Chapter 6 Tourism and Culture

Chapter Overview

Culture refers to all the aspects that make up a people's way-of-life, including the arts, how they make a living, architecture, and land use patterns in the community. Culture is a significant part of tourism. Many tourists seek enrichment in meeting new people and exploring diverse cultures. A chance to experience cultural diversity or the attributes of culture in a particular destination is an important travel motivator.

In the past, cultural tourism was for the wealthy elite. Today, it is increasing as more people have higher disposable incomes and more holidays, resulting in more investment in the industry by both governments and the tourism business community. Improvements in communication and transportation technology have promoted cultural awareness. They have also contributed to many trends related to cultural tourism as well as to the democratization of travel.

Most cultural tourists are well-educated. Younger tourists often prefer to travel individually or in pairs to meet new people face-to-face, stay in hostels, and participate where possible in festivals and heritage events (alternative tourism). Many older people enjoy experiencing culture from more of a distance, taking guided tours (mass tourism) with westernized accommodations and food.

'Blockbuster' shows in galleries and museums as well as heritage conservancy appeal to cultural tourists. A recent international interest in heritage conservancy looks at ways to protect landscapes, historic buildings and places, collections and natural sites. Music festivals and growing interest in global music also encourage people to experience the sounds as well as the sights of different cultures.

Many tourist activities are associated with sports, an important aspect of culture. Large scale sporting events can encourage interaction among peoples from different places. Whether tourists prefer sports tourism, pop culture destinations or are more interested in high culture, economic benefits result. Some of the more negative aspects of cultural tourism are the focus of chapters 7 and 8.

An issue study investigates the problems associated with World Cup Soccer violence and the role governments should play in protecting fans as well as other tourists. The GeoTech activity in this chapter provides students with an opportunity to take a virtual bike trip through the Atlantic Provinces of Canada, staying at youth hostels along the way.

Key Understandings

- Culture is the 'way of life' of people and includes characteristics such as language, religion, customs, food, clothing, architecture, livelihoods, art and technology
- The world is divided up into different cultural groups and regions, each with a distinctive way of life.
- Every culture, whether isolated or exposed to other groups, has adopted some attributes of other cultures
- A country's culture and heritage sites are an important part of what it offers to tourists
- Cultural tourism is increasing as more people can afford the time and money and are becoming more culturally aware.
- Pop culture, high culture and sports tourism are all aspects of cultural tourism
- Mass tourism and alternative tourism are different ways that different groups of people travel.
- Heritage conservancy looks at ways to protect the oral and written traditions of a culture and its landscapes, historic buildings and places, collections and natural sites, all of which appeal to many tourists.
- Globalization of the music industry has resulted in increased interest in the music of different cultures
- International sporting events encourage interaction among cultures
- Some sports tourism such as World Cup soccer can result in economic benefits but can also have negative impacts on the environment and people.
### Key Words and Terms:

- **Alternative tourism**: individually planned tourist activity that explores destinations or events that are considered out-of-the-ordinary.
- **Cultural tourism**: travel that focuses on learning about characteristics of life of the people in different destinations.
- **Cultural transmission**: the transfer of traits when different cultures meet.
- **Culture**: various characteristics of life shared by a group of people in a particular community or nation.
- **Democratization**: travel for all.
- **Fully independent tourist (FIT)**: traveller who makes all his or her own travel arrangements.
- **Heritage conservancy**: preservation of important cultural and physical environments.
- **High culture**: aspects of culture that include such activities as opera, ballet, and theatre.
- **Mass tourism**: organized movements of large groups of travellers to specialized tourist areas.
- **Popular culture**: current cultural practices and activities of a society's general public.
- **Soccer hooligans**: soccer fans who commit acts of violence against fans of other teams.
- **Sports tourism**: travel that focuses on attending sporting events.
- **Transculturization**: the integration of different traits from one culture to another.

### CURRICULUM CONNECTIONS

<table>
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<tr>
<th>SPECIFIC EXPECTATIONS</th>
<th>TEXT CONNECTIONS</th>
<th>ASSESSMENT OPPORTUNITIES</th>
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| • Demonstrate an understanding of the need to respect the cultural and religious traditions of others | • Isolation and Integration p.150  
• Figure 6.5, p.150  
• text p.155  
• World Music p.163  
• Figure 6.24, p.164 | • Check in 3, p. 165  
• Figure 6.26, p.166 (caption)  
• Revisit 12, p.179  
• Job Skills p.179 |
| • Research and report on the economic, environmental and cultural impacts of travel and tourism associated with international sporting | • More Than Just a Game p. 166  
• Issue study: South Korea/Japan, pp.168-173 | • Check in 2, p.173 |
| • Research and report on the role played by international organizations in encouraging interaction among peoples of the world | • Saving the Past p.158  
• More Than Just a Game p. 165 | • Check in 3, p.165 |
| • Classify different types of travel and tourism and explain the reasons why people travel | • Text p.149  
• The Grand Tour p.151  
• Figures 6.6 and 6.7, p.151  
• Cultural Awareness pp. 153-154  
• Culture p.156  
• Music and Travel p.162  
• Sports Tourism p.165 | • Check in 1, 2, p.156  
• Check in 2, p.167 |
| • Explain how tourism-related development can have important impacts on human systems | • Music and Travel p.162  
• World Music p.163  
• Issue study: South Korea/Japan, text p.168, and 172 | • Check in 2, 3, p.165  
• Revisit 2, 5, 8, 11 p.178 |
| • Identify significant global tourist | • The Grand Tour p.151  
• Figure 6.7, p.151  
• Saving the Past p.158  
• Figure 6.17, p.158  
• Music and Travel pp. 162-163 (music festivals)  
• Figure 6.36, p.177 | • Figure 6.36, p.177 (use as a test question to assess understanding of culture and characteristics that attract tourists)  
• Revisit 9, 178 |
**SUGGESTED APPROACHES**

**“What is Culture?”**
Students will be familiar with the concept of culture and should understand aspects of their own individual culture. To initiate the study, ask students to conduct a photo interpretation. Using photos throughout the chapter ask students to list all the characteristics that make up culture. They will note clothing, architecture, ways of making a living, dress, music, etc. Use the photo in Figure 6.36 to assess their understanding of culture.

**“My Culture”**
Using Figure 6.2 on p. 149. Have students use this diagram as a model to illustrate their own individual culture. Encourage them to add any additional characteristics to the diagram they wish. Ask them to answer the questions in the caption. As a class, you may wish to construct an overall culture diagram for the local community as a whole or one for Canada that would inform international travellers about Canadian culture.

**“Tourism Patterns”**
Ask students to skim through the chapter to make a list of all the trends related to culture tourism and identify all the ways technology has affected travel and tourism patterns. See Curriculum Connections chart above, for some answers.

**“Cultures Around the World”**
Ask students to create a collage of pictures to illustrate characteristics of the culture of a particular region or country that would inform tourists hoping to travel there.

**“Assessing Student Achievement”**
Revisit questions 6, 8, 9, 10 and 12, are good opportunities that would appeal to students as they apply their understanding several of the expectations listed in the chapter as well as other expectations you may wish to add.

**“Connecting With Culture”**
Take a field study to a local cultural attraction (either popular, sports, or high culture, depending on what is available in your community and student’s interests) - speak with management about what strategies they use to appeal to tourists. Invite a guest speaker from a cultural facility within the community to speak about conservancy projects or how they promote their facility to attract visitors.

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| **Identify recent trends in travel and tourism** | - Travel for All p.152 (middle class)  
Text p.154 (FIT)  
- Canada Travels p. 155  
(hostels increase)  
- Culture Promoters p. 157  
(short-stay increases)  
- Music and Travel p. 162  
(music festivals)  
- World Music p.163  
(interest in global music, transculturation)  
- Figure 6.33, p.171 (soccer violence) | - Check in 1, p.167  
- Revisit 3, p.178 |
| **Evaluate the impact of government policies on travel and tourism in a selected region** | - Saving the Past p. 158  
(icomos, Unesco)  
- Conserving Russia’s Past p.159  
- Issue study: South Korea/Japan pp.168-173 | - Check in 1, 3, p.173  
- Revisit 7, p.178 |
| **Explain how changes in technology cause change in travel and tourism patterns** | - Travel for All p.153 (flight)  
- Music and Travel p. 162  
(satellite technology, communications)  
- The Good News p.169  
(globalization of communications) | - Check in 3 b), p. 156 |
Check In - Page 156

1. In your own words, define cultural tourism.
   Cultural tourism may be defined as “travel to learn about different cultures.”

2. a) What is the difference between mass and alternative tourism?
    Mass tourism is designed for more than one person such as a package or cruise while alternative
tourism allows an individual to do his or her own thing, plan his or her own itineraries, flights,
accommodations and schedules.

   b) List two examples of mass tourism and alternative tourism as they apply to cultural tourism.
   Mass tourism - coach tour of European cathedrals, package tour to Egypt, group boat cruise up the
   Amazon
   Alternative tourism - backpacking through Nepal, cycling Netherlands, hiking in the Andes,
canoeing in the Amazon

3. a) How has the Grand Tour of the 1800s affected cultural tourism patterns today?
   Certainly the Grand Tour is still symbolic of what might be open only to a privileged few hence many
will want to do something like this today with one major difference. Although features of the Grand
Tour in Europe are still a significant tourist attraction, today some expect to do the Grand Tour in two
weeks so packages are designed to do just that. The cost and the fact that people have less time for
travel mean that most tourists would only do part of the Grand Tour.

   b) How did technological improvements affect tourism?
   Technological improvements affected tourism in that the Grand Tour can be done in two weeks thanks
to modern air travel and can be planned thanks to information and communications technology.

4. Describe two tourist sites that reflect popular and high culture.
   Popular culture - Disney theme parks, Rock and Roll Hall of Fame in Cleveland, West Edmonton Mall,
   Grand Ole Opry
   High Culture - Vienna, art galleries of Paris (Le Louvre), London theatre tours, Bhuddist temples in
   Thailand, the National Gallery in Ottawa
   Somewhere between these extremes would fit the Smithsonian Museum in Washington D.C., the Museum
   of Natural History in New York City, the Royal Ontario Museum in Toronto.

Check In - Page 160

1. a) List an argument in support of and an argument against blockbuster shows at galleries and museums.
    For - brings in money that can be used for other necessary projects, exposes non-regular visitors to
the facility, recruits new members
    Against - limits opportunities for serious and regular visitors to see exhibits, removes the ‘snob’
appeal of the venues, creates a carnival atmosphere where it does not belong, commercializes art
and artifacts

   b) How do these shows have an impact on the tourist industry?
   These shows often attract visitors to host cities who will visit other attractions while there.
   As well the shows promote the city to the world as a major destination for travellers.

2. What role does heritage conservation play in attracting tourists to a location?
   Heritage conservation attracts tourists who have special and unique interests. These are probably older
and wealthier with an interest in a more sustainable tourism experience.

3. Identify a cultural environment in your community that you feel qualifies for heritage conservancy.
   Explain why.
   Some examples might be: Pioneer Village, McMichael Gallery, underground mine tours, Ste. Marie among
the Hurons, Fort York or Fort Henry, local museums for such things as farming, steam boat travel, milling,
logging or canoe building.
   In many cases without the financial contribution that tourism can bring through revenues or government
help, these records of our past may be lost.
1. a) **Explain how geographic location affects the development of musical styles.**
   As geographic location contributes to the development of a culture, therefore that culture’s music reflects its heritage and environment. Musical instruments are often made from local materials.

   b) **How are differing musical styles a tourist attraction?**
   Differing musical styles are a reflection of different cultures, which attract many tourists in the first place. Music, festivals, costumes and local customs are all aspects of a ‘cultural package’ which attracts tourists.

2. a) **How has tourism led to an interest in world music?**
   Tourism exposes more people to more variety of music that can be brought home to their own markets either as a shared experience with friends or to be incorporated into the music they themselves play. Either way more people are exposed to different musical styles.

   b) **Do you think this development is positive or negative? Give reasons for your answer.**
   Students will probably respond in the affirmative as this cross-fertilization and integration of musical styles creates a more pleasing end result. Paul Simon’s music from South Africa, or many of the examples of global music readily available, could be played as an example of such cross-fertilization. (see Figure 6.23, on p. 163 in the text)

3. **Sketch a diagram that shows cultural transmission of different groups on the Peruvian festival described in the letter in Figure 6.24.**
Cultural Transmission – the meeting of cultures

**PAUCARTAMBO FESTIVAL**
Reflects town stories, cultures and heritage

- **WESTERN TOURISTS** (backpackers with cameras)
  - musical instruments (electric guitars)
- **MESTIZOS SHOPKEEPERS** (townfolk)
  - language
  - musical instruments
  - dress
- **INDIGENOUS PEOPLE**
  - Chunchos (heroes)
    - powerful jungle dwellers
  - Chuck-chus
    - (malaria carriers of jungle)
  - Quechua
    - (from nearby villages to watch festival)
  - Qollas
    - (traders with llamas)
  - Doctores
    - (corrupt government officials and lawyers)
  - Majenos
    - (liquor traders from city)
  - Sagras
    - (blond-wigged masked “devils”)
- **OUTSIDE MESTIZO INFLUENCES**
- **SLAVES** (brought by Spanish)
  - cultural heritage
- **COLONIAL SPANISH**
  - religion
  - language
  - power
1. **Why is sports tourism a growing trend?**
   Sports tourism is a growing trend for a number of reasons:
   - more disposable incomes and free leisure time
   - mass marketing and television coverage of sport
   - growing government interest in using sport to further nationalism and pride in one's country
   - easy and cheaper travel

2. **Explain the demographic of the "sports tourist".**
   The sports tourist in Canada is of either gender between 20 and 34 years, university educated, earns $40 000+ and is mainly from Ontario or British Colombia.

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Understanding the Concepts

1. Explain how themes of geography, such as location, movement and interaction, can influence cultural development. Give an example other than those given in this chapter.
   - **Location** - Isolated cultures due to geographic location have little or no interaction with outsiders or outside media hence they would tend to maintain the culture of their ancestors.
   - **Movement** - Without modern transportation availability such as roads or air travel many cultures remain isolated behind physical barriers such as mountains or rainforests.
   - **Interaction** - Due to location and lack of movement opportunities, interaction with other cultures does not occur. Therefore there are few opportunities to experience new ideas or behaviors hence fewer cultural adoptions.

2. a) Explain the difference between popular and high culture.
   - Popular culture appeals to a very large number of people who are interested more in things that are topical today.
   - High culture appeals to those with a lifelong interest is something such as opera, theatre, art etc.

   b) List two challenges for the tourist industry related to each aspect of culture.
   - Some challenges related to popular culture:
     - don't discourage the regular patrons of an attraction by 'cheapening' it for the masses
     - develop crowd control mechanisms that will not permanently dampen the personal experience of all patrons
     - develop new and interesting exhibits
     - modernizing facilities to handle larger numbers (washrooms, wheelchair access, telecommunications, etc.)

   - Some challenges related to high culture:
     - paying the bills, attracting enough patrons
     - protecting the 'integrity' of the attraction in spite of mass marketing for tourists
     - modernizing facilities to handle larger numbers (washrooms, wheelchair access, telecommunications, etc.)

5. Describe the factors that contributed to the democratization of travel.
   - Some of the factors are:
     - Rising incomes and leisure hours
     - Highly educated populations
     - Mass media such as television
     - Ease of travel by air
     - Telecommunications advances in travel industry
     - More 'open' borders without restrictions on travel

6. Under which category would you find a fully independent tourist - mass tourism or alternative tourism. Why?
   - The fully independent tourist would fit the alternative tourism category because he or she goes where others do not hence the independent tourist goes alone.

7. Describe how a destination might benefit from sports tourism.
   - Some of the benefits would include:
     - Increased world exposure for the city or country
     - Facilities left after the event
     - Immediate impact on local economy through construction and associated jobs
     - Influx of tourist dollars into local economies
     - Potential economic and cultural partnerships throughout world
Practising Your Skills

8. Plan an itinerary for a two-week vacation in three cities. Include activities that reflect high culture, pop culture, and sports tourism. Remember to include travel time to and from your destination.

An organizer such as below would help students organize their research after selecting a region to visit.

<table>
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<tr>
<th>Cities To Visit</th>
<th>High Culture</th>
<th>Popular Culture</th>
<th>Sports Tourism</th>
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9. Select a cultural event in your area. Find out how the promoters plan to attract tourists to the event. Present your findings in a report.
It might make sense here to invite a guest speaker from an organizing committee of a specific event. Other possibilities would be to invite someone from the town’s (city’s) economic development, tourist promotion or special events committee to speak to students about how the events are organized and promoted.

10. Select a site that reflects your community’s culture. Design an advertising flyer to promote this site that will include a map showing the location and route to the site, a slogan, and a logo.
Your town or city’s Website is a good place to start looking for ideas. Otherwise your town hall, Chamber of Commerce or local paper will have ideas.

11. Stampedes resulting in deaths and injuries have also occurred at rock concerts - in Cincinnati, Ohio, in 1979, in Minsk, Belarus, in 1999, and in Roskilde, Denmark, in June 2000. Research one of these incidents, or another of your choosing, and compare it with a World Cup incident shown Figure 6.33.
Students might like to use an organizer such as the following. Add your own aspects of the events that your would like them to compare.

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Where</th>
<th>When</th>
<th>What Happened</th>
<th>Consequences</th>
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**Thinking Like a Tourist**

12. Part of the fun of travelling is telling people about your adventures either as you move around by sending postcards, by e-mail, or by telephone. Assume that you are on holiday and have just heard some great live music. You want to tell your friends how the music affected you. Your task is to prepare a three-minute audiotape describing where you are. Some examples might be a musical campaign for human rights in Chile, a hip-hop song encouraging young people to stay in school in New York City, an early music festival held as a fundraiser at an archaeological dig in Riga, or a campaign against land mines. Follow these steps in preparing your radio/audio report:

- Research the country to find out basic geographical information so you can describe your location
- Write a short script for your report
- In your report identify yourself and your location
- Describe what you see, and the focus of your experience
- Provide some background noise or a short clip of the music to engage the listener

To evaluate the results and the expectations use a checklist of the above, an expectations checklist, as well as assessing the quality of the audiotape presentation, focusing on the expectation: communicate effectively in written, oral and visual forms.

**Job Skills - Page 179**

The tourist industry requires that employees be able to “recognize and respect people’s diversity, individual differences and perspectives”. Being proficient at asking questions to clarify others’ ideas, developing a project plan, and following through on your assigned tasks are ways to ensure success. Work with a partner to develop a checklist of behaviors that people could see to show respect for individual differences when working with others.

Have students work in groups with chart paper then combine group results into a “Best Behaviours” list.

Some types of behaviors that would appear on such a checklist would be:

- Always be friendly and courteous towards others
- Listen actively to others’ points of view
- Speak positively of people rather than complaining about them
- Be willing to adapt to different situations
- Put yourself in someone else’s ‘shoes’ for a while