

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
TOURISM AND EVENTS MANAGEMENT

TOUR 352 – Section 001
Heritage and Cultural Tourism
3 credits – Fall 2014

DAY/TIME: M 1:30 pm – 4:10 pm LOCATION: Music/Theater
Building 1006
PROFESSOR: Dr. Min Park EMAIL ADDRESS: mparka@gmu.edu
OFFICE LOCATION: Merten Hall 3618 PHONE NUMBER: 703-993-6170
OFFICE HOURS: T 10:00am – 11:30am or by appointment

PREREQUISITES

TOUR 200 and TOUR 220

COURSE DESCRIPTION

Analyzes historical and cultural attractions, including museums, canals, monuments, pilgrimage sites, military sites, and cultural and heritage landscapes. Covers presentation and interpretation, African-American and Native American heritage, management and operational considerations, and marketing.

COURSE OBJECTIVES

At the completion of the course students should be able to:

1. Understand the reciprocal impacts of tourism and culture;
2. Identify marketable heritage and cultural resources and their relative contributions to the tourism experience;
3. Discuss the challenges that are encountered in the process of identification and implementation of cultural and heritage tourism;
4. Assess the tourism potential of cultural/heritage assets and evaluate cultural/heritage tourism programs and/or products;
5. Articulate the concept of sustainable management for cultural and heritage tourism.

NATURE OF COURSE DELIVERY

It is face-to-face classroom course.

REQUIRED READINGS

Main Textbook

Cultural Tourism: The Partnership between Tourism and Cultural Heritage Management by Bob Mckercher & Hilary Du Cross (Haworth Press, 2002).

Additional Readings

As appropriate, readings will be placed on E-Reserve (or Reserve at the Johnson Center Library at Fairfax Campus), available through the electronic or conventional resources, or distributed in class.

Additional Reading List

1. Neil Lieper (1990). Tourist attraction systems. *Annals of Tourism Research*, 17: 367-384.
2. Greg Richards (2002). Tourism Attraction Systems. *Annals of Tourism Research*, 29:1048-1064.
3. Joseph Pine & James Gilmore (1999). Welcome to the Experience Economy. In *The Experience Economy*. 1-25. Boston, MA: Harvard Business School Press.
4. Joseph Pine & James Gilmore (1999). Setting the Stage. In *The Experience Economy*. 27-43. Boston, MA: Harvard Business School Press.
5. Stewart, E., Hayward, B. M., Devlin, P.J., & Kirby V.G. (1998). The “place” of interpretation: a new approach to the evaluation of interpretation. *Tourism Management*, 19(3): 257-266.
6. Van der Borg, J. (1997). Tourism management and carrying capacity in heritage cities and sites. In H. Coccossis & A. Mexa (Eds.), *The Challenge of Tourism Carrying Capacity Assessment*. Burlington, VT: Ashgate.
7. Park, M., Daniels, M., Brayley, R., & Harmon, L. (2010). An analysis of service provision and visitor impacts using participant observation and photographic documentation: The National Cherry Blossom Festival. *Event Management*, 14:167-182.

COURSE OVERVIEW

Makeup exam: If you are unable to take exams on the scheduled date, you need to see the instructor at least a week before the exam to be approved. Makeup exams must be rearranged within **a week before or after** the scheduled exam dates. When you are unable to take makeup exams, you may need to consult with the instructor about incomplete.

Participation and Assignment: This course will be valuable to you only if you actively participate by reading, thinking, and joining in class discussions and activities. Your participation grade will be based on your attendance in class and your participation in in-class activities and discussions. All assignments are due in class. Any assignment that is handed in late will receive half credit.

Course Policy: The class will involve lectures, in-class discussions, class projects, and field trips. Students are held to the standards of the George Mason University Honor Code. You are expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments. Assignments must be turned in at the beginning of class on the specified due date.

1. Turn off or silence all sound emitting devices before entering the classroom.
2. Attendance and participation are key elements to a successful learning experience. When tardiness or an absence is anticipated, it is the responsibility of the student to advise Dr. Park at a professionally appropriate time. However, notification alone does not necessarily excuse the absence. Further documentation should be offered and may be required. Advising Dr. Park of unexpected absence or tardiness should take place at the earliest opportunity.
3. Unless otherwise stipulated, assignments are due at the beginning of the class period on the date they are due. **A penalty will be given to late submission (up to one day). Assignments will not be accepted thereafter.** Excused absence does not necessarily change submission deadlines, but may be considered in negotiating an appropriate accommodation (if necessary). Opportunities to complete exams or submit assignments on other than scheduled or due dates/times, or to participate in other learning activities or receive tutoring necessitated by absence from class will only be provided if the absence is excused by the instructor.

4. In general, laptop computers may be used for note-taking and in-class topical research. Other activities during the class period (including work on projects unrelated to this class, social networking, recreational web-surfing, and personal entertainment) are distracting and professionally inappropriate. Always be prepared to refer to or take notes using a different medium in case computer use is restricted.
5. Students who require special accommodations due to disabilities (documented by the Office of Disability Services [<http://www2.gmu.edu/depts/unilife/ods/>]), or student athletes and student government officers who have duties that occasionally conflict with the class schedule must formally bring this to the attention of the instructor during the first week of the semester.
6. Students are encouraged to discuss class or content issues with Dr. Park in person. All e-mail inquiries will be answered, but appropriate time should be allowed for the e-mail to be received and a response formulated. Tutorial discussions will not be conducted using e-mail.
7. The George Mason University Honor Code [<http://academicintegrity.gmu.edu/honorcode/>] applies to all aspects of this class. Students should be particularly attentive to University policies regarding plagiarism. Unless otherwise permitted, all assignments and elements thereof should be original and/or properly cited.

EVALUATION

| Course Requirements | Points | Percentage of Total |
|---|------------|---------------------|
| Mid Exam | 100 | 25% |
| Final Exam | 100 | 25% |
| Class Project: Cultural Heritage Tourism Analysis | 100 | 25% |
| Individual Project (Cultural Heritage Tourism Trend Review) | (40) | |
| Group Project (Cultural Heritage Tourism Literature Review) | (60) | |
| Assignments | 60 | 15% |
| Attendance and Participation | 40 | 10% |
| Total | 400 | 100 % |

Grading Scale - Letter grades will be assigned as follows:

| To earn an: | Total points you must earn: | To earn an: | Total points you must earn: | To earn an: | Total points you must earn: | To earn an: | Total points you must earn: |
|-------------|-----------------------------|-------------|-----------------------------|-------------|-----------------------------|-------------|-----------------------------|
| A+ | = 388 – 400 | B+ | = 347 – 359 | C+ | = 307 – 319 | D | = 240 – 279 |
| A | = 374 – 387 | B | = 334 – 346 | C | = 294 – 306 | F | = 0 – 239 |

CLASS PROJECT

Cultural/Heritage Tourism Analysis

This is a team and individual project. Main mission of the project is to identify, discuss, and evaluate a cultural/heritage tourism trends or product. This project consists of two parts. 1) Team members should identify articles/topics about cultural heritage tourism, present it to the class, and lead a discussion about the topic. 2) Individuals should reflect on the topic/article they found and write a reflective journal about the article/topic. For more details, please see a separate handout.

TENTATIVE COURSE SCHEDULE

See separate chart.

GMU POLICIES AND RESOURCES FOR STUDENTS

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

- Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

- The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

