

SEMESTER AT SEA COURSE SYLLABUS

Anthropology

Fall 2008

ANTH 380Z: Anthropology of Tourism

Upper Division

Tracy Bachrach Ehlers

Prerequisites: None, but a previous anthropology course would be advisable

COURSE DESCRIPTION

This class utilizes an anthropological approach to the study of the impact of tourism on cultures and societies of the world with particular emphasis on the countries we will be visiting on the voyage. The class is based upon the study of the newest social scientific literature on tourism, a wealth of case-specific data documenting the cultural, social, and environmental costs of hosting a tourist industry. We will examine the shifting cultural values and social relations that occur as host meets guest, and cultures become commodities to be offered for a price. Although the class emerges from concern for tourism's impact on local populations and cultures, to be sure, our approach is not entirely critical. In some cases tourism has caused assimilated indigenous cultures to revitalize their ancient traditions to meet the tourist market. Similarly, our discussion also includes analysis of the growing popularity of the eco-tourist industry as a model of sustainable Third World development. We take this topic a step farther as we examine the compatibility of "responsible tourism" with sustainable development goals.

Semester at Sea will be a laboratory for the application of what we learn in this class. Assignments will focus on data gathering and analysis in destination countries and among other "tourists" aboard ship. Each student will design a tourist plan of action for a country of his/her choice. The project should analyze the development prospects, economic problems, and cultural pitfalls of tourism particular to that part of the world. At the same time, the plan should incorporate responsible tourism, if possible, and suggest how far that approach might go towards alleviating some of these obstacles.

COURSE OBJECTIVES

1. Appreciate the nature of tourism and its role in society.
2. Understand the role of anthropology in the study of "hosts' and "guests."
3. Identify the economics, social relations, and history of the link between these two players (hosts and guests)
4. Document how and why tourists and the supporting infrastructure impact native peoples and cultures.
5. Separate tourism from modernization in terms of its impact on social change.
6. Critically think about the difference between travel and tourism and appreciate its history and political economy.

7. Examine attempts to redress some of the tourism damage with innovative, sustainable plans like ecotourism which are more reminiscent of old-fashioned "travel" where education was the goal of the trip, not "getting away from it all."

TOPICAL OUTLINE OF COURSE

Class 1-2 The Death of the Traveler

Read:

1. McLaren – Rethinking Tourism and Ecotravel. (Prologue and Chapter 1)
2. Gmelch – Why Tourism Matters (Tourists & Tourism)

Class 3 The Birth of the Tourist

1. McLaren, Chapter 2
2. Graburn – Secular Ritual: A General Theory of Tourism (T&T)

Class 4-5 The Political Economy of Tourism

Read:

1. Lea – Tourism and Development in the Third World
2. Trask, Haunani-Kay
2000 Tourism and the Prostitution of Hawaiian Culture. Cultural Survival Quarterly 24:1.

Class 6: Impact on African Indigenous Peoples

Read:

1. Hitchcock, Robert K. and Rodney L. Brandenburgh
1990 "Tourism, Conservation, and Culture, in the Kalahari Desert," Cultural Survival Quarterly vol 14(2): 20-24.
2. Bruner – The Maasi and the Lion King (T&T)
3. Abbink – Tourism and Its Discontents: Suri-Tourist Encounters in Ethiopia (T&T)

Class 7: Authenticity and Marketing Cultural Traditions

Read:

1. McClaren – Chapter 3
2. Greenwood – Culture by the Pound. Tourism as Cultural Commoditization (T&T)
3. Errington and Gewertz – Tourism and Anthropology in a Postmodern World (T&T)

Class 8-9: Meeting the Other – Hosts and Guests

Read:

1. McLaren – Chapter 4
2. Boissevain – Coping with Mass Cultural Tourism (T&T)

3. Cheong and Miller – Power Dynamics in Tourism (T&T)
4. Cohen – Backpacking: Diversity and Change (T&T)

Class 10: Case Studies

Read:

1. Gmelch – Let's Go Europe: What Student Tourists Really Learn (T&T)
2. Sweet – 'Let 'em Loose' – Pueblo Indian Management of Tourism (T&T)
3. Brennan – When Sex Tourists and Sex Workers Meet (T&T)

Class 11 – Midterm Papers Due

Class 12 – Tourism in India

Read:

1. Fisher – Sherpa Culture and the Tourist Torrent (T&T)
2. Michaud, Jean

1995 Frontier Minorities: Tourism and the State in Indian Himalaya and Northern Thailand, International Tourism: Identity and Change, Marie-Francoise Lanfant et al, eds, London: Sage Publications, p. 84-99.

3. Bandyopadhyay, Ranjan and Duarte Morais

2005 Representative Dissonance: India's Self and Western Image. *Annals of Tourist Research* 32(4):1006-1021.

Class 13-14: Sun, Sand, and Souvenirs

1. Lofgren – The Global Beach (T&T)
2. Pattullo – Sailing into The Sunset: The Cruise Ship Industry (T&T)
3. de Vidas Anath Ariel

1995 Textiles, Memory and the Souvenir Industry in the Andes, International Tourism: Identity and Change, Marie-Francoise Lanfant et al, eds, London: Sage Publications, p. 67-83.

4. Picard, Michel

1995 Cultural Heritage and Tourist Capital: Cultural Tourism in Bali, International Tourism: Identity and Change, Marie-Francoise Lanfant et al, eds, London: Sage Publications, p. 44-66.

Class 15-16: 21st Century Asian Tourism

Read:

1. Pleumarom, Anita

2006 How sustainable is Mekong tourism? *in* Sustainable Tourism: A Global Perspective, Rob Harris and Tony Griffin, eds., Boston, MA: Oxford, p. 140-166.

2. Ringer, Greg

2006 Convicts and conservation: Con Dao National Park, Vietnam. *in* Sustainable Tourism: A Global Perspective, Rob Harris and Tony Griffin, eds., Boston, MA: Oxford, p. 221-237.

3. Li, Wen Jun

2006 Community Decisionmaking Participation in Development. *ATR* 33:1, p. 132-143.

Class 17: The Political Role of Gender in Tourism

Read:

1. Enloe, Cynthia
1989 "Sexism and Tourism," *In Bananas, Beaches, and Bases: Making Feminist Sense of International Politics*, Berkeley: University of California Press, p. 19-41.
2. Muroi, Hisae, and Naoko Sasaki
1997 "Tourism and Prostitution in Japan," in *Gender, Work, and Tourism*, M. Thea Sinclair, ed., New York: Routledge, p. 180-219.
3. Pruitt and LaFont – Romance Tourism: Gender, Race, and Power in Jamaica (T&T)

Class 18: Basics of Alternative Tourism

Read:

1. Butler, Richard
1992 Alternative Tourism: The Thin Edge of the Wedge, *in Tourism Alternatives: Potentials and Problems in the Development of Tourism*, Valene L. Smith and William R. Eadington, eds., Philadelphia: The University of Pennsylvania Press, p. 31-46.
2. Saglio, Christian
Tourism for Discovery: A Project in Lower Casamance, Senegal, *in Tourism: Passport to Development?* Emanuel de Kadt, ed., Oxford University Press, p. 321-335.

Class 19-20: Models of Ecotourism

1. Macleod, Donald
1998 Alternative Tourism: A Comparative Analysis of Meaning and Impact. *In Global Tourism*, William Theobald, ed., Oxford: Butterworth-Heinemann, p. 123-140.
2. Hawkins, Donald E. and Maryam M. Khan
1998 Ecotourism Opportunities for Developing Countries. *In Global Tourism*, William Theobald, ed., Oxford: Butterworth-Heinemann, p. 191-204.
3. Honey – Giving a Grade to Costa Rica's Green Tourism (T&T)
4. Benz, Stephen
1996 Green Dreams: Misadventures in Ecotourism. *Grand Tour: the Journal of Travel Literature* 1(3):15-33.

Class 21-22: The Other Side of Ecotourism

Read:

1. McClaren, Chapter 5, 6
2. Honey, Martha
1999 Costa Rica: On the Beaten Path *in Ecotourism and Sustainable Development. Who Owns Paradise?* Washington, D.C.: Island Press, p. 131-181.

Class 23: Workshopping Final Projects

Final Exams: Student Presentations and Papers

REQUIRED TEXTS:

**John Lea – Tourism and Development in the Third World,
Routledge, ISBN 0415006716
1988 \$42.00 (\$8.25 used)**

**Deborah McLaren – Rethinking Tourism and Ecotravel,
Kumarian, ISBN1565491696
2003 \$23.00**

**Sharon Bohn Gmelch - Tourists and Tourism: A Reader
Waveland Press, Inc. ISBN 1577663063
2004 \$30.95**

FIELD COMPONENT

Ethnographic fieldwork is an essential part of this course. In each "host" country, students will be assigned short research practica based on concepts relevant to the ethnographic study of tourism. Their findings will be the basis for a "Comments Please" session upon their return. About half of our Comments Please reports will be essays based on the myriad of experiences individual students will have ashore.

Students are required to complete at least three Fieldwork practica. One of these must be led by Prof. Ehlers. The other two Fieldwork practica may be led by another faculty member or on your own. But in all cases, practica must come from the list below.

SUGGESTED PRACTICA:

BRAZIL:	Cachoeira (FDP); Bahia by Night
NAMIBIA:	Township and Diamond Tour; Ovahimba Tribe
SOUTH AFRICA:	Khayelitsha Township; Township Music
INDIA:	Socioeconomic Problems in Chennai (FDP); Rural Village & Farm Visit
MALAYSIA:	Ethnic Communities of Malaysisa; Kampung Village
VIET NAM:	Indigenous Music/Jazz Fusion (FDP); Ben Thanh Market
HONG KONG:	Women in the Marketplace
CHINA:	Shanghai City Orientation

METHODS OF EVALUATION

Grades will be made up as follows:

Comments Please (6 brief fieldwork reports): 20%

Class Participation (discussion of fieldwork experience, oral presentation of findings from longer papers): 20%

Paper #1 (analysis tourism and development, 12-15 pages): 30%

Paper #2 (design of alternative tourism model 12-15 pages): 30%

RESERVE AND ELECTRONIC RESOURCE MATERIALS

Ashley, Caroline and Elizabeth Garland

1994 Promoting Community-Based Tourism Development. Why, What, and How? Directorate of Environmental Affairs. Ministry of Environment and Tourism. Windhoek, Namibia

Inman, Crist

1998 Impacts on Developing Countries of Changing Production and Consumption Patterns in Developed Countries: The Case of Ecotourism in Costa Rica. INCAE Costa Rica