

**Faculty of Social Sciences**

**Sociocultural Management Career:**

**1. Sociocultural Heritage Management.**

**Program structure:**

**General objective.**

Contribute from territorial proposals and experiences to the development of capacities in the interpretive and comprehensive management of Historical and Cultural Heritage and its role in sustainability, dialogue of knowledge and local development projects of the territories.

**Specific objectives.**

- Characterize the system of science, technology and innovation programs and projects linked to research on the management and enhancement of Cultural Heritage and its main models based on sustainable local development in Cuba.
- Apply the norms and legal systems used in the country for the elaboration of interpretive management projects of the different types of Historical and Cultural Heritage from the Cuban experiences.
- Present the main experiences in capacity building for the interpretive and comprehensive management of the PHCN in Cienfuegos based on sustainable local development.

**Contents:**

Topics

Topic I. The Historical, Cultural and Natural Heritage, Main epistemological and methodological considerations, classifying in the change of time.

Topic II: The normative system of the PHCN used in the country for the elaboration of interpretive management projects of the different types of Historical and Cultural Heritage, The Cuban and Cienfuegos experience

Topic III The management models of the PHCN. - main experiences in this sense from the structure of action in sustainable local development from the University-Society relationship and the value of sustainable development objectives Case studies.

Topic IV Social resilience in times of uncertainty. Its role in the enhancement and conservation of the PHCN

Topic V: Capacity building for the interpretive and comprehensive management of the PHCN. Training and research experiences at UCF de Cienfuegos.

Topic VI. Hundred fires. Cultural heritage of Humanity. A case study

Topic VII System of science, technology and innovation programs and projects science, technology and innovation programs and projects linked to research on the management and enhancement of Cultural Heritage and its main models in Cuba. Experiences of the National Identity Program and its relationship with wealth management

Organizational forms of activities; Conferences and dialogues of knowledge of good practices of action in sustainable local development from the University-Society relationship, field work, meetings with experts, views of local development projects and heritage institutions.

Systematic evaluation system: Participation in the debates and presentation of the dialogues of knowledge Final: Presentation and debates of proposals for heritage management of experiences that allow the academic and managerial strengthening of the Historical, Cultural and Natural Heritage.

### **Bibliography.**

Arjona Pérez, Marta. (2003a). Cultural heritage and identity. Bologna editions.

Arjona Pérez, Marta. (2003b). Reunion. Editorial Social Sciences.

National Council of Cultural Heritage. (2014). National monuments.

Díaz Cabeza, María del Carmen. (2010). Criteria and concepts on cultural heritage in the XXI century. Cuba (2012). Resolution 44/2012 of the Ministry of Science, Technology and Environment on the Regulation for the process of preparation, approval, planning, execution and control of Science Technology and Innovation Programs and Projects.

Cuétara, Millán, I (2001) Luces y Cimientes. Editorial of the Conservator's Offices in Cuba

France. (2021) Compendium of the Normative system of World Heritage. UNESCO

Garre, Fabian. (2011). Urban architectural heritage, preservation and rescue: Conceptual bases and safeguard instruments

Rigol, I., & Roja, Ángela. (2014). The theoretical conception of Cultural Heritage. Editorial Social Sciences.

Rigol, Isabel, & Rojas, Ángela. (2012). Heritage Conservation: Theory and Criticism. Editorial of Arts and Letters.

Rigol, & Rojas, Ángela. (2015). Theory, Valuation and Criticism in Cuban Heritage. Editorial of Arts and Letters.

Soler Marchán, David. (2018). Registers and patrimonial inventories as social technology. The sociocultural perspective and its importance in the interpretation and management of the Historical Cultural Heritage

Soler Marchán, David. (2019b). The sociocultural perspective in the management of Cultural Heritage. Conference given at the Local Development Diploma, Carlos Rafael Rodríguez University.

Soler Marchán, David. (2019c). The sociocultural perspective and its importance in the interpretation and management of the Historical Cultural Heritage. International Workshop of the Ceus University, Santa Clara.

Soler Marchán, David. (2020). The systematization of experiments in the Academic Training project

Valdés Pérez, Miguel Gerardo. (2012). Studies on historical cultural heritage in social contexts.

## **2. Sociocultural Anthropology.**

SOCIOCULTURAL ANTHROPOLOGY PROGRAMM [96 hours] [3 Academic Credits]

Prof. Fernando Carlos Agüero Contreras Ph.D., M. Sc.

Mail: faguero@ucf.edu.cu, fernandoaguero636@gmail.com

Phone: 00 53-43500181, Cel: 53 - 58078557 Centre of Sociocultural Studies, Social Sciences Faculty. Cienfuegos University. Cuba.

### Presentations

Sociocultural Anthropology becomes an important instrument to deepen and reinforce from the scientific perspective a better understanding on the Latin America Region and especially about Cuba reality. The holistic and interdisciplinary contents and approaches are relevant for the actions planned. The proposal included theories lectures, workshops and practice of field work and scientific debate as part of conclusions de work.

### Objective

Value from anthropological perspective and critical theories the tendencies of Latin-American and Cuba evolution, including basic aspects of their economic and political trajectories until present times.

### Contents

An overview of Caribbean and Latin American origins and evolution. Short stories of geology and paleoanthropology theories of first human groups and their community's cultural development. First known groups and the more developed groups: Mayas, Incas, and Aztecs. The findings of crossing two cultures: Latin American and Caribbean Culture and the European Culture. Europe, United State of America and the Western hegemonic culture. Main tendencies of economic development: models at Latin America Region. The culture of resistance: art, literature, music, cinema. How readjusted traditions under the cultural hegemony become an obstacle for progress. The old and new sociocultural anthropology. Why the region still have kept as the less developed region of the world?. The colonization of Cuba. First Cuban inhabitants'. Cuban cultural roots: sugar cane production and the world market. The forced immigrations from Africa, China, and another region of the world. The ethno - genesis of the Cuban people. Neocolonial system imposed by USA. Cuban revolution of 1959. Achievements and mistakes. Cuba in the middle of cold war and the Cuban foreign policy. Cuban

seen by foreign experts and the mass media. Social policies and human rights. Political program of Cuban society and the conflict.

#### Evaluation System

In correspondence with the teaching – learning sustained in dialog exchange, the attendance to ordinary sessions and the participatory exchanging, theoretical and practical discussions will be needed to obtain a basic qualification

#### Bibliography

UNESCO. Latin America

National Security Agency. The world at 2030: Latin America

World Bank Reports Latin America

International Monetary Fund Latin America

Education for All (Yearly Reports on Latin America)

World Health Organization (WHO) Latin America

Journal of Cuban Studies. University of Pittsburgh Press

The International Journal of Cuban Studies. The International Institute for the Study of Cuba. London Metropolitan University

Journal of World System Research

Journal of Communist and Post-Communists Studies

Journal of World Development

CEPAL Journal (English version)

Cuban Journal Temas. (Spanish)

Fraginal Moreno, Manuel. El Ingenio (Tres tomos)

Ortiz, Fernando. Contrapunteo cubano del Tabaco y el Azúcar

Hugh Thomas. Cuba: The pursuit of Freedom. Oxford University

Riveiro Darcy. Latin American evolution

### **3. Cultural Identity and Cuban Music and Cienfueguera.**

Total hours: 48h

Educational goals:

That students:

- 1- Are able to understand the cultural identity of the Cuban people based on history and culture, its peculiarities, problems and functionality.
- 2-. Obtain an integral view of Cuban culture and the factors that determine its evolution.
- 3-. Be capable of evaluating the role that the different artistic manifestations, -specifically music- and the cultural processes of the region, play in the shaping of their own identity.

4-. Relate the study of Cuban culture and music, with other branches of knowledge -Sociology, Philosophy, History- to promote a systemic thinking, as well as a logical and dialectical capacity.  
Instructional goals:

That students are able to:

- 1-. Analyze the evolution of Cuban and Cienfuegos culture, as well as identify and rank the extrinsic and intrinsic factors that condition such evolution.
- 2-. Apply the appropriate scientific and methodological instruments to the object of study, and use them creatively, taking into account an integral approach.
- 3-. Assess the aesthetic and ideological problems of each stage of development of Cuban culture, to understand our identity.
4. Apply one's own reasoning -logical and dialectical- to each of the problems that arise in Cuban culture

Contents:

Relate the conceptual nucleus: identity and culture. Analysis of its main theorists. Identity heritage studies in Cuba; the case of tourism. Contributions to the national culture of Cienfuegos musicians Agustín Sánchez Planas, Guillermo Tomás, Rafael Ortiz, Eusebio Delfín, Los Naranjos. Evolution of musical genres: they are, danzón, bolero, cha-cha: their imprint on the cultural identity of the Cuban people. Cuban cultural policy at the beginning of the Revolution. Analysis of Fidel's speech: Words to the intellectuals. Reflections on the so-called Gray Quinquennium. Cultural life in the 90s of the 20th century: the flowering of Cuban timba.

### **Bibliography:**

Institute of Literature and Linguistics "José Antonio Portuondo", History of Cuban Literature. Volume II and III. Editorial LetrasCubanas, La Habana, 2008. Collective of authors.  
Identity tests. Havana, Editorial de Letras Cubanas, 1993. Enrique Ubieta Gómez.  
Nation and national culture. Havana, Editorial Letras Cubanas, 1981. Jorge Ibarra.  
"Avatars of ortician transculturation" in Issues No. 4, October-December, Havana, 1995. Pp. 121-128. Jesus Guanche Pérez.  
Encyclopedic Dictionary of Music in Cuba, Editorial LetrasCubanas, Havana, 2007. Radamés Giró.  
"Franco-Haitian Contributions to the Cuban Contradanza: Myths and Realities", Radamés Giró:  
Panorama of Cuban Popular Music, LetrasCubanas Publishing House, Havana, 1998 Zoila Lapique.  
Of song and time, Cuban Letters, Havana City, 1984. Argeliers León.  
Music and the people, Editorial Pueblo y Educación, Havana, 1974. María Teresa Linares.  
In bolero rhythm. The bolero in Cuban dance music, Ediciones Huracán Inc., Río Piedras, 1996. José Loyola Fernández.



#### **4. Environmental Management and Sustainability.**

Main professors of the course: Roberto YasielGarcíaDueñas and YoanelysMirabal Pérez

Email: rgduenas@ucf.edu.cu

Scientific Degree: Doctors in Sociological Sciences

Academic title: Master in Integrated Management of Coastal Zones and Master in Local Development

Teaching or scientific category: Tenured Professors

General goals (clarity and coherence with the justification).

1. Understand the essence of environmental management in terms of sustainable development.
2. Explain the theoretical-conceptual bases that support the environmental management process.
3. Deepening the social dimension of environmental management in view of the need for proactive participation.
4. Analyze different international, national and territorial experiences linked to environmental management processes.

Contents (knowledge, skills and values to be formed).

Contents:

Theoretical traditions about the environmental concept. The interaction society-nature-culture. The emergence of environmental problems. Impact of environmental problems: Use and conservation of natural resources and community cultural practices.

Origins and theoretical foundations of environmental management. Elements of environmental management. Main environmental management instruments: the National Environmental Strategy, the National Environment and Development Program and other programs, plans and projects for economic and social development; Law 81, its complementary legislation and other legal regulations aimed at protecting the environment, including technical standards on environmental protection; environmental regulation; the environmental license; Evaluation of environmental impact; the environmental information system; the state environmental inspection system; environmental education; scientific research and technological innovation; economic regulation; the National Environment Fund; and the regimes of administrative, civil and criminal responsibility.

Scope of the environmental management policy in Cuba and environmental management systems.

Task Life. Instruments of Cuban environmental management. Environmental management in hydrographic watershed, coastal areas, soils. Business environmental management.

The theoretical methodological conceptions on Sustainable Development and Environmental Education. Main trends and approaches to environmental education. Popular Environmental Education in the Latin American context: methodological theoretical foundations. Community environmental education as an instrument of environmental management. Community self-development, from the perspective of environmental management.

Environmental situation and environmental policy in Cienfuegos. Case of study on the Environmental Strategy in Cienfuegos. Case of study in business environmental management in Cienfuegos. Elements of the environmental diagnosis.

Values:

The course will contribute to the training in intellectual, political, ethical and aesthetic values, among which the following stand out:

Responsibility

Honesty

Altruism

Solidarity

Dedication to work

Scientific training

Humanism

Didactic and / or professional methods (for training in professional settings)

Conjunct elaboration, independent work.

Organizational forms of activities (conference, discussion workshop, laboratory and others)

Conferences, workshops, discussion forum.

Scenarios, materials and means.

On-site-Blended mode: Among the main settings are the classrooms and teaching units. Digital materials linked to the course and the Moodle platform.

Distance Modality: Digital materials linked to the course and the Moodle platform.

Evaluation system

Systematic and final

Bibliography

CITMA. (2017). *Confronting Climate Change in the Republic of Cuba: Tarea Vida*. Havana: CITMATEL.

Cuba, Council of State of the Republic of. 1997. "Law No. 81 On the Environment." *Official Gazette of the Republic of Cuba*, no. 7 (Extraordinary Edition). <https://www.gacetaoficial.gob.cu/html/leymedioambiente.html>.

Cuba, Council of State of the Republic of. (1997). Law No. 81 On the Environment. *Official Gazette of the Republic of Cuba*, (7 (Extraordinary Edition)).

Cuba, Council of State of the Republic of. (2000). Decree-Law No. 212. Management of the coastal zone. *Official Gazette of the Republic of Cuba*, (68 (Ordinary Edition)), 1373–1478.

Díaz, Aylí, Yailen Monzón, & Clara E Miranda. 2011. "Environmental Legal Education as an instrument of environmental management for community work (In Cuba)." *Anu. The Univ. Cienfuegos*, 1–13.

Espinoza, Guillermo. 2006. *Management and Fundamentals of Environmental Impact Assessment*. Santiago de Chile: Inter-American Development Bank / Center for Development Studies.

### **5. Cross-Cultural communication.**

**Teacher:** Dr. C Marianela Dávila Laurence

**Email:** [mdavila@ucf.edu.cu](mailto:mdavila@ucf.edu.cu)

**Teaching category:** Assistant professor

#### **Synthesis of the course:**

It is attempted to promote the interchange of knowledge on the patrimonial communication at dissimilar scenes one tries to obtain in through the course: Institutional, communal and mediáticos from a critical and reflexive vision. Besides, the tools that you will allow them to offer to develop strategies and communicative products with cultural and patrimonial contents with quality.

The policy the UNESCO'S comunicacional. Characteristics of the global scene and Latin American where they develop promotional actions of the patrimonial moral values.

Contents:

Culture and communication for development: Theory and practice around the communal socialization of the patrimony.

You drive for the coverage of patrimonial communication

The media's educational uses and the technological appropriation in terms of the socialization of the patrimonial moral values.

The traditional means and traditional noes That they can use for the communication of the patrimonial moral values

The experience of patrimonial communication of institutions' system in Cienfuegos.

### **6. Sociocultural Management and Development.**

Topic: Sociocultural Management and Development

Goals: To offer basic levels of knowledge and scientific-methodological tools that allow the continuous consolidation of a consistent vision of social development, of the sociocultural praxis of society and, therefore, accompany and participate in the processes aimed at increasing and consolidating the participation of the population and the leading role of the different individual and collective social subjects involved in this process.

Course summary:

The course offers an approach to the fundamentals of the general forms of sociocultural management and some of its main edges or dimensions such as sociocultural management, assuming the importance of the sociocultural perspective for these processes. It also provides a theoretical-methodological approach to the diversity of sociocultural management and the foundations of specific management actions. Management and political projections. Cultural and environmental management as resources for development, preliminary approach. Introduction to the management of science, technology and technological innovation, its sociocultural mediations and general evaluations.



An essential principle will be the permanent link between theory and practice so that from the academy, with scientific tools, students participate and / or are inserted from the various dimensions of social processes, as well as in the different areas of sociocultural management.

In this sense, the teaching-learning methods will emphasize the exchange of knowledge between students, teachers, specialists, managers and development social actors, recovering the different dimensions of theoretical and empirical knowledge, recognized from their transdisciplinary relationships. Hence, the different forms of teaching: promote the active participation of students in the construction of knowledge, the use and search of the bibliography on the topics covered and the performance of tasks that develop their skills for research and presentation of their results and that they correspond to the learning needs and the specific characteristics of the students, institutions and communities in each territory.