



FACULTY-LED
STUDY ABROAD

KIIS Paris Program, Summer 2026

ART 491/591: Topics: Cultural Tourism

Instructor: Dr. Rachel Shane

Email: rachel.shane@uky.edu

Instructor's office hours: on site and by appointment

Syllabus subject to change

1. Course Description:

Tourism is a significant industry with the potential to shape communities, influence economies, and impact environments. This course explores the dynamics of **cultural tourism**, focusing on how art, architecture, traditions, festivals, and everyday life contribute to tourism experiences. Through case studies and field observations, students will critically examine how tourism practices can both enrich and distort the understanding of cultural identities. The course also investigates tourism's complex role in cultural preservation, as well as its potential to contribute to cultural commodification and degradation.

2. Overall KIIS Program Student Learning Outcomes:

KIIS Study Abroad Mission Statement:

KIIS provides high-quality education abroad programs for students from all diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help students understand the wider world and develop personal and professional skills for lifelong enrichment. We strive to go beyond generalizations and cultural stereotypes to help foster a nuanced appreciation of the world in which we live.

Students participating on KIIS study abroad programs aim to:

- 1) Understand contemporary issues of their host country/countries (i.e. KIIS program location).
- 2) Develop skills to interact comfortably in a global setting.
- 3) Understand other cultures.

Prior to your KIIS study abroad program, and again at the conclusion of your program, KIIS will ask each student to a) answer a few multiple-choice questions, and b) write a short reflective essay (two paragraphs in length) related to the elements detailed above. There is no right or wrong answer, and your responses will not affect your grade in any way. The purpose of the exercise is to help KIIS measure the effectiveness of its study abroad programs.

3. Course Objectives and Specific Learning Outcomes:

After completing this course, students should be able to:

- Explain the relationship between culture and tourism within the context of globalization and contemporary societal issues.
- Analyze how tourism practices—such as marketing, souvenir production, and cultural representation—shape perceptions of culture.
- Evaluate the role of cultural tourism in both preserving and commodifying cultural heritage through global case studies.
- Apply critical thinking and field observation skills to assess the cultural, economic, and ethical impacts of tourism.

4. Major Topics covered in the Course:

Date	Topic	Due
		Pre-departure Assignment: My Paris
May 31	The Tourist Gaze: A Critical Walking Study Part 1: Pre-Tour Briefing Part 2: Guided Tour Part 3 Independent Observation Part 4: Group Debrief & Reflections	Readings: Chapter 1: Defining Cultural Tourism In-Class Assignment: Field Observation Guide
June 1	Cultural Tourism & the Consumption of Culture	Readings: Chapter 2: Challenges in Achieving Sustainable Cultural Tourism. Assignment Due: Classification of Cultural Tourism Products
June 2	Excursion: <i>Monuments</i>	Conciergerie Sainte-Chapelle <u>Joint Admission: €18.50</u>
June 3	Class 3: How Tourism Works & The Cultural Tourism Market	Readings: Chapter 7: How Tourism Works. Chapter 8: The Cultural Tourism Market.

June 4	Excursion: <i>Cultural Landscapes</i>	Montmartre District Place de Tertre Sacré-Coeur
June 5	Excursion: <i>Built Non-Touristic</i>	Auvers-sur-Oise In-Class Assignment: Group Assignment: A Cultural Tourism Scavenger Hunt Template
June 6	Tourist Attraction Systems, Markers & Gatekeepers	Readings: Chapter 9: Tourist Attractions System, Markers, and Gatekeepers. In-Class Assignment: A Cultural Tourism Scavenger Hunt Instructions Group Assignment: A Cultural Tourism Scavenger Hunt Template Assignment Due: Field Notes #1
Free Days: June 7-9		
June 10	Tourism Products In class: <ul style="list-style-type: none"> Cultural Tourism Assessment Presentation <p>Introduce and begin working on: A Cultural Tourism Amazing Race</p>	Readings: Chapter 10: Cultural Tourism Products. Assignment Due: Group Assignment: A Cultural Tourism Scavenger Hunt Template (<i>findings from last week</i>) Cultural Tourism Assessment Presentation
June 11	Excursion: <i>Dark Tourism</i>	To be determined
June 12	Class 6: Issues, Benefits, Risks, and Costs <ul style="list-style-type: none"> A Cultural Tourism Amazing Race 	Readings: Chapter 3: Issues, Benefits, Risks, and Costs. Assignment Due: Field Notes #2
June 13	Morning Souvenirs Afternoon The Cultural Tourism Amazing Race!	Readings: <ul style="list-style-type: none"> “Towards a deeper understanding of the purchase of souvenirs.” Assignments Due: <ul style="list-style-type: none"> Souvenir Analysis My Paris (Post-Experience)

5. Required Readings:

- Du Cros, Hilary, and Bob McKercher. *Cultural Tourism*. Routledge, 2020.
 - Available at [Routledge](#) or [Amazon](#).
- Amaro, Suzanne, Bruno Morgado Ferreira, and Carla Henriques. "[Towards a deeper understanding of the purchase of souvenirs.](#)" *Tourism and Hospitality Research*. Vol. 20(2), 223-236. 2020.

6. Graded Assignments:

Complete instructions for each assignment will be provided separately.

My Paris (Pre-departure/Post-Experience)	10%
Field Observation Guide	10%
Classification of Cultural Tourism Products	5%
Scavenger Hunt	5%
Cultural Tourism Assessment Presentation	15%
Souvenir Analysis	5%
Field Notes (2@10%)	20%
Cultural Tourism Amazing Race	20%
Active & Engaged Participation	10%
Total	100%

Grade Explanations

Letter Grade: A	Characterization: Excellent	Range: 90 to 100 percent
Explanation:	The student demonstrates a full understanding of the subject matter, exemplary critical and creative thinking, strong comprehension of concepts presented in literature and previous work in the subject area, and highly developed communication and presentation skills. The work is of outstanding quality according to the criteria established for evaluation.	
Letter Grade: B	Characterization: Good	Range: 80 to 89 percent
Explanation:	The student demonstrates above average comprehension of the subject matter, above average critical and creative thinking, familiarity with concepts presented in literature and previous work in the subject area, and above average communication and presentation skills. The work is of above average quality according to evaluation criteria.	
Letter Grade: C	Characterization: Average	Range: 70 to 79 percent

Explanation:	The student demonstrates average comprehension of the subject matter, average critical and creative thinking, familiarity with basic concepts found in literature and previous work in the subject area, and average communication and presentation skills. The work is of satisfactory or adequate quality according to evaluation criteria.		
Letter Grade: D	Characterization: Poor	Range: 60 to 69 percent	
Explanation:	The student demonstrates minimal understanding of the subject matter, poorly developed communication skills, inability to apply subject matter understanding in other contexts, and little evidence of critical or creative thinking. The work is of unsatisfactory but passable quality according to evaluation criteria. <i>Applies to Undergraduate Students Only</i>		
Letter Grade: E	Failing	0 to 59 percent: Undergraduate Students	Range: 0 to 69 percent: Graduate Students
Explanation:	The student shows inadequate understanding of subject matter, fails to complete course requirements, shows no demonstration of critical or creative thinking, and has very poor communication skills. The work is clearly of unacceptable quality according to the evaluation criteria.		

7. Generative AI Policy:

Generative AI is permitted/encouraged in some ways, with proper attribution, but prohibited in other ways.

Students are allowed, encouraged, and even required to use Generative AI in some ways but are prohibited from using it in other ways. Keep in mind that any content produced by generative AI can “hallucinate” (produce false information), so students are responsible for ensuring the accuracy of any AI-generated content. Examples of citing AI are available at: <https://libguides.wku.edu/stylewrite/ai>.

Students are permitted and encouraged to use generative AI in the following ways:

- **Brainstorming:** You may use generative AI to stimulate creativity, generate ideas, or brainstorm topics for papers, presentations, and discussions. The generated content must serve as a steppingstone, not a final product.
- **Citation Assistance:** AI tools can be used to manage, format, and organize citations and references, promoting adherence to academic writing standards and specific style guides required for individual assignments.
- **Grammar and Style Checking:** AI-powered writing enhancement tools may be used to help with spelling, grammar, syntax, and stylistic errors.
- **Concept Understanding:** Generative AI can be used to explain or simulate concepts taught in class, aiding in a deeper understanding.

- Research Assistance: AI can be used to conduct initial research, compile data, and summarize articles, books, or papers. It should not replace traditional research methods but rather enhance them.

You may not use generative AI in coursework in the following ways:

- Plagiarism: Using AI-generated content as your original work without attribution. This includes essays, papers, presentations, and exam answers.
- Data Manipulation: Using AI tools to alter data or create misleading information.
- Misrepresentation of Skills: Using generative AI to complete tasks that are meant to assess your knowledge and skills.
- Confidentiality Breach: Using AI tools that might violate KIIS/university policies or laws related to data privacy and confidentiality.

Metacognitive Reflection. In addition to a proper citation, the student should include the following statement with any assignment where generative AI is used for assistance.

"I used generative AI [INSERT NAME OF PLATFORM] for assistance in the following ways on this assignment: [INSERT WAYS USED, such as brainstorming, citation assistance, grammar and style checking, concept understanding, and research assistance, etc.]."

8. Attendance Policy:

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

9. Disability Accommodation:

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Maria Canning, maria.canning@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Admissions and Enrollment Specialist, Haley McTaggart, haley.mctaggart@wku.edu, if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Admissions and Enrollment Specialist, Haley McTaggart, an accommodation letter from your home campus' disability

accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

10. Title IX / Discrimination & Harassment:

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director, Maria Canning (+1-859-200-1000) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Ena Demir (270-745-6867 / ena.demir@wku.edu) or WKU's Title IX Investigator, Michael Crowe (270-745-5429 / michael.crowe@wku.edu). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159.

For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/titleix/titleixbrochure2020.pdf>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.