

ANTH 404/504: The Anthropology of Tourism
Thursdays, 6pm-8:30pm
Room: TLC 223
Spring Semester 2009
University of Idaho, Moscow

Instructor: Stacey Lynn Camp, Assistant Professor
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Office Hours: Tues/Thurs
10-11:30am

COURSE DESCRIPTION

Across the globe, tourism has been touted as a route to economic sustainability and both national and local prosperity. As one of the largest and fastest growing industries in the modern world, tourism can supply wealth and growth opportunities in poverty stricken communities - but at what cost? In this course, we will examine both the advantages and disadvantages to a variety of forms of tourism: sex tourism, "primitive" tourism, heritage tourism, ecotourism, and nature tourism, to name a few. We will also explore the differences between the types of tourists and tourist sites. For example, what separates and differentiates anthropologists and scholars from tourists? How is a museum different than a theme park? What are the socio-economic and historical processes that make seeing an animal or human on display desirable? Lastly, students will be exposed to competing theories on travel, leisure, and heritage. Is tourism really a modern form of colonialism, as some scholars would argue? Or is travel an innate, Westernized version of religious pilgrimages or rituals found in other parts of the world?

REQUIRED TEXTBOOKS

Course texts can be found at the University of Idaho, Moscow's bookstore.

Clifford, James (1997) *Routes: Travel and Translation in the Late Twentieth Century*. Cambridge: Harvard University Press. **(ROUTES on Course Schedule)**

Bruner, Edward M. (2005) *Cultures on Tour: Ethnographies of Travel*. Chicago: The University of Chicago Press. **(COT on Course Schedule)**

Desmond, Jane C. (1999) *Staging Tourism: Bodies on Display from Waikiki to Sea World*. Chicago: The University of Chicago Press.

Wilson, Alexander (1991) *The Culture of Nature: North American Landscape from Disney to the Exxon Valdez*. Toronto: Between The Lines.

All other readings are available on E-Reserve. To access the E-Reserves, follow this link:

http://db.lib.uidaho.edu/ereserve/show_course.php?pointer=2125

Username: reserve

Password: yt8tn

REQUIRED ASSIGNMENTS

Your grade in this course consists of 4 components, totaling **100 points**. These components include:

Attendance (10% or 10 points): Students are expected to attend **all** scheduled classes unless an emergency arises. If this is the case, please meet with me to make up your absence and go over the material you missed. If you miss more than **1 class** this semester, your participation grade will be reduced by 5 points each time you miss class. If you miss **3 classes**, your attendance grade will be reduced to **0 points**.

Reading Journals (30% or 30 points): Throughout the semester, you will be given Reading Journal prompts to respond to in your journal. The prompt handout will discuss the length and content of the journal response. Your journal can be typed or handwritten, but you **must bring it to class each week**. Journals that include critical and thoughtful notes, questions, and comments you have about the readings each week that extend beyond the prompts will be looked upon favorably. Your journal will be periodically turned in for me to review. The deadlines are detailed under the "Course Assignment Deadlines" section of this Syllabus.

Critical Analysis Papers (40% or 40 points) (*undergraduates only*):

Undergraduates will be required to complete two Critical Analysis Papers, each worth 20 points. For the first paper you will be asked to analyze one of the movies we have watched in class. You will be expected to use the class discussions and course texts as interpretive tools to help you decode and theorize how tourist activities, tourism, travel, and vacations are depicted. This paper will be due on **April 2nd** in class. The second Critical Analysis Paper will require that you choose a film not viewed in class to analyze and interpret. You will give a list of pre-approved movies that deal with tourism, travel, vacations, and leisure in the middle of the semester; you are welcome to deviate from the list of movies with Professor Camp's approval. The second Critical Analysis Paper will be due on **May 7th** in Professor Camp's box.

Final Exam (20% or 20 points) (*undergraduates only*) or **Research Project** (60% (*graduate students only*)): The final exam will consist of keywords and essay responses based on the Reading Journal prompts; more information on the exam structure will be handed out towards the end of the semester. Graduate students will be expected to design their own research project for the semester that involves a critical analysis of a tourist site, museum, travel practice, or historical site of their choice. Graduate students should plan to meet with Professor Camp during the first weeks of the semester to develop a plan of action for their research project. Deadlines related to the Research Project will be handed out in class.

COURSE ASSIGNMENT DEADLINES

February 19th (due in-class) – Reading Journal Due

March 12th (due in-class) ~ Reading Journal Due

April 2nd (due in-class) ~ Critical Analysis Paper #1 (*undergraduates only*)

April 16th (due in-class) ~ Reading Journal Due

May 7th (due in Stacey's box) ~ Critical Analysis Paper #2 (*undergraduates only*)

May 14th (due in Stacey's box) ~ Research Paper (*graduates only*)

May 14th, 6pm-8:30pm ~ Final Exam (*undergraduates only*)

ACADEMIC DISHONESTY

Plagiarism of any form will not be tolerated. Plagiarism, in its simplest form, involves copying someone else's work and claiming it as your own. I also count plagiarizing your own work from another course and turning it in as if it were new, original work in my class as plagiarism. To avoid university penalties, always make sure to properly cite your sources, including books, websites, journal articles, unpublished materials, and discussions with your classmates. Please review the university's policy on academic dishonesty and citation rules before completing your first written assignment in class. These guidelines can be found here:

<http://www.uhome.uidaho.edu/default.aspx?pid=56158>

STUDENT ACCOMODATIONS

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306 in order to notify Professor Camp as soon as possible regarding accommodation(s) needed for this course. You can contact Disability Support Services at 208-884-6307, dss@uidaho.edu, or www.access.uidaho.edu.

GUIDELINES FOR BEING SUCCESSFUL IN PROFESSOR CAMP'S CLASS

There are a few “ground rules” I ask that we all follow in this classroom. My intent in setting these rules of engagement and conduct is to help foster an environment conducive to critical, yet respectful discussion. In my classroom, everyone's views and perspectives deserve to be heard. As an instructor, I also want to make sure you get the most out of my class as a paying college student. Below I outline my classroom rules and paths to being a successful student in my classroom:

RULE 1 – Cell phones, laptops, and other electronic devices are not permitted in my classroom. They are a distraction and detract from your learning experience. If you feel you cannot live without a laptop to take classnotes, come talk to me.

RULE 2 – Come to class prepared! Do the reading out of respect for your peers. This means **bringing your book or readings to class** as well as **bringing notes on the readings** to class. Be prepared to cite examples and page numbers when making an argument.

RULE 3 – Everyone has a chance to speak. Do not dominate the discussion; do not speak while someone else is talking.

RULE 4 ~ Along the same lines, **stick to the course readings**. While I appreciate the diversity of experiences my students bring to the table, the classroom is a place where we deconstruct and analyze the course texts and media.

RULE 5 – If you are confused, lost, or have a question, **ASK for help** or ASK the question in class! If you are confused, you're probably not the only one. I am here to help you learn. Don't be afraid to come to my office hours or email me if you prefer discussing your question one-on-one.

RULE 6 - Do **NOT** send me **ANY** assignments via email. I don't care if your printer broke 5 minutes before class or if you ran out of ink the night before the paper was due! The University of Idaho has **MANY** on campus printers and computers at your disposal.

RULE 7 ~ Come to class! Not showing up to class will not only hurt your grade, but also detract from your classmates' experiences. **If you are absent**, your grade will be negatively impacted unless you can provide a note from the Dean of Student Services' office or from Disability Support Services.

COURSE SCHEDULE

*Note: Students can either attend a pre-class movie showing that will start at 5:15pm **OR** borrow the movie from the library prior to coming to class. Movies will be placed on reserve up until the afternoon before the class. Some movies will be screened during class.

MODULE I: DEFINING THE TOURIST AND TOURISM PRACTICES

Thursday, January 15 ~ Introduction to the Anthropology of Tourism

MOVIE: *Cannibal Tours* (1988)

Thursday, January 22 ~ Tourists as Cannibals

MacCannell, Dean (1992) "Chapter One: Cannibalism Today," in *Empty Meeting Grounds: The Tourist Papers*, pp. 17-73.

Thursday, January 29 ~ Tourists and Authenticity

***MOVIE:** *Alcatraz is Not an Island* (2001)

Deloria, Phillip J. (1998) "Chapter Four: Natural Indians and Identities of Modernity" and "Chapter Nine: Counterculture Indians and the New Age," in *Playing Indian*, pp. 95-127 and pp. 154-80. New Haven & London: Yale University Press.

Thursday, February 5 ~ Anthropologist as Tourist

COT, "Chapter 1: Introduction - Travel Stories Told and Retold and Chapter 7: The Balinese Borderzone," pp. 1-29 and pp. 191-210.

ROUTES, Prologue, Chapter 1: Travelling Cultures, pp. 1-46.

Thursday, February 12 ~ Theorizing Why We Tour

Turner, Victor (1966) "Chapter 3: Liminality and Communitas," in *The Ritual Process: Structure and Anti-Structure*, pp. 94-130. Ithaca: Cornell University Press.

Graburn, Nelson H. H. (1989) "Tourism: The Sacred Journey," in *Hosts and Guests: The Anthropology of Tourism*, Valene L. Smith, ed., pp. 21-36. Philadelphia: University of Pennsylvania Press.

Urry, John (1990) "Chapter 1: The Tourist Gaze," in *The Tourist Gaze: Leisure and Travel in Contemporary Societies*, pp. 1-15. London: SAGE Publications, Ltd.

Thursday, February 19 ~ The Tools of the Trade: Cameras and Souvenirs

Stewart, Susan (1993) "Objects of Desire: The Souvenir," in *On Longing: Narratives of the Miniature, the Gigantic, the Souvenir, the Collection*, pp. 132-51. Durham and London: Duke University Press.

Sontag, Susan (1973) "In Plato's Cave," in *On Photography*, pp. 3-24. New York: Farrar, Straus, and Giroux.

MODULE II: CONTEMPORARY TOURISM

Thursday, February 26 ~ Ethnic Tourism in Latin America

***MOVIE:** *The Three Caballeros* (1944)

Burton, Julianne (1992) "Don (Juanito) Duck and the Imperial Patriarchal Unconscious: Disney Studios, the Good Neighbor Policy, and the Packaging of Latin America," in *Nationalisms & Sexualities*, Andrew Parker, Mary Russo, Doris Sommer, and Patricia Yaeger, eds., pp. 21-41. New York: Routledge.

Nash, Dennison (1989) "Tourism as a Form of Imperialism," in *Hosts and Guests: The Anthropology of Tourism*, Valene Smith, ed., pp. 37-52. Philadelphia: University of Pennsylvania Press.

Thursday, March 5 ~ Sex Tourism in the Caribbean

***MOVIE:** *How Stella Got her Groove Back* (1998)

O'Connell Davidson, Julia and Jacqueline Sanchez Taylor (1999) "Fantasy Islands: Exploring the Demand for Sex Tourism," in *Sun, Sex, and Gold: Tourism and Sex Work in the Caribbean*, Kamala Kempadoo, ed., pp. 37-54. Lanham: Rowman & Littlefield Publishers, Inc.

Strachan, Ian Gregory (2002) "Chapter 2: Paradise is Plantation?," in *Paradise and Plantation: Tourism and Culture in the Anglophone Caribbean*, pp. 93-148. Charlottesville and London: University of Virginia Press.

Thursday, March 12 ~ "Primitive" Tourism in Africa and Australia

***MOVIE:** *BabaKiueria* (1986)

COT, "Chapter 1: Maasai on the Lawn: Tourist Realism in East Africa, Chapter 2: The Maasai and the Lion King: Authenticity, Nationalism, and Globalization in African Tourism," pp. 33-100.

SPRING RECESS: MARCH 16-20

Thursday, March 26 ~ Hawaii in the American Mind

Desmond, Jane C. (1999) "Part I: Staging "The Cultural," Part II: Introduction Looking at Animals: The Consumption of Radical Difference," pp. 1-175, in *Staging Tourism: Bodies on Display from Waikiki to Sea World*. Chicago: The University of Chicago Press.

Thursday, April 2 ~ Nature Tourism in America, Part I

Desmond, Jane (1999) "Introduction: Looking at Animals: The Consumption of Radical Bodily Difference, Chapter 7: The Industries of Species Tourism, Chapter 8: In/Out-of/In-Fake-Situ: Three Case Studies, Chapter 9: Performing Nature: Shamu at Sea World," in *Staging Tourism: Bodies on Display from Waikiki to Sea World*, pp. 176-250. Chicago: The University of Chicago Press.

Thursday, April 9 ~ Nature Tourism in America, Part II

Wilson, Alexander (1991) "Chapter 2: Nature Education and Promotion," "Chapter 4: Looking at the Non-Human: Nature Movies and TV," "Chapter 7: From Reserve to Microenvironment: Nature Parks and Zoos," pp. 53-87, 117-155, 223-55, in *The Culture of Nature: North American Landscape from Disney to the Exxon Valdez*. Toronto: Between The Lines.

MODULE III: TOURISM AS HISTORY, TOURISM AS ENTERTAINMENT

Thursday, April 16 ~ Museums

***MOVIE:** *Couple in a Cage* (1997)

ROUTES, "Chapter 5: Four Northwest Coast Museums: Travel Reflections, Chapter 6: Paradise, Chapter 7: Museums as Contact Zones," pp. 107-219.

Thursday, April 23 ~ Theme Parks

Wilson, Alexander (1991) "Chapter 5: Technological Utopias: World's Fairs and Theme Parks," in *The Culture of Nature: North American Landscape from Disney to the Exxon Valdez*, pp. 157-90. Toronto: Between The Lines.

Thursday, April 30 ~ Historical Sites

COT, "Chapter 3: Slavery and the Return of the Black Diaspora," pp. 101-23.

ROUTES, "Chapter 12: Fort Ross Meditation," pp. 299-345.

Thursday, May 7 ~ Public Interpretations of History

***MOVIE:** *The Civil War* (1990)

Horwitz, Tony (1998) "Chapter 1: Confederates in the Attic," in *Confederates in the Attic*, pp. 3-17. New York: Vintage Books.

Harlan, David (2003) "Ken Burns and the Coming Crisis of Academia," in *Rethinking History* 7(2):169-92.