Class Meets: Most Tuesdays 5:30 – 8:20; some off days for all-day field trips (see weekly schedule)
Class Location: Natural Resources Bldg. 1
Instructor: Gail A. Vander Stoep
Telephone: 517-432-0266
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)

Course Descriptions:

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.

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 receive major focus. Additionally, the course will explore the roles of cultural institutions within communities 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;
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 related to fisheries heritage within the context of South Haven, MI, the Michigan Maritime Museum, and the broader community that uses culture/heritage (tangible and/or intangible) to contribution to some component of community development (including public education) or heritage tourism. (Projects will be presented to South Haven partners.)
Course Expectations and Assessment Criteria, Relative Weighting

CLASS 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. You should be prepared to discuss and apply readings during class discussion.

b. **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.

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 also.) Selected print materials may be posted on the course bulletin board (if we are able to have one). Also 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 number 2). The first assignment (more a minor assignment than a mini one) is a combination of your “word” search 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 6 for information about how they contribute to course content). Field trip sites will be South Haven (associated with course projects) area; Bay City. Note that the first travel opportunity participation in the Great Lakes Fisheries Heritage Trails Conference, is not required, but it will provide excellent insights into and statewide context for your South Haven-focused projects.
ASSIGNMENTS / WRITTEN PAPERS

Assmt 1.  (10%)
"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 orally in class, and provide copies of the summary document to students (and instructor) either digitally the day prior to class, or in hard copy during class.

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] 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. See Assignment description for details.

Assmt 3.  (10% total – for each trip: 5% for your analytical report, which will be based on your active participation in each field experience)
Field Trip(s): Students are expected to participate in the South Haven and Bay City 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 observations should be reflected in your thinking for your project, particularly for the South Haven field trip.

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. Finally, you will orally present/share this report with the class.

Assmt 5.  (5%)
Independent Experiential Assignment: Each student will select one of the following options (see separate assignment sheet 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. 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.

Assmt 6.  (45%)
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 will be applied. Project products will include a professionally written and illustrated report plus an oral presentation to the “client” (practice presentation in class), as appropriate. This project is still under development.
Required Field Trips

Field trips are required, for a total of at least two days (these will be separate trips, with at least one trip associated with one of the major course application case projects). 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.

Other Policies

Attendance:
Attendance (both 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. Absence from class does not excuse or change due dates for projects or in-class presentations.

Protecting Yourself:
It is a good idea to keep a digital or photocopy of all assignments you turn in -- just in case of loss or miscommunication. 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 Trip, Assmt 5 and Team Project (Assmt 6) 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; no required trips are planned to be overnight trips, so lodging costs are not accrued unless you choose the 2-day option for the optional Great Lakes Fisheries Heritage Trails Conference trip), to support course project travel (if and as needed), and for whichever option for Assmt 5 that you choose. During field trips, we will carpool to keep costs down. 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 new 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. 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. 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. The standards are quality, excellence, and professionalism! Papers should be organized, clearly and logically presented, and comments should be well supported. Proofread for proper 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. Be sure to properly cite all references (see APA style guide, 6th printing, version 2). If you use PowerPoint as a presentation aid, appropriate attention should be paid to design and effective use of PowerPoint images.
It is possible that the group projects will require 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 develop your own project ideas.

**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 (both presented in Spartan Life: Student Resource Guide and Handbook [http://splife.studentlife.msu.edu/](http://splife.studentlife.msu.edu/)), Graduate Rights and Responsibilities ([http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities](http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities)), and in the Guidelines for Integrity in Research and Creative Activities ([http://grad.msu.edu/researchintegrity/docs/guidelines.pdf](http://grad.msu.edu/researchintegrity/docs/guidelines.pdf)). 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 Phones:**
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 ahead of time.

**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.

**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. 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.

**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 9, 2014 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 representatives from South Haven, depending on their availability)
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 another list of potential books for Assmt 4.

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:


**Journal Articles, Manuals and Book Chapters:**


**Sample Cultural Tourism Products and Experiences:**


National Heritage Areas Available on the web: [http://www.nps.gov/history/heritageareas/](http://www.nps.gov/history/heritageareas/)

Handmade in America (South Carolina): [http://www.handmadeinamerica.org/](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:


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

*Historic Home Tours: Showcasing your Community’s Heritage.*


*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):**

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)
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<th>Date</th>
<th>Topics/Activities</th>
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<tr>
<td>September 2</td>
<td>Introductions, Course Overview &amp; Student Input, Orientation</td>
<td>xxxxx</td>
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<td>Activities (activities, PPT overview)</td>
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<td>September 9</td>
<td>Participation (optional) in 1 or 2 days of Great Lakes Fisheries Heritage Consortium</td>
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<td>events (meeting and trails conference)</td>
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<td>September 16</td>
<td>What is Culture?; Cultural identity; Cultural tourism/heritage tourism; is there a</td>
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<td>link between culture and environment?</td>
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<td></td>
<td>Introduce &quot;news article&quot; assignment (#2), including &quot;practice articles;&quot; &quot;book</td>
<td>&quot;My Cultural Identity&quot; paper &amp; oral presentation; presentations</td>
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<td>report&quot; assignment (#4); and independent experiential assignment (#5).</td>
<td>and discussion on &quot;CCTH concepts&quot; based on additional</td>
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<td>Review website materials and readings: Michigan Maritime Museum; South Haven Visitors Bureau; Great Lakes Fisheries Heritage Consortium</td>
<td>research; oral reflections</td>
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<td></td>
<td>&quot;My Cultural Identity&quot; paper &amp; oral presentation; presentations and discussion</td>
<td>on South Haven experience (plus ideas from those who reviewed websites for MMM, South Haven, and GLFHC efforts)</td>
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<td>September 23</td>
<td>Student news article-1: Follow-up discussion of &quot;practice article analysis.&quot;</td>
<td>Cultural and Heritage Tourism (Rosenfeld); Heritage Tourism</td>
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<td>Presentations on Tourism Basics (PPT) and on previous class projects (Your Story</td>
<td>(Hargrove); What Do We Mean by Heritage? (Watkins &amp; Beaver); Power of Cultural Tourism (Lord).</td>
<td>I'll take book choices for book reports if you have selected yours by today</td>
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<td>and Mine; Preserve America nominations; Domestic Integrities with Broad Museum.</td>
<td>Visit MSU Museum online exhibit &amp; events for Michigan Folk Song Legacy (<a href="http://museum.msu.edu/?q=node/1056">http://museum.msu.edu/?q=node/1056</a> ) and the MSU Museum web info on “now closed” Great Lakes Folk Festival Exhibit (for discussion Oct 14)</td>
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<td>Introduce: strategies/ frameworks for providing cultural experiences (e.g.,</td>
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<td>heritage routes, areas, museums, festivals and special events, heritage landscapes,</td>
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<td>etc.); to present Oct 14.</td>
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<td>September 30</td>
<td>Student news article-1&amp;2 (JC &amp; BF): Losing culture; dealing with serious issues</td>
<td>Read all the &quot;Lost Culture&quot; articles (and select one for your blog response).</td>
<td>&quot;Blog&quot; response to one of the &quot;lost culture&quot; articles; be prepared to discuss other articles; Last date to select &quot;book&quot; for book report; Bring literature citations (complete, APA style guide) to share; be prepared to orally present content of one relevant article (no written report due)</td>
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<td>(racism, terrorism, war, etc.)--student reports and discussion; Heritage Tourism</td>
<td>South Haven PROJECT PREP: Begin literature search for &quot;roles of museums/heritage in community development, place-making; meaning-making; community tourism development; heritage tourism; and others relevant to project and what you are thinking you might want to do (bring reference list to date; have one article read to share orally); FIELD TRIP PREP: View web sites for South Haven (the city), MI Maritime Museuem, Great Lakes Fisheries Heritage Consortium</td>
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<td>overview &amp; discussion continued. PPT: Introduction to Cultural/Heritage Tourism.</td>
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<td>FRIDAY</td>
<td>Trip to South Haven for MMM and city sites tour, conversation about fishing</td>
<td>Review web site materials and readings (see above)</td>
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<td>October 3</td>
<td>heritage in SH, both for community development &amp; tourism; project prep. Depart</td>
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<td>Field Trip</td>
<td>7:00 a.m. Home by 6:00/6:30?</td>
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Tentative Schedule Fall 2014
CSUS 873: Culture, Communities, and Tourism
(meets Tuesday evenings, 5:30 - 8:20), NR Room 1

DRAFT
Still waiting to confirm dates for guest speakers.
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<tr>
<td>October 7</td>
<td>Student news article-3 (AB); Kurt Dewhurst &amp;/or Marsha MacDowell: Museums working with communities to address relevant issues and working within cultural contexts--Part I; Heritage Tourism Ppt: cont, if needed; Time to work on &quot;project&quot; ideas.</td>
<td>From Nature Tourism to Ecotourism* The Case of the Ngorongoro Conservation Area, Tanzania(Charnley); Alaska Case Study; Working within Cultural Contexts (Hazlett); Community Tourism Development (Vander Stoep)</td>
<td>Post field-trip report due;</td>
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<td>October 14</td>
<td>Presenting Student news article-4 (SM); “Strategies/Frameworks for Presenting Heritage Tourism” (student reports); Prep for Bay City field trip. Overview to community-based heritage tourism planning (Ppt). Time to work on &quot;project&quot; ideas.</td>
<td>Independent research on &quot;Frameworks&quot; (events; heritage routes; cultural landscapes, etc.) “Guide to Smart Growth and Cultural Resource Planning” (R.E. Bernstein; WI Historical Society); Community Planning chapter handouts (McKnight &amp; Kretzman);</td>
<td>&quot;Strategies/Frameworks&quot; mini-reports (written &amp; oral); Teams present &quot;project idea, description, and plan of action.</td>
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<td>FRIDAY October 17 Field Trip</td>
<td>Trip to Bay City, MI: Depart 7:00 a.m. Host: Ron Bloomfield (Operations Director, Chief Historian -- Bay County Historical Museum); other resource people. Museum roles/approaches; historic preservation; collaborations; adaptive re-use</td>
<td>Review web site materials and readings:</td>
<td>Prepare questions for presenters</td>
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<td>October 21</td>
<td>Student News Article-5 (JB); Craig Wiles (guest speaker) – Cultural Resource Planning (issues): 1) commodification, authenticity; place-making. Planning/RHDI-rural heritage development initiative; 2) Economic development/impact studies; Review/Cont: Community &amp; Cultural Resource Planning: considerations, stakeholders, inputs, decision-making. PROJECT WORK, if time.</td>
<td>Managing Historical Authenticity for Heritage Tourism Development (Craig Wiles: NERR 2007 proceedings); economic impact articles; place-making articles. SEE REST OF LIST/INDIVIDUAL WEEK ASSIGNMENTS</td>
<td>Post field-trip report due;</td>
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<td>October 28</td>
<td>Student news article-6 (AP): Presentations on &quot;atypical cultural sites/experiences&quot; or other (Assmt 5). Guest Speaker Richard Karp &amp; Todd Ross (historic preservation). Teams continue project work/planning. Introduce Visitor Experience &amp; Communicating with visitors (rights/ responsibilities, interpretation)</td>
<td>Historic Preservation Act pubs; Visitor Experiences at Heritage Sites (Masberg &amp; Silverman) &amp; others; SEE READING LIST/INDIVIDUAL WEEK ASSIGNMENTS</td>
<td>Present orally and turn in paper on &quot;atypical cultural site/experiences&quot; or other (Assmt 5)</td>
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<td>November 4</td>
<td>Student news article-7 (BMcR); Working within cultural contexts--Part II; Martha Bloomfield, Safoi Babana-Hampton, Chris Dancisak (Hmong; working with communities; community impacts of cultural/heritage events/activities Continue: Visitor Experience &amp; Communicating</td>
<td>Peruse the MSU Museum online exhibit Detroit Resurgent (re: working with/celebrating diverse cultures): <a href="http://museum.msu.edu/exhibitions/virtual/dred/">http://museum.msu.edu/exhibitions/virtual/dred/</a> Making Visitors Mindful (parts); articles on meaning-making; 2 articles from Common Ground Fall 2008; SEE READING LIST/INDIVIDUAL WEEK ASSIGNMENTS</td>
<td>Be prepared for discussion</td>
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<td>November 11</td>
<td>Student news article-8 (JL); Guest Speaker: Renee Hintz, Incorporating &quot;the arts&quot; (including public art) in public spaces (Legacy Art Park). Catch-up and continue Project work.</td>
<td>SEE READING LIST/INDIVIDUAL WEEK ASSIGNMENTS;</td>
<td>Be prepared for discussion</td>
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<td>November 18</td>
<td>GVS at NAI (field trip as alt) No formal class (off for field trip I): Work on project (can use classroom for meeting space, if desired)</td>
<td>Readings as necessary for projects</td>
<td>Whatever prep deemed appropriate by project team</td>
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<td>November 25</td>
<td>Oral book reports; Tying it all together -- (combining all 3 components) Sustainability, sustainable/ecotourism, revisiting broad issues. Any extra time can be allotted to project work.</td>
<td>Your book :-); SEE READING LIST/INDIVIDUAL WEEK ASSIGNMENTS.</td>
<td>Present orally and turn in written book reports (Assmt 4)</td>
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<td>(before T-giving)</td>
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<tr>
<td>December 2</td>
<td>No formal class (off for field trip II): Work on project (can use classroom for meeting space, if desired); GVS happy to meet with you, if you'd like</td>
<td>Readings as necessary for projects</td>
<td>Whatever prep deemed appropriate by project team; to include prep of oral presentations and associate AV materials (PPT and/or other, as appropriate)</td>
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<td>(field trip as alt)</td>
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<td>December 9</td>
<td>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.</td>
<td>NOTE: some flex needed in last 2-3 weeks, based on evolution of projects, schedules of client groups -- includes oral reports &amp; AV, plus &quot;executive summary&quot; handouts for clients</td>
<td>D.I. oral reports &amp; AV, plus &quot;executive summary&quot; handouts for clients; final written project reports. Reflective essay on course as well as your personal progress/learning.</td>
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<td>(TUES 8:00-10:00) scheduled EXAM time</td>
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**SPEAKERS (almost finalized)**
- Craig Wiles: Oct 21: Authenticity; economic development
- Marsha MacDowell/Kurt Dewhurst: Oct 7: Museums working with Communities -- Hawaii, South Africa, locally
- Martha Bloomfield, Safoi Babana-Hampton, & Chris D: Nov 4: Hmong communities, research
- Renee Hintz: Nov 11: Legacy Art Park (Skype)
- Todd Ross and Richard: promo W Mi Pike; historic preservation (still waiting for confirmation)