



Fall 2020

Tourism: Culture, Power, Place

ANTH 3435 - 001

New College of Florida

Professor Uzi Baram

Full Distance Learning: Canvas Online Course

Synchronic Online Class Meets: Tuesday and Thursday 10:40-12:00 pm

Professor's Office: College Hall 205

Office Hours: Monday 9:30-10:30 and by appointment

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This Syllabus can be found at <http://sites.ncf.edu/baram/courses>

Catalogue Description

Have you ever been a tourist? Hard to imagine anyone has not been. Tourism is known as the world's largest industry, incorporating more and more people as visitors or hosts. As a global phenomenon, tourism has economic, political, social, and cultural aspects. And tourism has a history, tied to pilgrimage, trade, exploration, and travel. As such, this course begins with an overview of colonialism and uneven global power relationship, specifically focused on the colonial encounter for understandings of culture, power, and place. The anthropological critique of tourism will be presented but this course is more than a critique. The class will consider the range of tourist encounters, including heritage tourism, ecological tourism, sex tourism, dark tourism, and virtual tourism and, most importantly, consider ways that tourism has and can address pressing social concerns today such as peace and climate change. Geographically expansive, the course will include a wide range of case studies as well as observations of the local. The course will present the ideas and work of leading scholars and consider the key issues involved making tourism meaningful today.

A Well-Known Quote

"Travel is fatal to prejudice, bigotry, and narrow-mindedness"

Mark Twain 1869

Innocents Abroad, or the New Pilgrims Progress Being Some Account of the Steamship Quaker City's Pleasure Excursion to Europe and the Holy Land; With Descriptions of Countries, Nations, Incidents and Adventures, As They Appeared to the Author.

Course Prospectus

Scholars of tourism, like many emerging subfields, debate basic concepts they seek to describe. The anthropology of tourism, a recent addition to the field, follows the contemporary disciplinary approaches that critically consider local level implications of larger-scale forces; for tourism, many of the conclusions raise concerns for communities, the environment, and social relations. Scholars classify tourists by their travel experiences, their activities, and the degree of institutionalization for transportation, housing, food, and

experiences and situate locations in terms of their representations and misrepresentations. The debates can yield intriguing anthropological research by raising new research questions and delving deeply into social dynamics, historic legacies, and identities. The course will delve into the scholarship, consider the case studies, and balance the optimism of the Mark Twain quote with the insights from the anthropological literature.

Tourism matters, for multiple aspects of our lives and across the world. Like colonialism, imperialism, capitalism, modernity, tourism is both immediately recognizable as a term and its use filled with ambiguities. Those ambiguities make for an interesting concept. In looking at the diversity of the contemporary world (the hallmark of cultural anthropology), the course uses tourism as an entry point to complexities of current conditions; the class will be discussing political economics and the politics of the past as much as tourism per se. To approach those concerns, the history and definitions for tourism will be covered as well will the intellectual engagement between anthropology and tourism, but the goal is to better understand the world today.

This course is student-centered (rather than content-centered): we will cover the major theorists and academic debates, there will be scholarly publications but students are expected to bring their concerns, experiences, and examples to class to illuminate big questions for tourism.



As an anthropology course, the class will examine theory and case studies in tourism. Anthropological tourism studies seek to understand the tourist experience and tourism industry from the perspective of both tourists and host communities. Even with an increasing number of publications, tourism is still a comparatively unexplored topic for anthropologists. This course will introduce scholars, concepts, and case studies; the classroom is a locale for discussions and the assignments encourage class members to contribute to the academic discourse.

A Travel Writer on Travel Writing

"I have always felt that the truth is prophetic, that if you describe precisely what you see and give it life with your imagination, then what you write ought to have lasting value, no matter what the mood of your prose."

Paul Theroux 2001:51

Travel Writing: The Point of It.

Fresh Air Fiend: Travel Writings

Course Description

Tourism – often called the world's largest or fastest growing industry today. Why do people become tourists? How does it impact the toured (the people who receive tourists), tourism mediators, and their environments? Is tourism positive? Is tourism negative? Can tourism be sustainable? This course takes an anthropological approach to investigate the global phenomenon of tourism. We will focus on international tourism and cross-cultural encounters, and their impacts on peoples, cultures, and environments. The course recognizes the global

inequalities that allow some to travel nearly anywhere and that encourages localities to promote tourism for their heritage, whether ecological, historical or cultural.

We start with world history, and the transition from travel to tourism. We will study social theories of tourism and the tourist experience. Using a broad range of case studies, we will analyze the process of marketing culture and identity, what happens when tourists and locals meet, and the impact and implications of tourism. Scholars of tourism note the range between the hasty tourist and the slow ethnographer; we will be hasty, reading scholarship from around the planet to survey different places and their tourism for themes and concerns. The collection should inform an anthropological perspective for tourism in our world.

The Course in the Curriculum

Tourism: Culture, Power, Place is a thematic cultural anthropology course. The class is a Social Science LAC and Diverse Perspectives. The class is Gender Studies Eligible – if you are interested in having the course for Gender Studies, tell me and make sure to stress or focus on gender issues in your work for the course.

In Case of Disruption

In Fall 2017, Hurricane Irma caused the cancellation of a week and a half of classes; in Spring 2020, COVID-19 led to the retreat from campus with second mod being remote teaching; we need a plan for disruption: if there is a disruption of the semester, the course assignments will shift to centering on the final project, with students having options for meeting the goals of the class and all information as posted on a Canvas module to be labeled Disruption!

Course in light of the 2020 Florida State University System Directive

In June 2020, the Chancellor and Chair of the Board of Governors for the State University System called members universities, including NCF, to “to actively engage in finding solutions to peacefully eliminate racism and discrimination.” Please keep that goal in mind as we work through the course.

Goals for the Course

- a. Figuring out: definitions of tourism through clarity on the varying definitions for travelers, tourists, and tourism
- b. Variation for tourism: identify and categorize various types of tourism activities
- c. Reflexivity: situate oneself as a tourist
- d. How and why study tourism? Engage the leading scholarship on tourism
- e. Methodology: Generate research projects on tourism, balancing the anthropological critique of tourism and the potential of tourism for specific situations
- f. Articulate the complexities and nuances on the growth and expansion tourism in our world, including self-reflective of self as tourism

Travel Goals

I haven't been everywhere, but it's on my list.

Susan Sontag 1978

I, etcetera

Learning Outcomes:

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

- Assess the effects of tourism on local people, cultures, and places
- Discuss the power relationships between hosts and other stakeholders (e.g., tourists, governments, and the media)
- Examine what is being promoted and what is being ignored in tourism advertisements
- Recognize hosts as agents who participate in tourism and negotiate its effects
- Assert positive possibilities for tourism

Required Texts

Although the course is online, the books are physical. The texts are available at the Campus Bookstore, on reserve at the Cook Library, and via the usual internet sources:

- Sharon Bohn Gmelch and Adam Kaul 2018 *Tourists and Tourism: A Reader* Third Edition. Waveland Press. 978-1-4786-3622-9
- Patsy West 2008 *The Enduring Seminoles: From Alligator Wrestling to Casino Gaming*. Revised and Expanded Edition. University Press of Florida. ISBN 9780813032139
- Amelia Moore 2019 *Destination Anthropocene: Science and Tourism in The Bahamas*. University of California Press 9780520298934

Articles and book chapters, listed on the Schedule of Topics, are available on Canvas. Please check Canvas regularly for information and additional course information.

A Counterpoint to Tourism

"A tourist is an ugly human being."
Jamaica Kincaid 1988:14
A Small Place

Requirements for the course

There are no grades for this course; the satisfactory/unsatisfactory designation permits a great deal of flexibility for assignments that allow sustained consideration of anthropological themes and critical approaches. But the course requires students complete all class requirements in a timely manner to meet the course objectives. Written work for the course will receive comments and students can assume their papers are satisfactory unless a revision is requested. The course is predicated on the notion that students in the class want to engage, study, and learn the course materials and meet the class goals. Course evaluations will be based upon the below:

1. Attendance

You are expected to attend each and every class, to complete the readings for that day, and be prepared to discuss the readings and your insights into the course subject matter. As an online course, please have audio and video available for each and every class session. Absences are a basis for not satisfying this course. If you need to miss a class, let the professor know via email – no explanation needed. Attendance includes completing online work and is stressed because all members of the class should contribute their understandings of course readings, interpretations and observations, and questions.

2. Discussion

There is a reasonably heavy reading load for this course; the books and articles represent some of the diversity of theoretical perspectives and case studies and part of your work in the course is to struggle to make connections. By integrating the readings and class presentations, you will become involved in the intriguing scholarly discourse in and about Anthropology.

I will summarize and raise theoretical questions from the readings for class discussion. Since the course is designed for student participation, students are expected to read and develop their own interpretations of the texts under review in order to contribute to discussion through comments about the readings and to participate actively in class discussions.

The key discussion question for all assigned course readings: how does the anthropologist study tourism and what aspects of tourism are they presenting? What is their data? What is their conclusion, and do you agree? Can you build on their insights to address matters of concern to you?

The key for discussion is quality not quantity. Completing the readings, thinking about the arguments, terminologies, and examples, and discussing the relevant insights in and out of the classroom will allow you to

succeed in this course; making connections and contrast among the scholarship is one of the goals of the readings and the benefit of effort should last beyond the semester.

3. Evaluated course work

1. Meme for the Key Point from the Reader's Chapters: *Tourists and Tourism* has 24 chapters. Early in the semester, students will choose a chapter to present as a meme to represent the main point of the chapter. The page with the meme, uploaded to Canvas by 9 am before the presentation, will mix images and text and be presented to the class during our synchronic meeting. The goal is to engage the class with the image, to generate discussion of the argument in the chapter. The evaluation is Completed/Not Completed

2. Tourism as Advertised: the assignment asks you to choose a destination and analyze the ways in which tourism is promoted in various forms of the media. Please choose three images that make the point clearly about the destination, focusing on the central messaging of the advertising. Connect the choices to the discussion from relevant readings. In a three- to five-page double-spaced paper, including the three images, explain what is being represented, your assessment of the targeted audience, what images are being highlighted and toward what goals, and how the representation achieves its goals. Uploaded to Canvas by 9 am on September 22nd. Your work will receive a narrative evaluation

3. Creating a Themed Place: Using Imagineering in a Box project for this course

To open up the elements of a tourist attraction, please complete the online course from the Khan Academy <https://www.khanacademy.org/humanities/hass-storytelling/imagineering-in-a-box> The goal of the exercise is to create a themed park along the lines advocated by Disney – go as far as you wish in the online course. Uploaded by October 7th at 1 pm; you will present your work to the class on October 8th. Your work will be evaluated as Completed/Not Completed

4. Response Paper to West: after reading anthropological critiques of tourism, this assignment offers the opportunity to address *The Enduring Seminoles* and the role of tourism in cultural continuity and economic development. What are the larger lessons we can learn from the Seminole experience with tourism? Address the question as a three- to five-page double-spaced printed paper and include at least three course readings. Due November 12th by 2 pm. Your work will receive a narrative evaluation

5. Class project: Case study in How to Advertise a Nature/Heritage Museum

Community engagement – the Crowley Museum and Nature Center wants our help. The project will address how to represent the east Sarasota County museum in a meaningful manner as a tourist attraction. The result will be presented to the Museum's CEO and Volunteer Coordinator
Your work will receive a Completed/Not Completed evaluation

6. Final Project: Creating an Anthropologically Meaningful Tourism

Over the semester we have grappled with scholarship on tourism, explored personal experiences and insights, and contributed to a community heritage organization. We could conclude with critique – there is plenty to criticize in our world of gross inequalities – but the anthropology in the course exposes inequalities and opens up possibilities for productive, positive social change – decolonizing, antiracism, and community supportive. Over the term, you completed several projects. For the final project, you can pull together the strands to portray your grasp of tourism in anthropological perspective.

If you read the entire syllabus at the start of the semester, you might have chosen your projects and concerns strategically and use those insights to cap off your efforts in the course (though it is not necessary – we do change our concerns over a semester).

The goal for the final project: plan a tourist campaign for a place based on best practices noted in the course, a plan for a tourism aimed at local community concerns (for instance, in southwest Florida), the climate crisis, peace, or another social concern.

The product needs to focus on a place, real or Anthropocene (to use Moore's use of the term) that you create for a specific location. The product can be a 12-15 page double-spaced paper, with at least 5 citations from course materials, or – and this is the preferred option - a series of 5 visuals you create (brochures, postcards, mock websites) that clearly convey the goal for the tourism; please organize the images with Loom (a Chrome extension, available for free) or another visual representation, the more creative the better. The visuals will be accompanied by a 2-3 double-spaced page essay explaining the campaign and its goals, with at least 5 citations from course materials. Upload to Canvas by 1 pm on December 10th

Elements for the final course project:

- a. The current state of the place or issue
- b. An anthropological critique focused on power inequalities in representations
- c. Your social goal, informed explicitly by course materials and discussions
- d. Your innovative representations – either written descriptions (this will be the bulk of your 12- to 15-page paper) or your visual creations (5 visuals)
- e. How your representations are meaningful, citing course materials
- f. A conclusion
- g. Acknowledgements (who helped you and who you wish to thank)
- h. References for your work (at least 5 course readings)
- i. Presentation during the last class Zoom session in workshop form (present the ideas for critical feedback)

Ancient Wisdom

Traveling—it leaves you speechless, then turns you into a storyteller.

Abu Abdullah Muhammad Ibn Battuta 1350s

Tuhfat al-anzar fi gharaib al-amsar wa ajaib al-asfar (A Gift to those who Contemplate the Wonders of Cities and the Marvels of Traveling),
also known as *Ibn Battuta's Rihla (Ibn Battuta's Journey)*

All New College Policies will be followed:

- A student needing special accommodations because of a disability must work with the Counseling and Wellness Center, which will establish the need for specific accommodations and communicate them to the instructor.
- Any suspected instance of plagiarism will be handled in accordance with the College's policy on academic dishonesty.
- No student shall be compelled to attend class or sit for an examination at a day or time when they would normally be engaged in a religious observance. Students are expected to notify their instructors if they intend to be absent for a class or announced examination prior to the scheduled meeting.

Schedule of Topics and Readings

8/21 Mini-Class – An Anti-racist Tourism

Week 1 Introduction to the Course and to Tourism Today

August 25 (Tuesday) Your Tourism Experiences

Readings:

Watch *Cannibal Tours*

August 27 (Thursday) Tourism in an Age of Disruption: Instagram, Anti-Racism, and COVID-19

Readings:

Lisa Chase 2020 What I Learned at the Most Instagrammed Outdoor Places. *Outdoors Magazine*

July 6, 2020 <https://www.outsideonline.com/2415324/instagram-social-media-geotagging-outdoorsoversharing#close>

Leslie Wu 2019 How Virtual Travel Could Help With Overtourism. *Forbes*

<https://www.forbes.com/sites/lesliewu/2019/12/26/how-virtual-travel-could-help-with-overtourism/#62c6fce17bc1>

Alex Temlador 2020 How the Travel Industry can do its Part in the Fight Against Racism. *Travel Pulse*

<https://www.travelpulse.com/news/features/how-the-travel-industry-can-do-its-part-in-the-fight-against-racism.html>

Atef Alshehri 2019 Mecca and Medina: Sacred Sites or Development Engines. *Middle Eastern Quarterly* Spring: 1-7.

Week 2 Anthropology and Definitions

September 1 (Tuesday) Tourism Matters: Theorizing Tourism in a World of Uneven Power Relations

Readings:

Chapter 1. Why Tourism Matters (Sharon Bohn Gmelch)

Chapter 2. Secular Ritual: A General Theory of Tourism (Nelson H. H. Graburn)

Chapter 3. Staged Authenticity: Arrangements of Social Space in Tourist Settings (Dean MacCannell)

September 3 (Thursday) The Experience of Tourism: Culture of and for Tourism

Readings

Jamaica Kincaid 1988 *A Small Place*, pp. 3-19.

Chapter 4. An Ethnography of Travel in La Réunion (David Picard)

Chapter 5. Let's Go Europe: Students as Tourists (George Gmelch)

Chapter 23. Rethinking Volunteer Tourism? (Elizabeth Garland)

Chapter 24. Go Global, Think Local: Ethical Issues in Student Travel (Adam Kaul, with Seung Hwan Kim)

Week 3 A History of Tourism

September 8 (Tuesday) A History for Tourism: Grand Tours

Readings:

Alice Walker 1975 In Search of Zora Neale Hurston. *Ms. Magazine*

https://www.allisonbolah.com/site_resources/reading_list/Walker_In_Search_of_Zora.pdf

September 10 (Thursday) Concerned with Power: Experiential Learning for Places

Readings:

Orphan Pamuk 2016 A Modest Manifesto for Museums. <http://en.masumiyetmuzesi.org/page/a-modest-manifesto-for-museums>

Week 4 Gazing and Performing

September 15 (Tuesday) The Tourist Gaze

Readings:

John Urry 1990 The Tourist Gaze. In *The Tourist Gaze: Leisure and Travel in Contemporary Societies*, pp. 1-15

Chapter 6. "Backs" to Nature: Musing on Tourist Selfies (Tamara Kohn)

Chapter 7. Tourist Photography and the Reverse Gaze (Alex Gillespie)

Chapter 8. We're All Photographers Now: A Photographic Exploration of Tourist Behavior (Lisa Beth Anderson)

September 17 (Thursday) Performing for Tourists

Readings:

Chapter 9. The Maasai and the Lion King: Authenticity, Nationalism, and Globalization in African Tourism (Edward M. Bruner)

Chapter 10. Performing Tourism, Staging Tourism: (Re)producing Tourist Space and Practice (Tim Edensor)

Chapter 11. Deceivably Difficult: Asian Guides with Asian Tourists in an Asian Destination (Noel B. Salazar)

Week 5 Case Study: Visiting the Bahamas

September 22 (Tuesday) Ecological Tourism

Readings:

Moore/Introduction

Chapter 17. Community-Based Ecotourism in Costa Rica: Who Benefits? (Lynn Horton)

Chapter 18. In Search of the Narwhal: Ethical Dilemmas in Ecotourism (Ralf Buckley)

September 24 (Thursday) Bahamas

Readings:

Paul Theroux 2001:51 Travel Writing: The Point of It. *Fresh Air Fiend: Travel Writings*, pp.49-53.

Moore/Chapter 1 Building Biocomplexity

Week 6 Lessons from the Case Study of the Bahamas

September 29 (Tuesday) Anthropocene Islands

Readings:

Moore/Chapter 2 The Educational Islands 51

Moore/Chapter 3 Sea of Green

Moore/Chapter 4 Aquatic Invaders in the Anthropocene

October 1 (Thursday) Make Believe? Hyperreality

Readings:

Moore/Chapter 5 Down the Blue Hole

Moore/Conclusion Anthropocene Anthropology

Week 7 Themes for Tourism

October 6 (Tuesday) Theme Parks

Readings:

Umberto Eco 1990 (1967) Travels in Hyperreality. In *Travels in Hyperreality*, pages 3-58.

Yorke Rowan 2004 Repackaging the Pilgrimage: Visiting the Holy Land in Orlando. In *Marketing Heritage*, pp. 249-266.

October 8 (Thursday) Heritage Tourism: Has Tourism Created a Time Machine?

Readings:

Chapter 12. Producing and Consuming Heritage Tourism: Recent Trends (Dallen J. Timothy)

Chapter 13. From Pilgrimage to Dark Tourism? A New Kind of Tourism in Palestine (Rami K. Isaac)

Southern plantation tours are focusing more on the horrors of slavery, and some visitors are mad. Mack DeGeurin Sep 10, 2019. *Insider*

<https://www.insider.com/plantations-new-focus-on-slavery-is-making-some-people-upset-2019-9>

End of First Mod

Week 8 Tourist Experiences, Locally and for Peace

October 13 (Tuesday)

Readings: visitsarasota.com and locate other social media platforms

October 15 (Thursday) What Can Be Done? Possibilities of Tourism Against Racism and for Peace and Equity

Readings:

Carmen Jiménez and Jan te Kloeze 2014 Analyzing the Peace through Tourism Concept: the Challenge for Educators. *Sociology and Anthropology* 2(3): 63-70

Emily M. Drew 2011 Strategies for Antiracist Representation: Ethnic Tourism Guides in Chicago, *Journal of Tourism and Cultural Change* 9(2):55-69

Week 9 Counterpoint: Tourism as Neo-Imperialism

October 20 (Tuesday) The Bubble of Tourism: Cruising and Avoiding as well as Visiting Poverty

Readings:

Chapter 19. Dreams and Realities: A Critical Look at the Cruise Ship Industry (Ross A. Klein)

Dennison Nash 1977 Tourism as a Form of Imperialism. From *Hosts and Guests: The Anthropology of Tourism*, pp. 33-47.

October 22 (Thursday) Tourism as Neo-Imperialism or Tourist as Witness

Readings:

Jennifer Devine 2014 Counterinsurgency ecotourism in Guatemala's Maya Biosphere Reserve. *Environment and Planning D: Society and Space* 32:984-1001

Robert Fletcher 2019 Ecotourism after Nature: Anthropocene Tourism as a New Capitalist "Fix." *Journal of Sustainable Tourism* 27(4):522-535

Chapter 20. Medical Tourism: Reverse Subsidy for the Elite (Amit Sengupta)

Chapter 21. When Sex Tourists and Sex Workers Meet: Encounters within Sosúa, the Dominican Republic (Denise Brennan)

Chapter 22. Children and Sex Tourism: The Case of Thailand (Heather Montgomery)

Week 10 Many Tourism Today

October 27 (Tuesday) Tourism? Many Tourisms – the niche markets

Readings

Chapter 14. Music on the Edge: The Commodification of an Irish Musical Landscape (Adam Kaul)

Chapter 15. Tasting: Wine Tourism in the Napa Valley (Sharon Bohn Gmelch)

Chapter 16. Souvenirs, Animals, and Enchantment: Encountering Texas Cowboy Boots (Chris Gibson)

October 29 (Thursday) Positive Possibilities for Witnessing

Readings:

Mark Hausner, Whitney Battle-Baptiste, Koji Lau-Ozawa, Barbara L. Voss, Reinhard Bernbeck, Susan Pollock, Randall H. McGuire, Uzma Z. Rizvi, Christopher Hernandez, and Sonya Atalay 2018 Vital Topics Forum: Archaeology as Bearing Witness. *American Anthropologist* 120(3):535-548

Week 11 Case Study: Visiting the Sunshine State to Gaze at Native Americans

November 3 (Tuesday) Visitors to Seminole Florida

Readings:

West Preface to end of Chapter 5

November 5 (Thursday) Alligator Wrestling, Doll Making, and Local Politics

Readings:

West Chapter 6 to 9

Week 12 Lessons from the Case Study: Economic Growth

November 10 (Tuesday) Tourism as an Economic Basis for Revival

Readings:

West Chapter 10 to 14

November 12 (Thursday) Practical Concerns: A museum/nature center in east Sarasota County

Readings:

Background on the Museum/Nature Center and the Goals for the Representations

Week 13 Case Study: Representing a Place

November 17 (Tuesday) Workshop for the Community Engagement Project

November 19 (Thursday) Presentations of Ideas for the Museum/Nature Center

Week 14 Course Conclusions

November 24 (Tuesday) Tourism, Heritage, and New Pasts

Readings:

1. Brian Fagan 1995 A Wanderer's Lament. From *Snapshots of the Past*, pp. 151-153

2. Sara Stub 2016 How Tourism Reinvented Jesus' Baptism Site. *Sapiens*

<http://www.sapiens.org/archaeology/yardenit-baptismal/>

3. Alex Mayyasi 2016 Why Do Tourists Visit Ancient Ruins Everywhere Except the United States.

Priconomics <https://priceconomics.com/why-do-tourists-visit-ancient-ruins-everywhere/>

November 26 (Thursday) - Thanksgiving

December 1 (Tuesday) Workshop Presentations of Final Course Project