Course Syllabus

1. **Program of Study**　　　　　B.B.A. (Tourism and Hospitality Management)
   Faculty/Institute/College　Mahidol University International College

2. **Course Code**　　　　　　　ICTM 330
   Course Title　　　　　　　Cultural Heritage Management

3. **Number of Credits**　　　　4 (3-2-7) (Lecture-Lab-Self-study)

4. **Prerequisite** *(s)*　　　　　ICTM 212

5. **Type of Course**　　　　　　Required Course

6. **Session**　　　　　　　　　Trimester 2/ Every academic year

7. **Conditions**　　　　　　　　Maximum number of students is 30

8. **Course Description**

   A conceptual partnership between cultural heritage and tourism; analysis of a wide range of cultural heritage attractions; heritage visitors' behaviour especially motivation; contemporary approaches to heritage tourism development and management; and heritage marketing; the roles of interpretation programs employed in major cultural heritage sites; principles and models of interpretation; frameworks and approaches to plan and design interpretation programs for visitors; communication modes.

9. **Course Objectives**

   After successful completion of this course, students will be able to
   9.1 Understand the definitions, terminology and concepts of cultural heritage and its relationships with tourism.
   9.2 Understand heritage tourism supply by examining different categories of heritage attractions, and the contexts within which heritage exists and additional perspectives on scale from the supply perspective.
   9.3 Understand heritage tourism demand by analyzing the nature of heritage demand, visitor characteristics, visitor typology and their motivations driving to visit heritage sites.
   9.4 Acknowledge heritage tourism management by examining ownership, economics, strategies for managing visitors and residents, and heritage interpretation.
   9.5 Explain the significance of heritage marketing and the transformation process of cultural heritage assets into heritage tourism products both individual organization and regional perspectives.

9.6 Understand the role of interpretation in cultural heritage sites and the relevance of such interpretation approaches to visitors.

9.7 Understand principles and models of interpretation.

9.8 Build an awareness of the interpretation approaches of major cultural heritage sites available to visitors.

9.9 Provide a framework to plan, design, and assess interpretation programs for tourists.

9.10 Understand a variety of interpretation techniques as a part of communication.

10. Course Outline

| Week | Topics | Hours | | | Instructor |
		Lecture	Lab	Self-Study	
1	Introduction to a conceptual partnership between cultural heritage and tourism and The heritage tourism supply-type of heritage attractions	4	-	8	Amnuay-ngerntra, S.
2	World Heritage Sites, Heritage conservation, Impacts of heritage tourism	4	-	8	
3	Planning and development for heritage tourism	4	-	8	
4	Educational fieldtrip to World Heritage Sites: Angkor Wat Complex	4	-	8	
5	Heritage assessment and Heritage values	4	-	8	
6	Managing heritage tourism-ownership and economics	4	-	8	
7	Managing heritage tourism: visitor management, legal aspects and zoning	4	-	8	
8	Heritage interpretation for tourism, Definition, The roles of interpretation and Principles of interpretation/presentation	4	-	8	
9	Models of Interpretation and Interpretative techniques	4	-	8	
	Heritage marketing Heritage visitor characteristics and motivations	4	-	8	
11	Heritage tourism product development and Class revision	4	-	8	
	Total	**44**	**0**	**88**	
	Final Examination				

NB. The course is subject to change without prior notice to fit the changing tourism circumstances.

11. Teaching Method (s)

11.1   Lectures

11.2   Case studies

11.3   Discussion

11.4   Assignments

11.5   Field trips

12. Teaching Media

 12.1 LCD overhead projector
 12.2 PowerPoint
 12.3 Multimedia resources
 12.4 Handouts
 12.5 Text books

13. Measurement and evaluation of student achievement

Student achievement is measured and evaluated by
 13.1. the ability in understanding the definitions, terminology and concepts of cultural heritage and its relationships with tourism.
 13.2. the ability in understanding heritage tourism supply by examining different categories of heritage attractions, and the contexts within which heritage exists and additional perspectives on scale from the supply perspective.
 13.3. the ability in understanding heritage tourism demand by analyzing the nature of heritage demand, visitor characteristics, visitor typology and their motivations driving to visit heritage sites.
 13.4. the ability in acknowledging heritage tourism management by examining ownership, economics, strategies for managing visitors and residents, and heritage interpretation.
 13.5. the ability in explaining the significance of heritage marketing and the transformation process of cultural heritage assets into heritage tourism products both individual organization and regional perspectives.
 13.6. the ability in understanding the role of interpretation in cultural heritage sites and the relevance of such interpretation approaches to visitors.
 13.7. the ability in understanding principles and models of interpretation.
 13.8. the ability in building an awareness of the interpretation approaches of major cultural heritage sites available to visitors.
 13.9. the ability in providing a framework to plan, design, and assess interpretation programs for tourists.
 13.10. the ability in understanding a variety of interpretation techniques as a part of communication.

Ratio of mark

1.	Class Attendance & Participation	5 %
2.	Ethics & Attitudes During Field Trips	5 %
3.	Assignment I	20 %
4.	Assignment II	40%
5.	Final Examination	30 %
	Total	**100 %**

14. Course evaluation

14.1 Students' achievement as indicated in number 13 above.
14.2 Students' satisfaction towards teaching and learning of the course using questionnaires

15. Reference *(s)*

Amnuay-ngerntra, S. (2003). 'Product Development for Heritage Tourism', *SPAFA Journal*, 13 (3), 23-31.

Archer. D. and Wearing. S. (2002). 'Interpretation and Marketing as Management Tools on National Parks: Insights from Australia', *Journal of Leisure Property*,. (2), 29-39.

Eagles, P., McCool, S. and Haynes, C. (2002). *Sustainable Tourism in Protected Areas: Guidelines for Planning and Management.* IUCN Gland: Switzerland and Cambridge, UK.

ICOMOS. (1999). *International Cultural Tourism Charter*. ICOMOS Scientific Committee on Cultural Tourism.

Kimmel, J. (n.d.) 'Heritage Tourism Product Development.' Retrieved 10 November, 2003, from http://www.sulross.edu/pdf/rgi/Heritage%20Tourism%20Product%20Development.pdf

McKercher, B. and Du Cros, H. (2002). *Cultural Tourism: The Partnership between Tourism and Cultural Heritage Management*, New York: Haworth

Moscardo, G. (1996). 'Mindful Visitor: Heritage and Tourism', *Annals of Tourism Research*, 23 (2), 376-397.

Nuryanti, W. (1996). "Heritage and Postmodern Tourism", *Annals of Tourism Research*, 23: 249-260.

Peleggi, M. (1996). "National Heritage and Global Tourism in Thailand", *Annals of Tourism Research*, 23: 432-428.

The Ename Charter: International Guidelines for Authenticity, Intellectual Integrity and Sustainable Development in the Public Presentation of Archaeological and Historical Sites and Landscapes, 21 November 2002. Available on www.enamecenter.org/pdf/charterENG.pdf

Tilden, F. (1977). *Interpreting Our Heritage*, University of North Carolina Press, Chapel Hill.

Timothy, D. and Boyd, S. (2003). *Heritage Tourism: Theme in Tourism*, Pearson Hall, Essex.

Wager, J. (1995). 'Developing a Strategy for the Angkor World Heritage Site', *Tourism Management*, 16: 515-523.

16. Instructor *(s)*

Assistant Professor Sompong Amnuay-ngerntra
Vice Chairman
Travel Industry Management Division
Mahidol University International College

17. Course Coordinator

Assistant Professor Sompong Amnuay-ngerntra
Vice Chairman
Travel Industry Management Division
Mahidol University International College
Tel.   +66 (0) 2441-4090 ext. 1214
Fax   +66 (0) 2441-9745
Email   icsompong@mahidol.ac.th

18. Additional Information

Assessment

Assignment I:

Weighting: 20% for the paperwork
Length: 2,000 words
Description:

You are the manager of the World Heritage listed place 'Angkor Wat' in Cambodia. Angkor Wat, which is the largest monument of the Angkor group, was built in the first half of the 12ᵗʰ century and one of the most intact temples in this group. As an expression of Khmer art at its highest point of development Angkor Wat is a symbol of immense importance to the people of Cambodia.

Angkor Wat is facing two major problems which require action from National Government of Cambodia namely:

Problem 1:   Encroachment of unauthorised squatter housing on the banks of the waterway (moat) which encircles the walls of Angkor Wat.

Problem 2:   Rapid increase in tourist numbers visiting this heritage place causing damage and deterioration of the historic, architectural and landscape fabric of the complex.

Under the UNESCO 'Convention Concerning the Protection of the World Cultural and Natural Heritage' Cambodia is a State Party to the Convention. Your minister, the Minister of Culture and the Environment, has asked you to prepare a paper outlining the key actions necessary for the National Government to take in addressing these two

major problems at Angkor Wat.

Given the status of Angkor Wat as a World Heritage Listed Place the key tasks which you identify for Government action should also briefly explain why such action is required and, identify an order of priority for these actions.

Assignment II

Type of assignment: *An individual paper work*

Weighting: 30 % for the academic report and 10% for the oral presentation
Length/duration: 2,500 words for the paper and 20-30 minutes for the presentation
Due date: 16 and 23 March, 2007
Description: Select the option A or B.

Option A: develop an interpretative plan
Objective: this assignment aims to develop an interpretative plan for a heritage site. Interpretative Plan is a framework for the development of interpretation at a heritage site. It is a blueprint or masterplan to be implemented by the management of the heritage site.

Instruction: produce a detailed Interpretative Plan for a specific heritage site of your choice by using the material in class as a framework. You may create an interpretative program at a heritage site. An interpretive program would detail the actual interpretation done at the site and why.

It is noteworthy that an interpretative plan should be site specific. Each plan should be unique because the individual site has its own particular characteristics. It is important to understand the heritage values of the site prior to your visitation.

Option B: sustainable tourism development at Ampawa Riverside Market (ARM)
Objective: this assignment aims to investigate the concept of sustainable development at Ampawa Riverside Market.

Instruction: produce an academic essay which is critically analysed rather than descriptive.

You need to visit Ampawa Riverside Market (ARM), Samut Songkram, and interview some of the stakeholders in developing the community-based tourism, especially policy makers, senior government officials, head of local communities, and local residents

It is suggested to pay attentions to these questions, as follows;
- What are the unique characteristics of ARM?
- What are the main factors leading to the rejuvenation of the riverside market?
- What difficulties did they confront in developing heritage tourism?

- How did they overcome these difficulties?
- How to sustain heritage tourism development?

Essay Marking Criteria
- Critical thinking
- A substantial reading with correct references (minimum 10 books of reference or journal articles)
- Logical supporting or argument by giving some examples
- Academic writing competencies with correct grammar and spelling.

Presentation Marking Criteria
- Structure-Introduction (Clear statement of purpose & scope)
- Structure-Main body (logical flow/sequence)
- Clarity/Articulation
- Characteristics and ability to maintain audience attention (eye contact, etc)
- Audio-visual support material
- Structure-Conclusion
- Ability to respond to questions