

CSUS 873
Culture, Communities and Tourism

Fall 2020

Tuesdays 6:00-7:50 p.m. (+ 1 hour arranged): official

152 Natural Resources Building +

Synchronous Zoom:

<https://msu.zoom.us/j/92974661821>

Meeting ID: 929 7466 1821

Passcode: CSUS873

Syllabus – Fall 2020

Class Meets: Possibly: Tuesdays 5:30 – 8:20; some off days for long field trips & AITC conference (see weekly schedule)

Class Location: Natural Resources Bldg. 152/Zoom **Official Paper Size for Printing:** US letter (not A4)

Instructor: Gail A. Vander Stoep **Office:** 136 Natural Resources Bldg./Home/Zoom

Telephone: home: 517-332-2137 (emergency) **E-Mail:** vanders1@msu.edu (BEST way to contact me)

Office Hours: by appointment (prefer at least 24 hours notice to schedule a Zoom or phone call, but in an emergency, please use the phone).

Official Course Communication System: email (MSU address is official MSU communication system; D2L will pull your MSU address for use; check your email regularly)

Official Course Paper Formats: Please submit papers in MS Word (Excel, etc.). If you use some other software (GoogleDocs, Pages, etc.), please convert to Word/Excel/etc. before submitting. “Final” documents to load for class sharing on D2L should be in PDF format. Choose your own software (e.g., GoogleDocs) if you are jointly working on some document. Use APA style guide for paper format, citations, and reference lists. Use US letter paper for document set-up.

Course Descriptions:

MSU Catalog: Multi-disciplinary exploration of culture, heritage, cultural landscapes, ecotourism. Contribution of cultural institutions and resources to economy, tourism and community development. Relationship between natural environment and cultural expression. Positive and negative impacts of cultural tourism. Domestic and international examples.

Expanded: This course uses a multi-disciplinary approach to explore: concepts of “culture” and “cultural landscapes;” the varied uses of terms such as culture, heritage and ecotourism; the roles of cultural institutions within communities – as economic development generators, and as part of the tourism system in international and domestic contexts; the relationship between the natural environment and human cultural expression. Additionally it challenges students to assess both positive impacts (e.g., cultural maintenance and celebration, economic development, cross-cultural exchange and understanding) and negative impacts (e.g., social, cultural, environmental and community change) of cultural tourism.

Course Philosophy

My belief is that people learn best when they are actively engaged in the learning process. Thus, this course relies heavily on student engagement and sharing in all components. We will combine theoretical underpinnings and scholarly readings with applied/lay readings and practical applications (thus, this course uses a scholar-practitioner approach, reflective of the Dept of Community Sustainability philosophy and approach to our work). Course participants will have opportunities to engage with practitioners (virtually), learn about experiences of former students (in this course and graduate students studying in this general area), and potentially be involved with current “real” projects (depending on your ASSMT 6 creation). Field trips (although they will have to be virtual this year) are one important part of that experiential and engaged learning philosophy.

Course Purpose/Objectives/Outcomes:

The **purpose** of this course is to understand the complex definitions, perceptions, uses, and impacts of “culture” and heritage, conceptually and as they apply to personal, community, and economic development. Cultural tourism and use of the cultural landscape framework as planning and economic development tools are explored. Additionally, the course explores the roles of community cultural institutions for both residents and tourists.

Objectives/Learning Outcomes – as a result of course participation, students will be able to:

1. explain and compare various definitions of “culture” and articulate the uses of and relationships among the terms “culture” and “heritage” in the U.S. and other parts of the world;
2. understand and articulate the relationships between history, cultural heritage and natural resource heritage, and understand that culture is in the present as well as in the past;
3. identify various cultural organizations/institutions involved with preserving and presenting “culture;”
4. explore the history and changing roles of museums and other cultural institutions within communities;
5. explore the use of culture and heritage within community-based tourism systems (cultural/heritage tourism), particularly as an economic development tool, both domestically and internationally;
6. understand the social and cultural impacts of tourism on communities, including communities in developing countries seeking to use tourism (ecotourism, heritage tourism, cultural tourism) as an economic development tool;
7. explore various methods and media used to share heritage with visitors (e.g., wayside exhibits, kiosks, brochures, publications, iPods/podcasts, CDs, audio devices, personal & self-guided tours, cultural centers, “artists in parks”);
8. understand and explain the concept of “cultural landscape” as used in various disciplines and applications (e.g., anthropology, urban planning, historic preservation, and resource management);
9. understand and explain concepts of authenticity (including contested heritage), cultural appropriation, and commodification; explore the impacts of various value systems and priorities on decisions related to historic preservation and cultural presentation, and discuss issues around “who makes the decisions” about which heritage to preserve/share;
10. describe the nomination, review, and designation process for ‘world heritage areas’ and other “formal designations” and their role in sustainable tourism development;
11. become familiar with a variety of heritage programs: regional heritage areas, scenic byways, world heritage areas, themed itineraries, routes and trails;
12. participate in virtual field trips to learn about and informally assess the use of culture and heritage in community development and tourism, and to be able to describe positive and negative impacts in those communities as well as infer similar benefits/costs in other national and international contexts;
12. understand and articulate the complex issues associated with culture and heritage, cultural expression and meanings, presentation of culture (choices of what to share and what not to share with “outsiders”), use of culture as an economic development tool, use of cultural institutions to explore complex and controversial community/social issues, and to be able to apply this understanding to domestic and international contexts; and
13. individually or with a partner, successfully identify and develop a project that uses culture/heritage (tangible and/or intangible) to contribute to some component of community development and/or heritage tourism.

Course Expectations and Assessment Criteria, Relative Weighting

Class Preparation & Participation	25%
Assignment 1 (“sharing” papers/presentations mini-assmts)	20%
Assignment 2 (“issue” news article analysis/sharing)	5%
Assignment 3 (<i>field trip participation & reflective essays</i>)	10% ???
Assignment 4 (AITC participation/paper/sharing)	10%
Assignment 5 (book report)	10%
Assignment 6 (synthesis project or research paper, or issue analysis)	20%

CLASS PREPARATION & PARTICIPATION (25%)

- a. **Readings as assigned.** You are expected to have read the assigned readings (distributed handouts or other assigned readings) prior to class in which the topic is presented. Sometimes you will be asked to explore relevant websites or view a video, or otherwise prepare for a class session. You should be prepared to discuss and apply readings during class discussion.
- b. **Attendance and active participation in classroom discussion based on the assigned readings, speakers' comments, your own experience, and questions prepared for discussion.** As class participants are diverse and have varied backgrounds (academic, cultural, and experiential), most students will have some level of personal experience and expertise in some of the topic areas covered during the course. Please share these experiences and knowledge with classmates; we'll all be richer as a result. Additionally, you should come prepared each session with specific questions (derived from assigned or additional readings) related to the session's content. Questions should be more than simple fact-finding and those that require only a yes/no or numerical response. Quality questions (e.g., those that illustrate depth of thought, integration, synthesis) should be able to provoke discussion. For some topics, students will be asked to prepare a short segment on a specific content area and will be responsible for leading the class in presentation/discussion.
- c. **Contribution of current events (mini-news items, described in Part A of ASSMT 2).** You should be continuously on the lookout for articles or other news items (from print or electronic sources) related to the relationship among culture, heritage, community, and tourism resources, research, and management. Please post in D2L copies of print items (newspapers, journals/ magazines, professional organization newsletters, etc.) or written summaries of electronic items (radio, television, video) that present current events and issues. (PDFs of Internet items of a “current event” nature may be contributed.) Be prepared to give a brief oral summary of the item during class. We will take a few minutes each class session to share some of these items.
File title should contain date (year-month-date) of the class session in which you will present, followed by your last name, then "mini-news," then a SHORT reference to article content/focus.
 NOTE: **On the item itself** (different from digital file title) that you post in D2L, be sure to write your name, course name/number, date of “article,” and complete source information for each item.
 (Reminder: you will analyze and present one more extensive news item in depth: [ASSMT 2, Part B.](#))
- d. **Periodic mini-assignments.** Occasionally you will be presented with a minor or mini-assignment, which will complement a specific content area. These are “graded” via the “sharing papers” (see [ASSMT 1](#)); the oral presentations count toward “participation.” The first assignments are your “terms/concepts” paper plus your “personal cultural identity” paper.

VIRTUAL FIELD TRIPS (additional grade weighting embedded in other assignments)

Participation in Course Virtual Field Trips. Students are expected to participate in virtual class field trips (see assignments 3 for information about how they contribute to course content). I am still working to develop such virtual field trips.

Assignment credit connected with this “participation” part is described under [ASSMT 3](#).

ASSIGNMENTS / WRITTEN PAPERS

Assmt 1. (20%)

"Sharing" Papers: For some topics/class days, each student will be assigned a different issue, program example, reading or case study as related to the session's topic. Each student will read relevant materials, then summarize and provide critical analysis in a short, written report, and present/lead discussion orally in class (including developing challenging questions), and provide copies of the summary document to students (and instructor) digitally via D2L at the end of the weekend (by 5:00 p.m. Sunday) prior to class. This is so peers have access to papers before class. First two are assigned for Week 2 ("My Culture" & "Terms").

Assmt 2. (5%)

News Article Analysis: Each class participant will be responsible for sharing with the class one **current** news article dealing with issues related to the role of museums or other cultural institutions in either community development or tourism. The article should be substantive in length and content (more substantive than the weekly "current events" and should include [explicitly or implicitly] and ISSUE and implications for planning, management, or programming involving [hopefully integrated] culture/heritage as related to community development and/or tourism, for either the providers or the visitors. Actual news article should be submitted (electronically) to instructor by 5:00 p.m. on Saturday before due date so other students have access for reading. See Assignment description for details.

Assmt 3.??? (10% total – 5% for participation in virtual field trips plus 5% for reflective essays for the field trips. Essays will be based on your active participation in virtual field experiences)

Virtual Field Trip(s): Students are expected to participate in virtual class field trips. For **each** field trip, the instructor will provide some guiding questions to frame the field trip experience. Additionally, students should prepare personal questions and observation guides, take notes, and continually think about the relationships among the various elements, resources, issues, and values. Students will write a short reflective essay discussing the "main lessons learned" and their relationship to the course. Field trip content will be useful to or give you ideas for your ASSMT 6, so your conceptual ideas and observations should be reflected in your thinking for the class project. (These reports should NOT be a "list of what we did.")

Assmt 4. (10%)

American Indian Tourism Conference: September 14-18, 2020, virtual. Each student will "attend" the opening and closing keynote sessions for the conference, then select and participate in at least 2 more sessions (of your choice) that are related to some portion of the course content/concepts. (If you have time conflicts, let me know. Sessions will be recorded and made available through October 14, in case you are unable to participate "live.") A later class session will "not meet" in exchange for your time spent in AITC sessions. The conference is scheduled so early in the semester that we WILL meet on Tuesday, September 15, 2020; the "day off" will be later. Registration for the conference is free (you do NOT have to participate in all the sessions, although you may view as many as you would like). Schedule times are all MOUNTAIN DAYLIGHT TIME (2 hours earlier than in MI)

Assmt 5. (10%)

Book Report: Each student will select and read one book related to some portion of the course (one student per book). This will permit each student to explore in depth an aspect of the course most relevant to them. After reading the book, you will write a report on the book that 1) summarizes the "main messages" of the book, and 2) your scholarly reflection about the implications of the book to the overall scope of this course. You may refer to related scholarly articles to refute, support, or raise additional issues relative to your book. Finally, you will orally present/share this report orally with the class.

Assmt 6. (20%)

This assignment is considered a capstone project to allow you to integrate and apply course content around a focused issue or application, in a specific physical place, and/or other course-related arena important to you. You may choose one of the following:

- a) *Individual Applied Project (small)* related to use of culture/heritage in community development, tourism, or both (to which course content can be applied). Project products will include a professionally written and illustrated report plus an oral presentation.

- b) *Issue analysis:* Identify an issues related to the integration of at least 2 elements of our course focus (culture/heritage, community, tourism); this can be associated with a specific location (anywhere in the world); then conduct the research and write an analysis of the issue (multiple perspectives, rationale by various groups/organizations/agencies/individuals related to that issues; then provide your reflection and recommendations for how you would approach working with the community stakeholders to develop a plan to address the issue.
- c) *Research synthesis (mini-literature review):* Pick a related theoretical or planning framework related to course content; read and write and annotated bibliography on at least 6 peer-reviewed research articles related to your selected topic/theory/framework; then follow this with a literature synthesis (what are the big messages/results expressed across these articles; what are the similarities in results and what are the differences; what are the implications or applications to practice of the key findings; what are gaps in the literature that could indicate additional research.
- d) *Other:* If you have an idea for another type of project that would really contribute to your own work, in a way that connects course concepts, I am open to proposals.

Extra Credit.

Independent Experiential or Research Assignment: You may select one of the following options, if you can find relevant virtual experiences that fit your schedules (see separate document for details): 1) attend at least one full day of professional conference sessions (excluding AITC), at least some of which are relevant to *integrated* course content (may be virtual); 2) attend at least one “annual meeting” or “professional meeting” or “planning meeting” relevant to course content (may be virtual; examples listed on separate handout); 3) attend at least one public meeting/hearing on course-relevant topics (may be virtual); 4) visit/participate in one cultural site, event or other forum that is NOT within your own cultural tradition (as available during pandemic), and NOT something you would normally visit/engage with (trying to broaden your cultural exposure). Reports will be both oral and written. Beyond providing a summary description of the experience, the report should incorporate observations, lessons learned, analysis of relevant issues that link the experience to course concepts/issues. These are summary documents/reports, and are not intended to be MAJOR. They are provided as an opportunity for you to explore beyond what we cover in class.

Required Virtual Field Trips

Virtual field trips are required; we will try to schedule so that everyone is available, but must also accommodate our gracious hosts. Still under development and scheduling.

Course & Classroom/Zoom Policies

Attendance:

Attendance (classes and field trips) and active participation are required and expected (barring emergencies), because much of the learning occurs through presentation and discussion among class members. Also, we will host guest speakers periodically, and it is professional courtesy to engage with them when they “visit” the class. If you find you must miss a class (illness or unexpected major conflict), contact the instructor ahead of time if at all possible. Absence from class does not excuse or change due dates for projects or in-class presentations. (Note: attendance/participation is associated with 15% of your grade.) You may have one unexcused absence (one Tuesday evening class) “without grade penalty,” but are expected to submit papers on time and be present in class when assignments or “sharing papers” are due.

Other university attendance policies are as follow (details at: <https://msu.edu/unit/ombud./classroom-policies/index.html>):

- **Un-enrolled Students:** No person is allowed to attend a class unless officially enrolled on a credit or non-credit basis, with the appropriate fees paid.
- **Non-Attendance:** Instructors must include in the course syllabus any course attendance policy that differs from the MSU attendance policy. Students may be dropped from a course for non-attendance by departmental administrative drop after the 4th class period, or the 5th class day of the term of instruction, whichever occurs first.
- **Grief Absence:** Guidelines and procedures for students with and without research responsibilities can be found here: <https://reg.msu.edu/ROInfo/Notices/GriefAbsence.aspx> Students are responsible to complete all missed work as determined in consultation with the instructor.
- **Medical Excuses:** Olin Health Center physicians provide students with a written medical excuse if the student’s illness warrants such action.
- **Missing Final Exam:** Instructors may impose severe consequences on students who miss a final exam without “satisfactory explanation.” If illness or other uncontrollable circumstance arises, notify the Asso. Dean of your college immediately; be prepared to document the extenuating circumstance. Also contact instructor.
- **Observance of Religious Holidays:** MSU’s Religious Observance Policy can be found on the Office of the Registrar’s website at <https://reg.msu.edu/ROInfo/Notices/ReligiousPolicy.aspx> Inform instructor at the beginning of the semester about religious holidays, and make arrangements ahead of time to complete/submit assignments missed due to observance of a religious holiday.

Protecting Yourself:

It is a good idea to keep a digital or photocopy of all assignments you turn in – in case of miscommunication or loss. This helps protect you and your work. (Be sure to make back-up copies of your computer files in case a disk/hard drive/other memory medium crashes or becomes infected with a virus.) Also, keep a personal listing and copy of all current event items that you submit.

Individual Project (Assmt 6) and Extra Credit Expenses:

Depending on the type of individual project you choose, you may incur some additional expenses, but they should be minimal (especially when most travel and site visits are constrained, and most all experiences will be virtual).

Communication:

We are continually evaluating and revising this course, particularly within the context of the CSUS department, in response to this year’s group of course participants (and your comments related to “helping design the course”), and in response to the changing pandemic environment. Please provide feedback throughout the course so that we can improve it and make sure it meets your needs (recognizing there are needs of diverse students). Let me know how we can help make the experience more positive and meaningful to you. Before finalizing the schedule, instructor will get input from each of you about particular interests and academic goals (form/questions mailed prior to the first week of MSU classes). If you know of additional resources or possible speakers for the future, please share them.

Written Work and Oral Presentations:

All papers and projects must be professionally written and presented (part of grade). The standards are quality, excellence, and professionalism! Papers should be organized, clearly and logically presented, and comments well supported. Proofread for proper flow, structure, grammar, spelling, and punctuation. Use graphics to support any ideas or concepts that can be enhanced or clarified by their use – both in your papers and to support your oral presentations. Please consider taking advantage of services offered through the MSU Writing Center. Properly cite all references (see APA style guide, 6th printing, version 2). If you use PowerPoint as a presentation aid, pay attention to design, effective use of PowerPoint images (not just “all words), and use of photo credits”.

D2L: Course information will be posted on D2L, and used for you to post “sharing papers.” However, because of the nature of the course (heavily reliant on in-person interactions), use will be limited as primarily a “storage” place for resources relevant to the course. If you would like to add a discussion site, please let me know.

Academic Honesty:

Students are expected to comply with MSU’s guidelines on academic dishonesty as presented in the General Student Regulations and All-University Policy on Integrity of Scholarship and Grades (presented in *Spartan Life: Student Resource Guide and Handbook* (<http://splife.studentlife.msu.edu/>), *Graduate Rights and Responsibilities* (<http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities>), and in *Guidelines for Integrity in Research and Creative Activities* (<https://grad.msu.edu/sites/default/files/content/researchintegrity/guidelines.pdf> starting on pg. 7). Cheating and plagiarism are not tolerated. Plagiarism is defined as presenting another person's work or ideas as one's own. Be sure you cite all your sources (print, electronic, and personal communication). Failure to comply with these guidelines can result in a “no pass” grade for a project or the course. If you have questions, please ask.

Zoom Protocols and “In-class” Use of Computers, Phones, Calculators, Other Electronic Equipment Use:

By necessity, we will be using Zoom for class sessions. This is an alternate to being physically in class. However, the same protocols of being fully engaged (listening, discussing, sharing) are in play during class sessions. Cell phones/land lines should be muted while in class, and email message checking should wait until breaks or after class. If you have a specific “emergency” circumstance that requires you be “on alert,” with a cell phone turned on, please talk with the instructor before that class period starts. Of course, we also anticipate, understand, and respect the periodic and incidental interruptions from pets or children, based on people working primarily at home. But we hope to minimize those interruptions, as is possible.

Of course, you will be using a computer or other device to access Zoom. Use of computers beyond engaging with peers should be limited to searching sites relevant to the discussion at hand, for personal note-taking (if you can figure out how to do that more successfully than I have when on Zoom meetings), or (when working with a partner or small group), for looking up material relevant to a topic or issue at hand when working on partner/team projects. (They should not be used to check email, do other work, play games, check Facebook or other social media, surf the web, or any other activity not relevant to the course.) Active participation in discussion by everyone is critical to the course’s success.

During Day 1, the class will discuss and develop a set of norms around working in this virtual world, including whether or not you want parts or all of class sessions recorded. However, it is important to maintain an atmosphere in which people feel free to share their thoughts and ideas.

Recording Devices:

If you have a special request to use a recording device, please discuss ahead of time with the instructor. We want to assist those with language or hearing challenges, but also respect the rights of all students to discuss freely within the class without putting comments in a “permanent record.”

Internet Use:

The Internet provides access to a wealth of resources. However, just because it's "posted" on the web does not mean it is vetted, relevant, quality, or otherwise appropriate. It is your responsibility to critically analyze the actual "source" of content, and be able to justify why it is a relevant, quality resource. Blogs or other opinion pieces that help illuminate opinions of others on complex issues are legitimate, but should clearly be cited as such, and used as part of complex issue analysis.

Deadlines and "Make-ups":

You are expected to be prepared for each class, to participate actively, and to have assignments turned in on time. Occasionally, unexpected circumstances arise that legitimately impact on a student's ability to meet a specific timeline. This is true even in a Covid-19 world. In such cases, talk with the instructor as far ahead of the due date as possible to make alternative arrangements. In most cases (other than unexpected emergencies), students will be asked to complete, present, or turn in assignments ahead of the original due date.

Final Exam Date:

Tuesday, December 15, 2020, 8:00 – 10:00 p.m. (potential to begin earlier in the evening as long as everyone is available/has no other exam conflict); although we probably still will not be able to have the traditional potluck "cultural dinner" at my home, we will plan a virtual "cultural" dinner (culinary) to complement presentation of Assmt 6 projects.

Title IX and Mandatory Reporting

"Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at www.titleix.msu.edu."

Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices if you share it with me:

- suspected child abuse/neglect, even if this maltreatment happened when you were a child;
- allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff; and
- credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

MSU Library's plans for Fall 2020

[Beginning August 31, the Main Library will be open from 10-2 Monday-Friday.](#) Services will include pick-up of items and by-appointment consultations when it's not possible to consult virtually (for example, when a scholar must look at an item from Special Collections, the item does not circulate, and scanning is not sufficient). Only the first floor will be open. There will be 55 computers on 1 East for student use all of which have the software typically found in MSU computer labs. A few of them have Adobe Creative Cloud. Continue to check the library website for updates.

Relevant Resources for CSUS 873

(NOTE: Readings from some of these may be required; others may be optional for you, depending on your personal interests. Some of them could be relevant choices for your book report, also. You will receive a supplemental list of potential books for Assmt 5 (you may also find your own relevant book, to be pre-approved; submit complete citation, abstract, and a rationale for how/why it is relevant).

As we progress through the course and discover new resources, we will add to this list, creating a "class list." So, please keep a list of complete citations for additional resources to add to this list. Videos, CDs, websites, and other resources are also relevant.

Textbook:

duCros, Hilary and McKercher, Bob. (2020). *Cultural Tourism* (third edition). New York, NY: Routledge, Taylor and Francis group.

NOTE: MSU Library has ordered an e-book version that is available to you (free of charge) at:

<http://catalog.lib.msu.edu/record=b13590362~S39a>

From our librarian: "The best e-book offered was a simultaneous 3-users, so not everyone can get in at once. I recommend they get in and read what they need, then get out. They can save some pages, but not all - there's a limit."

You also have the option of purchasing your own copy of the e-book or hard copy, depending on your reading preferences.

Books: You may find some of these options for your **ASSMT 5 Book Report**, but you are not restricted to these titles (and not all of these are necessarily "good" for book reports. Avoid those that seem more like textbooks (they are difficult to summarize). Try to pick a book that has some central theme or main point.

Reviewing the titles (of books and other resources) might trigger some ideas for your **ASSMT 6 Individual Project**.

*Anderson, Gail. (2004). *Reinventing the Museum: Historical and Contemporary Perspectives on the Paradigm Shift*. Blue Ridge Summit, PA: AltaMira Press.

* Archibald, Robert R. (2004). *The New Town Square: Museums and Communities in Transition*. Blue Ridge Summit, PA: AltaMira Press.

* Archibald, Robert R. (1999). *A Place to Remember: Using History to Build Community*. Blue Ridge Summit, PA: AltaMira Press.

Barker, Anthony David. (2014). *Identity and Intercultural Exchange in Travel and Tourism*. Self-published (Anthony David Barker)

Colomb, Claire and Novy, Johannes. (Eds.) (2017). *Protest and Resistance in the Tourist City*. New York & London: Routledge/Taylor Francis.

Diekmann, Anya and Smith, Melanie Kay (Eds.) (2015). *Ethnic and Minority Cultures as Tourist Attractions*. Self-published (Anya Diekmann)

Fullagar, Simone; Markwell, Kevin; and Wilson, Erica. (2012). *Slow Tourism: Experiences and Mobilities (has some parts linked to culture)*. Bristol. UK: Channel View Publications.

Hanley, Keith and Walton, John. (2010). *Constructing Cultural Tourism*. Bristol. UK: Channel View Publications.

Jack, Gavin and Phipps, Alison. (2005). *Tourism and Intercultural Exchange: Why Tourism Matters*. Clevedon, ENGLAND: Channelview Publications.

Joliffe, Lee (Ed.) (2012). *Sugar Heritage and Tourism in Transition (Tourism and Cultural Change)*. Bristol. UK: Channel View Publications.

King, Thomas F. (2002). *Thinking about Cultural Resource Management: Essays from the Edge*. Blue Ridge Summit, PA: AltaMira Press.

- * Kretzmann, John and McKnight, John L. (1993). *Building Communities from the Inside Out: Asset-based Community Development*. Evanston, IL: Institute for Policy Research, Northwestern University.
- Luther, Vicki and Emery, Mary. (2003). *Your Field Guide to Community Building*. Lincoln, NE: Heartland Center for Leadership Development.
- Macleod, Donald. (2004). *Tourism, Globalisation and Cultural Change*. Clevedon, ENGLAND: Channelview Publications.
- McCool, Steve F. and Moisey, R.N. (eds.) (2001). *Tourism, Recreation and Sustainability: Linking Culture and the Environment*. Cambridge, MA: CABI Publishing.
- * McKercher, Bob and du Cros, Hilary. (2002). *Cultural Tourism: The Partnership between Tourism and Cultural Heritage Management*. Binghamton, NY: Haworth Hospitality Press. *NOTE: This is an earlier edition of our textbook.*
- Moscardo, Gianna. (1999). *Making Visitors Mindful: Principles for Creating Sustainable Visitor Experiences through Effective Communication*. Champaign, IL: Sagamore Publishing.
- Richards, G. (2001). *Cultural Attractions and European Tourism*. Cambridge, MA: CABI Publishing.
- Robinson, M. and Boniface, P. (1998). *Tourism and Cultural Conflicts*. Cambridge, MA: CABI Publishing.
- Rosenzweig, Roy and Thelen, David. (1998.) *The Presence of the Past: Popular Uses of History in American Life*. New York, NY: Columbia University Press.
- Russell, Diane and Harshbarger, Camilla. (2003). *Ground Work for Community-based Conservation*. Blue Ridge Summit, PA: AltaMira Press.
- *Smith, Melanie and Richards, Greg. (2013). *The Routledge Handbook of Cultural Tourism*. New York, NY: Routledge.
- Son, Boyoung; Borisova, Lidia; Niskala, Sarianna; Ma, Xuan; Klingler, Gero; Karki, Krista, and Choi, Jinkyu. (2018). *Designing the Future of Museums*. Helsinki, Finland: National Museum of Finland and Aalto University.
- Timothy, Dalton J. (2011). *Cultural Heritage and Tourism*. Bristol. UK: Channel View Publications.
- Timothy, Dalton J. and Boyd, Stephen W. (2014). *Tourism and Trails: Cultural, Ecological and Management Issues*. Bristol. UK: Channel View Publications.
- Waterton, Emma and Watson, Steve. (2014). *The Semiotics of Heritage Tourism*. Bristol. UK: Channel View Publications.
- Wylie, Robert W. (2000). *Tourism and Society: A Guide to Problems and Issues*. State College, PA: Venture Publishing.
- Xie, Philip Feifan. (2010). *Authenticating Ethnic Tourism*. Bristol. UK: Channel View Publications.
- Yorke, Rowan and Baram, Uzi (eds.). (2004). *Marketing Heritage*. Blue Ridge Summit, PA: AltaMira Press.

Journal Articles, Manuals, News Items and Book Chapters:

See additional resources on D2L. Not everything that is posted in D2L is listed here. Again, reviewing these titles and the articles and other resources on D2L can trigger ideas for your **ASSMT 6 Individual Project**.

_____. (2004). *Community Tourism Development*. St. Paul, MN: University of Minnesota Tourism Center.

Agyeman, Kwasi Hope. (January 8, 2019). Top 10 museum trends you should now. *Museum Tech Trends*.

Britt, Kelly M. and Chen, Christine. (2005). The (Re-) birth of a nation: Urban archaeology, ethics, and the heritage tourism industry. *Archaeology and Heritage Tourism*. Pp. 26-28.

Miyakuni, K. and Vander Stoep, G.A. 2006. Linking linkage concepts from diverse fields to build a community-based tourism planning framework: The case of Shuri, Japan. *Tourism Geographies*, 8(3):286-309. Oxfordshire, UK: Taylor & Francis.

Vander Stoep, Gail A. (2000). *Community tourism development* (chapter 28). In: Gartner, W. and Lime, David W. (eds.). *Trends in Outdoor Recreation, Leisure and Tourism*. Wallingford Oxon UK: CABI Publishing., Pp. 309-321.

Wiles, Craig and Vander Stoep, Gail A. (2007). Consideration of historical authenticity in heritage tourism planning and development. In: *Proceedings of the 2007 Northeastern Recreation Research Symposium*. GTR-NRS-P-23, pp. 292-298.

Sample Cultural Tourism Products and Experiences:

Michigan travel experiences Available on the Pure Michigan travel web site: <http://www.michigan.org/Default.aspx> and <https://www.michigan.org/trip-ideas/articles>

Note that the “themed cultural itineraries” previously posted are no longer available.

National Heritage Areas Available on the web: <http://www.nps.gov/history/heritageareas/>

Handmade in America (South Carolina): <http://www.handmadeinamerica.org/>

Heritage Corridor Tours “Tour Guide” series for driving Washington state’s interstate highways: (2004). Publication with maps, photos, CDs (project of Northwest Heritage Resources in conjunction with the Folk Arts Program of the Washington State Arts Commission)

Other Publications:

National Park Service. (journal, so varied dates) *Common Ground: Preserving Our Nation’s Heritage*.

Examples of articles (from winter/spring 2007 issue):

Places of conscience, places of commemoration

Times of challenge: Photographs recall landmark era in the African American Story

Harvest in the Barrens: Project documents early engineering of New Jersey’s wild places.

Civic reflection: The underside of history; places of discovery; search for perspective.

National Trust for Historic Preservation Booklets:

New Life for White Elephants: Adapting Historic Buildings for New Uses. Washington, D.C.: National Trust for Historic Preservation.

Maintaining Community Character: How to Establish a Local Historic District.

Historic Home Tours: Showcasing your Community’s Heritage.

The Economics of Historic Preservation: A Community Leader’s Guide.

What Every Board Member Needs to Know: An Introduction to Historic Preservation (CD PowerPoint)

Share your Heritage: Cultural Heritage Tourism Success Stories.

Challenges and Opportunities in Heritage Education.

Regional Heritage Areas: Connecting People to Places and History.

Getting Started in Heritage Area Development.

Relevant Journals (just a start – there are many more if you move away from the “tourism” connection):

China Tourism Research. (distributed by The Haworth Press, Inc., Binghamton, NY)

Journal of Heritage Tourism (Clevedon, ENGLAND: Channelview Publications)

Journal of Tourism and Cultural Change. (Clevedon, ENGLAND: Channelview Publications)

Journal of Ecotourism (Clevedon, ENGLAND: Channelview Publications)

Current Issues in Tourism (Clevedon, ENGLAND: Channelview Publications)

Journal of Sustainable Tourism (Clevedon, ENGLAND: Channelview Publications)

Journal of Cultural Heritage (Elsevier)

Journal of Heritage Management (SAGE Journals)

International Journal of Heritage Studies (Taylor Francis Online)

Mostly Confirmed Schedule Fall 2020

Schedule as of 9/14/20

CSUS 873: Culture, Communities, and Tourism

(meets Tuesday evenings, 5:30 - 8:20, ZOOM) – back-up classroom, if going on campus becomes possible, is NR Room 152

NOTE: I will be developing a more detailed reading list for each week, just in case I messed up the readings here; & I will send the "day's" handouts before class each day.
du Cros & McKercher = "Textbook" in readings.

Date	Topics/Activities	To Have Read/Viewed/Done by Class Time	Due Today
September 8	<p>Didactic interviews & introductions; Discuss Zoom & other logistics; Course Overview/syllabus review & student Input; video:</p> <p>What is culture? "Joy in the Congo" video.</p> <p>Orientation Activities (CONCEPTS/DEFINITIONS & BIG QUESTIONS,);</p> <p>ASSMT #1: first 2 mini-assignments/sharing papers (#1- personal cultural identity essay; #2-concept definition research summary) Due Sept 15</p> <p>ASSMT #4: AITC conference participation (AIANTA); papers and oral discussion due Octobr 20.</p>	<p>xxxxx</p>	<p>xxxxx</p>
September 15	<p>Culture/heritage/tourism/community; is there a link between culture/heritage and environment? [Kelsey will later present on elephant management, local natural & cultural heritage, environment]</p> <p>Oral presentations & discussions on the 4 "definitions" and linkages.</p> <p>Cultural identity: Oral presentations of "cultural identity" essays.</p> <p>ASSMT #2: Issues: Assign "practice news articles [monuments & memorials]" readings; show 60 Minutes "Monuments." Discuss/do "issues" activity. Choose individual presentation dates on Sept. 22)</p> <p>ASSMT #5: "book report" assignment – choice due Sept 29); and extra credit assignment option.</p> <p>ASSMT #1: 3rd mini-assignment/sharing paper: strategies/frameworks for providing cultural experiences (e.g., heritage routes, areas, museums, festivals and special events, heritage landscapes, historic preservation/adaptive re-use; main street program, etc. (students present Oct 6.)</p>	<p>Readings necessary for your papers;</p> <p>VIEW 13.24-min video: https://www.cbs.com/shows/60_minutes/video/qAkdQNgexgrGlq8AzrTDpwoXXuH7bZfZ/the-history-and-future-of-confederate-monuments/</p> <p>READ: news articles in "Memorials & Monuments" sub-section of D2L Readings/Resources (labelled DAY 2).</p> <p>AITC: Participate in AIANTA conference sessions during the week (or the recorded versions as you are able--before Oct 14--due to schedule conflicts); ASSMT 4 papers and oral discussion due Octobr 20.</p>	<p>ASSMT #1: "My Cultural Identity" paper & oral presentation;</p> <p>ASSMT #1: Presentations and discussion on "CCTH concepts/ definitions" based on additional research. Submit written summary of definitions/disciplines.</p>

Date	Topics/Activities	To Have Read/Viewed/Done by Class Time	Due Today
September 22	<p>Tourism: PPT: overview to Tourism System</p> <p>Cultural/Heritage Tourism: PPT: Intro to Cultural/Heritage Tourism</p> <p>Discuss articles read by today.</p> <p>Lost Culture: What is "lost culture"? What are all the ways culture is lost?</p> <p>Show "lost culture" videos (Timbuktu)</p> <p>Show CBS Video on 1-year anniversary opening of Smithsonian African American Museum.</p> <p>ASSMT #1: 4th mini-assignment, "lost culture" readings & blog (present Oct 13)</p>	<p>READ (on D2L) What Do We Mean by Heritage? (Watkins & Beaver); Cultural and Heritage Tourism (Rosenfeld); Heritage Tourism (Hargrove); Power of Cultural Tourism (Lord).</p> <p>ID at least one key question for each article (for discussion)</p> <p>READ Text, Ch 1 & 2 (definitions & challenges of cultural tourism)</p> <p>READ Text, Ch 7 (tourism system)</p>	<p>ASSMT #2: choose dates for individual issue news articles to be presented (Sept 29, Oct 6, 13, 20, 27, Nov 3)</p> <p>Assmt #5: (I'll take book choices for book reports, if you have selected yours by today, but not due until Sept. 29)</p>
September 29	<p>ASSMT #2: news article presentation 1.</p> <p>What is CBT? Guest presenter Astri Briliyanti (CBT work in Penglipuran Village, Bali)</p> <p>Asset-based CBT: discuss readings; review process</p> <p>ASSMT #6: Introduce individual project (assign/discuss); idea due Oct 13; check-in on Oct 27; final due Dec 8.</p> <p>ASSMT #5: submit book report choices (1 person/book); written & oral reports due Nov 17</p>	<p>READ: peer news article 1</p> <p>READ Text, Ch 3 (issues, benefits, risks, costs)</p> <p>READ: Community Tourism Development (Vander Stoep) "Guide to Smart Growth and Cultural Resource Planning" (R.E. Bernstein; WI Historical Society); Community Planning chapter handouts (McKnight & Kretzman);</p> <p>READ Text, Ch 11 (assessing product potential/assets)</p>	<p>ASSMT #2: NEWS ARTICLE STUDENT #1: Student 1 be prepared to orally present content of one relevant news article, the present analysis and be prepared with "quality questions" to lead discussion. Submit copy of article to GVS no later than noon Sat, Sept 26.</p> <p>Assmt #5: Book report choices due (complete, APA style guide) to share).</p>
October 6	<p>ASSMT #2: News article presentation 2. ID dates for News Articles</p> <p>ASSMT #1 (3rd): Heritage Tourism framework presentations/examples (reports by students); If time, show Main Street videos</p> <p>ASSMT #6: PPTs: examples of previous group projects (Your Story & Mine, Domestic Integrities)</p>	<p>READ: peer news article 2.</p> <p>READ Text, Ch 4 (managing cultural assets) SCAN Text, Ch 5 (tangible cultural heritage; types) SCAN Text, Ch 14 (applying planning/management frameworks)</p> <p>Independent research on "Frameworks" (events; heritage routes; cultural landscapes, etc.)</p>	<p>ASSMT #2: NEWS ARTICLE STUDENT 2: Student 2 be prepared to orally present content of one relevant news article, the present analysis and be prepared with "quality questions" to lead discussion. Submit copy of article to GVS no later than noon Sat., Oct 3.</p> <p>ASSMT #1 (3rd): "Strategies/Frameworks" mini-reports (written & oral)</p>

Date	Topics/Activities	To Have Read/Viewed/Done by Class Time	Due Today
Field Trip ???	For now, no field trip is scheduled b/c of difficulties getting presenters; may add later (if get responses) To discuss.	Alpena/Thunder Bay NMS & UP: guided virtual overview of TBNMS: https://www.youtube.com/watch?v=fb-8alwYcMs&list=PLwKFzJZmdxpHC9veUEL_gwk8b1BtS_IXP&index=2&t=0s Virtual tours of the visitor center and trail: https://www.facebook.com/events/618066498825139/ https://www.facebook.com/events/1199038073802740/ https://sanctuaries.noaa.gov/news/aug20/park-passport-app.html	
October 13	<p>ASSMT #2: news article presentation 3.</p> <p>ASSMT #1 (4th): Lost Culture article blog presentations. Include discussion of dealing with serious issues (racism, terrorism, war, etc.)</p> <p>Craig Wiles (guest speaker) –Cultural Resource Planning (issues): 1) commodification, authenticity; place-making. Sample heritage development initiatives (urban/rural); 2) Economic development/impact studies.</p>	<p>READ peer news article 3.</p> <p>READ all the "Lost Culture" articles (focus on one for your blog response/oral presentation).</p> <p>READ: Managing Historical Authenticity for Heritage Tourism Development (Craig Wiles; NERR 2007 proceedings);</p> <p>READ: Authentic Tourism Tours (Bethlehem – 1 pg)</p> <p>RE: Authentic Tourist: READ abstract, sections 1&3, scan the rest, including trends)</p> <p>JUST SCAN: economic impact articles (D2L sub-section); place-making article.</p> <p>READ: Rebuilding Prosperous Places in MI</p>	<p>ASSMT #2: NEWS ARTICLE STUDENT #3: Student 3 be prepared to orally present content of one relevant news article, the present analysis and be prepared with "quality questions" to lead discussion. Submit copy of article to GVS no later than noon Sat., Oct 10.</p> <p>ASSMT #1 (4th): "Blog" response to one of the "lost culture" articles; be prepared to discuss other articles;</p> <p>ASSMT #6: submit "idea paragraph" for individual project</p>
October 20	<p>ASSMT #2: news article presentation 4.</p> <p>Working with Indigenous Communities: Gues presenter, Dr. Kurt Dewhurst Working with Indigenous communities in collaboration with museum collections and interpretation.</p> <p>ASSMT #4: discussions based on AITC sessions, and oral presentation of your summaries/questions for discussion.</p>	<p>READ peer news article 3.</p> <p>READ (on D2L and in assmt list): articles # 9, 10, 11, 12 (in Working with Indigenous Communities)</p> <p>READ: Working within Cultural Contexts (Hazlett); (See assmt list for more detail)</p>	<p>ASSMT #2: NEWS ARTICLE STUDENT #4: Student 4 be prepared to orally present content of one relevant news article, the present analysis and be prepared with "quality questions" to lead discussion. Submit copy of article to GVS no later than noon Sat., Oct 17.</p> <p>ASSMT #4: Summary/reflections on AITC conference sessions due (include questions based on participation to lead part of class discussion).</p>

Date	Topics/Activities	To Have Read/Viewed/Done by Class Time	Due Today
October 27	<p>ASSMT #2: news article presentation 5.</p> <p>Working within cultural contexts: Guest presenter Martha Bloomfield-- working with ethnic communities; community impacts of cultural/heritage events/activities;</p> <p>Review/link with Community-based Tourism Development (McKnight & Kretzman), Naming & Framing, Placemaking</p> <p>ASSMT #6: oral status reports on individual projects</p>	<p>READ peer news article 5.</p> <p>REVIEW Working within Cultural Contexts (Hazlett); (See assmt list for more detail); McKnight & Kretzman</p> <p>READ: http://placemaking.mml.org/how-to/artist-village-detroit/</p> <p>SCAN (on D2L) from Diane Wilson: Kettering Naming/Framing Difficult Issues</p>	<p>ASSMT #2: NEWS ARTICLE STUDENT #5: Student 5 be prepared to orally present content of one relevant news article, the present analysis and be prepared with "quality questions" to lead discussion. Submit copy of article to GVS no later than noon Sat., Oct 23.</p> <p>ASSMT #6: verbal update report on individual project</p>
November 3	<p>ASSMT #2: news article presentation 6.</p> <p>Arts: Guest presenter Diane Wilson: using the arts in community development; examples of communities working with, types of projects, reaching community members, issues.</p> <p>Arts and Natural Heritage/Community: Guest presenter Kelsey Wagner: using arts for environmental (including elephant) management, as linked to local community heritage; connections with natural heritage.</p>	<p>READ peer news article 6.</p> <p>READ Text, Ch 6 (intangible cultural heritage, creative arts)</p> <p>See readings in separate assignment HO</p>	<p>ASSMT #2: NEWS ARTICLE STUDENT #6: Student 6 be prepared to orally present content of one relevant news article, the present analysis and be prepared with "quality questions" to lead discussion. Submit copy of article to GVS no later than noon Sat., Oct 31.</p>
November 10	<p>Visitor Experiences:</p> <p>Introduce Visitor Experience & Communicating with visitors (rights/ responsibilities, interpretation); Interpretation PPT</p> <p>Guest presenter Amor Patria - Heritage Tourism in Indonesia</p> <p>Meaning-making</p>	<p>READ: Visitor Experiences at Heritage Sites (Masberg & Silverman) & others; Making Visitors Mindful (parts); articles on meaning-making; 2 articles from Common Ground Fall 2008;</p> <p>READ: text Ch 15 (interpretation)</p>	
November 17	<p>Continue with Visitor Experiences (focusing on issues related to sacred stories, who decides what and how to share stories, who presents; importance of multiple voices)</p> <p>ASSMT #5: Students present book reports (oral & written)</p>	<p>READ: Finish Your book :-)</p> <p>READ text, ch 9 (attraction systems, markers, gatekeepers - particularly pay attention to issues of gatekeepers & brokers of knowledge)</p>	<p>ASSMT #5: Turn in written book reports. Be prepared to present orally, and have guided questions prepared to lead discussion on book's link to course content (however it links)</p>
November 24 (before T-giving)	<p>No formal class (off in exchange for AITC): Work on individual project</p>	<p>Readings as necessary for projects</p>	

Date	Topics/Activities	To Have Read/Viewed/Done by Class Time	Due Today
December 1 (GVS at conf) Field trip as alt.	No formal class (off for field trip): Work on project (or "students' choice" . . . To explore new issues, or do more	Readings as necessary for projects	
December 8 (field trip as alt)	ASSMT #6: Project presentations. Students' choice (possibly linking to sustainable tourism)	Catch up on reading, as needed and for project work. POSSIBLE: Scan readings in Sustainable Tourism (Global Sust T; Civic T; Geo T; Sociocult impacts of T in Hoonah, AK	ASSMT #6: Project presentations (oral) and submit written projects
December 11 (TUES 8:00-10:00) scheduled EXAM time	Final reflective essay; course evaluation (cultural dinner celebration from all hoems; class will decide if possible to meet at normal class time rather than 8:00 - 10:00pm). This will be the last day that we meet.		Reflective essay on course as well as your personal progress/learning essay.

SPEAKERS 2020

Astri Briliyanti: CBT in Bali/Penglipuran Village: Sept. 29

Craig Wiles: Authenticity; economic development: Oct 13

Kurt Dewhurst: work with indigenous / local people: Oct 20

Martha Bloomfield: Roma communities, research Oct 27 *potential conflict with her book publication deadline Nov 1*

Diane Wilson: Arts & Community: Nov 3

Kelsey Wagner: Arts in Natural Heritage Management/Community: Nov 3

Amor Patria: heritage tourism in Indonesia: Nov 10

HAVE NOT HEARD FROM:

Marie Schaefer: Working with indigenous communities

Troy DeShano: Legacy Art Park