



COURSE OUTLINE


ENVS 223

PRINCIPLES AND PRACTICES OF HERITAGE INTERPRETATION

45 HOURS
3 CREDITS

PREPARED BY: _____
Brent Liddle

DATE: _____
March 18, 2015

APPROVED BY: 

Dr. Andrew Richardson, Dean

DATE: _____
March 23, 2015

YUKON COLLEGE

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Yukon College
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APPLIED ARTS DIVISION
ENVS 223
3 Credit Course
Winter Semester, 2015

Principles and Practices of Heritage Interpretation

INSTRUCTOR: Brent Liddle **CLASSROOM:** TBD

E-MAIL: bliddle@yukoncollege.yk.ca

TIME: 11:00 a.m., Sunday, April 26, 2015 and 9:00 a.m. - 4:30 p.m. and evening sessions in the Kluane area at the Arctic Institute of North America, Kluane Lake

TELEPHONE: (867) 668-8770 Applied Arts Office

DATES: April 26 - 30, Whitehorse, Yukon and May 02 - 06, Kluane Region

COURSE CALENDAR DESCRIPTION

A theoretical and practical examination of heritage interpretation with emphasis on interpreting northern natural history.

COURSE DESCRIPTION

The course provides a fascinating insight into Yukon's rich natural and cultural history. Students visit a wide array of visitor and interpretive centres, museums, outdoor exhibits, and historic and cultural sites with qualified heritage interpreters. Theoretical and practical examination of heritage interpretation will provide students with a good foundation of interpretive principles and demonstrate why heritage tourism is vitally important to the Yukon. Students will participate in field trips in and around Whitehorse and Kluane, constructively reviewing the quality of services and facilities provided. Demonstrations, personalized guided walks, and interpretive talks on natural and cultural history are some of the course highlights. Students will gain a

better understanding of the communication process by observing others presenting talks and practicing public speaking themselves. Students will also develop skills in observation and analysis of natural phenomena and broaden the definition of “communication.” Field trips to various interpretive sites will involve a moderate level of physical activity, including walks of a few hours and day hikes in Kluane National Park.

This is an intensive course and highly recommended for those
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Changes may be made prior to the start of classes.
considering permanent careers in heritage tourism, public relations, or any field directly dealing with the visiting public. Please note this course has a field component held in the Kluane Region based at the Arctic Institute of North America; see Course Syllabus.

PREREQUISITES

Nil.

EQUIVALENCY/TRANSFERABILITY

TRU TRU-OL GEOG 2XX1 (3) UBC UBC ARTS 1st yr. (3)
UNBC UNBC RRT 301 (3)

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- understand the principles of interpretation and its application to learning travel, ecotourism, and heritage tourism
- develop interpretive skills based on observation, analysis, and creative thinking
- plan, organize, and deliver interpretive presentations
- understand the elements of interpretive planning for visitor centres, exhibits, and displays
- understand the communication process through classroom theory and direct observation of personal delivery styles
- develop an awareness, understanding, and appreciation of Yukon’s natural and cultural history, heritage sites, and natural attractions.

DELIVERY METHODS / FORMAT

As the course description suggests, ENVS 223 is delivered through a total immersion format, which requires the complete participation and involvement of students.

REMEMBER : If a student cannot attend the full ten-day course, he or she is advised NOT to register. The total immersion format allows for extended discussion and field experience. This will require students to participate as team members for the duration of the course. The first week will be based at Ayamdigut Campus with discussion of interpretive theory in the morning followed by on-site examination of interpretive sites in the afternoon. The second week will be based at a research station on the south shore of Kluane Lake, which will be used as an operational base to explore the Kluane area. Meals and accommodations are provided at the Arctic Institute Please remember **group transport will be provided. Private vehicles are not permitted due to insurance issues—no exceptions.**

COURSE REQUIREMENTS

Field Trips

As noted, a significant portion of this course will be conducted at off-campus locations. This will include field trips in the Whitehorse area and two full-day hikes in the Kluane Region. It is the responsibility of the participants to ensure they are physically healthy. If in doubt, participants are encouraged to have a medical examination prior to course registration.

Attendance

Interpretation is a participatory activity and students will be expected to make presentations, assess interpretive sites and act as team members throughout the course. Interpretive skills build upon theory and practice; therefore, full attendance is imperative and mandatory. As per Academic Regulation 4.01 Attendance Policy:

Students in all program areas are expected to attend classes and will be informed of any specific attendance requirements for their course by their instructors at the beginning of the term. The following attendance requirements apply to all students:

Attendance at practica and work placement activities is required. Students will notify the placement agency as well as the instructor whenever practicum/work attendance is not possible; Admission to a lecture or laboratory may be refused by the instructor due to lateness or misconduct and students who do not attend classes or submit assignments as required may be refused admission to further classes; Where a student is enrolled in multiple courses with overlapping timetables the instructors may adjust attendance requirements;

It is important to point out that this course takes place in the spring when weather is unpredictable. Please include plenty of warm clothing and double check the equipment list provided.

ASSESSMENTS

Assignments

Participation and active involvement in class assignments and discussions (20%)

Students will be expected to be fully involved in the course. This is NOT a passive learning experience but one which involves active participation and teamwork as students learn together what interpretation is all about. Pre-reading will be an asset to get the most out of discussions during the course.

Review of interpretive sites (20%)

Students will assess interpretive facilities using criteria developed in class. These assessments will give the students the opportunity to critically examine personal and non-personal interpretation.

Short interpretive presentations (10%) and quiz (20%)

Students will develop and deliver a short interpretive presentation at the end of the first week. This will give students the opportunity to put the theory of interpretation into practice while becoming familiar with the components of interpretive presentation. A brief quiz will follow.

Interpretive project (30%)

Students will work independently or together to develop their own personal interpretation project based on the field trips and hikes in the Kluane area. This will involve integration of interpretive material with research to prepare and deliver an oral presentation to fellow classmates and the instructor.

Summary of Evaluation

Participation/Contributions to Course	20%
Interpretive Site Assessments	20%
Mid-term Interpretive Presentation	10%
Quiz Based on Readings	20%
Final Interpretive Presentation	30%

REQUIRED TEXT

Knudson, D., Cable, T. & Beck, L. *Interpretation of Cultural and Natural Resources* (Second Edition). Venture Publishing

SUPPLEMENTARY READINGS

Grinder, A. & McCoy, E.S. *The Good Guide: A Sourcebook for Interpreters, Docents and Tour Guides*. Ironwood Publishing

Yukon Tourism and Education Council. *Heritage Interpreter Standards*

Supplementary readings are not central to the course but provide an additional resource for students interested in becoming interpreters.

The instructor will provide additional reference materials during the course.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

WRITING CENTRE

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g.,

email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: www.yukoncollege.yk.ca/student_info/pages/writing_centre.

At the instructor's discretion, students may be required to attend Writing Centre coaching sessions during the composition process of their paper(s) as a condition of assignment completion. The number of sessions required per assignment will be specified on the assignment sheet, and the Writing Centre will issue written confirmation of attendance, which should be attached to the written work being submitted for evaluation.

PERSONAL EQUIPMENT

For field activities, students will be expected to provide their own gear. The following are suggested items:

- sleeping bag, sleeping pad & pillow (group sleeping quarters at AINA are cabin shelters only; heat may NOT be provided)
- daypack, with waist-belt
- good walking/hiking shoes and rubber boots
- running shoes
- wool socks & cotton socks
- a reasonable selection of spring/late-winter casual clothing
- warm sweater
- rain gear: jacket and pants (Gortex or equivalent)
- quick-dry/pile shirts & outdoor pants
- warm hat or toque & mitts
- windproof jacket
- plastic bags for waterproofing gear
- digital or video camera
- binoculars
- water bottle
- lighter/matches
- sun screen & sun glasses
- personal first aid kit
- personal toilet kit including biodegradable soap
- prescription drugs or allergy needs
- art supplies for your own use
- field notebook & pens, pencils
- field guides/natural history books
- reference material to prepare for interpretive presentation
- money for incidental expenses

COURSE SYLLABUS

PLEASE NOTE:

- THIS COURSE INVOLVES PHYSICAL ACTIVITY, GROUP INTERACTION AND CO-OPERATION. IT IS ESSENTIAL THAT EVERYONE FULLY PARTICIPATES AND COMMITS THEMSELVES TO THE SUCCESSFUL COMPLETION OF THE COURSE WITHOUT PRIOR COMMITMENTS, APPOINTMENTS OR MEETINGS. IF YOU ARE UNABLE TO ATTEND THE FULL 10-DAY TOTAL IMMERSION FORMAT OF THIS UNIQUE OFFERING BY YUKON COLLEGE PLEASE DO NOT REGISTER.
- GROUP TRANSPORT WILL BE PROVIDED. PRIVATE VEHICLES ARE NOT PERMITTED DUE TO INSURANCE ISSUES—NO EXCEPTIONS.

Phase One Yukon College, Ayamdigut Campus Apr26-30

Day 1(Apr 26)	Student expectations & course outline Defining Interpretation Understanding the Link with Heritage Tourism Why Interpret and Who are Interpreters? Field Trip in afternoon . Location TBA Homework: Telling Your Story
Day 2(Apr 27)	Understanding Communication The S-M-R Communication Model Verbal & Non-verbal Communications Public Speaking Communication in Nature Field Trip to Beringia Interpretive Centre (or other site)
Day 3(Apr28)	Review of Site Visit , Group Evaluation Types of Interpretation and Principles of Interpretation Audience Assessment & Kluane's Visitor Activity Groups Field Trip (location TBA)
Day 4(Apr29)	Developing interpretive skills, observation and analysis Holistic Views of Man, Nature & the Environment Putting it All Together: Program Planning and Development Field Trip (location TBA)
Day 5(Apr30)	Short Interpretive Presentation and Interpretive Quiz PM: Review of Equipment List and Field Trip Preparation
Day Off (May01) to Prepare for Field Trip	

Phase Two Kluane Region May 02-06

- Day 6(May 02) Field Trip to "Long Ago People Place"
& Cultural Landscape of Kluane Exhibit, Haines Junction
Daku Cultural Centre & Kluane National Park Visitor Centre
Travel to Operational Base, Arctic Institute, Kluane Lake
Evening: Outline of Field Activities
- Day 7(May 03) Natural History Field Component
Interpretive Field Assessments of the Slims River Valley
Full-Day Hike: Learning of Flora, Fauna and Landforms
Evening: Discussion Group
- Day 8(May 04) Cultural History Field Component
Interpretive Field Assessments of the Kluane Region
Soldier's Summit, Burwash Museum & Kluane Lake (swan viewing)
Evening: Discussion Group
- Day 9(May05) Full-Day Workshop: Group Project on Personal Interpretation ;
Planning Preparation & Research
Public Speaking & Developing Themes/Storylines in Preparation
for Final Oral Presentation
- Day 10(May06) AM: Students' Interpretive Presentations
(approx. 30 min/presentation)
PM: Course Evaluation, Return to Whitehorse