

Postgraduate Diploma Documentary Heritage



Postgraduate Diploma Documentary Heritage

Course Modality: **Online**

Duration: **6 months**

Certificate: **TECH Technological University**

Official N° of Hours: **450 h.**

Website: www.techtitute.com/humanities/postgraduate-diploma/postgraduate-diploma-documentary-heritage

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Structure and Content

p. 12

04

Methodology

p. 18

05

Certificate

p. 26

01

Introduction

Documentary heritage is an important part of the collective memory of any culture. Allowing to record the evolution of thought, discoveries and achievements of society. In short, it is understood as the legacy of a community's past. Here, a wide range of textual and image records can be found, which need to be protected, restored and preserved in museums, film libraries or national archives. Therefore, this program will help students to specialize in the area, knowing the basic elements of the literary genre, the main historical sources consulted and the evolution of museums. All this will complete the professional profile of any historian.



EVOLUTION OF COFFINS, c.170-300 BC

25th Dynasty to
4th century BC

Beginning in the later 25th century BC, there was a steady change in the design of coffins and a revival of older traditions began. Cartonnage cases were superseded by outer coffins of wood, resin or mummiform cases, with a pith and back of the goddess Nut and other protective deities. The inscriptions often included spells from the *Book of the Dead*, and extracts from the *Papyrus Texts*, reflecting the interest in revival of the past which was characteristic of the period. The interiors of these coffins were usually decorated with images and texts which alluded to the coffin's symbolic role as a miniature version of the cosmos – the lid representing the heavenly realm of the sun god and the base the underworld kingdom of Osiris.

The remains of the elite were enclosed in sets of two or three coffins. The inner case was frequently rectangular in shape with a raised lid, an imitation of the shrine of a deity. Some sarcophagi also became increasingly common in the tombs of high-ranking officials in this period, particularly in the north of Egypt.



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This program will help you grow as a historian, specializing in the conservation of documentary heritage”

Each document and image stored in a museum represents an informative content of great cultural value. These must be known, preserved and transmitted to future generations. In this sense, it is necessary to have professionals who have knowledge about the history of literature and the development of written works, in order to identify the period to which it belongs and the characteristics that define it.

For this reason, this Postgraduate Diploma in Documentary Heritage will give historians the opportunity to learn about the evolution of literature from a historical point of view. First of all, the elements of discourse (narrator, narrative and structure), as well as the main exponents of the decade of the twentieth century. Then, a review will be made of the sources used by professionals to consult any historical fact, bearing in mind the role of archivists today.

All this will allow students to practice their profession in any field, being able to dedicate themselves to research and conservation in museums or film libraries. You will also find other alternatives as cultural advisors in institutions and companies, performing functions that help the dissemination of any historical material.

This **Postgraduate Diploma in Documentary Heritage** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The development of case studies presented by experts in artistic heritage and audiovisual art
- ♦ The graphic, schematic, and eminently practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Access an online program from anywhere in the world by enrolling now"

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Are you looking for new career opportunities? This program will boost your career outside the academic area of historians”

Every literary work should be preserved and studied by experts like you.

When you graduate with this program, you will not be required to submit a final paper.

The program's teaching staff includes professionals from the sector who contribute their work experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive training programmed to train in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the academic year. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

IVO GENERAL
DE LA NACION

02 Objectives

The great literary works of the past must be preserved for the future. Therefore, this Postgraduate Diploma has a very clear objective: to help historians to specialize in the field of documentary heritage. To this end, they will have a complete overview of the history of literature and the historical sources most consulted by specialists in the sector. This program will help them to expand their employment options at the end of their degree.





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The didactic material of this program will help you to distinguish the different literary genres"



General Objectives

- ♦ Know the history of the audiovisual media
- ♦ Develop critical thinking with respect to historical events and current reality in relation to audiovisual heritage
- ♦ Know the artistic and formal differences of audiovisual movements over time
- ♦ Master the history of cinema, music and photography
- ♦ Understand the importance of audiovisual heritage in today's world



Each theoretical lesson in this program is backed by the experience of a select teaching staff"





Specific Objectives

Module 1. History of Literature

- ◆ Distinguish the different literary genres
- ◆ Know some of the trends and authors of literature
- ◆ Distinguish the different phases of the writing process
- ◆ Analyze the tradition and historical background of written communication technology

Module 2. Sources of Art History

- ◆ Develop a critical sense at the historiographic level
- ◆ Manage the instruments for information gathering
- ◆ Know and work with the different types of historical sources
- ◆ Use the terminology and techniques accepted in the historiographic science and the profession

Module 3. Museology and Heritage

- ◆ Distinguish between Museography and Museology, taking into account their differences
- ◆ Recognize some of the most relevant museums in the history of art
- ◆ Know the problems that museums have to face and the inconveniences that may arise during the mounting of an exhibition
- ◆ Understand the different types of exhibits and how they are different

03

Structure and Content

The contents of the syllabus of this Postgraduate Diploma in Documentary Heritage will provide historians with the necessary tools to advance in their professional careers. Therefore, they will have an online program, which will allow them to continue their daily work and plan their academic schedule accordingly. Thus, they will be able to learn about the literary works of the great authors of the 20th century and where they are kept for study and conservation.





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In this program you will discover how the periods of the world wars changed literature and journalism"

Module 1. History of Literature

- 1.1. The Literary Genres
 - 1.1.1. Introduction
 - 1.1.2. Definition of Literary Genre
 - 1.1.2.1. Historical Definition of Literary Genres
 - 1.1.3. Delimitation of Literary Genres: Poetry, Narrative, Theater and Essay
 - 1.1.4. Choose the Genre
- 1.2. The Creative Process and Fiction: From the Initial Idea to the Narrative Text
 - 1.2.1. Introduction
 - 1.2.2. First Steps of the Creative Process
 - 1.2.3. From the Initial Idea to Fiction
 - 1.2.4. From Fiction to Narrative Text
 - 1.2.5. Narrative Text as an Act of Communication
 - 1.2.6. How to Design a Fiction?
- 1.3. The Author and the Literary Style
 - 1.3.1. Introduction
 - 1.3.2. The Writer vs. the Author
 - 1.3.3. The Author's Literary Style
 - 1.3.4. The Influence Intertextuality
 - 1.3.5. How to Choose a Style?
- 1.4. The Discourse Plane: The Narrator, the Narratee and the Structure
 - 1.4.1. Introduction
 - 1.4.2. The Narrator and the Point of View
 - 1.4.3. The Author vs. the Narrator
 - 1.4.4. The Narratee
 - 1.4.5. The Narrative Structure
 - 1.4.6. How to Build the Discourse?
- 1.5. The Plot of the Story: Characters, Time and Space
 - 1.5.1. Introduction
 - 1.5.2. The Character
 - 1.5.3. The Character's Voice Enunciative Relations
 - 1.5.4. Narrative Tense
 - 1.5.5. The Narrative Space
 - 1.5.6. How to Create the Story?
- 1.6. The 19th Century: the Realist and Naturalist Novels
 - 1.6.1. Introduction
 - 1.6.2. The 19th Century in Europe: a Brief Overview
 - 1.6.3. Culture in the 19th Century
 - 1.6.4. The Realist Novel in Europe (mid-century)
 - 1.6.5. Some Realistic Authors: Flaubert, Dostoevsky and Tolstoy
 - 1.6.6. The Naturalist Novel (last third of the century)
 - 1.6.7. The Naturalist Novel (last third of the century)
- 1.7. The Narrative of M. Proust and F. Kafka in the First Decades of the 20th Century
 - 1.7.1. Introduction
 - 1.7.2. From the 19th to the 20th Century: The End-of-Century Crisis
 - 1.7.3. Paris at the Turn of the Century: The Narrative of Marcel Proust (1871-1922)
 - 1.7.4. Prague at the Turn of the Century: The Narrative of Franz Kafka (1881-1924)
- 1.8. English Experimentalism: J. Joyce and V. Woolf. Years 10-20
 - 1.8.1. Introduction
 - 1.8.2. The Renewal of English-Language Literature Since the Beginning of the Twentieth Century
 - 1.8.3. Virginia Woolf (1882-1941) and the Bloomsbury Group
 - 1.8.4. The Narrative of James Joyce (1882-1941)
- 1.9. Paris before and after the War (between the 1920s and 1940s). From the Lost Generation to Existentialism
 - 1.9.1. Introduction
 - 1.9.2. The Happy 20's in Paris: Getrude Stein and the Lost Generation
 - 1.9.3. The 1930s: towards Commitment in Literature
 - 1.9.4. The 1940s: Existentialism

- 1.10. 50's and 60's in the United States Trends in Literature and Journalism: the *Non-fiction Novel* and the New Journalism
 - 1.10.1. Introduction
 - 1.10.2. The United States after World War II: Literature and Journalism in the 1950s-60s
 - 1.10.3. The New Yorker School: John Hersey and His Novels-Reportage
 - 1.10.4. The New Journalism of the 1960s

Module 2. Sources of Art History

- 2.1. The Historical Source
 - 2.1.1. Historical Source Epistemology
 - 2.1.2. Classification of Historical Sources
 - 2.1.3. Historical Source Location
- 2.2. Source Treatment
 - 2.2.1. Source Gathering and Critique
 - 2.2.2. Contrast of Sources
 - 2.2.3. Data Capture and Information Management
- 2.3. Historical Archives
 - 2.3.1. The Need for Archives
 - 2.3.2. Archives in the Modern Age
 - 2.3.3. The Digital Archive
- 2.4. Today's Archivists
 - 2.4.1. Functions of the Archivist
 - 2.4.2. The Social Status of the Archivist
 - 2.4.3. Importance of the Archivist in Administrative Records Management
- 2.5. The Social and Political Community as Source Creators
 - 2.5.1. Parish Archives
 - 2.5.2. Municipal Archives
 - 2.5.3. Notarial Archives
 - 2.5.4. Judicial Archives
 - 2.5.5. Family Archives

- 2.6. The Great Archival Repositories in Mexico
 - 2.6.1. National General Archive
 - 2.6.2. Archbishop's Archives
 - 2.6.3. National Newspaper Archive
 - 2.6.4. State Archives
- 2.7. National Library
 - 2.7.1. Mexico's National Library
 - 2.7.2. Vasconcelos Library
 - 2.7.3. Palafoxiana Library
- 2.8. Libraries in the Private Sector
 - 2.8.1. Libraries in the Private Sector
 - 2.8.2. Mexican Association of Private Archives and Libraries A.C AC
- 2.9. Main Historical Documents in the Modern Age
 - 2.9.1. Main Historical Documents in the Modern Age
 - 2.9.2. Royal Documentation in the Modern Era
- 2.10. Typefaces Used in the Modern Age
 - 2.10.1. Humanistic Writing
 - 2.10.2. The Crisis of Gothic Writing
 - 2.10.3. Types of Modern Sculpture

Module 3. Museology and Heritage

- 3.1. The Origins of Museums
 - 3.1.1. Near East
 - 3.1.2. Far East
 - 3.1.3. Greece
 - 3.1.4. Rome
 - 3.1.5. Middle Ages
 - 3.1.6. Renaissance, Mannerism and Baroque
 - 3.1.7. XVI Century
 - 3.1.8. XVII Century
 - 3.1.9. XVIII Century

- 3.2. Exhibitions
 - 3.2.1. Introduction
 - 3.2.2. The Limitations of the Exhibitions and Their Intricacies
 - 3.2.3. Types of Exhibitions
 - 3.2.4. Processions, Another form of Public Exposure
- 3.3. Heritage
 - 3.3.1. Ecclesiastical Heritage
 - 3.3.2. Institutional Frameworks, Sectors of Cultural Identification and Cultural Policies
 - 3.3.3. Cultural Goods and Cultural Management
- 3.4. French Museums
 - 3.4.1. Old Regime
 - 3.4.2. The Enlightenment
 - 3.4.3. The National Assembly
 - 3.4.4. The French Museum before and after the Revolution
- 3.5. Museum Typologies Promoted by the National Constituent Assembly of France
 - 3.5.1. French National History Museum
 - 3.5.2. Museum of French Monuments
 - 3.5.3. Louvre Museum
 - 3.5.4. Luxembourg Palace
- 3.6. From Napoleon I to World War II
 - 3.6.1. Napoleon I
 - 3.6.2. Covered Panoramas
 - 3.6.3. The Palace of Versailles
 - 3.6.4. The 19th Century
 - 3.6.5. The 20th Century
 - 3.6.6. Germany, Italy, Russia and the United States
 - 3.6.7. The Interruption of World War II



- 3.7. Museology and Museography
 - 3.7.1. Museology and Museography
 - 3.7.2. New Museology
 - 3.7.3. Expansion of the Museum Concept
 - 3.7.4. The Strategies of Museums
 - 3.7.4.1. Anglo-Saxon strategy
 - 3.7.4.2. Mediterranean Strategy
- 3.8. North American Museums
 - 3.8.1. Characteristics of North American Museums
 - 3.8.2. Financial System
 - 3.8.3. The Museums that Make up the TRUST
- 3.9. Museums and Relevant Figures
 - 3.9.1. Whitney Museum of American Art
 - 3.9.2. Isabella Stewart Gardner Museum in Boston
 - 3.9.3. Albright-Knox Art Gallery
 - 3.9.4. Key Figures in Patronage
 - 3.9.4.1. Gertrude Stein
- 3.10. Museums and Their History
 - 3.10.1. Ancient Art Museums
 - 3.10.2. Art Museums of the Middle Age
 - 3.10.3. Museums Art of the Modern Age
 - 3.10.4. Contemporary Art Museums

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The major museums and film libraries will want to count on your expertise to conserve and study their documentary heritage”

04

Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization”

At TECH we use the Case Method

Our program offers a revolutionary method of skills and knowledge development. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

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At TECH you will experience a way of learning that is shaking the foundations of traditional universities around the world"



Our university is the first in the world to combine Harvard Business School case studies with a 100% online learning system based on repetition.



A learning method that is different and innovative

This intensive program in Humanities at TECH Technological University prepares you to face all the challenges in this area, both nationally and internationally. Its main objective is to promote personal and professional growth by , helping you achieve success. For this purpose, we rely on Harvard Business school case studies with which we have a strategic Convention that allows us to use the materials used in the most prestigious university in the world.



We are the only online university that offers Harvard materials as teaching materials on its courses"

The student will learn, through collaborative activities and real cases, how to solve complex situations in real business environments.

The case method has been the most widely used learning system among the world's leading humanities schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

Re-Learning Methodology

Our university is the first in the world to combine the Harvard University case studies method with a 100% online learning system based on repetition, combining 8 different didactic elements in each lesson.

We enhance Harvard case studies with the best 100% online teaching method: Relearning.

In 2019 we obtained the best learning results of all Spanish-language online universities in the world.

At TECH you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Re-learning.

Our university is the only Spanish-speaking university qualified to employ this successful method. In 2019, we have managed to improve the overall satisfaction levels of our students (teaching quality, quality of teaching materials, course structure, objectives...) as far as the indicators of the best online university in Spanish are concerned.



In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

With this methodology we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Re-learning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: A direct equation for success.

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high-quality pieces in each and every one of the materials that are made available to the student.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



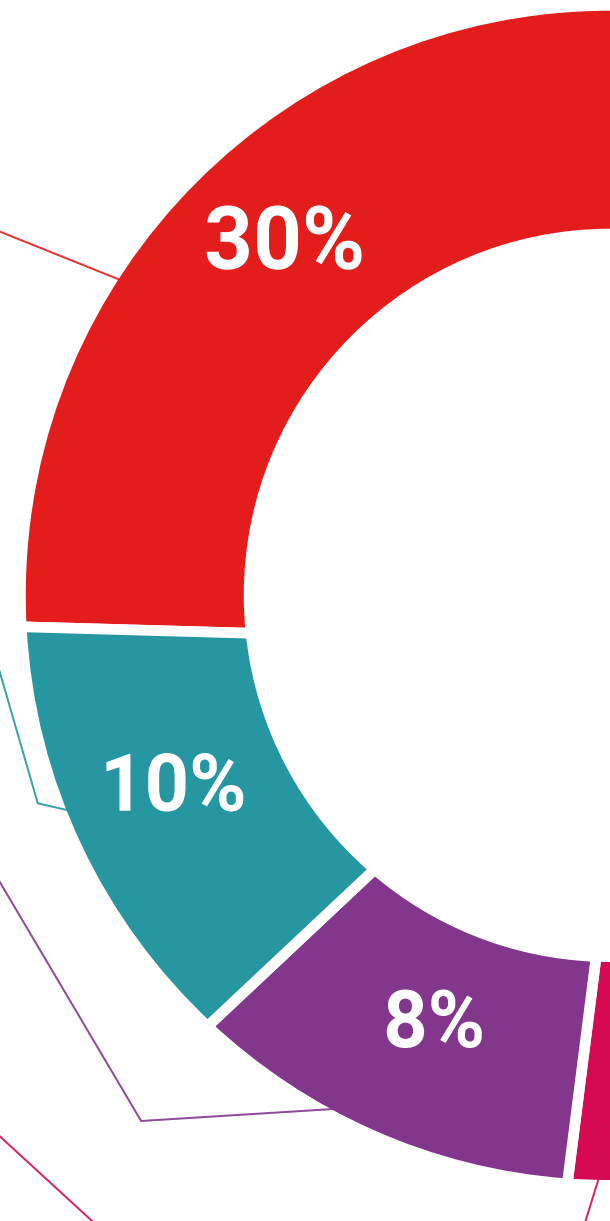
Practising Skills and Abilities

They will carry out activities to develop specific competencies and skills in each thematic area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization we live in.



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Case Studies

They will complete a selection of the best case studies in the field used at Harvard. Cases that are presented, analyzed, and supervised by the best senior management specialists in Latin America.



Interactive Summaries

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Testing & Re-testing

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: So that they can see how they are achieving their goals.



05 Certificate

The Postgraduate Diploma in Documentary Heritage guarantees, in addition to the most rigorous and up-to-date training, access to a Postgraduate Diploma qualification issued by TECH Technological University.



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*Successfully complete this training program
and receive your diploma without travel or
laborious paperwork”*

This **Postgraduate Diploma in Documentary Heritage** contains the most comprehensive and up-to-date scientific program on the market.

After you have passed the evaluations, you will receive your corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional from career evaluation committees.

Title: **Postgraduate Diploma in Documentary Heritage**

Official N° of Hours: **450 h.**



*Apostille Convention. In the event that the student wishes to have their paper certificate issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present quality
online training
development languages
classroom



Postgraduate Diploma
Documentary Heritage

Course Modality: Online

Duration: 6 months

Certificate: TECH Technological University

Official N° of Hours: 450 h.

Postgraduate Diploma Documentary Heritage

