

AMDS 3230: Heritage Travel

“Every hundred feet the world changes” — Roberto Bolaño

Course Overview

Class Meetings

Spring 2026

Tuesdays and Thursdays, 12:30-1:50 pm

FRLD 354

Instructor Information



Dr. Danielle Dumaine (she/her)

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Student Drop-In Hours: Thursdays 1:50-2:30, or by appointment

Course Description, Objectives, Materials, and Assignments

Course Description

Why do we travel? How do we decide where to travel? How does travel change us and the places we visit? What does it mean to participate in the cultural heritage of a place? This course will explore these questions and many more about what motivates people to travel, how cultural identity is developed and perceived, and the economic development and implications of heritage travel. We will use an interdisciplinary lens, emphasizing methodologies in fields such as history, art and architectural history, music and performance, material culture, literature, economics, and placemaking and explore timely, real-world examples of heritage tourism.

Course Objectives

Students in this class will be able to:

1. Identify and explain multidisciplinary theoretical frameworks of travel and apply these frameworks to specific cases of heritage travel.
2. Analyze the political, economic, historical, and cultural impacts of heritage travel.
3. Explain the role of interpretation in cultural heritage sites and the relevance of such interpretation approaches to visitors.
4. Analyze and assess marketing strategies for heritage travel sites.
5. Identify the opportunities for heritage travel development in Texas and apply course skills to design an interpretive plan to a site in Texas.

Required Materials

Tammie J. Kaufman, *Cultural and Heritage Tourism and Management* (the library has a free ebook of this title)

All required readings can be found in Canvas. Navigate in the Modules to the week that you want and click on the “Materials” page.

Assignments

Due to the student-driven nature of project-based learning, assignments may be changed after the start of the semester to better fit your needs.

Date	Assignment	Type	Points Possible	% of Final Grade
Variable	Chapter Exercises	Individual, written	5 points each/45 total points	7.5%
Variable	In-Class Engagement	Individual, participatory	100 points	17%
3/3, 4/7, 5/4	Peer Reviews	Individual, survey	20 points each/60 total points	10%
2/12	Initial Project Site Submission	Individual, written	10 points	1.7%
3/1	Project Proposal	Group, written	50 points	8%
3/8	Site Background and Visitorship	Group, written	30 points	5%
3/29	Stakeholder and Community Analysis	Group, written	30 points	5%
4/14	Interpretive Framework and Methods	Group, mixed	30 points	5%
4/16	Interpretive Plan Draft	Group, written	50 points	8%
4/28	Interpretive Plan Presentation	Group, oral/in-class	75 points	12.5%
5/4	Final Interpretive Plan	Group, written	120 points	20%

Grading Policies and Expectations

Grading Scale

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 59% or below

Generative AI Use Is Prohibited

In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI tools (Claude, ChatGPT, and Gemini, etc.) is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using AI to complete any part of an assignment or coursework will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the Student Academic Integrity policy.

Academic Integrity Violations

The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. Academic integrity is based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded by the University. In the investigation and resolution of allegations of student academic dishonesty, the University's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence. Students should be aware that "acts of dishonesty" include cheating, plagiarism, furnishing misleading information, and forgery. I will uphold the policies and regulations of the University. A finding of academic dishonesty in this course will result in a grade of 0 for the work in question. Students have the right to appeal a finding of academic dishonesty.

Late Work/Missing Work

Late work will not be allowed for group assignments. Extensions for other assignments may be granted on a case-by-case basis in the event of an illness or emergency. Contact me as soon as possible if you are unable to complete an assignment. If I have not heard from you within a week of the due date, you will receive a grade of 0 on the assignment.

In-Class Engagement

Research has shown that students who attend class are more likely to be successful. The knowledge and skills you will gain in this course highly depend on your participation in class learning activities. Because of that, I expect you to attend all class sessions unless you are ill or have a valid reason for missing. I plan to track class attendance to help me understand how and when students are engaging in the course. If you are ill or have another valid reason for missing class, please contact me in advance of the absence or as soon as possible after an absence. *Because this course involves collaboration, participation is essential to learning. Our project-based activities require you to be actively engaged in discussions and group work.*

Non-Participation in Group Assignments

If a class member is not sufficiently engaged and contributing to the work of the group, the other members have the right to notify that group member via email. The email should be respectful, brief, and offer clear examples of non-participation. You must cc me on the email. The non-participating team member has seven days to improve. After those seven days, the group must update

me, in writing, on the status. A non-participating student may be removed from the group if the problem is not resolved and will have to complete the project on their own.

Schedule of Class Meetings

Date	Readings	Assignments
Week 1: Intro the Heritage Travel		
January 13		
January 15	Kaufman, Chapter 1; "Italian Cooking, Kohl Makeup and Icelandic Pools..."	Chapter Exercise
Week 2: Intro To Heritage Travel Cont.		
January 20	"The Fantasy of Heritage Tourism", Kaufman, Chapter 9	Chapter Exercise
January 22		
Week 3: Models of Interpretation and Interpretive Techniques		
January 27	Kaufman, Chapter 2	Chapter Exercise
January 29	Kaufman, Chapter 3	Chapter Exercise
Week 4: Heritage Travel in Texas		
February 3	"Introduction: Burying Stephen F. Austin" and "Epilogue" in <i>Texas: An American History</i> ; explore the Texas Historical Commission Website	
February 5	"Remember the Alamo: A Cross-Cultural Analysis of Visitor Meanings"	
Week 5: Heritage Travel Marketing		
February 10	Kaufman, Chapter 5	Chapter Exercise
February 12		Submit five potential project sites to Canvas before class.
Week 6: Heritage Marketing cont.		
February 17	Kaufman, Chapter 6	Chapter Exercise, top three project sites due in class.
February 19		
Week 7: Project Work		
February 24	Kaufman, Chapter 7	Chapter Exercise
February 26		PROJECT PROPOSALS DUE SUNDAY AT 11:59 PM
Week 8: Dark Tourism		
March 3	Kaufman, Chapter 8; Feakins, C., Barrett, E., & Bower, M., "Trauma-heritage: towards a trauma-informed understanding of heritage"	Chapter Exercise, Peer Review #1
March 5	The Complicated Business of Plantation Tourism, The Future of Plantation Tourism	Site Background and Visitorship Draft Sections due Sunday at 11:59 pm.
Week 9: UNT SPRING BREAK		
Week 10: Dark Tourism		

March 17		
March 19		
Week 11: Political and Cultural Impacts of Travel		
March 24	Kaufman, Chapter 4	Chapter Exercise
March 26	"It Feels Like We Got Our City Back to Ourselves", "Intangible Cultural Heritage Versus Tourism: Residents' Reactions to Temporal Overtourism During the Day of the Dead in Mixquic, Mexico"	Stakeholder and Community Analysis Draft Sections due Sunday at 11:59 pm.
Week 12: Impacts, continued		
March 31		
April 2		
Week 13: Tourism and Climate Change		
April 7	Samuels and Platts, "An Ecolabel for the World Heritage Brand? Developing a Climate Communication Recognition Scheme for Heritage Sites"; Melissa Weber, Balancing the Dual Mandate of Conservation and Visitor Use at a Canadian World Heritage Site in an Era of Rapid Climate Change."	Peer Review #2
April 9	US Climate Vulnerability Index Tutorials Steps 1-5	
Week 14: Project Work Time		
April 14		Interpretive Framework Draft Section due by end of the day.
April 16		DRAFT OF FULL INTERPRETIVE PLAN DUE BY END OF THE DAY.
Week 15: Project Work Time		
April 21		
April 23		
Week 16: Presentations		
April 28		FINAL PRESENTATIONS
April 30		
THE FINAL INTERPRETIVE PLAN AND PEER REVIEW #3 ARE BOTH DUE ON MAY 4		

Additional Course Policies and Expectations

Land Acknowledgment

Acknowledging the land is an Indigenous protocol, and it is important to note that the University of North Texas in Frisco is located on the unceded territory of the Wichita, Kickapoo and affiliated Tribes. Today, these people have national boundaries in Oklahoma, Kansas, Mexico, and Texas, after the Indian Removal Act of 1830 led to the forced removal of southern tribes west of the Mississippi River. It is important to study the long processes that have brought us all to reside on this land, and to seek to better understand our places within these histories.

Communication

Student drop-in hours offer you an opportunity to ask for clarification or find support with understanding class material. I want to be as accessible to you as I can be. I encourage you to visit me to discuss any aspect of this course or whatever else is on your mind. If you cannot visit during drop-in hours, please email me and I will find a time that works for you.

Diversity and Inclusion

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. Consistent with UNT's policy on diversity and inclusion, we view this commitment as encompassing the intersecting identities that make us unique individuals, including, but not limited to, ethnic/racial identity, nationality, sexual identity, gender identity and expression, age, religious/spiritual beliefs, socioeconomic status, body shape/size, physical ability status, and varying points of view. Together we will strive to build a classroom environment that recognizes and acknowledges the impact of stereotypes, prejudice, discrimination, oppression, power, and privilege and work to create a learning atmosphere that embraces and celebrates diversity. If you ever have a concern about the inclusivity of this learning space, please come and talk to me.

Course Conduct

I am committed to creating a positive learning environment where diverse perspectives are recognized and valued as a source of strength. I request that you work with us to create a classroom culture based on open communication, mutual respect, and inclusion. As a class we will approach all discussions with respect and civility. Disagreements and debates in academic discourse are expected and welcome, but personal attacks are never OK, and will not be tolerated. I strive to ensure an open and welcoming classroom for all students. If I ever miss the mark, please don't hesitate to come and talk to us. We are all learning together.

Caregiver Responsibilities

I have great respect for students who are balancing their pursuit of education with the responsibilities of caring for children or other family members. If you run into challenges that require you to miss a class, please contact me. There may be some instances of flexibility I can offer to support your learning.

School-Life Conflict

Many students face obstacles to their education as a result of work or family obligations or unforeseen personal difficulties. If you are experiencing challenges throughout the semester that are impacting your ability to succeed in this course, or in your undergraduate career more broadly, please reach out to me immediately so that we can work together to form a plan for your academic success. If you are unable to attend my student drop-in hours, please email to set up a time that works for you or to arrange a meeting by Zoom.

Emergency Notifications and Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

ADA Accommodation Statement

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions will be as inclusive as possible. Mutual respect, civility, and the ability to listen to and observe others carefully are crucial to universal learning. Any student with particular needs should contact the Office of Disability Access (ODA) at the beginning of the semester. If necessary, the ODA will provide you with a reasonable accommodation letter that you can submit to me. Then I can work out the details of any accommodations needed for this course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. For additional information, refer to the [Office of Disability Access](http://www.unt.edu/oda) website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.

Quick Links

Counseling and Mental Health:	https://studentaffairs.unt.edu/counseling-and-testing-services
Center for Students with Disabilities: The ODA has in-person office hours are from 8:00 a.m. - 5:00 p.m., from Monday through Thursday. On Fridays, the ODA is open remotely from 8:00 a.m. - 5:00 p.m.	https://disability.unt.edu/
To report sexual harassment, sexual violence, relationship violence and/or stalking:	https://deanofstudents.unt.edu/report