

CSUS 873
Culture, Communities and Tourism

Fall 2018

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

Syllabus – Fall 2018

Class Meets: Possibly: Most Tuesdays 5:30 – 8:20; some off days for all-day field trips (see weekly schedule)

Class Location: Natural Resources Bldg. 1

Official Paper Size for Printing: US letter (not A4)

Instructor: Gail A. Vander Stoep

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Office Hours: by appointment (weekly calendar posted on office door; sign in open slot at least 24 hours before appointment and/or e-mail a “heads up” message requesting an appointment); for students with such diverse circumstances, a single set of 2 hours/week will never meet everyone’s needs.

Official Course Communication System: email (MSU address is official U 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. Documents to load for class sharing on D2L should be in PDF format. 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). Course participants will have opportunities to engage with practitioners, learn about experiences of former students (in this course and graduate students studying in this general area), and be involved with current “real” projects. Field trips 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, 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) 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 Michigan-based field trips to observe 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. with a small team of classmates, 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. (Projects will be presented to or shared with community partners.)

Course Expectations and Assessment Criteria, Relative Weighting

Class Preparation & Participation	15%
Assignment 1 (“sharing” papers/presentations mini-assmts)	15%
Assignment 2 (news article analysis/sharing)	5%
Assignment 3 (field trip participation & reflective essays)	20%
Assignment 4 (book report)	10%
Assignment 5 (group project)	35%

CLASS PREPARATION & PARTICIPATION (15%)

- 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.** 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 bring 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. (Printouts 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 session to share some of these items.
NOTE: On the item that you turn in, be sure to write your name, course name/number, date of “article,” and complete source information for each item.
(In addition, you will analyze and present one more extensive news item in depth: [Assignment #2.](#))
- 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 [Assignment #1](#)). The first assignments are your “terms/concepts” paper plus your “personal cultural identity” paper.

FIELD TRIPS (additional grade weighting embedded in other assignments)

Participation in Course Field Trips. Students are expected to participate in class field trips (see assignments 3 and 5 for information about how they contribute to course content). One field trip will be associated with the class project (most probably a day trip to NW Detroit). The primary field trip sites will be Bay City and Alpena, Michigan, with a potential stop at Hartwick Pines State Park (MI logging heritage). We will be staying overnight (their complements) at quarters at Thunder Bay National Marine Sanctuary in Alpena, MI.
Assignment credit for this part of “participation” is described under [Assignment #3](#).

ASSIGNMENTS / WRITTEN PAPERS

Assmt 1. (15%)

"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. (20% total – 5% for participation in one-day Detroit trip plus reflective essay; 15% for participation + reflective essays for the Bay City/Alpena/Hartwick Pines field trip. Essays will be based on your active participation in each field experience)

Field Trip(s): Students are expected to participate in the Detroit and Bay City/Alpena/Hartwick Pines class field trips. For **each** field trip site, 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 your projects, 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%)

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 5. (35%)

Major Class "Application" Case Project: The class will work as a small team on an applied "case project," toward which much of the course content can be applied. Project products will include a professionally written and illustrated report plus an oral presentation to the "client" (practice presentation in class), as feasible. This project will be small-team-developed, and probably related

Extra Credit.

Independent Experiential Assignment: You may select one of the following options (see separate document for details): 1) attend at least one full day of professional conference sessions, at least some of which are relevant to *integrated* course content; 2) attend at least one "annual meeting" or "professional meeting" or "planning meeting" relevant to course content (examples listed on separate handout); 3) attend at least one public meeting/hearing on course-relevant topics; 4) visit/ participate in one cultural site, event or other forum that is NOT within your own cultural tradition, and NOT something you would normally visit/engage. Short reports will be both oral and written. Beyond describing the experience, the report should incorporate observations, lessons learned, analysis of relevant issues that links the experience to course concepts/issues.

Required Field Trips

Field trips are required – one day to NW Detroit, as connected with class project; major weekend field trip to Bay City, Alpena, Hartwick Pines SP. Field trip “time” will be traded with some of the Tuesday evening class times (i.e., we will not meet during some Tuesday evenings). Students will share expenses of transportation and will be responsible for their own meals. (I’m working to get financial support for shared transportation.) Lodging in Alpena is being contributed by Thunder Bay National Marine Sanctuary. Overview of field trip: <https://goo.gl/maps/uPQtAT5jHA52>

Course & Classroom Policies

Attendance:

Attendance (classes and field trips) and active participation are required, because much of the learning occurs through 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 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 (<https://ombud.msu.edu/classroom-policies/index.html#attendance>):

- **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:** 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:** For students with no research responsibilities: student must notify the Associate dean of their college of the need for grief absence no later than one week from student’s initial knowledge of the situation, and provide appropriate verification of the grief absences as specified by the Asso. Dean, and 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:** 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.

Field Trips and Team Project (Assmts 3 & 5) and Extra Credit Expenses:

Although instructor will help minimize some costs, you are responsible for expenses incurred during class field trips (e.g., contributing to shared transportation costs, personal meals). During the field trip, we will carpool to keep costs down – I’ll be one driver; we need one more (and, as indicated above, I am working to find funding for transportation costs). I encourage you to look for ways to share expenses whenever possible.

Communication:

We are continually evaluating and revising this course, particularly within the context of the CSUS department and in response to this year's group of course participants (and your comments related to "helping design the course"). 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 during 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, and use of photo credits.

It is possible that the group projects will include a formal presentation to the clients. Thus, you must be prepared for professionally delivered oral presentations. Students will have the opportunity to "practice present" before presenting to clients. Details of projects and dates for client presentations are yet to be determined. NOTE: You and your teammates will contribute to development of your project ideas.

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.

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 "fail" grade for a project or the course. If you have questions, please ask.

Cell Phone, Laptop, Calculators, Other Electronic Equipment Use:

Cell phones should be turned off while in 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.

Laptop Computers or iPads:

Either may be used in class, but **only** for taking notes or looking up material specifically relevant to a topic or issue at hand or for working with classmates on 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.

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 other students to discuss freely within the class.

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.

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. 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 11, 2018, 8:00 – 10:00 p.m. (potential to begin earlier in the evening as long as everyone is available/has no other exam conflict; to be held at my home – for a potluck "cultural dinner" – and potential final presentation of projects to project clients, depending on their availability)

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.

Campus Emergencies:

We will review the protocols during the first class period, based on the room location and posted signs.

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 4 (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.

Books:

*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.
- 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.
- 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 and Book Chapters:

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

Sample Cultural Tourism Products and Experiences:

Michigan travel experiences Available on the Michigan Travel Michigan 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 2018

with guest presenters confirmed as of 10/9/18

CSUS 873: Culture, Communities, and Tourism

(meets Tuesday evenings, 5:40 - 8:30, if class agrees), NR Room 1

Date	Topics/Activities	To Have Read/Viewed/Done by Class Time	Due Today
September 4	Introductions, Course Overview & Student Input, Orientation Activities (activities, PPt overview); Videos: Joy in the Congo; City of Angels. Assign first 2 mini-assignments (#1) [If time, Assmt #4]	xxxxx	xxxxx
September 11	Culture.heritage/tourism/community; is there a link between culture/heritage and environment? Oral presentations & discussions on the "definitions" and linkages. Cultural identity: Oral presentations of "cultural identity" essays. GVS presentation on Tourism Basics (PPT) GVS presentations on previous class projects (Your Story and Mine; Preserve America nominations; Domestic Integrities with Broad Museum). Assign "practice news article" readings for Assmt #2 (for Sept 18 in-class activity) Introduce "book report" assignment (#4) -- choice due Sept 25) ; and extra credit assignment option. Mini-assmt (#1) re: 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 to present Oct 2.)	Readings necessary for your papers	Presentations and discussion on "CCTH concepts" based on additional research. "My Cultural Identity" paper & oral presentation;

Date	Topics/Activities	To Have Read/Viewed/Done by Class Time	Due Today
September 18	<p>PRESENTATION/OVERVIEW: Detroit/Diane Wilson (prep for field trip and class project).</p> <p>Discuss Watkins & Beaver article.</p> <p>PPT: Intro to Cultural/Heritage Tourism (move forward)</p> <p>Introduce "news article" assignment (#2), in-class activity on "practice articles" (students present through semester);</p> <p>Show "lost culture" videos (Timbuktu)</p> <p>Show CBS Video on 1-year anniversary opening of Smithsonian African American Museum.</p> <p>Mini-assmt (#1) on "lost culture" readings & blog (present Oct 9)</p>	<p>Peruse the following websites: http://placemaking.mml.org/how-to/artist-village-detroit/ https://www.facebook.com/theartistvillagedetroit/ https://www.facebook.com/lightboxperformance/ http://thegrandmarketplace.onuniverse.com/ http://www.crosspollinationcorridor.com/ http://www.crosspollinationcorridor.com/</p> <p>Read (on D2L) What Do We Mean by Heritage? (Watkins & Beaver);</p> <p>Read practice news article.</p>	<p>(I'll take book choices for book reports, Assmt #4, if you have selected yours by today)</p>
September 25	<p>All-day field trip to Detroit (9:00 - 4:30-ish???) (Assmt #3 & #5) (No evening class)</p>	<p>Read (on D2L) Cultural and Heritage Tourism (Rosenfeld); Heritage Tourism (Hargrove); Power of Cultural Tourism (Lord).</p> <p>Read (on D2L) from Diane Wilson: Kettering Naming/Framing Difficult Issues; Complexities of Working in Detroit; GR/NW Detroit Neighborhoods.</p> <p>Review PPT for project: Our Story</p>	<p>Book report choices due (complete, APA style guide) to share -- to submit before load cars for field trip.</p>
October 2	<p>ID dates for News Articles</p> <p>Heritage Tourism framework presentations/examples (reports by students); possibly show Main Street videos</p> <p>Prep for Bay City/Alpena/Hartwick Pines/US 23 Heritage Route field trip.</p> <p>PPTs: overview tourism, plus from previous projects</p> <p>Start project discussions (group, then small teams)</p>	<p>Independent research on "Frameworks" (events; heritage routes; cultural landscapes, etc.)</p>	<p>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 29.</p> <p>"Strategies/Frameworks" mini-reports (written & oral)</p> <p>Reflective essay on Detroit field trip due.</p>

Date	Topics/Activities	To Have Read/Viewed/Done by Class Time	Due Today
FRIDAY October 5-7 Field Trip	Assmt #3: Trip to Bay City, MI: Depart 7:00 a.m. Host: Corrine Bloomfield (Chief Curator – Bay County Historical Museum); other resource people. Museum roles/approaches; historic preservation; collaborations; adaptive re-use; working with indigenous communities; Alpena for Saturday (hosted by Sarah Watera, TBNMS; Chris Witulski, Jesse Besser Museum; Mary Beth Stutzman, Alpena CVB). Possible stop en route home at Hartwick Pines State Park (logging heritage)	Review web site materials and readings related to two communities and primary organizations to visit (see separate tentative agenda/list of websites, including for US-23 Heritage Route and Hartwick Pines State Park)	Prepare questions for presenters.
October 9	Student news article-1. Lost Culture article presentations. Include discussion of dealing with serious issues (racism, terrorism, war, ec.) Intro to heritage tourism: GVS PPT (& all other PPTs) GROUP WORK ON PROJECT IDEAS Intro to Community-based Tourism Development (McKnight & Kretzman) – additional to CFG Framing & Naming	Read peer news article. Read all the "Lost Culture" articles (focus on one for your blog response). 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);	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 Thurs Oct 4 (b/c of field trip). "Blog" response to one of the "lost culture" articles; be prepared to discuss other articles; Be prepared for some verbal debrief of field trip, but b/c 3 days of trip, written report due Oct 16.
October 16	Student News Articles-2; Craig Wiles (guest speaker) – Cultural Resource Planning (issues): 1) commodification, authenticity; place-making. Sample heritage development initiatives (urban/rural); 2) Economic development/impact studies. Catch-up with PPTs :-)	Read peer news article. READ: Managing Historical Authenticity for Heritage Tourism Development (Craig Wiles; NERR 2007 proceedings); READ: Authentic Tourism Tours (Bethlem – 1 pg) RE: Authentic Tourist: READ abstract, sections 1&3, scan the rest, including trends) JUST SCAN: economic impact articles (D2L sub-section); place-making article.	NEWS ARTICLE STUDENT #2: Submit copy of article to GVS no later than noon Sat, Oct 13. Reflective essay on Oct 5-7 field trip due (include links to concepts covered so far in class).

Date	Topics/Activities	To Have Read/Viewed/Done by Class Time	Due Today
October 23	<p>Student news article-3; Working within cultural contexts-- Martha Bloomfield-- working with ehntic communities; community impacts of cultural/heritage events/activities;</p> <p>Continue Community-based Tourism Development (McKnight & Kretzman), Naming & Framing, Placemaking</p> <p>Teams present project idea/plan of action updates</p>	<p>Read peer news article. Read: <i>Working within Cultural Contexts</i> (Hazlett); (See assmt list for more detail)</p> <p>Review McKnight/Kretzman Review CRG Naming Framing and Read Rebuilding Prosperous Places in MI (summary & scan full) (all 3 in General Resources for Class Projects)</p>	<p>NEWS ARTICLE STUDENT #3: Submit copy of article to GVS no later than noon Sat, Oct 19.</p> <p>Teams presentupdates on "project idea, description, and plan of action"</p>
October 30	<p>Student news article-4: Introduce Visitor Experience & Communicating with visitors (rights/ responsibilities, interpretation); Interpretation PPT</p> <p>Meaning-making</p>	<p>Read peer news article. 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>NEWS ARTICLE STUDENT #4: Submit copy of article to GVS no later than noon Sat Oct 27.</p>
November 6	<p>Student news article-5; Kurt Dewhurst Working with Indigenous communities in collaboration with museum collections and interpretation.</p> <p>Marie Schaefer: working with Indigenous communities. <i>Continue: Visitor Experience & Communicating. (Tie in to hotel murals in Lansing, and Heidelberg project, murals in Eastern Market)</i></p>	<p>Read peer news article. Your book :-) (to give time to write paper for Nov 13)</p> <p>Read (on D2L and in assmt list): articles # 9, 10, 11, 12 (in Working with Indigenous Communities) Continue reading/scanning articles ID'ed for Oct 30</p>	<p>NEWS ARTICLE STUDENT #5: Submit copy of article to GVS no later than noon Sat Nov 3.</p>
November 13	<p>Student news article-6; Guest Speaker: Troy DeShano, Incorporating "the arts" (including public art) in public spaces (Legacy Art Park).</p> <p><i>Student Book reports (oral & written, ASSMT #4)</i></p> <p><i>Possible: Sustainable Tourism: Is tourism "sustainable"?</i></p>	<p>Read peer news article. Review website for Legacy Art Park Finish Your book :-) Read other articles (on D2L and in assmt list)</p> <p>Possibly Read (at least scan): "From Nature Tourism to Ecotourism" The Case of the Ngorongoro Conservation Area, Tanzania (Charnley); Alaska Case Study; Case Study: Sitka National Historical Park--Documenting Cultural Landscapes (A.R. Alanen)</p>	<p>NEWS ARTICLE STUDENT #6: Submit copy of article to GVS no later than noon Sat Nov 10.</p> <p>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 20 (before T-giving)	<p>No formal class (off for field trip I): Work on project (can use classroom for meeting space, if desired)</p>	<p>Readings as necessary for projects</p>	<p>Whatever prep deemed appropriate by project team</p>

Date	Topics/Activities		Due Today
November 27 (GVS at conf) Field trip as alt.	No formal class (off for field trip II): Work on project (can use classroom for meeting space, if desired)	Readings as necessary for projects	Whatever prep deemed appropriate by project team; to include prep of oral presentations and associated AV materials (PPT and/or other, as appropriate)
December 4 (field trip as alt)	Catch-up day, as needed. Draft run of project presentation. Teams: Revising/polishing project work.	Catch up on reading, as needed and for project work.	Prep draft project
December 11 (TUES 8:00-10:00) scheduled EXAM time	Project Presentation. Final reflective essay; course evaluation (cultural dinner celebration event at my house; 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.	NOTE: Focus of last 3 weeks (above) is on class project, with selected readings as needed (based on evolution of projects, schedules of client groups – includes oral reports & AV, plus "executive summary" handouts for clients)	Oral reports & AV, plus "executive summary" handouts for clients; final written project reports. Reflective essay on course as well as your personal progress/learning.

SPEAKERS 2018
 Diane Wilson, Sept 18
 Craig Wiles: Authenticity; economic development: Oct 16
 Martha Bloomfield: Roma communities, research Oct 23
 Marie Schaefer: Working with indigenous communities: Oct 30
 Kurt Dewhurst: work with indigenous / local people: Nov 6
 Troy DeShano: Legacy Art Park (Skype): Nov 13