Cultural & Heritage Tourism

COURSE NAME: **CULTURAL AND HERITAGE TOURISM**

COURSE CODE: **HOS313**

CREDIT HOURS: **3HRS**

CONTACT HOURS: **45 HRS**

RATIONALE:

This course is designed to introduce students to the history and culture of places and people, through the eyes of lifestyles, artifacts and physical buildings. This is a fairly new area of tourism, but surely has the capacity to drive the economy. Cultural & Heritage Tourism is a fun way of learning the history and culture of a place. The course will build the consciousness of the students into understanding how to interface with tourists from various environments and a deep respect for places of interest.

COURSE DESCRIPTION:

This course exposes students to culture and heritage tourism as a product. The course introduces students to the field of marketing of cultural and heritage tourism. Students examine the ways in which such a product may be sustained and developed to grow the local and national economy.

GENERAL OBJECTIVES:

After completing this course students should be able to:

- Discuss the importance of cultural and heritage tourism to national development.
- Evaluate the culture and heritage of the Region.
- Develop a Marketing Plan for the product.
- Develop a Conservation Plan.

SUMMARY OF COURSE CONTENT:

Unit 1: Introduction to the Tourism Sector   **6 hours**

Unit 2: Culture Tourism   **9 hours**

Unit 3: Heritage Tourism   **9 hours**

Unit 4: Culture & Heritage Tourism as a Product   **12 hours**

Unit 5: Conservation and Sustainability   **9 hours**

COURSE ACTIVITIES:

Unit 1: Introduction to the Tourism Sector   **6 hours**

Content:

- Tourism in the Caribbean
    - The impact of Tourism on Caribbean economies
    - Study of Tourism Sector in Jamaica, Trinidad & Tobago, Barbados
    - Training & Development needs in the Jamaican Tourism Sector
    - Policy Development in the Sector
    - Sustainable Tourism Projects in the Caribbean
    - Transportation System and Tourism in the Caribbean
    - National Celebrations and the Tourism Sector

Learning Objectives:

At the end of the unit, students should be able to:

1. Define the Tourism Sector.
2. Evaluate the impact of Tourism on Caribbean economies.
3. Compare the success of Tourism in Jamaica, Trinidad & Tobago and Barbados.
4. Assess the training & development needs in the Jamaican Tourism Sector.
5. Evaluate the need for Policies within the Tourism Sector.
6. Identify areas within the Tourism Sector requiring Policy Formulation.
7. Develop Policies in specific areas of the Tourism Sector.
8. Discuss Sustainable Tourism Projects in the Caribbean.
9. Evaluate the Transportation network in the Jamaican Tourism Sector.
10. Evaluate the impact of National Jamaican Celebrations which impact the Tourism Sector.

Unit 2: Culture Tourism   **9 hours**

Content:

- Dominant Cultures of the Caribbean

    - Peoples of the Caribbean and their Cultures

        - African descendants
        - European descendants

- Indian descendants
- Chinese descendants

- Jamaican Cultural Tourism & its Economics
  - Food
  - Sports & Recreation
  - Music
  - Religion
  - National Cultural events

- Trinidad & Tobago Cultural Tourism & its Economics
  - Food
  - Sports & Recreation
  - Music
  - Religion
  - National Cultural events

- Barbados Cultural Tourism & its Economics
  - Food
  - Sports & Recreation
  - Music
  - Religion
  - National Cultural events

- Planning & Implementing Cultural Events
  - Community-based Cultural Queen
  - Community-based Music Festival
  - Sponsorship & Fundraising

Learning Objectives

At the end of the unit, students should be able to:

1. Discuss the concept of Culture and its place in the tourism market.

2. Discuss the impact of the cultures of visitors of the Caribbean cultures.

3. Evaluate the impact of Jamaican Culture on its economic development.

4. Evaluate the impact of Trinidad & Tobago's Culture on its economic development.

5. Evaluate the impact of Barbados' Culture on its economic development.

6. Plan and implement cultural celebrations at the Community level.

7. Raise funds for Community Activities.

Unit 3: Heritage Tourism   **9 hours**

Content:

- Heritage Tourism
- Physical Artifacts (Museum)
- Monuments
- Local History & Folklores
- Traditional Music
- Local Places of Interest
- Tour Guide

Learning Objectives:

At the end of the unit, students should be able to:

1. Discuss the concepts of Heritage Tourism and its economics.

2. Develop a Caribbean map of Heritage Location.

3. Study the History of Artifacts, Monuments, Local Folklore, Traditional Music and Local Places of Interest in the Jamaica and selected Caribbean Islands.

4. Develop and deliver training programmes for Tour Guides.

5. Design one Tour Guide experience to any of the features in Unit 3.

6. Develop Security Plan for strategic Heritage locations.

Unit 4: Culture & Heritage Tourism as a Product   **12 hours**

Content:

- The Concept of Culture & Heritage Tourism in Jamaica
- Government policy and regulations governing Culture & Heritage Tourism in Jamaica
- National Education for Improving Customer Service to Visitors
- Marketing Culture & Heritage Tourism in the Foreign Markets
- Developing a Marketing Plan

Learning Objectives:

At the end of the unit, students should be able to:

1. Discuss the concept of Culture & Heritage Tourism.
2. Evaluate Government policy and regulations governing Culture & Heritage Tourism in Jamaica.
3. Develop Policy Handbook to guide Culture & Heritage Tourism in Jamaica.
4. Develop National Education Campaign Handbook for Improving Customer Service to Visitors in Jamaica.
5. Develop Marketing Plan for local and foreign market, to promote Culture & Heritage Tourism

Unit 5: Conservation and Sustainability   **9 hours**

Content:

- Environmental Management in Culture & Heritage Tourism

    - Waste Management

        - Types of waste
        - Disposing of different types of waste

    - Pollution Management

        - Types of Pollutants
        - Management of Pollutants
- Records Management in Culture & Heritage Tourism

    - Information Technology in Records Management
    - Documentation
    - Videos
    - Graphics

Learning Objectives:

At the end of the unit, students should be able to:

1. Analyze the concepts of Conservation & Sustainability in Culture & Heritage Tourism.
2. Develop a Waste Management Plan for Culture & Heritage Tourism.
3. Analyze the cost of marine, land and air pollution in Jamaica.

4. Evaluate the different types of wastes and their disposal methods.

5. Evaluate the role of Technology in records management.

6. Analyze the methods of building records in Culture & Heritage Tourism.

7. Develop a Records System for elements of Heritage Tourism.

8. Develop videos, documentation and graphics of elements of Heritage Tourism.

ASSESSMENT:

Competence will be verified based on the results of at least three pieces of Coursework assessment. Coursework includes the Mid-Module Exam (MME). Project-Based-Learning (PBL) should be part of the assessment approach.

The other assessment is the End-of-Module Exam (EOME). Both Coursework and EOME grades constitute the student's final course grade.

Coursework: 60%

EOME: 40%

TEACHING STRATEGIES:

A combination of: Lectures, Project-Based-Learning, Research-Based-Learning, Active

Learning, Educational Field Trips

REQUIRED TEXT

- Lecturer's Notes

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Plagiarism is a type of scholarly burglary. In the event that you neglect to recognize your sources or influence it to create the impression that another person's work is your own, you are blameworthy of plagiarism. The insightful world works by trading data and crediting the wellsprings of that data. On the off chance that you abuse that procedure, you have carried out a wrongdoing in the scholarly network. In the event that you are experiencing issues finishing a paper on time, or need some extra help, or are uncertain of how or where to report a source, if you don't mind contact your speaker or go to the bookkeeper for help so you can keep away from unintentionally or deliberately plagiarizing a source.

You will be charged with plagiarism if you:

- Copy from published sources without adequate documentation.

- Intentionally or unintentionally appropriate the ideas, language, key terms, or findings of another without sufficient acknowledgment that such material is not your own and without acknowledging the source.

- Purchase a pre-written paper (either by mail or electronically).

- Let someone else write a paper for you.

- Reproduce someone else's project.

- Submit as your own someone else's unpublished work, either with or without permission.

- Incorrectly cite or neglect to cite borrowed materials.

Consequences of Plagiarism

- If the final work you submit—all of it—is not yours, it does not matter how you came by it. Charges of plagiarism are brought to the attention of Academic Affairs, which initiates an investigation that may lead to formal charges.
- The process for the investigation and adjudication of charges may be accessed at the Dean of Students' Office.
- Plagiarism is a serious offense that can result in a variety of sanctions (failure of the course in which the plagiarism occurred and suspension from UCC among them).

Appropriate Uses of Sources

A mark of strong academic writing is demonstrated when one appropriately identifies sources in his/her arguments and analyses. This practice is called **documentation**. Guidelines for how to correctly cite materials used within your writing and assembling the list of works that you cite in

your paper are available in style <u>manuals</u>. Information from these style manuals can be accessed in UCC's <u>Library & Information Centre</u>

- ❖ Whenever you draw on another's work, you must specify what you borrowed, whether facts, opinions, or quotations, and where you borrowed them from.

Avoiding Plagiarism

- ❖ Contact your lecturer and honestly discuss a strategy for completing an assignment rather than risk humiliation and legal charges.

- ❖ Become thoroughly acquainted both with the various ways in which plagiarism is construed, and with sources of proper documentation.

Reference:

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th Ed.). New York: American Psychological Association

See link provided to Perdue University site on the APA Format
http://owl.english.purdue.edu/owl/resource/560/01/

For further information, contact Academic Affairs or UCC's <u>Library and Information Centre</u> (6653987/3989).

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