


View Syllabus Information

Even after classes have commenced, course descriptions and online syllabus information may be subject to change according to the size of each class and the students' comprehension level.

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Course Information

Year	2020	School	School of Social Sciences
Course Title	Cultural Heritage and Tourism		
Instructor	BARON, Robert		
Term/Day/Period	spring quarter 01:Thur.4/02:Thur.5		
Category	Field Issues (Community and Social Development)	Eligible Year	1st year and above
Classroom		Campus	waseda
Course Key	18G0000162	Course Class Code	01
Main Language	English		
Course Code	CMFC181L		
First Academic disciplines	Composite Fields Studies		
Second Academic disciplines	Culture		
Third Academic disciplines	Others		
Level	Beginner, initial or introductory	Types of lesson	Lecture

Syllabus Information
Latest Update : 2020/05/25 03:54:13
Course Outline
【CJSP/TAISI Course】

Learning about heritage tells us at least as much about the present as about the past. In our course we will exchange over time. Heritage contains both tangible (monuments, objects and historic sites) and intangible expressions of new generations traditions that have been developed locally, nationally and globally.

Tourism is a primary way to experience the heritage expressions of both other cultures and one's own community, which is unprecedented in history. In our course we will explore how heritage is represented and experienced by tourists through various expressions, new and emerging kinds of heritage tourism, heritage products as commodities produced for economic purposes, and tourists seeking authentic cultural experiences. Course materials will explore heritage and tourism from throughout the history of heritage, which has been substantially influenced by both nations.

This course will draw from the disciplines of American Studies, anthropology, East Asian studies, folklore studies, and other relevant undergraduate curriculum in these academic disciplines.

Course assignments will consist of presentations by students in class about course readings, a short essay about a heritage tourism site that draws from issues and theories dealt with in the course. Reading assignments will include both specific required readings and general background readings. Some lessons will include alternative readings, with individual students or groups of students presenting and discussing them in class. Learning about heritage tells us at least as much about the present as about the past. In our course we will explore how heritage has changed over time. Heritage contains both tangible (monuments, objects and historic sites) and intangible expressions (customs, traditions, and new generations traditions that have been developed locally, nationally and globally).

Tourism is a primary way to experience the heritage expressions of both other cultures and one's own community, which is unprecedented in history. In our course we will explore how heritage is represented and experienced by tourists through various expressions, new and emerging kinds of heritage tourism, heritage products as commodities produced for economic purposes, and tourists seeking authentic cultural experiences. Course materials will explore heritage and tourism from throughout the history of heritage, which has been substantially influenced by both nations.

This course will draw from the disciplines of American Studies, anthropology, East Asian studies, folklore studies, and other relevant undergraduate curriculum in these academic disciplines.

Objectives

Through this course students will:

- Understand how heritage has been viewed historically, is currently defined and approaches to its study.
- Become familiar with the systems for safeguarding and sustaining both tangible and intangible heritage of Japan.
- Understand key issues in the study of tourism relating to the representation and experience of heritage, authentic tourism and how communities respond to challenges to the practice of their heritage in the face of large numbers of tourists.
- Apply issues and theories learned in the course to understanding the student's own relationship to heritage, especially in the context of their own community.
- Develop their abilities to research a heritage or tourism topic and to write an essay based upon their research.

before/after course of study

Course assignments will consist of presentations by students in class about course readings, a short essay about a heritage tourism site that draws from issues and theories dealt with in the course. Reading assignments will include both specific required readings and general background readings. Some lessons will include alternative readings, with individual students or groups of students presenting and discussing them in class. Some posts on the course website will also include responses to postings by other students. Some lessons will include alternative reading assignments. Each lesson will include a summary of the readings, summarizes it, defines its scope of the source or lists the significant topics included.

Course Schedule

1: 第1回 Course Introduction

Introduction to the course. I will explain the topics to be covered in the course, our learning goals, course structure, and the course website.

Required Readings:

Harrison, Rodney. 2012. *Heritage: Critical Approaches*. London: Routledge. pp 1-7, 13-20, 25-28, 42-47.

Kirshenblatt-Gimblett, Barbara. 1998. *Destination Culture* 131-159. Berkeley: University of California Press.

2: 第2回 The Concept of Heritage

Over the past three centuries the idea of heritage has been defined at different times as the inherited property of the construction in the present of the history and culture of individuals, groups and nations. Heritage is a complex and multi-faceted concept that has been defined in various ways by different organizations and various kinds of cultural groups.

Required Readings:

Kirshenblatt-Gimblett, Barbara. 1998. *Destination Culture* 131-159. Berkeley: University of California Press

3: 第3回 Safeguarding Systems - Global Frameworks

Since the late twentieth century, following from cultural policy in Japan, heritage has been viewed as including that includes oral traditions, music, narrative and other non-material cultural expressions. Sustaining heritage Council on Monuments and Sites and its World Heritage List, and the UNESCO 2003 Convention for the Safeguarding of Humanity are major forces for worldwide efforts to preserve and sustain monuments, historic sites and community based intangible cultural heritage.

Required Readings:

Akagawa, Natsuko. 2015. *Heritage Conservation in Japan's Cultural Diplomacy*. London: Routledge. 47-6

Read either:

Baron, Robert. “ロバート・バロン 2013 「アメリカにおける公共民俗学—その課題・実践・展望—」、『日本民俗学』

OR

“American Public Folklore: History, Issues, Challenges.” *Indian Folklore Research Journal* 5 (2008): 65-86.

AND read through and watch videos on the following web sites:

Intangible Cultural Heritage –

Read - What is Intangible Cultural Heritage - <https://ich.unesco.org/en/what-is-intangible-heritage-00003>

Watch at least 2 short (less than 3 minute videos) – Why Safeguard Intangible Cultural Heritage?, including

<https://ich.unesco.org/en/why-safeguard-ich-00479>

Look at items on the Representative List of the Intangible Cultural Heritage of Humanity in your own country

<https://ich.unesco.org/en/lists>

4: 第4回 Safeguarding Systems - Examples from the Japan and the United States

The global safeguarding systems were shaped by programs in Japan that trace their origins to the Meiji period. Since the 1980s, following the UNESCO 2003 Convention, it has long had extensive programs in states, localities and the federal government devoted to supporting practitioners of traditions.

Required Readings:

Akagawa, Natsuko. 2015. *Heritage Conservation in Japan's Cultural Diplomacy*. London: Routledge. 47-6

Read either:

Baron, Robert. “ロバート・バロン 2013 「アメリカにおける公共民俗学—その課題・実践・展望—」、『日本民俗学』

OR

“American Public Folklore: History, Issues, Challenges.” *Indian Folklore Research Journal* 5 (2008): 65-86.

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<https://ich.unesco.org/en/why-safeguard-ich-00479>

Look at items on the Representative List of the Intangible Cultural Heritage of Humanity in your own country

<https://ich.unesco.org/en/lists>

5: 第5回 Governing Heritage

National and provincial governments and international organizations play a major role in creating guidelines governmental organizations (NGOs) responding in a variety of ways. Governments often manipulate and manage

Required Readings:

Hafstein, Valdimar. 2015. "Learning to Live with ICH: Diagnosis and Treatment." In *UNESCO on the Ground*. 75. Bloomington: Indiana University Press.

Watch Video:

The Flight of the Condor – A Letter, A Song and the Story of Intangible Cultural Heritage - <https://flightofth>

AND read at least one of the following case studies:

Ballachino, Katia. 2013. Unity Makes ... Intangible Heritage: Italy and Network Nomination. In *Heritage Regimes*. Universitätsverlag Göttingen.

Foster, Michael Dylan. 2015. Imagined UNESCOs: Interpreting Intangible Cultural Heritage on a Japanese Island. In *Heritage Regimes*. Universitätsverlag Göttingen.

Sánchez-Carretero, Cristina. 2013. Heritage Regimes and the *Camino de Santiago*: Gaps and Logics. In *Heritage Regimes*. Germany: Universitätsverlag Göttingen.

6: 第6回 Contesting Heritage Safeguarding

Communities develop their own distinctive heritage practices that may not be follow from government policies involved in heritage programs created by governments.

Required Readings:

Hafstein, Valdimar. 2015. "Learning to Live with ICH: Diagnosis and Treatment." In *UNESCO on the Ground*. 75. Bloomington: Indiana University Press.

Watch Video:

The Flight of the Condor – A Letter, A Song and the Story of Intangible Cultural Heritage - <https://flightofth>

AND read at least one of the following case studies:

Ballachino, Katia. 2013. Unity Makes ... Intangible Heritage: Italy and Network Nomination. In *Heritage Regimes*. Universitätsverlag Göttingen.

Foster, Michael Dylan. 2015. Imagined UNESCOs: Interpreting Intangible Cultural Heritage on a Japanese Island. In *Heritage Regimes*. Universitätsverlag Göttingen.

Sánchez-Carretero, Cristina. 2013. Heritage Regimes and the *Camino de Santiago*: Gaps and Logics. In *Heritage Regimes*. Germany: Universitätsverlag Göttingen.

Akagawa, Natsuko. 2019. National Identity, Culinary Heritage and UNESCO: Japanese *Washoku*. In *Safeguarding Intangible Cultural Heritage*. 217. Abingdon, UK: Routledge.

A short essay (3 - 4 double spaced pages) about your relationship to your heritage is due by April 29th. It

7: 第7回 Issues in Tourism Studies - Why do we Travel as Tourists?

All over the world, people are traveling in ever increasing numbers for stimulation and relaxation from hectic lives with other travelers, learning about nature in an ecologically sustainable setting, improving health, education, exploring their cultural heritage and personal identity.

Required Readings:

Gmelch, Sharon Bohn. 2018. Why Tourism Matters. In *Tourists and Tourism: A Reader*, Sharon Gmelch and

Chamber, Erve. 2000. *Native Tours: The Anthropology of Travel and Tourism*, 32-43, 54-63. Long Grove, IL

Salazar, Noel B. and Yujie Zhu. 2015. Heritage and Tourism. In *Global Heritage: A Reader*, Lynn Meskell, ed

Supplemental Reading:

Graburn, Nelson. 1995. The Past in the Present in Japan: Nostalgia and Neo-traditionalism in Contemporary Japan. In *Heritage and Tourism*, Pearce, Eds., 48-70. London: Routledge.

Remembering Japan's Industrial Development, Preserving Its Dark Heritage. 2017. Special Issue of The Asian

8: 第8回 Issues in Tourism Studies - Social and Economic Impacts of Tourism, Varieties of Heritage Tourism

Tourism is a massive industry that is eagerly sought by economically depressed communities and is often tied to local living, traffic, use of public space, gender roles, ecology and employment patterns. In this era of globalization, heritage businesses. Heritage tourism, which represents over half of all tourism, includes such tourism destinations as classical and folk traditions, traditional craft venues, historic building and dark tourism sites that can include

Required Readings:

Gmelch, Sharon Bohn. 2018. Why Tourism Matters. In *Tourists and Tourism: A Reader*, Sharon Gmelch and

Chamber, Erve. 2000. *Native Tours: The Anthropology of Travel and Tourism*, 32-43, 54-63. Long Grove, IL

Salazar, Noel B. and Yujie Zhu. 2015. Heritage and Tourism. In *Global Heritage: A Reader*, Lynn Meskell, ed

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Remembering Japan's Industrial Development, Preserving Its Dark Heritage. 2017. Special Issue of The Asian

9: 第9回 Authenticity

Heritage tourists travel to seek authentic experiences of another culture, historic place, object or event that is a reproduction that convincingly appears to be like an original, something completely similar (verisimilitude) to the place outside of "back regions," parts of a community where heritage is practiced day by day.

Required Readings:

Bruner, Edward. 1994. Abraham Lincoln as Authentic Reproduction: A Critique of Postmodernism. *American Anthropologist* 96:103-115

Cohen, Erik. 1988. Authenticity and Commoditization in Tourism. *Annals of Tourism Research* 15:371-386

AND Read at least one of the following case studies:

Kontogeorgopoulos, Nick. 2017. Finding Oneself While Discovering Others: An Existential Perspective on Volunteering

Bruner, Edward. 2001. The Maasai and the Lion King: Authenticity, Nationalism and Globalization in Africa. *Journal of*

Garland, Elizabeth. 2018. Rethinking Volunteer Tourism? In *Tourists and Tourism: A Reader*, Sharon Gmelch and

Uriely, Natan, Yonday Yuval and Dalit Simchal. 2002. Backpacking Experiences: A Type and Form Analysis. *Journal of*

10: 第10回 Experiential Tourism

Tourists are now increasingly seeking authenticity and self-discovery in back regions through adventure tourism. What is their impact on host societies?

Required Readings:

Bruner, Edward. 1994. Abraham Lincoln as Authentic Reproduction: A Critique of Postmodernism. *American Quarterly* 46:1-28.

Cohen, Erik. 1988. Authenticity and Commoditization in Tourism. *Annals of Tourism Research* 15:371-386.

AND Read at least one of the following case studies:

Kontogeorgopoulos, Nick. 2017. Finding Oneself While Discovering Others: An Existential Perspective on Volunteer Tourism. *Journal of Travel Research* 56:1-12.

Bruner, Edward. 2001. The Maasai and the Lion King: Authenticity, Nationalism and Globalization in Africa. *American Quarterly* 53:1-28.

Garland, Elizabeth. 2018. Rethinking Volunteer Tourism? In *Tourists and Tourism: A Reader*, Sharon Graham and David Pearce, eds. 11-24. London: Routledge.

Uriely, Natan, Yonday Yuval and Dalit Simchal. 2002. Backpacking Experiences: A Type and Form Analysis. *Journal of Travel Research* 41:1-12.

11: 第11回 Commoditization and the Transformation of Traditions

Heritage products become commodities, for tourists to buy in forms that are modified and transformed from their original forms. For example, a basket made for carrying goods, occurring through tourism, a basket will be made as a miniature to fit into luggage, dance performances will be staged for tourists, and crafts will be made that resemble older heritage objects. These new tourism products may damage or destroy cultural meanings.

Required Readings:

Greenwood, Davydd J. 1989. Culture by the Pound: An Anthropological Perspective on Tourism as Cultural Commodification. *Journal of American Studies* 23:185-200. Philadelphia: University of Pennsylvania Press.

Deitch, Lewis. I. 1989. The Impact of Tourism on the Arts and Crafts of the Indians of the Southwestern United States. *Journal of American Studies* 23:185-200. University of Pennsylvania Press.

Robinson, Mike and Picard, David. 2006. *Tourism, Culture and Sustainable Development*. Paris: UNESCO.

<https://unesdoc.unesco.org/ark:/48223/pf0000147578>

UNESCO Bangkok Regional Unit for Culture in Asia and the Pacific. 2008. *IMPACT: The Effects of Tourism on the World Heritage Site of Hoi An Viet Nam*. UNESCO Bangkok. Pp 67-77.

2008. <http://unesdoc.unesco.org/images/0018/001826/182646e.pdf>

Supplemental Reading:

McKean, Phillip Frick. 1989. Towards an Theoretical Analysis of Tourism: Economic Dualism and Cultural Involvement. In *Tourism, Valene L. Smith, ed., 119-138*. Philadelphia: University of Pennsylvania Press

McKinsey & Company and World Travel and Tourism Council. 2017. : "Coping with Success: Managing Overcrowding in Tourism Destinations". <https://www.mckinsey.com/~media/McKinsey/Industries/Travel%20Transport%20and%20Logistics/Our%20Perspective/2017/Coping-with-success-Managing-overcrowding-in-tourism-destinations.ashx>

12: 第13回 Sustainability Challenges and Solutions

Faced with threats to heritage sites and traditions, overtourism and outside ownership of tourism businesses, communities may lose their ability to represent a community's heritage on its own terms, and access to heritage sites may be restricted or controlled. Sustainable tourism practices are developed to counter the economic leakage that happens when outside business interests own tourist enterprises. Tourism should be both culturally and environmentally sustainable.

Required Readings:

Greenwood, Davydd J. 1989. Culture by the Pound: An Anthropological Perspective on Tourism as Cultural Consumption. Philadelphia: University of Pennsylvania Press.

Deitch, Lewis. I. 1989. The Impact of Tourism on the Arts and Crafts of the Indians of the Southwestern United States. Philadelphia: University of Pennsylvania Press.

Robinson, Mike and Picard, David. 2006. *Tourism, Culture and Sustainable Development*. Paris: UNESCO.

<https://unesdoc.unesco.org/ark:/48223/pf0000147578>

UNESCO Bangkok Regional Unit for Culture in Asia and the Pacific. 2008. *IMPACT: The Effects of Tourism on the World Heritage Site of Hoi An Viet Nam*. UNESCO Bangkok. Pp 67-77.

2008. <http://unesdoc.unesco.org/images/0018/001826/182646e.pdf>

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McKinsey & Company and World Travel and Tourism Council. 2017. : "Coping with Success: Managing Overcrowding in Tourism Destinations"

<https://www.mckinsey.com/~media/McKinsey/Industries/Travel%20Transport%20and%20Logistics/Our%20Perspective/with-success-Managing-overcrowding-in-tourism-destinations.ashx>

13: _____

14: _____

15: _____

Textbooks

There is no required textbook. PDFs and URL's of class readings, web sites and a film will be included in lecture

Evaluation

Rate

Exam: 0% No examinations

Papers: 40%

40% for final paper on how heritage safeguarding and tourism affects heritage sites. Evaluation includes demonstrating understanding of lectures and discussions, quality of analysis, clarity, coherence, exposition and argumentation.

Class Participation: 60% 30% for annotations of readings. Evaluation includes demonstrating understanding of readings and lectures, value of contribution to class discussion and building on others' ideas.

30% for forum postings responding to prompts by instructor, initiated by the instructor. Evaluation includes demonstrating understanding of readings and lectures, value of contribution to class discussion and building on others' ideas.

Others: 0% No other evaluation criteria

Note / URL

Update History

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