



DEGREE CURRICULUM  
**SOCIETIES AND CULTURES OF  
MOUNTAIN**

Coordination: BALLESTE ESCORIHUELA, MARC

Academic year 2023-24

## Subject's general information

<b>Subject name</b>	SOCIETIES AND CULTURES OF MOUNTAIN			
<b>Code</b>	12430			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	Degree	Course	Character	Modality
	Master's Degree in Mountain Areas Management	1	OPTIONAL	Blended learning
<b>Course number of credits (ECTS)</b>	3			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA	TEORIA	
	<b>Number of credits</b>	1.5	1.5	
	<b>Number of groups</b>	1	1	
<b>Coordination</b>	BALLESTE ESCORIHUELA, MARC			
<b>Department</b>	EDUCATION SCIENCES			
<b>Teaching load distribution between lectures and independent student work</b>	Virtual classes			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Catalan/Spanish			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BALLESTE ESCORIHUELA, MARC	marc.balleste@udl.cat	3	It will be specified by email.

## Learning objectives

- Know the keys to identify the social reality of mountain communities, their life systems, social and power structures and their cultural expressions.
- Identify and analyze the key resources of the tourist potential of Mediterranean mountain territories.
- Get to know the main impacts generated by tourist activity in Mediterranean mountain areas.
- Apply the observed knowledge of the tourist activity to the design of studies of potential, load capacity or development of tourist products in the Mediterranean mountains.

## Competences

### Basic

B06 Possess and understand knowledge that provides a basis or opportunity to be original in the development and / or application of ideas, often in a research context (\*)

B07 That students know how to apply the acquired knowledge and have the ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study (\*)

B09 That students know how to communicate their conclusions - and the ultimate knowledge and reasons that support them - to specialized and non-specialized audiences in a clear and unambiguous way (\*)

B10 That students possess the learning skills that allow them to continue studying in a way that will need to be largely self-directed or autonomous (\*)

### Generals

CG2 Manage and use the methods and techniques of analysis and interpretation of socioeconomic and environmental statistical variables and sources.

CG3 Teamwork in a multidisciplinary context with the ability to incorporate contributions from different conceptual and methodological areas through shared reflection and work.

CG4 Analyze the underlying dynamics of new and complex situations, design alternative resolution strategies, and harness the potential for improvement.

CG5 Mediate in the resolution of conflicts and the definition of objectives and development measures between local, private agents and the administration.

### Specific

CE1 Recognize, characterize and interpret the physical and human uniqueness of the mountain and explain the diversity of mountain territories.

CE2. Analyze, interpret and evaluate the processes of change and environmental conflicts in attention to the preservation of biodiversity and environmental balances in mountain areas.

CE5 Analyze the processes of economic development in areas of low population density.

CE6 Design business development projects in the context of public plans and aid for the development and promotion of rural and mountain areas.

CE7 Design alternatives for the growth and development of tourism activities, energy use and other innovative sectors in mountain areas.

## Subject contents

- A cross-cultural view of mountain societies.
- Living in the mountains: life stories, heritage interpretation.
- Festive world and heritage: meanings, heritage processes and safeguard.
- Perceptions of the natural environment.
- Power and social organization; community structures.

## Methodology

### 1. Theory

1.1 Presentations by the teaching staff of the themes and basic questions of the contents (8 synchronous hours).

1.2 Consultation of written/audiovisual/graphic documentation (25 h).

### 2. Practices

Discussion groups or seminars aimed at deepening the contents and themes worked on in the theoretical part (4 synchronous hours).

### 3. Subject assignments

Life stories and project proposal related to the subject's contents (38 h).

## Development plan

It will consist of the progressive assimilation of the theory with the development of the group practices and the final and individual work of the subject.

### *Schedule*

Week 1 – A transcultural vision / Living in the mountains: life stories

Week 2 – Living in the mountains: heritage interpretation

Week 3 – Autonomous work

Week 4 – Autonomous work

Week 5 – Festive world and heritage & Perceptions of the natural environment

Week 6 – Autonomous work

Week 7 – Seminar: power and social organization

Week 8 – Discussion group: presentation of the projects

## Evaluation

### Evaluation

#### **BLOCK 1 (20%)**

- Seminar (10%)
- Discussion group (10%)

#### **BLOCK 2 (35%)**

- Design of the interview (10%)
- Life story (25%)

#### **BLOCK 3 (45%)**

- Project proposal (30%)
- Video of the project (15%)

To pass the subject, students must have a final average of the three blocks equal to or greater than 5.

In accordance with the regulations for the Assessment and Qualification of Teaching of the University of Lleida, blocks with a value greater than 30% have the right to recovery. The student body will have 15 days to redistribute the delivery, from the date of publication of the grades.

### **Alternate assessment**

Students who want to ask for alternative assessment must submit an employment contract or justify, in a letter addressed to the dean, the reasons that make it impossible for him/her to carry out the continuous assessment within five (5) days after the beginning of the semester. For information, please send an e-mail to [lletres.secretariacentre@udl.cat](mailto:lletres.secretariacentre@udl.cat) or ask for information at the Faculty's academic office (Secretaria Acadèmica de la Facultat de Lletres).

### **Students with NESES**

For students with specific support needs for higher education (NESES), the pertinent adaptations of each block will be made, in accordance with the indications provided by the UdLxTothom program.

### **Academic fraud**

If academic fraud or spontaneous copying is detected, we will apply what is established in the Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees.

## Bibliography

### *Anthropology and heritage*

Abella, J. (2003). "El patrimoni etnològic als Pirineus i a les comarques de muntanya". *Espais*, 49. 118-129. <https://raco.cat/index.php/Espais/article/view/91765>

Arrieta, I. (ed.) (2006). *Museos y parques naturales: Comunidades locales, administracions públiques y patrimonialización de la cultura y la naturaleza*. Universidad del País Vasco. [https://addi.ehu.es/bitstream/handle/10810/15200/arrieta\\_2010\\_parques\\_naturales.pdf?sequence=1&isAllowed=y](https://addi.ehu.es/bitstream/handle/10810/15200/arrieta_2010_parques_naturales.pdf?sequence=1&isAllowed=y)

García, J.M. y Lasanta, T. (2018). "El Pirineo aragonés como paisaje cultural". *Pirineos*, 173, (e038), 1-44. <https://pirineos.revistas.csic.es/index.php/pirineos/article/view/294>

Krüger, F. (1995). *Los altos Pirineos*. Garsineu Edicions.

Mármol, C. y Reixach, F. (2009). "La localización de discursos globales: patrimonio cultural, naturaleza y autenticidad en los Pirineos catalanes". *Quaderns-e de l'Institut Català d'Antropologia*, 14. <https://raco.cat/index.php/QuadernselCA/article/view/148362>

Reixach, F. y Mármol, C. (2009). *Globalització, localitat i conflictes: una perspectiva etnogràfica des d'una vall de l'Alt Urgell*. *Ripacurtia*, 4, 78-92.

<https://raco.cat/index.php/Ripacurtia/article/view/65419>

Roma, F. (2000). *Els Pirineus maleïts: natura i cultura i economia moral en les societats dites tradicionals*. Alta Fulla.

Violant, R. (1949). *El Pirineo español: vida, usos, costumbres, creencias y tradiciones de una cultura milenaria que desaparece*. Alta Fulla.

VVAA (2016). *Natura i cultura al Pirineu: dotzenes trobades culturals pirinenques*. Govern d'Andorra.

## *Heritage and rural development*

Abella, J. (2015). "La cultura i el patrimoni com a eina de desenvolupament local. Oportunitat o fracàs?. Reflexions des d'una mirada territorial". *Erol*, 125. 29-31. <https://raco.cat/index.php/Erol/article/view/298469>

Aldomà, I., Mòdol, J.R. y Guerrero, M.(2017). *Patrimonis rurals. Reconeixement i perspectives*. Fundació del Món Rural.

Bergua-Amores, J.A. (2011). "El conflicto ocasionado por la introducción de osos en los Pirineos. Diferentes interpretaciones de los contratos natural y nacional". *Revista Internacional de Sociología*, 69 (2), 439-460.

## *Life stories*

Berg, M. (1990). "La entrevista como método de producción de conocimientos". *Historia y Fuente Oral*, 14, (5-10).

Ferrarotti, F. (2007). "Las historias de vida como método". *Convergencia*, 14 (44). [http://www.scielo.org.mx/scielo.php?script=sci\\_arttext&pid=S1405-14352007000200002](http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S1405-14352007000200002)

Pujadas, J.J. (1992). *El Método biográfico: el uso de las historias de vida en las ciencias sociales*. Centro de Investigaciones Sociológicas.