

**Historical Interpretation of Cultural Resources**

Code: 44170  
ECTS Credits: 6

| Degree  | Type | Year | Semester |
|---|------|------|----------|
| 4316837 Tourism Management in Cultural Heritage | OB   | 1    | 1        |

## Contact

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## Teaching groups languages

To check the language/s of instruction, you must click on "Methodology" section of the course guide.

## Teachers

Jordi Figuerola Garreta

Jordi Cortadella Morral

Carolina Batet Company

Xavier Carmaniu Mainadé

Carlos Alberto Acosta Rizo

## External teachers

Irene de Pedro

## Prerequisites

There are no prerequisites

## Objectives and Contextualisation

The aim of this module is to understand history as the backbone for the development of tourism content that affects, both tangible and intangible, heritage, providing the basic concepts and elements that enable the construction of a tourism discourse based on these historical elements.

To this end, these contents focus on the acquisition of skills for the handling and understanding of historical testimonies, in different media, their treatment and their social and material implications applied to tourist activities. Knowing how to apply objectivity in the history, interpretation, singularity and intentionality of historical resources, as well as understanding the instruments that allow these contents to be applied in order to obtain a solid and quality tourist-cultural offer.

It also deals with the analysis of museum and historical interpretation centres, the variety of existing approaches in terms of knowledge management, the contents they implement, the typologies of visitors and the evolution of these spaces based on current demands.

## Competences

- Analyse the value of arts, humanities and social sciences applied to tourism.
- Be able to continue the learning process autonomously
- Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
- Create multilingual expositive discourses interrelating the tourist content of cultural heritage with the arts and humanities.
- Design tourist products adapted to regional spaces using both tangible and intangible cultural heritage resources.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Manage and develop original contributions in the framework of theoretical research and/or practical application.
- Manage the information presented in different heritage space and adapt it to the different groups that visit them.
- Work both individually and in interdisciplinary teams.

## Learning Outcomes

1. Analyse the importance of history and heritage as resources for tourism and the social and cultural identity of a region.
2. Be able to continue learning autonomously.
3. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
4. Explain the causes and the consequences of the main historical phenomena that directly affect a heritage resource.
5. Extract relevant information from a historical source from one of the historical periods that tourist resource belongs to.
6. Identify and describe the main historical content that can be applied to different tourist resources.
7. Identify the different historical events that have taken place in a tourist heritage resource and explain them in all their complexity.
8. Identify the different historical periods that heritage resources for tourists that are the object of study belong to.
9. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
10. Interpret historical documents related to the tourist heritage resource to be promoted.
11. Interpret the role of history to make the area where the heritage resource is found more dynamic.
12. Make a historical analysis of the scientific elements of industrial heritage.
13. Manage and develop original contributions in the framework of theoretical research and/or practical application.
14. Recognise how historical space offers content in keeping with the environment in which it is found.
15. Select historical information to be communicated in the presentation of heritage resource according to the resource and the public.
16. Work both individually and in interdisciplinary teams.

## Content

The main contents of this module refer to:

1. History as a backbone for tourism: Objectivity in history, historiographical schools, the development of historical discourse. The application of the historical contents of cultural tourism such as: synthesis, interpretation, intentionality and singularity.
2. Analysis of tangible and intangible heritage: Archaeological tourism and the historical interpretation of its tangible and intangible elements. Historical interpretation projects. The solid and quality offer versus a speculative proposal. Historical memory and new interpretative proposals
3. Knowledge of the history of science and technology: industrial heritage and the interpretation of scientific and technological elements, the vision and management of knowledge of technical museums.
4. As well as addressing the analysis of new spaces of historical interpretation, objectives, variety of approaches, analysis of the contents: The construction, exhibition, promotion and evaluation of the contents. The typologies of visitors and the evolution of these spaces based on current demands.

## Methodology

The teaching methodologies to be used in this module will be a combination of:

- Exhibition classes
- Classroom and out-of-the-classroom practices
- Visits to cultural management companies, fieldwork outings\*
- Tutorials
- Reading articles, reports and books of interest
- Personal study

The language used for this module will be Spanish

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

| Title            | Hours | ECTS | Learning Outcomes             |
|------------------|-------|------|-------------------------------|
| Type: Directed   |       |      |                               |
| Classroom        | 26    | 1.04 | 5, 6, 7, 8, 9, 11, 12, 14, 16 |
| Type: Supervised |       |      |                               |
| Tutoring         | 23.5  | 0.94 | 3, 10, 13, 15                 |
| Type: Autonomous |       |      |                               |
| Study            | 72.5  | 2.9  | 2, 4, 10, 13, 16              |
| Workshop         | 22    | 0.88 | 1, 3, 9, 10, 14, 15, 16       |

## Assessment

The assessment system for this module is based on:

- Active participation in class (participation also includes the concept of attendance in this module which cannot be less than 80%).
- Submission of assignments, workshops, visits, etc. This corresponds to 35% of the overall mark for the module.
- Oral defence of the assignments. This corresponds to 35% of the overall mark for the module.
- Synthesis tests. This corresponds to 10% of the overall mark for the module.

## Assessment Activities

| Title                         | Weighting | Hours | ECTS | Learning Outcomes      |
|-------------------------------|-----------|-------|------|------------------------|
| Active participation in class | 20%       | 0     | 0    | 3, 4, 6, 7, 10, 16     |
| Oral Presentations Works      | 35%       | 4     | 0.16 | 1, 9, 11, 12, 15       |
| Synthesis Tests               | 10%       | 2     | 0.08 | 3, 5, 6, 7, 8, 14      |
| Work delivery                 | 35%       | 0     | 0    | 1, 2, 7, 8, 10, 13, 14 |

## Bibliography

### Basic References

Antón Pelayo, Javier. (2017). "La Inglaterra de los primeros Estuardo, la Guerra Civil y la República en el cine (1603-1660)", *Tiempos Modernos. Revista Electrónica de Historia Moderna*, 34, pp. 234-269

Dieckow, Liliana María (2020) El nuevo turismo: los nuevos escenarios y desafíos. Ensayo.  
<https://orcid.org/0000-0001-5797-3290> (pàgina revisada a juny de 2022)

Goodacre, E. (2002). *Living the Past: Reconstruction, Re-enactment, and Education at Museums and Heritage Sites*. London: Middlesex University Press.

Rojas Rabaneda, Antonio. La recreación histórica en Cataluña como recurso de la socialización del conocimiento. *Her&Mus. Heritage & Museography*, 2019, Vol. 20, pp. 123-147,  
<https://doi.org/10.34810/hermusn20id369679> (pàgina revisada a juny 2023).

### Complementary References

Hernández-Cardona, F. X., Feliu-Torruella, M., Sospedra, R., González-Sanz, M., & Wilson-Daily, A. (2019). Generación de iconografía didáctica a partir de recreación histórica y 3D. El caso de la Guerra Civil Española [Generation of didactic iconography through historical reenactment and 3D. The case of the Spanish Civil War]. *ENSAYOS. Revista De La Facultad De Educación De Albacete*, 34(1), 67-82.  
<https://doi.org/10.18239/ensayos.v34i1.2034> (pàgina revisada a juny 2023)

Moral-Moral, Maria (2020) (2017). El turismo de batallas: un turismo experiencial y sostenible. *TURYDES: Revista sobre Turismo y Desarrollo local sostenible*, Vol. 10, Nº. 22.  
<https://dialnet.unirioja.es/servlet/articulo?codigo=7932231> (pàgina revisada a juny 2023).

Roqué, Xavier. (2016). Making Marie Curie. *Ambix*, 63, 356-357. ISSN: 0002-6980

Roca-Rosell, Antoni. Roqué, Xavier. (2013). *Physical Science in Barcelona. Physics in Perspective*, 15, 470-498 ISSN: 1422-6944

## **Software**

At Moodle Platform