

EUROPEAN CITIES IN THE PROCESS OF CONSTRUCTING AND TRANSMITTING OF THE EUROPEAN CULTURAL HERITAGE. INTERNATIONAL CURRICULUM FOR UNDERGRADUATE AND MASTER STUDENTS.



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ERASMUS+ PROGRAMME

STRATEGIC PARTNERSHIP FOR HIGHER EDUCATION COOPERATION FOR
INNOVATION AND THE EXCHANGE OF GOOD PRACTICES

SYLLABUS – University of Deusto



chic
cultural heritage international curriculum



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Uniwersytet Jagielloński (PL) – coordinating institution
Universidad de Deusto (ES) – partner institution
Università degli Studi dell'Aquila (IT) – partner
institution **Univerzita Mateja Bela v Banskej Bystrici
(SK)** – partner institution

Module syllabus for higher education subject

Faculty name	Faculty of Social and Human Sciences
The name of the unit running the module	Deusto Cities Lab Chair
The name of the module	European Cities in the process of constructing and transmitting European cultural heritage
ISCED classification	ISCED 6: Bachelor's or equivalent level
Language of instruction	Spanish and English
Instruction aims	<p>The aim of this course is to provide participants with competences (knowledge, skills and attitudes) that will enable them to understand:</p> <ul style="list-style-type: none"> - The role of the European city in the process of protection, conservation, creation and transfer of European cultural heritage. - The process of shaping cultural heritage based on different types of cities and the history of their societies - Europe's cultural diversity and its integrity <p>The goals of this module is also:</p> <ul style="list-style-type: none"> - To introduce participants to the methodology of social science research and to equip them with the ability to carry out research independently (under the supervision of the tutor) and to analyse the results, - To equip participants with the competence to write scientific articles - To prepare participants for international cooperation and study at partner universities
Module's learning outcomes. Upon successful completion of the module	<ul style="list-style-type: none"> - The student has extended knowledge about European cultural heritage and contemporary cultural life in Europe, as well as the functioning of the most important institutions in this field - The student can apply the theories from different areas of European Studies to analyze processes and draw accurate conclusions on causes and effects of researched phenomena - The student has extended knowledge of various forms of social structures and civil society institutions and the interconnections between them - The student has advanced knowledge of methods and research tools as well as techniques used to collect and analyse data - The student has advanced research skills such as formulating and analyzing research problems, choosing appropriate research

	<ul style="list-style-type: none"> - The student has the ability to design, implement and undertake research using appropriate methodologies - The student has the ability to effectively work individually as well as interact and work in a group, performing different roles in it - The student can precisely determine his or her own goals, giving them different priorities
Evaluation criteria of learning outcomes obtained by students	<p>Knowledge:</p> <ul style="list-style-type: none"> - Paper/final work. <p>Skills:</p> <ul style="list-style-type: none"> - Analysis of progress and participant's activity. <p>For receiving the certificate of attendance for having attended the sessions and the certificate of participation for having attended the sessions and handed in the final work</p>
Module type	Optional
A year of study	First and second year of bachelor's degree level
Semester	Spring
Module form	Online
Name and Surname of the module coordinator and/or the person/persons running the module	<p>Dr. Prof. Roberto San Salvador del Valle</p> <p>Dr. María Jesús Monteagudo</p> <p>Dr. Milica Matovic</p> <p>Dr. Anartz Madariaga</p> <p>Dr. Geana de Miranda Leschko</p> <p>Drs. Nerea Aranbarri</p>
Name and surname of the exam/s supervisor/s	<p>Dr. Prof. Roberto San Salvador del Valle</p> <p>Dr. María Jesús Monteagudo</p> <p>Dr. Milica Matovic</p> <p>Dr. Anartz Madariaga</p> <p>Dr. Geana de Miranda Leschko</p> <p>Drs. Nerea Aranbarri</p>
Module's implementation method	<p>In 2019, the UD adopts a new Strategic Plan, in which one of the University's institutional priorities is determined as a fundamental strategy to continue to deepen the Deusto Training Model (DMF). This model aims to promote autonomous and meaningful learning, which favours the comprehensive development of students in their different facets (personal, social, ethical, academic and professional).</p> <p>In the framework, several elements combine and try to be integrated, giving rise to a pedagogical framework whose development will have an impact on a better human formation, which brings together various key elements necessary for the integral development of human beings. The model is made up of four main dimensions:</p>

	<ul style="list-style-type: none"> ● A learning model, which favours the personal development of students by promoting autonomous and meaningful learning (contextualisation of learning, personal reflection, incorporation of knowledge and its application to practice, critical evaluation of the process carried out). <p>The development of attitudes towards learning, focusing on aspects such as autonomy, personal responsibility of the student and his or her own learning and collaboration.</p> <ul style="list-style-type: none"> ● Acquisition of values in accordance with the University's Vision, the conception of the person we are trying to develop and the intended learning model (personal and social development, orientation towards knowledge and ethical commitment). ● Promotion of competences that enable the development of personal resources and their integration into the possibilities of the environment, with the will to "be for others".
Prerequisites and additional seminar requirements	There are no requirements other than being in undergraduate studies.
Type and number of hours of classes that require direct participation of an academic instructor and students, if such classes are provided in a given module	<ul style="list-style-type: none"> - Presential/Online classes (10 hours) with direct participation of lecturers and students. - Personal work (15 hours) with direct participation of students (and offline tutor guidance)
The number of ECTS points assigned to the module	1 ECTS
The balance of ECTS points	25 h (10 h presential/online + 15 h personal work)
Didactics methods used	<p>This Model is based on a Learning Model, the MAUD (University of Deusto Learning Model) with five phases explained below:</p> <ul style="list-style-type: none"> ● Experiential Context: it starts from the idea that learning originates in a specific person from their previous conceptions or preconceptions, ideas, experiences; that is, in their personal, academic context, and in their own social environment. This first step tries to situate the student before the topic or question to be developed. Therefore, at this stage what is important is to motivate the student through his or her experience and context, so that he or she gets a first global idea of the topic. ● Reflective Observation: The purpose of this phase is for the learner to ask questions, to question him/herself, as there can be no meaningful learning if one does not question and interrogate oneself about it. ● Conceptualisation: The next important step is to get to know as deeply as possible the theoretical positions on the issues. At this point, it is a matter of bringing the

	<p>learner closer to the theory that has been developed in a particular scientific area. However, it is not about learning by heart, but learning based on the use and application of cognitive skills such as comprehension, analytical-synthetic thinking, critical judgement, divergent thinking, which allows for integrated and meaningful learning.</p> <ul style="list-style-type: none"> ● Active experimentation: This fourth phase of learning refers to the theory-practice linkage. Included in this phase is any activity that encourages the development of learners' skills and abilities in the application of concepts, theories or models for the purpose of further entrenchment, for a problem-solving purpose, or for the purpose of a design or implementation of a model or strategy. ● Evaluation: Evaluation can and should be understood in different ways. It is important to make each person think, to confront him/her with what he/she learns formally and informally and to link it to him/herself as a whole. Moreover, assessment has a formative character, i.e. the consideration of feedback as a key element for the progress or advancement of the learner. Assessment as accountability for the work and study of each student. It is therefore a matter of "giving a judgement" or assessing the performance achieved by the student, which leads to an academic qualification and accredits a level of competence achieved.
<p>Completion criteria including the rules of admission to the exam, as well as the form and condition for passing particular classes within the scope of a given module</p>	<p>Once the final seminar project has been handed in and presented (60%), you will have access to the written exam (20%) and you will receive the tutor's grade on analysis of progress, participant's activity and evaluation questionnaire (20%).</p>
<p>Contents of the module (broke down into forms of classes)</p>	<p>Unit 1. Introduction: City, Sustainable Development and Cultural Heritage.</p> <ul style="list-style-type: none"> - Duration: 2h 15' online class and 3h 50' personal work - Content: <ul style="list-style-type: none"> 1.1 About Sustainable Development: Knowing key concepts (1st Lecture) <ul style="list-style-type: none"> a. Context and meaning. b. Culture as a central element of sustainability. c. Sustainable development in the city: Concept and dimensions. d. Cultural Heritage in Sustainable Development. 1.2 From Development to the Sustainability of Cultural Heritage: Movement (2nd lecture) <ul style="list-style-type: none"> e. Political frameworks

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> i. Background ii. Present f. The Role of Cultural Heritage in 2030 Agenda for Sustainable Development and the New Urban Agenda - Supporting materials: Introduction, videos and textbook chapter. <p>Unit 2. Leisure-Tourism-Cultural Heritage.</p> <ul style="list-style-type: none"> - Duration: 2h 15' online class and 3h 50' personal work - Content: <ul style="list-style-type: none"> 2.1 The value of leisure experiences as intangible heritage <ul style="list-style-type: none"> a. Intangible heritage: meaning b. Leisure: dimensions and characteristics c. Generation of experiences: Welfare-wellbeing binominal 2.2 Tourism and events as leisure experience generators <ul style="list-style-type: none"> a. Tourism: historic evolution b. Events: definitions, characteristics, typologies c. The value of tourism and events from leisure experiences perspective 2.3 Generation of leisure experiences in cities <ul style="list-style-type: none"> a. Managing welfare b. Managing wellbeing c. Managing change 2.4 Best practices - Supporting materials: Introduction, videos and textbook chapter. <p>Unit 3. Bilbao case study. The city transformation.</p> <ul style="list-style-type: none"> - Duration: 2h 15' online class and 3h 50' personal work - Content: <ul style="list-style-type: none"> 3.1 Storytelling 3.2 A matter of space 3.3 A matter of time (past) 3.4 Present time. <ul style="list-style-type: none"> a.A transversal governance. Enviromental, economic, social and cultural development b. A transectoral governance 3.5 Future time. Urban sustainable development challenges - Supporting materials: Introduction, videos and textbook chapter. <p>Unit 4. Specific topics generated in the CHIC Project</p> <ul style="list-style-type: none"> - Duration: 2h 15' online class and 3h 50' personal work
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	<ul style="list-style-type: none"> - Content: Topic chosen by the student for the elaboration of a presentation, based on the materials available on the CHIC Project website: <ul style="list-style-type: none"> ○ Leisure, tourism and cultural heritage. ○ Lieux de Memoire. ○ Spatial planning. ○ Urban design. ○ Sociology and Anthropology of the City. ○ Cultural Landscape. ○ Conservation and Transformation. ○ Heritage Studies. ○ Vulnerability, Risk, Catastrophe. ○ Museums. ○ Education and research. ○ Multiculturalism.
<p>List of basic and supplementary literature required to complete a given module</p>	<p>BASIC LITERATURE:</p> <ul style="list-style-type: none"> • Albert, M. T., Bandarin, F., & Roders, A. P. (Eds.). (2017). <i>Going Beyond: Perceptions of Sustainability in Heritage Studies</i> (No. 2). Springer. • Caradonna, J. L. (2014). <i>Sustainability: A history</i>. Oxford University Press. • Cameron, F., & Kenderdine, S. (2007). <i>Theorizing digital cultural heritage: A critical discourse</i>. • Kotsemir, Maxim and Abroskin, Alexander. (2013). <i>Innovation Concepts and Typology: An Evolutionary Discussion</i>. National Research University Higher School of Economics • Urry, J., & Larsen, J. (2011). <i>The tourist gaze 3.0</i>. Sage. • Richards, G. & Palmer, R. (2010). <i>Eventful cities. Cultural management and urban revitalisation</i>. Oxford: Elsevier <p>SUPPLEMENTARY LITERATURE:</p> <ul style="list-style-type: none"> • Auclair, E., & Fairclough, G. (Eds.). (2015). <i>Theory and practice in heritage and sustainability: Between past and future</i>. Routledge. • Fairclough, G., Harrison, R., Jameson, J. H., & Schofield, J. (2008). <i>The heritage reader</i>. Routledge. • OCDE. (2005). <i>Oslo Manual</i>. Paris: OECD Publishing • Giaccardi, E. (Ed.). (2012). <i>Heritage and social media: Understanding heritage in a participatory culture</i>. Routledge. • Waterton, E., & Watson, S. (Eds.). (2015). <i>The Palgrave handbook of contemporary heritage research</i>. Springer. • Knudsen, B. T., & Waade, A. M. (Eds.). (2010). <i>Re-investing authenticity: tourism, place and emotions</i>. Channel view publications.

