

ANP 491, Section 2: Heritage Tourism
Spring 2020, Michigan State University
Days/Time: Mondays & Wednesdays, 10:20-11:40am
Class Location: Giltner 275

Instructor: Dr. Stacey L. Camp

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Office Location: McDonel Hall, Archaeology Wing

Phone: 517-353-6732

Office Hours: Wednesdays, 2-3:30pm or by appointment.

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 READINGS, TEXTBOOKS, & MOVIES

Course texts can be found at Michigan State University's bookstore. Also, course textbooks and movies are on reserve at Michigan State University's Library. The remaining readings can be found in our course D2L. Note that graduate students will have additional readings as discussed on the 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. **(Desmond on Course Schedule)**

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

COURSE EXPECTATIONS

This is an upper-division undergraduate and graduate level course. I understand that this may be the first time you have taken a course like this, so I have outlined my expectations below.

Rule 1. Bring your course readings and notes to class. I have noticed a trend among college students to not bring the assigned readings to class. Have a physical hardcopy of the readings in front of you so you can quote from the reading and be able to read along when a classmate does so. Bring your course textbooks to class.

Rule 2. Put away cell phones and technology unless you absolutely need it or it is approved by your VISA. This is not the time to text, read for other classes, or catch up on social media.

Rule 3. Give your classmates equal time and space to talk. Don't talk over your classmates. Try to speak up if you are not used to speaking during classroom discussion.

Rule 4. Come prepared to class. I get that some weeks you might be behind on reading - skim it, at the very least. Take notes while you read - this means highlighting what you are reading and making notes in the sidebars so you can refer to it during course discussion.

Rule 5. Stick to the course texts and films during discussion. It's fine if you want to connect some of what we have read or discussed to other readings from other courses, but please remember this course is where we discuss specific texts, ideas, and films.

Rule 6. The classroom is space for us to explore complicated, messy, or difficult ideas and concepts that continue to have real-world consequences, including for some of us in this classroom. To take these issues seriously, I expect all students to be active listeners and attempt to try to understand where a classmate may be coming from when discussing nuanced or challenging topics. We will talk about troubling, dark topics in this course, including sex tourism, sexual abuse and violence, domestic violence, human trafficking, the enslavement and colonization of people through use of violence and force, animal abuse and exploitation, and the contemporary consequences of racism, discrimination, and imperialism in a variety of global contexts. I realize these are difficult conversations that may be directly connected to your life experiences. If you are struggling with a reading or want to discuss these issues outside of class, please let me know.

Rule 7. Given the nature of the conversations that may take place in the classroom (see Rule 6), I ask that we keep personal conversations - if and when they occur - confined to the classroom out of respect for your classmates unless they specifically state this information can travel outside of our classroom.

Rule 8. In addition, given that we are inhabiting a space of learning, I ask that we allow space for mistakes and errors. I expect that students will do their best to be sensitive when it comes to the topics outlined in Rule 6. Please also refer to MSU's Student Code of Conduct for more information on classroom civility.

Rule 9. I realize some of these readings are dated. I have assigned them because they continue to be formative to the field of heritage and tourism studies and are considered canonical readings. I encourage you to place the article/reading in its proper historical context and to try to understand the author's intentions for writing this article. While criticism of our readings is encouraged, I also encourage students to consider why this piece of writing was considered essential at the time it was published. Why did it make it through peer review? How might you use it in your research or in your papers for this course?

Rule 10. Keep side conversations to a minimum. This is a small class, which means we will work on building community through sharing as a community.

REQUIRED ASSIGNMENTS

Your grade in this course is worth a total of **100 points**. These assignments comprise of your grade:

Attendance/Participation (20% or 20 points) (*undergrads & grads*): Students are expected to attend **all** scheduled classes unless an emergency arises. Participation includes actively engaging in the class by adding to discussion and responding to questions posed by Dr. Camp and your classmates during class. It also means working in groups and participating in group activities. **As part of their participation grade, both undergraduate and graduate students will be expected to lead one class; assignments will be made during the first week of class.**

Reflection Journal (40% or 40 points) (*undergrads & grads*): **You are expected to write 8 reflection journals throughout the semester to be turned in on the dates noted on the syllabus. Each journal is worth 5 points.** This reflection should be approximately one page in length (double-spaced, 12 point Times New Roman font with 1 inch margins); it can be written in a paper journal if you prefer. Reflections should feature critical and thoughtful notes, questions, and comments you have about the readings to demonstrate you have done your assigned reading and have paid attention during class discussions. This journal should help prepare you for weekly class discussions and for making connections across readings throughout the semester. Your journal will be periodically turned in for me to review as noted on the syllabus.

This assignment fulfills the following Department of Anthropology's Anthropology Undergraduate Learning Objectives:

Substantive knowledge

- demonstrate how communities differently construct systems of knowledge about the natural and social world
- demonstrate in-depth understanding of a culture other than their own
- explain cultural and biological diversity across time and space
- recognize and explain connections between local events/contexts and global dynamics
- connect actions of individuals to societal norms and social

structure

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 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 **March 11th @10pm**.

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, heritage, 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 1st @10pm via email to Dr. Camp**.

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Capabilities

- locate, extract, and evaluate data from multiple sources
- apply appropriate methods: to analyze data in at least one subfield
- construct an argument using evidence/critical analysis

Research Project (40% or 40 points) (*graduate students only*): 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 heritage/historical site of their choice. Graduate students should plan to meet with Professor Camp during the semester to develop a plan of action for their research project. More information on the research paper will be handed out in class. The assignment is broken down into smaller assignments, which are noted on the syllabus. The abstract is worth 10 points. The annotated bibliography is worth 10 points. The final research paper is worth 20 points.

MAJOR COURSE ASSIGNMENT DEADLINES

February 24th (due via hardcopy in class) ~ Research Paper Abstract (*graduate students only*)

March 18th @10pm (due via email to Dr. Camp) ~ Critical Analysis Paper #1 (*undergraduates only*)

March 30th (due via hardcopy in class) ~ Annotated Bibliography (*graduate students only*)

April 20th (due via hardcopy in class) ~ Drafts of Research Paper (*grad students*) & Critical Analysis Paper #2 (*undergraduates*) due in-class for peer review and workshopping

May 1st @10pm (due via email to Dr. Camp) ~ Critical Analysis Paper #2 (*undergraduates only*)

May 1st @10pm (due via email to Dr. Camp) ~ Research Paper (*graduate students only*)

CONTACTING DR. CAMP

Dr. Camp does her best to respond to emails within 48 hours. However, she does take the evenings off to be with her family, so if you email after 5pm, she may not respond until the next business day. She also does not check her email regularly on the weekends nor does she receive her D2L email in her inbox. Please use her MSU email (campstac@msu.edu) to get in touch. Alternatively, if something is pressing, Dr. Camp recommends meeting in person during her office hours.

COURSE SCHEDULE

*Reading should be done BY class on this date.

**Work due @ the beginning of class unless otherwise noted.

***Graduate student readings; not required of undergraduates.

Module I: Conceptualizing & Theorizing Tourism			
Date*	Reading(s)	Class Plans	Work Due**
<i>Week 1: Tourists as Cannibals</i>			
January 6th		Introduction to class; start <i>Cannibal Tours</i> (1988) movie.	
January 8th	MacCannell (d2l); Silverman (d2l); MacCannell*** (d2l)	Discuss movie and readings.	
<i>Week 2: Theorizing Why We Tour</i>			
January 13th	Graburn (d2l); Urry (d2l)	Reading discussion.	
January 15th	Nash (d2l); Turner*** (d2l)	Reading discussion.	Reflection Journal #1 Due In-Class.
<i>Week 3: Tourism and Authenticity</i>			
January 22nd	COT Chapters 4 & 5; Deloria (d2l)	Reading discussion; bring in a photograph to discuss authenticity.	
<i>Week 4: The Materiality of Tourism</i>			
January 27th	Sontag (d2l); Stewart (d2l)	Reading discussion; bring souvenir to discuss.	

January 29th	Sturken (d2l); Benjamin*** (d2l)	Reading discussion.	Reflection Journal #2 Due In-Class.
<i>Week 5: Defining "Heritage:" Tangible, Intangible, Deliberate, Natural, Authorized, & Negative</i>			
February 3rd	Kirschenblatt-Gimblett (d2l); Byrne (d2l) or Louie (d2l); Smith*** (d2l)	Reading discussion.	
February 5th	Meskell (d2l); Lafrenz Samuels*** (d2l)	Reading discussion.	
<i>Week 6: History, Heritage, & Tradition</i>			
February 10th	Lowenthal (d2l)	Reading discussion.	
February 12th	Ranger & Hobsbawm (d2l); Camp (d2l)	Reading discussion.	Reflection Journal #3 Due In-Class.
Module II: Case Studies in Tourism & Heritage			
<i>Week 7: Politics & Tourism in Latin America</i>			
February 17th		Watch Disney's <i>The Three Caballeros</i> (1944).	
February 19th	Burton (d2l)	Finish movie and discuss movie and reading.	
<i>Week 8: Sex Tourism in the Caribbean</i>			
February 24th		Watch <i>How Stella Got Her Groove Back</i> (1998).	Graduate Student Research Paper Abstract Due In-Class
February 26th		Finish <i>How Stella Got Her Groove Back</i> (1998).	

Weeks 9 & 10 : "Primitive" Tourism in Africa & Australia			
March 9th		Visitor lecture on Ghana history.	Reflection Journal #4 Due In-Class.
March 11th	Taylor (d2l)	Discuss <i>How Stella Got Her Groove Back</i> (1998)	
March 16th	COT Chapters 1 & 3	Watch <i>BabaKiueria</i> (1986); discuss film and reading.	Reflection Journal #5 Due In-Class.
March 18th	No - class; meet to discuss final research paper.		Critical Analysis Paper #1 Due Via Email by 10pm (undergraduates only).
Weeks 11, 12, & 13 : "Nature" Tourism in North America			
March 23rd	Desmond - Part I Introduction & Chapters 1 & 2 in Part I	Discuss readings.	
March 25th	Desmond - Chapters 3, 4, & 5 in Part I	Discuss readings.	Reflection Journal #6 Due In-Class.
March 30th	Desmond - Part II Introduction & Chapters 7 & 8 in Part II	Discuss readings. Watch parts of <i>Blackfish</i> (2013).	Graduate Student Annotated Bibliography Due In-Class.
April 1st	Desmond - Chapter 9 in Part II; Wilson - Introduction	Discuss readings.	
April 6th	Wilson - Chapters 2, 4, & 7	Discuss readings.	
April 8th	Wilson - Chapters 5 & 6	Discuss readings.	Reflection Journal #7 Due In-Class.
Week 14 : Preserving the "Past" via Archaeology & Museums			

April 13th	Alpers (d2l); Kohl*** (d2l)	Watch <i>Couple in a Cage</i> (1993) and discuss reading and movie.	
April 15th	Colwell (d2l)	Discuss reading and movie.	Reflection Journal #8 Due In-Class.
<i>Week 15 : Course Wrap-Up</i>			
April 20th		Course wrap-up/reflection & workshop papers.	Drafts of Research Paper (grads) or Critical Analysis Paper #2 (undergrads) due in-class.
April 22nd		Workshop papers & pizza party.	
<i>FINAL PAPERS DUE MAY 1ST @10PM VIA EMAIL</i>			

RESOURCE CENTER FOR PERSONS WITH DISABILITIES

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc). Requests received after this date will be honored whenever possible. To make an appointment with a specialist, contact: (517) 353-9642, or TTY: (517) 355-1293.

The website for RCPD is <http://MYProfile.rcpd.msu.edu>.

LIMITS OF CONFIDENTIALITY

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following

information to other University offices (including the Department of Police and Public Safety) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

TECHNICAL ASSISTANCE

If you need technical assistance at any time during the course or to report a problem you can:

- Visit the Distance Learning Services Support Site
- Visit the Desire2Learn Help Site (<http://help.d2l.msu.edu/>)
- Or call Distance Learning Services: (800) 500-1554 or (517) 355-2345

COMMIT TO INTEGRITY: ACADEMIC HONESTY

Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the (insert name of unit offering course) adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit coursework you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the Academic Integrity webpage.)

DROPS AND ADDS

The last day to add this course is the end of the first week of classes. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

COMMERCIALIZATION LECTURE NOTES

Commercialization of lecture notes and university-provided course materials is not permitted in this course.

PUBLICATIONS

Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site.

BUILD RAPPORT

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

DISRUPTIVE BEHAVIOR

Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Judicial Affairs office.

REPORTING NON-ATTENDANCE

In compliance with federal regulations governing financial aid and veterans education benefits, instructors are required to report students who stop attending or who have never attended class. After the first week of classes, through the middle of the term of instruction, instructors who identify a non-attending student should notify their departmental office. Upon receiving a report of non-attendance, departmental representatives are encouraged to initiate an administrative drop.

Attendance is defined as physical attendance or participation in an academically-related activity, including but not limited to the submission of an assignment, an examination, participation in a study group or an online discussion.

Instructors who do not take attendance may utilize key assessment points (e.g. projects, papers, mid-term exams, and discussions) as benchmarks for participation.

DROP FOR NON-ATTENDANCE

Students may be dropped from a course for non-attendance by a departmental administrative drop after the fourth class period, or the fifth class day of the term of instruction, whichever occurs first.