SUBJECT SYLLABUS

Degree	Academic year
243.5 TOURISM	**2011/12**
Subject code and title	Duration
53521 Heritage and Cultural Resources and Products	**Semester 1**

Type	Language	UD Credits	ECTS Credits	Group/Language
COMPULSORY	**SPA**	**6**	**6**	**01 / Spanish**

Lecturer

Arretxea Sanz, Larraitz

DESCRIPTION

The growing importance of cultural tourism means there is a need to address a series of basic concepts, whose mastery is essential for a prospective professional in Tourism pursuing a career in this field. Heritage and culture are two of the foremost components in the preparation of tourist products and services, and currently constitute a significant source of economic development.
Furthermore, cultural assets are some of the more significant factures in the cultural identity of any location, tourist or otherwise, and this should be taken into account when designing products and services, as well as understanding the measures for conservation and safeguarding that are applied to heritage sites or to different traditions and festivals. Knowledge of these sites and of their importance to the community in which they are embedded will ensure the responsible management of the tourist resources of heritage and culture.
This subject seeks to contribute to the study of certain basic concepts, as well as reveal the diversity of options that heritage and culture provide for Tourism professionals.
It may be said that tourist cultural resources and products are based on two core aspects: the heritage itself, liable to become the focus of specific products (thematic routes, dedicated guides, etc.) and museums, as the main and privileged area of communication for heritage and culture.
Regarding the generic competence G4., involving critical thinking, this subject seeks to foster a critical approach to the reality of cultural tourism, exposing students to the different perspectives that exist in this field, thereby helping them to understand them and, why not, to adopt their own standpoint.

PREREQUISITES

No prior knowledge is required, although grounding in the History of Art would be useful.

LEARNING OUTCOMES IN TERMS OF GENERIC AND SPECIFIC COMPETENCES

On completing this subject students are expected to be competent in:

¿ Generic Competences:
- G3. Level 1. Analytical thought
- G4. Level 1. Critical thinking

¿ Specific Competences:
- S2.3. Analysing the main schemes for highlighting the value of the cultural heritage
- S2.4. Linking the goals of cultural and tourist management with a view to providing a satisfactory experience on a tourist level and a legitimate one on a cultural level

CONTENTS

Topic 1: Introduction to the Cultural Heritage: concept, derivations and types.
Topic 2: Art and heritage. Art genres.
Topic 3: The lexicon of architecture, sculpture, painting and industrial arts: techniques and terminology.
Topic 4: The analysis and commentary of a work of art.
Topic 5: The major cycles in the History of Art.
Topic 6: Cultural heritage and tourism.
Topic 7: Museums. Types. Museums and Tourism. Guided tours.
Topic 8: The issues involved in the preservation of the artistic and cultural heritage.

TEACHING-LEARNING STRATEGY

The theoretical explanations by the lecturer in class will be supplemented by a reading list, case analyses, visits to heritage sites (guided by the lecturer or unsupervised) and seminars for sharing information.
Students will be required to undertake an extensive assignment involving an interpretation and marketing plan based on a specific item of heritage.

ASSESSMENT SYSTEM

The mark will be assessed as follows:

¿ Practicals: 40%
- Sundry Assignments, 20%
- Group Work, 20%

¿ Final Exam: 60%

In order to pass the subject as a whole it will be MANDATORY to have passed each one of these two parts separately. In the event of passing only one of them, the other mark will be kept solely until the next re-take, within the same academic year.

BIBLIOGRAPHY

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- BARRETTO, M.: Turismo y cultura. Relaciones, contradicciones y expectativas. Tenerife: Pasos, 2007. (http://issuu.com/pasosonline/docs/psedita1_1)
- BOLAÑOS , M.: Historia de los Museos en España. Gijón: Trea, 1998.
- BOU, L.M.: Cómo enseñar el arte. Barcelona: Ediciones CEAC, 1986.
- CALAF, R., FONTAL, O. Y FERNÁNDEZ, A.: Arte para todos. Miradas para enseñar y aprender el patrimonio. Gijón: Ediciones TREA, 2004
- CAMARERO, C. y GARRIDO, M.J.: Marketing del Patrimonio Cultural. Madrid: Pirámide, 2008 (En Biblioteca, 658.8:7 C 16 c)
- CASTRO, F. y BELLIDO, M.L.: Patrimonio, museos y turismo cultural : claves para la gestión de un nuevo concepto de ocio : actas del curso celebrado en el marco de los Seminarios Fons Mellaria 1997 (Fuente Obejuna, Córdoba, 21-25 de Julio) / (En Biblioteca, 719(460)(061) P 32)
- DOMÍNGUEZ, C., ESTEPA, J. y CUENCA, J.M. (eds.): El museo. Un espacio para el aprendizaje. Huelva: Universidad de Huelva, 1999.
- FERNANDEZ ARENAS, J.: Introducción a la conservación del patrimonio y técnicas artísticas. Barcelona: Ariel, 1996 (En Biblioteca, 7.025 F 39 j)
- GONZÁLEZ-VARAS, I.: Conservación de bienes culturales: teoría, historia y principios y normas. Madrid: Cátedra, 1999 (En Biblioteca, 7.025 G 59 i).
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- HOOPER-GREENHIL, E.: Los museos y sus visitantes. Gijón: Trea, 1998.
- LEÓN, A.: El museo. Teoría, praxis y utopía. Madrid: Cátedra, 1990 (3 ejemplares en Biblioteca de Bilbao).
- Ley 16/1985, de Patrimonio Histórico Español. http://www.mcu.es/patrimonio/docs/ley16-1985.pdf
- Ley 7/1990, de Patrimonio Cultural Vasco. http://www.euskadi.net/cgi-bin_k54/bopv_20?c&f=19900806&s=1990157
- MORALES, J.: Guía práctica para la interpretación del patrimonio. El arte de acercar el patrimonio cultural y natural al público visitante. Madrid: Junta de Andalucía, 1998 (AGOTADO en librerías, está en Biblioteca, 7.025.3 M 83 j).
- RAMÍREZ, J.A. (dir.): Historia del arte. Madrid: Alianza Editorial, 1997 (4 vol., en Biblioteca, 7(091) H 65)
- RIUTORT, A.: Fundamentos de la historia del arte. Madrid: Editorial Playor, 1987.
- VALDÉS, M.C.: La difusión cultural en el museo: servicios destinados al gran público. Gijón: Editorial TREA, 1999.

NOTA: La profesora facilitará al alumno las referencias puntuales necesarias para la elaboración de las actividades, salvo cuando la búsqueda de información por el alumno sea uno de los elementos a evaluar en la actividad.