

Bachelor in Tourism in Rural and Natural Areas | Courses syllabus

1st curricular year – 1st semester

Inglês I / English I

Intended learning outcomes (knowledge, skills and competences to be developed by the students):

1. To read and comprehend specialized texts; To identify extended speech and discourse in different media; To infer technical and semi-technical words from context 2. To carry out bibliographical research on specific topics; To organize glossaries on particular topics; To use current and semi-technical vocabulary. 3. To write clearly a wide variety of texts; To characterise, classify, and define proficiently in a wide variety of contexts; To use correctly English linguistics and grammar. 4. To give guided presentations.

Syllabus:

1. Daily life, personal profile, academic activities, professional careers; different cultures.
2. Describing plants, animals and objects; botany and agriculture basics; landscapes.
3. Environmental issues.
4. Grammar: verb tenses; nouns; pronouns; adjectives; prepositions.

Bibliography:

Answers.com – Online Dictionary, Encyclopedia and much more. Disponível em WWW:URL:<http://www.answers.com>.
MURPHY, R (2004)–English Grammar in Use. Cambridge: Cambridge University Press.
REDMAN, S (2003)–English Vocabulary in Use. Cambridge: Cambridge University Press.
SINCLAIR, JM (1998)–Collins English Dictionary. Millennium Edition. Glasgow: Harper Collins.
Textos de Apoio elaborados pela docente

Biologia Evolutiva / Evolutionary Biology

Intended learning outcomes (knowledge, skills and competences to be developed by the students):

1. To acquire knowledge on biology and evolutionary biology in order to interpret life and its patterns, specifically on: the origin of life; classification of living based on their specific characteristics; Molecular Genetics and Reproduction, to understand the Evolution of Populations and Speciation; animal behavior. 2. To acquire basic knowledge as a preparation for the other life sciences courses along the study plan.

Syllabus:

1. Introduction (8 hours): How to study life?; How to ask questions and use the scientific method?; What is a theory? How are all organisms alike? How are groups of organisms different from one another?
2. Chemistry and cell biology (16 hours): The chemical foundations of life; Biological molecules; Why are all organisms made of cells?; Directions and rates of biochemical processes; How do organisms supply themselves with energy? Cellular respiration and photosynthesis; Hereditary and genome: the continuity of life.
3. Patterns and processes of evolution and diversity (24 hours); What is the evidence of evolution? How do populations evolve?; How do species evolve?
4. Behavioural Science (12 hours): What questions to ask about behaviour? How do genes and environment interact to shape behaviour? Behaviour responses to the environment; How do organisms communicate?; Why do animal societies evolve?; Orientation and migration.

Bibliography:

RAVEN, PH & JOHNSON, GB. (2002). Biology. 6th ed., Boston: McGraw Hill Higher Education. (Chapters 1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 21, 22, 26 and 27)
SADAVA, D; Heller, HC; ORIANS, GH.; PURVES, WK & HILLIS, DM. (2008). LIFE: the Science of Biology. 8th ed., Sunderland: Sinauer Associates, Inc. (Parts 1, 2, 3, 5, 6 and 9 plus chapter 53)
STARR, C; EVERS, CA & STARR, L (2007). Biology today and tomorrow. 2nd ed., Belmont: Thomson Brooks/Cole (Units 1, 2 and 3 plus chapter 32)
TOBIN, AJ & DUSHECK, J (2005). Asking about life. 3rd ed., Belmont: Thomson Learning, Inc. (Part 1, 2, 3 and 4 plus chapters 1 and 29)

Ambiente e Sociedade / Environment and Society

Intended learning outcomes (knowledge, skills and competences to be developed by the students):

1. Discuss the environmental issue in Portugal, in the European Union and in the World; 2. Know the global changes and their main trends; 3. Develop strategies to mitigate the effects of tourism activity on the environment; 4. Identify sustainability practices and futures in its environmental component; 5. Develop skills and capacities to promote attitudes, motivations and commitment to make responsible decisions and environmentally sustainable actions in tourism activities.

Syllabus:

1. Environmental issues: the global energy crisis and its evolution; depletion of non-renewable resources; degradation of ecosystems; pollution and waste; recycling and reuse;
2. Global change and main trends: main indications of global changes; adaptation, mitigation, conservation and restoration measures in the face of global change; the management of conflicts around renewable resources;

3. Environmental sustainability practices and futures:
4. Social implications: social technologies; poverty and food crisis; sovereignty and food security; the rational use of energy and renewable energy sources; eco design life cycle; the ecological footprint;
5. Education and tourism: the environmental impacts of tourism activities; how to increase environmental awareness in tourism activities; methods and techniques of environmental education

Bibliography

- COOPER, DE & PALMER, JA (1992). *The Environment in Question, Ethics and Global Issues*. London: Routledge
- DEVEREUX, S (2002). *Famine in the 20th Century*. Institute of Development Studies (IDS) working paper 105. Brighton: IDS Publisher
- IPCC (2001). *Climate Change 2001: Impacts, Adaptation and Vulnerability*. Intergovernmental Panel on Climate Change. Cambridge: Cambridge University Press
- NETO, IR (2003). *Tecnologias Sociais: Conceitos e Perspectivas*. Revista Diálogos
- ORAMS, MB (1997). *The Effectiveness of Environmental Education: Can We Turn Tourists into 'Greenies'? Progress in Tourism and Hospitality Research 3: 295–306*
- PITTOCK, AB (2005). *Climatic Change. Turning up the heat*. London: Earthscan
- RAYNER, S & MALONE, E (1998). *Human Choices & Climate Change. The Societal Framework*. Columbus: Battelle Press
- SAKELLARI, M & SKANAVIS, C (2013). *Sustainable tourism development: Environmental education as a tool to fill the gap between theory and practice*. *Int J Environ Sustain Dev* 12(4):313-323

Comunicação e Relações Interpessoais / Communication and Interpersonal

Relationships

Intended learning outcomes (knowledge, skills and competences to be developed by the students):

1. Develop oral and written comprehension and expression skills;
2. Understand procedures for the recording and processing of information obtained through printed and online material;
3. Understand the role of communication as a quality instrument in the development of social skills of interpersonal; relationships.

Syllabus:

1. Oral and written comprehension and expression: Oral and written communication features: similarities and differences. The most common errors (spelling, concordance, regency and morphological and syntactic construction). Adjustment of discourse to the communication situations. Cohesion and textual coherence.
2. Processing information obtained through printed and online materials: Abstracts and keywords. Scientific reports structure. Citations and references to the sources. Bibliographies according to national and international standards.
3. Communication in interpersonal relationships: Requirements for effective communication: identifying obstacles to communication. Basic principles of face-to-face communication. Non-verbal communication. Enhancing attitudes. Techniques of oral and written communication in the service to the public. Different styles of communication and interpersonal behaviors. Teamwork. Conflict management.

Bibliography

- CUNHA, P. MOREIRA, M. SILVA, P. (2003). *Estilos de gestão de conflitos: uma contribuição para a prática construtiva de resolução de conflitos*. *Recursos Humanos Magazine*. novembro/dezembro, nº29, p. 42-52.
- ESTRELA, E.; SOARES, M.A.; LEITÃO, M.J. (2004). *Saber escrever, saber falar*. Lisboa: Publicações Dom Quixote.
- GIBBONS, B. (2007). *Comunicar com êxito*. Porto: Porto Editora.
- GOMES, F.A. (2008). *O acordo ortográfico*. Porto: Porto Editora.
- INSTITUTO PORTUGUÊS DA QUALIDADE (2001). P 405-1.1994, *Informação e documentação – Referências bibliográficas: documentos impressos e NP 405-4.2002. Informação e documentação - Referências bibliográficas: documentos eletrônicos*.
- KOCH, I.V. (2001). *A coesão textual*. 15th. São Paulo: Editora Contexto.
- KOCH, I.V. TRAVAGLIA, L. C. (2002). *A coerência textual*. São Paulo: Editora Contexto.
- PINTO, A (1991). *A Dinâmica do Relacionamento Interpessoal*. Lisboa: IEFP.

Introdução ao Turismo / Introduction to Tourism

Intended learning outcomes (knowledge, skills and competences to be developed by the students):

1. Understand tourism sector at its social, territorial, cultural, laboring, politic and economic level;
2. Know the basic concepts on tourism activity;
3. Understand the interdisciplinary character of tourism;
4. Use and apply the different information sources related to tourism activity;
5. Recognize the main agents of touristic supply;
6. Recognize the main agents of public and private sector on national and international touristic market;
7. Comprehend the working net between the different agents.

Syllabus:

1. The touristic activity: Concepts and classifications; Main periods of tourism's history.
2. Touristic demand: characteristics, motivation and indicators of touristic demand.
3. Tourism system: conceptual models. 3.1. Main features and structure of touristic supply; Tourism distribution chain;
- 3.2. Institutional organization of tourism: the role of private and public sector; Main international and national organizations of tourism sector.
4. The impacts and tendencies in tourism.
5. Global Code of Ethics for Tourism.

Bibliography

- Cooper, C. et al. (2008). *Tourism: Principles and practice* (4 th ed.). London: Pearson Education
- Costa, C. (2014). *Gestão Estratégica do Turismo: Evolução Epistemológica dos Modelos e Paradigmas, e Tendências para o Futuro*. In C., Costa; F., Brandão; R., Costa & Z., Breda (Eds.), *Turismo nos Países Lusófonos: Conhecimento, Estratégia e Territórios* (Vol. I), pp. 19-40. Lisboa: Escolar Editora.
- Cunha, L. (2007). *Introdução ao Turismo*. 3ª ed. Lisboa: Editorial Verbo.
- Cunha L. (1997). *Economia e Política do Turismo*. Alfragide: McGraw-Hill.
- Hall, C. M; Williams, A. M, & Lew, A. A. (2007). *Turismo : conceitos, instituições e temas*. In A. A. Lew, C. M.Hall, & A.M. Williams (Eds.), *Compêndio de Turismo*, (pp. 23-41). Lisboa: Instituto Piaget.
- Kronenberg, C. (2008). *Change management in tourism : from 'old'to 'new' tourism*. Berlin: Erich Schnidt Verlag.
- Mira, M. R., & Ramos, A. (2013). *Modelos explicativos e paradigmas: investigação e intervenção em Turismo*. Exedra, 8, pp. 35-55.

Sistemas de Informação Geográfica / Geographic Information Systems

Intended learning outcomes (knowledge, skills and competences to be developed by the students):

1. To understand the principles and methods used to carry out geographic information surveys, information processing and map production;
2. To understand the methods used for reading maps, and orientation in the territory;
3. To use position data collection systems positions and orientation (GPS, others);
4. To produce thematic maps and geographic information oriented to touristic activities.

Syllabus:

1. Maps principles (cartographic representation, projection systems, coordinate systems, scales, altimetry, planimetry, colors, symbols and cartographic design principles);
2. Territory understanding, based on a military map (elevation, topographical profile, slope, aspect, orientation);
3. Principles of Global Positioning Systems (GPS), positions data collection and navigation;
4. Instruments used in cartography and orientation (compass, altimeter, clinometer, EDM, GPS and Tacheometer)
5. Orientation activities using, natural elements, charts, compasses, and GPS;
6. Principles of Geographic Information Systems (GIS);
7. Using spatial analysis tools and cartographic production in GIS.

Bibliography:

- AGUIAR, E (2007). *GPS Operação e Aplicações*. Recife: Livro Rápido.
- BOSSLER, JD (2001). *Manual of Geospatial Science and Technology*. New York: Taylor & Francis.
- COSME, A (2012). *Projecto em Sistemas de Informação Geográfica*. Lisboa: Lidel.
- FRIEDMANN, R (2009). *Fundamentos de Orientação, Cartografia e Navegação Terrestre*. Curitiba: UTFPR.
- GASPAR, JA (2005). *Cartas e Projeções Cartográficas*. Lisboa: Lidel.
- IGE (2002). *Manual de Leitura de Cartas (5ª Edição)*. Lisboa: Instituto Geográfico do Exército.
- MATOS, J (2008). *Fundamentos de Informação Geográfica. 5ª Edição Actualizada e aumentada*. Lisboa: Lidel.
- PORTUGAL, JM (1992). *Introdução às Tecnologias de Levantamento da Informação Geográfica Física*. Lisboa.

1st curricular year – 2nd semester

Inglês II / English II

Intended learning outcomes (knowledge, skills and competences to be developed by the students):

1. To read and understand written texts of various typologies, of intermediate complexity, on various aspects related to Tourism: To identify the relevant aspects of these texts; To understand the technical vocabulary and to elaborate an English-Portuguese glossary; To infer the meaning of words through context.
2. To write texts about the UC topics using English language rules: To develop characterization and description techniques; To produce abstracts and summaries; To use specific vocabulary of Tourism; To use correctly the linguistic and grammatical structures of the English Language.
3. To understand lectures, short films and documentaries: To identify relevant topics, taking notes of the main ideas; To fill-in worksheets.
4. To perform oral presentations on tourism topics: to develop a visit or itinerary program.

Syllabus:

1. Tourism and travel: Holiday destinations; Active tourism - water activities; Cultural tourism – discovering the heritage sites and culture of a place; Public and private sustainable transport options.
2. Ecotourism – nature tourism - sustainable tourism - responsible tourism: Vocabulary expansion on nature and wilderness related words; Islands and groups of islands; Geographical features; Outdoor activities.
3. Rural tourism: Country houses; Types of accommodation.
4. Historical, cultural and natural sites that are UNESCO World Heritage Sites in Portugal.
5. Grammar: verb tenses; connectives and linking phrases.

Bibliography

- Answers.com – Online Dictionary, Encyclopedia and much more. Disponível em WWW:URL:<http://www.answers.com>.
- DUBICKA, I & O'KEEFFE, M (2013). *English for International Tourism*. Harlow: Pearson Education Limited.
- JONES, L (1998). *Welcome. English for the Travel and Tourism Industry*. Cambridge: Cambridge University Press.
- MURPHY, R (2004). *English Grammar in Use*. Cambridge: Cambridge University Press.

Criação e Gestão de Produtos Turísticos / Creation and Management of Tourism

Products

Intended learning outcomes (knowledge, skills and competences to be developed by the students):

1. To understand the concepts of tourism product and destination tourism; 2. To know the main characteristics of tourism products; 3. To acknowledge the strategic tourism products in Portugal, 4. To identify opportunities and challenges in developing new tourism products, specially in the field of ecotourism and natural heritage; 5. To identify the competitive ability of Portugal for the development of tourist products based on natural heritage; 6. To identify tourism products capable of satisfying the needs of consumers; 7. To understand the issues underlying the development of the Accessible Tourism; 8. To propose alternative and innovative forms of tourism products in order to value the endogenous resources of territories, promoting the tourism sustainable development

Syllabus:

1. Introduction: Concept, components and characteristics of the tourism product; Tourism product life cycle
2. Lines of Strategic Development for Tourism in Portugal
3. Conceptual framework, developments, trends and analysis of actual and potential supply in Portugal for the following tourism products: Nature Tourism / Ecotourism; Health & Wellness Tourism; Sport Tourism: Golf & Nautic Tourism; Cultural Tourism and Religious Tourism; Business Tourism
4. Accessible Tourism: Conceptualization and Scope; The systemic view of tourism destinations accessibility; Accessible tourism and the sustainable tourism paradigm

Bibliography

Fennell, D.A. (2014). Ecotourism. New York: Routledge.
Fullagar, S., Kevin, W. & Markwell, E. (2012). Slow Tourism Experiences and Mobilities, Channel View Publications.
Novelli, M. (2005). Niche Tourism: contemporary issues, trends and cases. Oxford: Elsevier
Björk, P. & Kauppinen-Räsänen, H. (2014). Culinary-gastronomic tourism – a search for local food experiences. Nutrition & Food Science. 44 (4),294-309
Richards, G. (2007). Cultural Tourism: Global and local perspectives. Psychology Press.
Richards, G., & Hall, D. (Eds.). (2003). Tourism and sustainable community development (Vol. 7). Psychology Press.
Turismo de Portugal, IP. (2017). Manual de Gestão de Destinos Turísticos Acessíveis. Lisboa: Turismo de Portugal.
Turismo de Portugal, IP. (2014). Turismo 2020 Plano de Ação para o Desenvolvimento do Turismo em Portugal. Lisboa: TP

Economia do Turismo / Tourism Economics

Intended learning outcomes (knowledge, skills and competences to be developed by the students):

1. To know the concepts and methodologies most used by economic science. 2. To understand the mechanisms of price formation of touristic goods. 3. To understand the relationships between economic agents in the tourism sector.
4. To understand the specificities of tourism economy. 5. To demonstrate knowledge of the role of tourism in society and its contribution to economic growth and development.

Syllabus:

1. Introduction: Economics as a social science: object; method and different levels of approach; Opportunity cost concept; Economics of tourism in the context of Economics; Economic agents and tourism markets
2. Economic circuit and relations between agents: Supply and demand of tourism goods; Demand and supply forecasting techniques; Market imperfections; Factors market
3. National economy and the tourism system: Main results of national accounts; Tourism satellite account; The role of the State in the tourism sector
4. Tourism as a development factor: Impact of Tourism on national and regional economies; Economy and politics of global tourism

Bibliography

ANDRADE, J (1998). Introdução à Economia. Lisboa: Minerva.
CUNHA, L (1997). Economia e política do turismo. Lisboa: McGraw-Hill.
FRANK, R & BERNANKE, B (2003). Princípios de Economia. Lisboa: Mc Graw Hill.
LARRY, D, FORSYTH, P & DWYER, W (2011). Tourism Economics and Policy, Cheltenham, UK: Channel View Publications.
LOOMIS, JB & WALSH, RG (1997). Recreation Economic Decisions. 2nd edition. State College, PA: Venture Publications.
MATIAS, A (2007). Economia do Turismo, Lisboa: Instituto Piaget.
SAMUELSON, P & NORDHAUS, W (1999). Economia. 16^a ed. Lisboa: Mc Graw Hill.
STABLER, M, PAPTAEODOROU, A & SINCLAIR, T (2010). The Economics of Tourism, London: Routledge.
STIGLITZ, J & WALSH, C (2006). Economics, 4^a ed., New York: W. W. Norton & Company

Etnobotânica / Ethnobotany

Intended learning outcomes (knowledge, skills and competences to be developed by the students):

1. To know the fundamental bases of botany: morphology, phylogeny and diversity.
2. To know the nature, evolution and importance of ethnobotany.
3. To know and apply its principles and research methods.
4. To use ethnobotany as a resource for tourism.

Syllabus:

1. Phylogeny of major plant taxonomic groups;
2. Main morphological aspects of different plant organs;
3. Principles of systematics, taxonomy and nomenclature;
4. Use of specialized bibliography to identify plants;
5. Ethnobotany: definition and examples of the relationship between plants, people and culture;
6. Contribution of related areas: ethno-phytopharmacology, economic botany, ethnomedicine, paleoethnobotany;
7. Ethnobotanical research: code of ethics and techniques for collecting information and good practices of harvesting and conservation of plants, classification standards for use;
8. Application of knowledge derived from ethnobotany for the construction of contents and activities for tourism;
9. Ethnobotany Project.

Bibliography

- BALICK, MJ & COX, PA (1997). *Plants, People, and Culture: the Science of Ethnobotany*. 1ª Ed. Scientific American Library. W.H. Freeman & Company. ISBN: 0-7167-6027-4.
- FERNANDES, RB (1972). *Vocabulário de termos botânicos*. Separata do Anuário da Sociedade Broteriana.
- FERRÃO, JEM (1993). *A aventura das plantas e os descobrimentos portugueses*. 2ª ed. Lisboa: Instituto de Investigação Científica Tropical.
- FONT QUER, PIO (1993). *Plantas Medicinales. El dioscórides renovado*. Barcelona: Editorial Labor. S.A.
- FRANCO, JA & AFONSO, MLR (1971-2003). *Nova Flora de Portugal (Continente e Açores)*. Lisboa: Escolar Editora.
- RIBEIRO, JA et al. (2000)-*Etnobotânica*. Mirandela: João Azevedo Editora.
- SCHULTES, RE & REIS, SV (eds.) (1995). *Ethnobotany: Evolution of a Discipline*. Portland: Dioscorides Press. ISBN 0-931146-28-3.
- SOCIEDADE PORTUGUESA DE BOTÂNICA (2012-2013). *Flora-On: Flora de Portugal interactiva*. disponível em <http://www.flora-on.pt>

Métodos Estatísticos Aplicados / Applied Statistical Methods

Intended learning outcomes (knowledge, skills and competences to be developed by the students):

1. To identify and collect qualitative / quantitative data relevant to the case study;
2. To select appropriate statistical techniques to describe available data;
3. To organize numerically and graphically the results of the use of different statistical methodologies;
4. To interpret numerical and graphical results correctly;
5. To use data analysis programs (Microsoft Excel / SPSS - Statistical Package for Social Sciences).

Syllabus:

1. Construction of a questionnaire. Measuring scales. Collection of data (qualitative and quantitative).
2. Descriptive statistics: measures of central tendency, measures of non-central tendency, measures of dispersion, measures of shape: skewness and kurtosis. Graphical representations.
3. Elementary theory of probability. Discrete and continuous one-dimensional random variables. Most common theoretical distributions: discrete and continuous.
4. Hypothesis tests for a population parameter.
5. Non-parametric tests.
6. Analysis of variance.
7. Regression analysis.
8. Analysis of time series.

Bibliography

- HALL, A; NEVES, C & PEREIRA, A (2011). *Grande Maratona de Estatística no SPSS*. 1ª edição. Lisboa: Escolar Editora. ISBN: 9789725923016.
- HILL, M & HILL, A (2008). *Investigação por questionário*. 2ª edição. Lisboa, Edições Sílabo. ISBN: 9726182735.
- LEVINE, D; STEPHAN, D & SZABAT, K (2016). *Estatística: Teoria e Aplicações usando o Microsoft Excel em Português*. 7ª edição. LTC Editora. ISBN: 9788521630678.
- MAROCO J & BISPO, R (2005). *Estatística aplicada às ciências sociais e humanas*, 2ª edição, Lisboa. Climepsi Editores. ISBN: 9789727961986.
- PESTANA, MH & GAGEIRO, J (2014). *Análise de Dados para Ciências Sociais: A complementaridade do SPSS*. 6ª edição. Edições Sílabo. ISBN: 9789726187752.
- MURTEIRA, B et al. (2015). *Introdução à Estatística*. 3ª edição. Escolar Editora. ISBN 9789725924686.
- SILVESTRE, A (2007). *Análise de Dados e Estatística Descritiva*. 1ª edição. Escolar Editora. ISBN 9789725922088.

Atividades Equestres / Equestrian Activities

Intended learning outcomes (knowledge, skills and competences to be developed by the students):

1. To know the main morphologic and behavior aspects of the horse; 2. To know the main demand needs for the maintenance of the horse; 3. To master basic horse riding techniques; 4. To know the application of equestrian touristic activities: horse riding and Equine tourism.

Syllabus:

1. Study of the exterior of the horse: different regions of the body; the coats
2. Main breeds of horses in Portugal: Lusitano, Sorraia and Garrano
3. Main behavior reactions: social, maternal and sexual behavior
4. Main standards of housing
5. Main standards of nutrition
6. Main standards of sanitation.
7. Horse riding and horse management.
8. The use of the horse in sports and leisure.

Bibliography

ADELMAN, M & THOMPSON, K (2017). Equestrian Cultures in Global and Local Contexts, Cham: Spriger
BERIA, GG (1984). Turismo equestre ed equitazione de campagna, Edizioni Mediterranee
OLIVEIRA, C (2009). O turismo de tradição: estudo do caso do turismo equestre em Portugal. Tese de Doutoramento
PERSEMOLI, S (2009). Manuale di Turismo Equestre. Calderini
POMBEIRO, J (2011). A equitação elementar: a caminho da complementar. Invesport
SILVA, AT (2009). Hipologia, Guia para o estudo do cavalo. Lisboa: Lidel
The British Society and The Pony Club (1998). Manual prático de equitação. Editorial Presença