology about heritage concerning its interpretation and management.
6. Identify and present a heritage element as a tourism resource.
7. Develop an appreciation for heritage and its issues that underlie the need for its conservation.



Centre adscrit



UNIVERSITAT DE
BARCELONA

ACADEMIC CONTENTS

Block 1: Relationship between cultural heritage and tourism

1.1 Identity and cultural heritage

1.1.1 What is identity?

1.1.2 What is culture?

1.1.3 What is cultural heritage? Classification, selection criteria and values

1.2 The role of cultural heritage in the evolution of tourism

1.2.1 Typologies of tourism

1.2.2 Cultural heritage and tourism

Block 2: Identification and analysis of cultural heritage in the environment

2.1. The heritage resources of the environment

2.2 Monuments: definition and analysis

2.3 The ruins: definition and analysis

Block 3: The museum and heritage

3.1 Origin and evolution of the museum

3.2 Typology of museums

3.3 Museology and museography

3.4 New technologies and the museum

LEARNING METHODOLOGY

The learning methodologies planned for the subject combine a number of processes being the most remarkable the cognitive methods related to the comprehension of the principles of tourism and the global tourism system as well as the inclusion of a set of skills, mainly technical.

The activities and methodologies -both group and individual- designed for this subject are the following:



Lectures
Case studies
Discussions
Practical exercises
Problem-based learning
Visits to heritage sites

ASSESSMENT SYSTEM

The assessment system measures the student's achievement of learning outcomes regarding the subject's competences and contents.

Students may choose continuous assessment or single assessment:

Continuous Assessment: the teaching-learning process is assessed by a continuous monitoring of the work done by the students throughout the course and a final individual examination. Students must attend classes in order to be assessed by continuous assessment.

Single Assessment: for those students who cannot come to class regularly, they can choose to be assessed by single assessment. The teaching-learning process is assessed by means of the assessment of all activities and in-person individual examination at the end of the course.

To qualify for this form of assessment, students must apply within the first 15 days of the start of the course through the assessment section of Virtual Campus.

The assessment activities planning will be public for the students from the start.

Activities	Type	Continuous	Single	Week deadline
Block 1 Activity	Individual	15%	20%	End B1
Block 2 Activity	Group	20%	20%	End B2
Block 3 Activity	Group	20%	-	January
Attendance participation &	Individual	5%	-	Transversal
Final Exam	Individual	40%	60%	Exam Week
Total		100%	100%	



To pass the course, it is mandatory to have obtained a minimum final grade of "5", as long as the student has completed the individual exam/s or work/s established in the course. This exam/s or final work/s must be graded with a minimum of "4" in order to be able to calculate the average of all the assessment activities carried out during the course.

Revision and Reassessment of the Course

The student has the right to revise all the evidences that have been designed for the assessment of learning.

If a student fails to achieve the learning objectives of the course, in order to opt for the subject reassessment, it will be necessary to have obtained a final grade of the subject between "4-4.9", and to have attended the individual final exam/s or final work/s of the course.

The reassessment process will only involve the modification of the final grade in the case that the new assessment activity is passed and, in any case, the maximum grade will be "5". This grade will be averaged with the other grades of the assessment activities carried out by the student during the corresponding academic period, considering the percentages established in each subject, setting the final grade for the course.

REFERENCES

BLOCK 1

Choay, F. (2007). *Alegoría del Patrimonio*. Barcelona: Gustavo Gili.

Coma, L. & Santacana, J. (2017). *Ciudad educadora y turismo responsable*. Gijón: Ediciones Trea.

Crespi, M. & Planells, M. (2003). *Patrimonio cultural*. Madrid: Síntesis.

Crespi, M. & Planells, M. (2011). *Recursos Turísticos*. Madrid: Síntesis.

Du Cros, H. & McKercher, B. (2015). *Cultural tourism*. Second edition. New York: Routledge.

García, M. P. (2011). *El patrimonio cultural. Conceptos básicos*. Zaragoza: Prensas Universitarias de Zaragoza.

Hernández, F. (2002). *El patrimonio cultural: la memoria recuperada*. Gijón: Trea.

Morales J. (1998). *Guía práctica para la interpretación del patrimonio: el arte de acercar el legado natural y cultural al público visitante*. Sevilla: Junta de Andalucía.



Santacana, J. & Llonch, N. (2016). El patrimonio cultural inmaterial y su didáctica. Gijón: Trea.

BLOCK 2

Alonso, Jose Ramon. (2012). Introducción a la historia de la arquitectura: De los orígenes al siglo XXI. Barcelona: Reverte Editorial Sa.

Gombrich, E.H. (2008). Historia del arte. (16ª edición). Londres: Phaidon.

Hernández, F.X & Rojo, M.C. (2012). Museografía didáctica e interpretación de espacios arqueológicos. Gijón: Trea.

López-Menchero, V.M. (2012). Manual para la puesta en valor del patrimonio arqueológico al aire libre. Gijón: Trea.

Ruskin, J. (2016). Las piedras de Venecia y otros ensayos. Madrid: Biblok Book Export.

Santacana, J. (coord.) (2005). Museografía didáctica. Barcelona: Ariel.

Santacana, J. & Masriera, C. (2012). La arqueología reconstructiva y el factor didáctico. Gijón: Trea.

Santacana, J. & Llonch, N. (2012). Manual de didáctica del objeto en el museo. Gijón: Trea.

Sullivan, S., & Mackay, R. (2013). Archaeological sites: Conservation and management. Los Angeles, Calif: Getty Conservation Institute.

Zaphiropoulou, P. (2016). Classic greek masterpieces of sculpture. New York: Abrahams.

BLOCK 3

de la Peña Esteban, F. D., Hidalgo Giralt, C., & Palacios García, A. J. (2015). Las nuevas tecnologías y la educación en el ámbito del patrimonio cultural. «Madrid Industrial, Itinerarios». Un ejemplo de m-learning aplicado al patrimonio industrial. Revista Tecnología, Ciencia Y Educación, (2), 51-82. <https://doi.org/10.51302/tce.2015.52>

Calle, M. de la (2002). La ciudad histórica como destino turístico. Barcelona: Ariel.

Coceres, Claudia María. (2002). Patrimonio y nuevas tecnologías. Cuadernos de la Facultad de Humanidades y Ciencias Sociales. Universidad Nacional de Jujuy, (18),



Centre adscrit



UNIVERSITAT DE
BARCELONA

COURSE CONTENT

Bachelor's Degree in Tourism
Academic Year [2024/25]

217-232. Recuperado en 08 de septiembre de 2022, de http://www.scielo.org.ar/scielo.php?script=sci_arttext&pid=S1668-81042002000100015&lng=es&tlng=es.

Coma, L. & Santacana, J. (2010). Ciudad Educadora y Patrimonio. Cookbook of heritage. Gijón: Trea.

Georgescu Paquin, A. (2015). La actualización patrimonial a través de la arquitectura contemporánea. Gijón: Trea.

Imbert-Bouchard, D.; Llonch, N.; Martín, C. y Osácar, E. [2013]: «Cultural tourism & Apps. A brief over-view of the current situation», *Her&Mus. Heritage & Museography*, 5 (2), págs. 44-54. Disponible en: <http://www.trea.es/material/descargas/Hermus%2013%20web.pdf> [Consulta: 23 de marzo de 2014].

Martínez, T. y Santacana, J. [2014]: «Modelos de educación patrimonial basados en telefonía móvil. El patrimonio cultural», en J. Santacana y L. Coma (coords.), *El m-learning y la educación patrimonial*, Gijón, Ediciones Trea |