Course Form for PKU Summer School International 2018

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Heritage, Tourism and Globalization</th>
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<tbody>
<tr>
<td>Teacher</td>
<td>ZHU Yujie</td>
</tr>
<tr>
<td>First day of classes</td>
<td>July 2, 2018</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>July 13, 2018</td>
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<tr>
<td>Course Credit</td>
<td>3 credits</td>
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**Course Description**

**Objective:**

- Introduce the study of heritage and tourism within a broader context of anthropological, social and cultural theories;
- Critically engage with key concepts of heritage and tourism studies, and elucidate these concepts through case studies from different parts of the world;
- Discuss social, cultural and political factors that shape different practices of heritage tourism;
- Encourage students to think critically about the impacts of tourism on heritage;
- Apply theoretical and methodological skills to conduct research relevant to the subject of heritage and tourism studies.

**Pre-requisites /Target audience**

Master of Museum and Heritage Studies, Tourism Studies, Development Studies, and those with an interests in anthropology, cultural studies, and cultural geography

**Proceeding of the Course**

This course focuses on the key issues at stake in the multifaceted relation between heritage and tourism in the global context. Heritage is regarded as one of the most significant and fastest growing components of the world’s largest industry - tourism. The globalization of heritage through tourism has had various effects on political, economic, social and cultural ideas of human society. In this course, we focus on both positive and negative effects of global tourism on heritage destinations, particularly in terms of commercialization, authenticity, sustainability, indigeneity, and ownership.

Using theories and methods of anthropology, sociology, cultural studies, and performance studies, this course analyses the dynamic role of tourism in the global circulation of people, capital and images. In addition to lectures, students will engage with readings and short documentary films from different parts of the world, which exemplify and complicate prevailing theories in tourism studies. Through fieldtrips and workshops, students will be offered ‘hands on’ learning experience, and be encouraged to develop a critical understanding of the role of heritage and tourism in managing, interpreting and shaping
realities.

<table>
<thead>
<tr>
<th>Assignments (essay or other forms)</th>
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<tbody>
<tr>
<td>Class Participation 10%</td>
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<tr>
<td>Individual Presentation 10%</td>
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<tr>
<td>Reflective essay summarizing the theme of the presentation (1000 words) 20%</td>
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<tr>
<td>Short reviews of fieldtrips (1000 words) 20%</td>
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<tr>
<td>Main essay (3000 words) 40%</td>
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<tr>
<th>Evaluation Details</th>
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<tbody>
<tr>
<td>1. Class Participation (10%)</td>
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<tr>
<td>Students need to attend all lectures and actively participate in workshops and fieldtrips. If students miss more than three sessions of the class, he or she will receive 0 for class participation.</td>
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2. Individual Presentation (10%)
By delivering an in-class 10 mins individual presentation, students will learn and develop critical and analytical thinking skill, and become familiar with topics of heritage and tourism studies.
This assessment task will be graded by the course convener. Full notes need to be listed underneath each slide outlining the talk.

3. Reflective essay of the presentation (1000 words) (20%)
Each student needs to write a 1000 words reflective essay summarizing the theme of the presentation. In this task students will be evaluated on the basis of the extent to which you have (a) understood the theories related to the chosen topics; (b) effectively applied the theories to analyze the case studies;

4. Short review of the fieldtrips (1000 words) (20%)
Students will be asked to select and review one fieldtrip during the course. They will learn how to apply different theories in these case studies. Papers will be reviewed and written up individually.

5. Main essay (3000 words) (40%)
Students will develop their essay in consultation with their course convener.
The essay should result from wide and critical reading and other research; be clearly focused on the set topic and deal fully with its central concerns; present a reasoned, structured and coherent argument; and be competently presented, with appropriate style and referencing (see Essay Writing for Students, Clanchy and Ballard, 1997). These four criteria provide a basic framework for assessing student assignments (see the general marking rubric for written work, below). Other key factors considered include organisation of ideas, structure and clarity of expression. It is essential that you proof read your work, and remember to check spelling, syntax and grammar. Late submission will be penalized at 10 points per day unless you have advance approval (at least 24 hours before the deadline) for
an extension.

**Text Books and Reading Materials**


**Academic Integrity (If necessary)**

<table>
<thead>
<tr>
<th>CLASS SCHEDULE</th>
<th>Date:</th>
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<tbody>
<tr>
<td><strong>Session 1:</strong> Ritual, work and performance</td>
<td></td>
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<tr>
<td><strong>Description of the Session</strong></td>
<td>(purpose, requirements, class and presentations scheduling, etc.)</td>
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<tr>
<td><strong>Purpose:</strong></td>
<td>The origin of heritage and tourism practice by looking at the theory of ritual, work and performance</td>
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<tr>
<td><strong>Schedule:</strong></td>
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<tr>
<td>– Lecture</td>
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<tr>
<td>– Tutorial: Students will assign the topics for future presentations.</td>
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<tr>
<td><strong>Questions</strong></td>
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<tr>
<td><strong>Readings, Websites or Video Clips</strong></td>
<td></td>
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<tr>
<td><strong>Assignments for this session (if any)</strong></td>
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Session 2: Tourism and heritage | Date: |
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)

Purpose: We will discuss the social-cultural and political consequences of the interaction between tourism and heritage.

Schedule:
- Lecture
- Tutorial: 1-2 students will present according to the chosen topics.

【Questions】
- What are the social-cultural and economic consequences of tourism industry on heritage sites?
- Why heritage conservation should integrate tourism into consideration

【Readings, Websites or Video Clips】

【Assignments for this session (if any)】

Session 3: Performing heritage: culture on display  Date:

【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)

Purpose: We will discuss the role of the visual and photograph in heritage and tourism.

Schedule:
- Lecture
- Tutorial: 1-2 students will present according to the chosen topics.

【Questions】
- What are the concepts of “gaze” and “tourism imaginaries”?
- Why heritage and tourism as performance/ body/affective practice?

【Readings, Websites or Video Clips】
### Session 4: Tour: Commercialization and authenticity

#### Purpose:
The discussion of authenticity

#### Schedule:
- Field trip

#### Questions:
- Does tourism destroy authenticity of culture?
- What’s the outcome of commercialization of culture?

#### Readings, Websites or Video Clips:

### Session 5: Theme parks

#### Purpose:
This lecture aims to understand the phenomena of theme park and its relation with heritage tourism

#### Schedule:
- Lecture
- Tutorial: 1-2 students will present according to the chosen topics

#### Questions:
- Why do we need theme parks?
- How do theme parks change our way of engaging with realities?
- What is the future of tourism?

#### Readings, Websites or Video Clips:
Session 6: **Workshop: Global tourism-local heritage**

**Purpose:**

**Schedule:**
- Workshop with 3-4 speakers
- Tutorial: Students will observe and discuss about the workshop

**Questions**
- What can we learn from these case studies?
- Are they different from other parts of the world?

**Readings, Websites or Video Clips**

Session 7: **Field trip: doing fieldwork in China**

**Purpose:** We will visit a heritage site to discuss about research methods

**Schedule:**
- On site discussion

**Questions**
How can we study tourism at heritage sites?

**Readings, Websites or Video Clips**
### Session 8: Indignity and Ethnicity

**Date:**

**Description of the Session** (purpose, requirements, class and presentations scheduling, etc.)
- **Purpose:** Ethnic tourism
- **Schedule:**
  - Lecture
  - Tutorial: 1-2 students will present according to the chosen topics.

**Questions**
- What is ethnic tourism? How ethnic identity is constructed in heritage industry? How tourism influences ethnic identity/ or representation of ethnic image?

**Readings, Websites or Video Clips**

### Session 9: Eroticization of Tourism

**Date:**

**Description of the Session** (purpose, requirements, class and presentations scheduling, etc.)
- **Purpose:** Sex tourism; Tourism as pleasure making; the role of gender in tourism; Human trafficking
- **Schedule:**
  - Lecture
  - Tutorial: 1-2 students will present according to the chosen topics.

**Questions**
- What is the role of gender in tourism? Why tourism is a form of pleasure making?

**Readings, Websites or Video Clips**
About the Instructor

Yujie Zhu is a Lecturer at the School of Archeology and Anthropology, Australian National University. He received his PhD from the cluster of excellence “Asia and Europe in a Global Context,” Heidelberg University, Germany. He is interested in the politics of cultural heritage, and related issues including ethnic tourism, urbanisation, nationalism and religious practices. He has published more than 30 articles and book chapters in leading heritage, tourism and anthropology journals, including *Annals of Tourism Research, American Anthropologist* and *International Journal of Heritage*.
Studies. He taught heritage and tourism studies in Germany, India, China and Australia. He is the vice chair of the Commission on the Anthropology of Tourism, International Union of Anthropological and Ethnological Sciences, and an executive committee member of the Association of Critical Heritage Studies.