



Paper Coordinator / Lecturer

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Paper Code and Title: TOUR601 Cultural Heritage Management

Level: 6

Credits: 15

Pre/Co-Requisites: see University Calendar

Learning Hours: 150

Prescriptor

Introduces the nature, diversity and complexity of cultural heritage and its relationship with tourism. There is a strong focus on understanding the subjectivities inherent in heritage valuation. The paper further identifies management issues regarding 'hard' and 'soft' impacts with an aim to improve the sustainability of a heritage tourism product.

Learning Outcomes

On successful completion of this paper students should be able to:

1. Assess the nature and stages of a heritage site as a tourist attraction;
2. Critically appraise the positive and negative impacts of tourism on these resources;
3. Apply established theories and models of cultural and heritage tourism to practical examples;
4. Reflect on management approaches of tourism at cultural heritage sites.

Paper Requirements

To successfully complete this paper, the following conditions must be met:

- Obtain a final minimum mark of 50% overall in the paper;
- Submit all assessments. If any assessment is not handed in, a DNC grade will be awarded for the paper. NOTE: As per the General Academic Regulations of AUT University, if you do not submit a completed compulsory component, you may be withdrawn from the paper.

Reading

Required texts

Timothy, D. J. (2011). *Cultural heritage and tourism. An introduction*. Bristol, United Kingdom: Channel View.



De la Torre, M. (Ed.). (2002). *Assessing the Values of Cultural Heritage*. Retrieved from http://www.getty.edu/conservation/publications_resources/pdf_publications/pdf/assessing.pdf

Supplementary reading

- Alpin, G. (2002). *Heritage: Identification, Conservation, and Management*. Melbourne, Australia: Oxford University Press.
- Benton, T. (2011). *Understanding heritage and memory*. Manchester, United Kingdom: Manchester University Press.
- Corsane, G. (Ed.). (2005). *Heritage, museums and galleries: an introductory reader*. London, United Kingdom: Routledge.
- Dalley, B., & Phillips, J. (Eds.). (2001). *Going public: the changing face of New Zealand history*. Auckland, New Zealand: Auckland University Press.
- Fairclough, G., Harrison, R., Jameson, J. H., & Schofield, J. (2008). *The Heritage Reader*. Abingdon, United Kingdom: Routledge.
- Hall, M. C., & McArthur, S. (Eds.). (1996). *Heritage Management in Australia and New Zealand*. Melbourne, Australia: Oxford University Press.
- Harrison, R. (Ed.). (2010). *Understanding the politics of heritage*. Manchester, United Kingdom: Manchester University Press.
- McKercher, B., & du Cros, H. (2002). *Cultural tourism: the partnership between tourism and culture*. New York, NY: Haworth Hospitality Press.
- Rizzo, I., & Mignosa, A. (Eds.) (2013). *Handbook on the Economics of Cultural Heritage*. Cheltenham, United Kingdom: Edward Elgar.
- Rizzo, I., & Towse, R. (Eds.). (2002). *The Economics of Heritage. A Study in the Political Economy of Culture in Sicily*. Cheltenham, United Kingdom: Edward Elgar.
- Sigala, M., & Leslie, D. (Eds.). (2005). *International Cultural Tourism: management, implications and cases*. Oxford, United Kingdom: Elsevier Butterworth-Heinemann.
- Smith, M.K. (2003). *Issues in Cultural Tourism Studies*. Abingdon, United Kingdom: Routledge.
- Timothy, D. J., & Boyd, S. W. (2003). *Heritage Tourism*. Harlow, United Kingdom: Pearson Education.
- Trapeznik, A. (Ed.). (2000). *Common ground? Heritage and Public Places in New Zealand*. Dunedin, New Zealand: University of Otago Press.
- Warren, J. A. N., & Taylor, C. N. (2001). *Developing heritage tourism in New Zealand*. Wellington, New Zealand: CRESA.
- West, S. (Ed.). (2010). *Understanding heritage in practice*. Manchester, United Kingdom: Manchester University Press.
- Waterton, E., & Watson, S. (Eds.). (2010). *Culture, Heritage and Representation. Perspectives on Visuality and the Past*. Farnham, United Kingdom: Ashgate.

You are also encouraged to consult scholarly journals. Recommended journals include: *International Journal of Heritage Studies*, *International Journal of Arts Management*, *Journal of Heritage Tourism*, *Museum Management and Curatorship*, *Visitor Studies Journal*.



Assessment grid

#	Assessment type	Due date	Weighting	Learning outcomes
1	Individual written assignment	Week 7	30%	1, 3
2	Individual field research report	Week 11	30%	2, 3, 4
3	Open book exam: Case study	Tba	40%	1, 2, 3, 4

Paper Changes in Response to Previous Student Feedback

While in general previous student feedback was positive there were some helpful recommendations that we have taken on board. The following changes have been made to the paper accordingly:

- The second individual written assignment was changed into a stand-alone assignment based on a field trip.

Student Responsibilities:

Class times and places

These are shown on your personal timetable which is available from the ARION website.

<https://arion.aut.ac.nz>

Blackboard

Resources are posted online and it is your responsibility to download the appropriate course material and bring this to class. It is highly recommended that you prepare for each class and tutorial by reading the material prior to class. There is learning material available on Blackboard so please use this to enhance your study and assignments: <https://blackboard.aut.ac.nz>

Submitting your assignment

Follow the instructions on the assessment details carefully, including information on

- Due date and time;
- Submission instructions; and
- Turnitin requirements

It is the student's responsibility to know what method is required for this paper, detailed in the assessment instructions. No responsibility will be taken by the lecturer or the School of Hospitality and Tourism for assignments left under office doors or handed into administration offices.

Where to hand in the assignment will be specified under submission instructions.

Unless instructed otherwise by your lecturer, all written assignments are to be submitted to Turnitin. If an assignment is not submitted to Turnitin, it will not be marked and you will receive a DNC (Did Not Complete). Turnitin is software that determines if the work is your own and not someone else's work. Therefore, you are required to submit an electronic version of your assignment through the link on Blackboard. Instructions for using Turnitin will be provided in class.



The submission title for Turnitin must be your STUDENT ID number. You will receive a confirmation of your submission to your email address.

Grades

In-course grades will be posted either in Grade Centre on Blackboard or Arion. Note that grades posted on Blackboard or Arion are provisional only until after Exam Board at the end of each semester. Final results will be sent through Arion Correspondence.

Refer to the Programme Manual for information on:

- Referencing, Turnitin, plagiarism and late assessments
- Special consideration for assessments
- Extension dates for assignments
- Examination Procedures
- Reconsideration of Marks
- Appeal for Paper results

Weekly schedule – outline of content

Week	Lecture /tutorial	Reading /resources
Wk 1 (27 Feb – 3 March)	L: Course Introduction	Paper Study Guide
	T: No tutorial	
Wk 2 (6 March – 10 March)	L: Introduction to the dimensions of cultural heritage	Ahmad, Y. (2006). The scope and definitions of heritage: from tangible to intangible. <i>International Journal of Heritage Studies</i> , 12(3), 292-300. doi: 10.1080/13527250600604639
	T: Case: Intangible heritage in NZ	Baird, M. F. (2013). ‘The breath of the mountain is my heart’: indigenous cultural landscapes and the politics of heritage. <i>International Journal of Heritage Studies</i> , 19(4), 327-340. doi: 10.1080/13527258.2012.663781
Wk 3 (13 March – 17 March)	L: Identifying the core of the heritage product: demand and motivations	Timothy, D. J. (2011). <i>Cultural heritage and tourism. An introduction</i> . Bristol, United Kingdom: Channel View Publications. Chapter 2
	T: Studying current demand: tourism at Cape Reinga	Dataset provided on Blackboard
Wk 4 (20 March – 24 March)	L: The actual product: the supply side of tourism heritage, typology and spatiality	Timothy, D. J. (2011). <i>Cultural heritage and tourism. An introduction</i> . Bristol, United Kingdom: Channel View Publications. Chapter 3+4



	T: Heritage supply: the importance of authenticity	<p>Timothy, D. J. (2011). <i>Cultural heritage and tourism. An introduction</i>. Bristol, United Kingdom: Channel View Publications. Chapter 5</p> <p>Jones, R. (2010). Authenticity, the media and heritage tourism: Robin Hood and Brother Cadfael as Midlands tourist magnets. In E. Waterton & S. Watson (Eds.), <i>Culture, heritage and representation: perspectives on visibility and the past</i> (pp. 145-154). Farnham, United Kingdom: Ashgate.</p>
Wk 5 (27 March – 31 March)	L: From actual to extended product: the role of interpretation	<p>Timothy, D. J. (2011). <i>Cultural heritage and tourism. An introduction</i>. Bristol, United Kingdom: Channel View Publications. Chapter 10</p>
	T: Case: Telling a story, 'Once Upon a Castle'	<p>Bauwens, D. (2014, April 23). Voices from the past. Gaasbeek's Once Upon A Castle is as mystical as it is educational. <i>Flanders Today</i>. Retrieved from http://www.flanderstoday.eu/education/voices-past-return-gaasbeek-castle</p>
Wk 6 (3 April – 7 April)	L: Valuing cultural heritage: the anthropological-ethnographic method	<p>De la Torre, M. (Ed.). (2002). <i>Assessing the Values of Cultural Heritage</i>. Retrieved from http://www.getty.edu/conservation/publications_resources/pdf_publications/pdf/assessing.pdf</p>
	T: Valuing cultural heritage: economic assessment tools	<p>De la Torre, M. (Ed.). (2002). <i>Assessing the Values of Cultural Heritage</i>. Retrieved from http://www.getty.edu/conservation/publications_resources/pdf_publications/pdf/assessing.pdf</p> <p>Dataset provided on Blackboard</p>
Wk 7 (10 April – 13 April)	L: Field trip: Heritage walk in Auckland's CBD (to be confirmed)	
	T: Applying assessment methodology on Auckland's CBD A: Assignment 1 deadline	
MID SEMESTER BREAK (17 April – 28 April)		
Wk 8 (1 May – 5 May)	L: Guest lecture: Heritage	



	tourism and the Pacific islands (to be confirmed)	
	T: Online quiz: Revision of what we learned so far	Quiz provided on Blackboard
Wk 9 (8 May – 12 May)	L: Managing ‘soft’ impacts: the importance of narratives and empowerment	Timothy, D. J. (2011). <i>Cultural heritage and tourism. An introduction</i> . Bristol, United Kingdom: Channel View Publications. Chapter 6+7 Voaske, R (2010). Visualizing the past: baudrillard, intensities of the hyper-real and the erosion of historicity. In E. Waterton & S. Watson (Eds.), <i>Culture, heritage and representation: perspectives on visibility and the past</i> (pp. 105-126). Farnham, United Kingdom: Ashgate.
	T: Cases: Auschwitz and Grutas Park, the influence of narrative and stakeholder perception	
Wk 10 (15 May – 19 May)	L: Managing ‘hard’ impacts and on-site experience	Timothy, D. J. (2011). <i>Cultural heritage and tourism. An introduction</i> . Bristol, United Kingdom: Channel View Publications. Chapter 7+11
	T: Case: Visitor management at Skara Brae Prehistoric Village	Leask, A., & Garrod, B. (2013). Visitor Management at a World Heritage Site: Skara Brae Prehistoric Village. In B. Garrod, & A. Fyall (Eds.), <i>Contemporary Cases in Tourism</i> (pp.81-97). Oxford, United Kingdom: Goodfellow Publishers Ltd.
Wk 11 (22 May – 26 May)	L: Managing cultural heritage resources: generating income	Timothy, D. J. (2011). <i>Cultural heritage and tourism. An introduction</i> . Bristol, United Kingdom: Channel View Publications. Chapter 13
	T: Demand forecasting and price setting strategies A: Assignment 2 deadline	Mourato, S., Ozdemiroglu, E., Hett, T., & Atkinson, G. (2004). Pricing Cultural Heritage. A new approach to managing ancient resources. <i>World Economics</i> , 5(3), 95-113. Retrieved from http://eprints.lse.ac.uk/22973/
Wk 12 (29 May – 2 June)	L: Exam preparation: analysing a case study	Case provided on Blackboard
	T: Time allotted for questions	
WEEKS 13, 14 AND 15 – EXAM WEEKS		



Assessment details

Assessment 1: Individual written assignment – Report 30%
Due date and time: Thursday 13 April, 5:30pm
Submission instructions: Soft copy uploaded via Turnitin in Blackboard. No hard copy needed

Turnitin instructions: Upload before Thursday 13 April, 5:30pm

Assessment brief: Select one of the following cultural heritage attractions:

- Waitangi Treaty Grounds
- Auckland War Memorial Museum
- Rotorua Island
- Stony Batter Historic Reserve
- Tamaki Māori Village

Alternative topics are welcomed after consultation with the lecturer. In the written assignment, you are to describe the current situation of the heritage attraction, as well as the historic developments surrounding the site. The assignment critically discusses the chosen site in terms of the nature and scope of the attraction, the layering of the product, the demand structure, and aspects of authenticity.

Task:

Select one of the above listed heritage attractions (or an alternative choice after consultation with the lecturer). In assignment one, the chosen attraction needs to be described in terms of relevance for both tourism and local demand, the type of heritage on display, the question of authenticity, and value of the site. You are required to establish a historical overview of the attraction, discuss its current characteristics (with regards to demand, type of use, place within the wider tourist region, and types of interpretation used on-site). As such, assignment one focuses on the demand and supply aspects and the layering of the product.

A typical report structure should include:

- Introduction of the attraction, including historical overview
- Identifying how the attraction history and the remains are of interest to various forms of demand, also linking it with the motivations for visitation that might be recognised
- Recognising the supply aspects of the attraction, discussing the typology, the spatial characteristics, and the elements that add to an authentic experience
- Identifying attraction interlinkages, aspects of accessibility, interpretation of the site and narratives used
- Conclusion that synthesises the value potential of the attraction from tourism perspective

Requirements:

- 2,500 words (excluding references and appendices)
- Correct APA (6th ed.) referencing (a minimum of 5 academic references). The recommended reading section at the end of the chapters can be an inspiration for this.
- A high standard of English writing is required – edit and proof read your work



- You may use diagrams and figures to enhance your written work.

Marking schedule:

Assignments will be marked according to content (70%), referencing (10%) and structure, style and presentation (20%). A more detailed marking schedule is provided on the next page.

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Criterion	A	B	C	D
Structure, style, presentation (20%)	The assignment is written with no grammatical or spelling errors and has excellent structure and flow.	The assignment is well written, with minimal grammatical or spelling errors and has a good structure and flow.	The assignment is not very well written, with many grammatical and spelling errors. The text has limited structure and flow is impaired at times. The writing style is informal.	The assignment is poorly written, with many grammatical and spelling errors. The text has poor structure and is disjointed to the reader.
Content (70%)	Demonstration of an excellent level of understanding and evaluation. Excellent discussion around the heritage origin, types and motivations of heritage demand, aspects of authenticity, the larger tourism supply network and interpretation strategies of the heritage site. The value of the heritage attraction from a tourism perspective through a situational analysis is clearly established. Excellent examples given.	Demonstration of a good level of understanding and evaluation. Good discussion around the heritage origin, types and motivations of heritage demand, aspects of authenticity, the larger tourism supply network and interpretation strategies of the heritage site. The value of the heritage attraction from a tourism perspective through a situational analysis is generally established. Good examples given.	Demonstration of a satisfactory level of understanding and evaluation. Satisfactory discussion around the heritage origin, types and motivations of heritage demand, aspects of authenticity, the larger tourism supply network and interpretation strategies of the heritage site. The value of the heritage attraction from a tourism perspective through a situational analysis is minimally established. Satisfactory examples given.	Demonstration of an inadequate level of understanding and evaluation. Inadequate or no discussion around the heritage origin, types and motivations of heritage demand, aspects of authenticity, the larger tourism supply network and interpretation strategies of the heritage site. The value of the heritage attraction from a tourism perspective through a situational analysis is not established. Facts given but not applied or related to the success.
Referencing (10%)	Excellent references used. Minimum 5 academic references. APA 6 th ed. style formatting and referencing adhered to.	Good references used. Minimum 5 academic references. APA 6 th ed. style formatting and referencing mostly adhered to.	Satisfactory references used. Minimum 5 academic references. Some errors in APA 6 th ed. style formatting and referencing.	Inadequate or minimal references used. Less than 5 academic references. APA 6 th ed. style formatting and referencing not adhered to.



- Assessment 2:** Individual field research report – Report 30%
- Due date and time:** Thursday 25 May, 5:30pm
- Submission instructions:** Soft copy uploaded via Turnitin in Blackboard. No hard copy needed
- Turnitin instructions:** Upload before Thursday 25 May, 5:30pm
- Assessment brief:** Assessment 2 is related to the field trip of week 7. You are required to use some of the tools discussed in the lecture on 'Valuing cultural heritage: the antropological-ethnogaphic method' to critically analyse the various value layers of the built heritage in Auckland CBD.

Task:

The field trip of week 7 will follow the Uptown-walk of Auckland City Heritage walks (<http://www.hotcity.co.nz/downloads/hwauckland.pdf> , p.56-74). As such, this brochure and the transect walk, are one source for value analysis and offer you the official view of Auckland's heritage experts.

As a second source of data, you will complete behavioural mapping for one of two sites: Aotea Square or the public spaces around Auckland Art Gallery at two different points in time. For instance, if you choose to observe people's behaviour (and group behaviour) at Aotea Square, you might decide to make observations for at Wednesday lunchtime, and at Friday evening. By spreading the observation period, you will be more likely to identify differences in space use, simplifying your final analysis.

You then compare the official story of the heritage on display, with the different ways in which various groups use the space (according to the observations you made).

A typical report structure includes:

- An introduction that is linked to the official views on the built heritage in the centre (their historic value and proposed use). This information will primarily be informed by the city walk and the brochure
- Two behavioural observation maps. These are to be graphic and need to include the times of your observations
- A critical discussion on the similarities/differences between the official views on heritage, and the observed behaviour. Pay particular attention to different social groups and how they interact in and with the space
- Conclusion that links your findings to the tourist potential of the area

Requirements:

- 1,500 words (excluding references and appendices)
- Correct APA (6th ed.) referencing
- A high standard of English writing is required – edit and proof read your work
- At least two figures related to the behavioural mapping

Marking schedule:

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Assignments will be marked according to content (70%), referencing (10%) and structure, style and presentation (20%). A more detailed marking schedule is provided on the next page.

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Criterion	A	B	C	D
Structure, style, presentation (20%)	The assignment is written with no grammatical or spelling errors and has excellent structure and flow. The writing is engaging and critical.	The assignment is well written, with minimal grammatical or spelling errors and has a good structure and flow. The writing is generally engaging and critical.	The assignment is not very well written, with many grammatical and spelling errors. The text has limited structure and flow is impaired at times. The writing style is informal. The writing is more detached and reads as a generic report.	The assignment is poorly written, with many grammatical and spelling errors. The text has poor structure and is disjointed to the reader. The writing is detached and lacks engagement and critical thinking.
Content (70%)	Demonstration of an excellent level of understanding and evaluation. Excellent discussion around the heritage value and interest groups. Excellent observations of space use and graphical representation.	Demonstration of a good level of understanding and evaluation. Good discussion around the heritage value and interest groups. Good observations of space use and graphical representation.	Demonstration of a satisfactory level of understanding and evaluation. Satisfactory discussion around the heritage value and interest groups. Satisfactory observations of space use and graphical representation.	Demonstration of an inadequate level of understanding and evaluation. Inadequate discussion around the heritage value and interest groups. Inadequate observations of space use and graphical representation.
Referencing (10%)	Excellent referencing. APA 6 th ed. style formatting and referencing adhered to.	Good referencing. APA 6 th ed. style formatting and referencing mostly adhered to.	Satisfactory referencing. Some errors in APA 6 th ed. style formatting and referencing.	Inadequate referencing. APA 6 th ed. style formatting and referencing not adhered to.



Assessment 3: Open book exam – Case study 40%
Due date and time: Tba
Assessment brief: Prior to the exam, you will receive a case study to read and prepare. On the day of the open-book examination, you receive 6 questions concerning this case and, with the help of the topics discussed during the semester, have to solve the questions posed.

A two-hour written examination will be held during the examination weeks. The examination will assess your application of knowledge acquired throughout the course, including reading and class activities. On the exam, you are free to use class notes and slides, handbooks and other printed materials. Ultimately, you need to show critical thinking and problem-solving abilities, not merely theoretical reproduction.

The exam will combine four short answers (10 marks each) and two essay-style answers (30 marks each), all related to the case study but linking it with the topics discussed during the course. In week 12, a case study example will be solved in class.