

SEMESTER AT SEA COURSE SYLLABUS

Maymester 2012

Discipline: Anthropology

ANTH 3559-101: Anthropology of Tourism

Upper Division

Faculty Name: Dr. Kathleen M. Adams

Pre-requisites: Completion of an introductory cultural anthropology or sociology course is highly recommended. If unsure that you belong in this class, talk to me.

COURSE DESCRIPTION

Tourism is one of the fastest growing industries in the world. It has transformed host communities, social life, the natural environment, local economies, artistic productions, and politics. Tourism is also intrinsic to our lifestyles—most of us have been tourists or fantasize about visiting new places. Mayan ruins, the Panama Canal, Costa Rica's nature preserves, Machu Piccu, and Old Havana are all destinations that conjure up powerful images for western travelers. Why do such diverse places draw us and what are the cultural, economic, ecological and political ramifications of our visits?

Over the past two decades, tourism has become an increasingly vibrant arena for anthropological and sociological study. The course examines some of the key research and debates in the field. Many of these debates surrounding international tourism are directly relevant to the UN Millennium Development Goals (especially goals pertaining to ending poverty, gender equality, environmental sustainability, and global partnership). In this course, in addition to reviewing key themes in the anthropology of tourism, we will also draw on anthropological insights about tourism to explore how the tourism both challenges and enhances possibilities for attaining these Millennium Development Goals.

Drawing on case studies and field observations in the countries we are visiting, we will examine what circumstances enable tourism to become an avenue for local empowerment, gender equality, and economic development, whether and under what circumstances eco-tourism and green tourism are viable forms of sustainable development; whether tourism is a peace-building force or tool for terrorism (or both), and why, in some cases, tourism can succeed as an avenue for cultural preservation and in other cases it leads to degradation (even becoming a form of neo-colonialism).

In broader terms, the course highlights how the study of tourism and tourist practices enhances our understandings of interethnic and international interactions, gender relations, neocolonialism, race and racism, media and representation, cultural performances, the marketing of crafts, and our culturally-shaped notions of authenticity, preservation and desire.

Finally, students in the course will have the opportunity to apply their knowledge from the class to making a difference in the lives of others. Students will have the option of participating in a Faculty Directed Trip (FDP) that will enable us to visit the Belize High School of Agriculture (an educational and hunger relief agency founded by an ex-Peace Corps volunteer) with the aim of developing a plan for how the school might become a pro-poor tourism destination. (For more

information on the school, see *A School for Others: The History of the Belize High School of Agriculture*, by George Lebard).

Grades will be based on 3 quizzes (lowest score dropped), write-up of FDP (to be fully explained in class), a final exam and class discussion and participation.

COURSE OBJECTIVES

You should come away from this seminar with the following abilities:

- to discuss tourism as it relates to contemporary globalization
- to appreciate the potentialities of tourism for global partnerships for development (Millennium Development Goal #8).
- to understand the role of tourism in politics, including tourism's relation to national economic development, nation-building and even war and peace (all relevant to Millennium Development Goal # 1: Eradicating poverty and hunger).
- to discuss the key authors and theories in the anthropology of tourism
- to understand the types of ecological transformations resulting from tourism development and their ramifications for local communities (including debates surrounding tourism as sustainable development, agritourism & "green tourism") (relevant to Millennium Development Goal # 7: Achieving environmental sustainability)
- to appreciate tourism's role in creating cultural/ethnic/gender imagery & stereotypes, as well as its potential to foster both gender inequity and gender equality (Millennium Development Goal # 3)...also to understand tourism's role in the spread of HIV (relevant to Millennium Development Goal #6: Combat HIV/AIDs).
- to examine the ethical challenges and potentialities of dark tourism, poverty tourism and "pro-poor" tourism (relevant to Millenium Development Goal # 1).
- to recognize subtle messages (espe re gender and ethnic identities) embedded in tourism materials (arts/souvenirs, brochures, performances etc.)
- to discuss ways in which museums and other cultural heritage sites are sites for the transmission and negotiation of particular cultural values and visions (for both citizens and visitors)
- to apply tourism theories to actual case studies in the countries we are visiting
- enhanced written and verbal communication skills

REQUIRED TEXTBOOKS

AUTHOR: Sharon Gmelch (editor)
TITLE: *Tourists and Tourism: A Reader* (2nd edition)
PUBLISHER: Waveland (Long Grove, IL)
ISBN #: 978-1-57766-636-3
DATE/EDITION: 2nd edition

AUTHOR: Jamaica Kincaid
TITLE: *A Small Place*
PUBLISHER: Penguin Books

ISBN:#: 0-452-26235-6

Edition: Latest

-Additional electronic readings in course folder

TOPICAL OUTLINE OF COURSE

All readings should be done prior to the class on the day they are listed.

Day 1- Orienting Tour: The Sociocultural Study of Tourism

Course overview, administrative details; Importance of tourism for social scientific study & the relevance of tourism to millennium development goals; Travel-writing exercise (Also: The Roots of Contemporary Tourism Patterns→ A Whirlwind History of Tourism; Classic theories about why we travel; Defining “the tourist”: Classic tourist typologies & their limitations; Parallels between pilgrimage & tourism; Sightseeing as modern ritual/sacred quest;)

Read for Day 1 (prior to 1st class):

- Gmelch, S. “Why Tourism Matters” Ch 1 *Tourists and Tourism*. ONLY read pp. 1-8.
- Graburn, N. “Secular Ritual: A General Theory of Tourism.” Ch 2 *Tourists and Tourism*. (read this as an avenue for reflecting on our own practices as tourists, since it is important to understand Western tourists’ mindsets, as well)
- Begin reading the next session’s readings, as they are longer.

-In class video segment: “Holi-days” (2002, Tell-Tale Productions)

Day 2: Shaping Meaning and Making Money: Tourism, Authenticity and the Marketing of Culture

A. Anthropological debates concerning authenticity and travelers’ pursuits (MacCannell’s “staged authenticity”, post-tourism, meta-tourism, the “questioning gaze,” McDisneyization, hypo-reality), looking beyond authenticity: are there other more productive approaches to understanding dynamics in tourist spaces?

B. Economic dimensions of tourism. Cultural commoditization, leakage, tourism’s links to global economic restructuring. The relevance of tourism to the economic aspects of the UN Millennium goals.

- Read:
- Gmelch, S. “Why Tourism Matters” Ch 1 ONLY read pp. 9-11 & 13-20.
 - McLaren, Deborah “Tourism and Globalization” (4. Pp) (in class folder)
 - Stonich et. al. (1995) “Ethnicity, Class, and Gender in Tourism Development: The case of the Bay Islands, Honduras” *Journal of Sustainable Tourism*, 3(1) p. 1-28.
 - Ingles, P. “Performing Traditional Dances for Modern Tourists in the Amazon” Ch 13 in *Tourists and Tourism*. (Case study of Peru and Ecuador)
 - MacCannell, Dean. “Staged Authenticity” excerpt from *The Tourist: A New Theory of the Leisure Class*.

Optional Readings & Resources:

- G. Ritzer & Allan Liska “McDisneyization and Post-Tourism: Complementary Perspectives on Contemporary Tourism.” (In C. Rojek & J. Urry’s *Touring Cultures: Transformations of Travel and Theory* (1997) London: Routledge.
- Azarya, V. (2004) Globalization and International Tourism in Developing Countries: Marginality as a Commercial Commodity 52(6): 949-967.

-Hazel Tucker "Welcome to Flintstones-land: Contesting Place and Identity in Goreme, Central Turkey." In S. Coleman & M. Crang *Tourism: Between Place and Performance* (2002) New York: Berghahn Books. Pp. 143-159.

Day 3: Analyzing Tourism: Methods, Sites, Verbal and Material Products of Tourism

A. Analyzing Tourism Narratives, Verbal Representations & Brochures

How do narratives (guides' verbal presentations about sites, museum labels etc) construct what the tourist sees and experiences? And what of tourists' narratives about their trips? How do travel stories contribute to the shaping of others' perceptions of destinations and the peoples residing in those destinations? To the shaping of their own identities? Research methods in tourist sites, narrative analysis, etc.

B. "Documents of Travel" & Documenting Travel: Tourist Arts, Souvenirs, Trinkets, Post Cards & Photography

What is the role of material culture in defining tourist destinations? Are tourist souvenirs just meaningless trinkets, or are there messages conveyed via these forms? How are the meanings of local arts created and negotiated by craftspeople, vendors and western buyers? How are tourist arts & tourist desires linked? Tourism, photography and the meandering gaze, Case study of Panama's Cuna molas (& the economic empowerment of ethnic minorities and indigenous women).

Read: Ylanne-McEwen "Golden Times for Golden Agers: Selling Holidays as Lifestyle for the Over 50s" (2000, Summer) *Journal of Communication* 50(3):83-99 (Read this article as an example of how to do textual analysis of travel agent dialogues with potential customers. If pressed for time, you can skim some of the examples, but be sure to get a sense of their methodology and findings). (In course folder)
-Morgan & Pritchard "On Souvenirs & Metonymy: Narratives of Memory, Metaphor, & Materiality" *Tourist Studies* 2005 (5) 29:29-53. (In course folder)

IMPORTANT: Bring to class: Write a brief 1 to 2 paragraph auto-ethnography on a photo you have taken or a souvenir you have bought (or, if you prefer, interview a friend about a souvenir they bought). If possible, bring the souvenir to class. (This will partially contribute to your participation grade)

Optional Readings & Resources:

-Jennings, Gayle "Interviewing: A Focus on Qualitative Techniques" Ch 9 in B.W. Ritchie, P. Burns & C. Palmer (eds.) *Tourism Research Methods: Integrating Theory with Practice*. (2005) Cambridge, MA: CABI Publishing. Pp. 99-117.
-Adams, K. "Come to Tana Toraja, Land of the Heavenly Kings: Travel Agents as Brokers in Ethnicity" *Annals of Tourism Research*, 1984. (An example of how to analyze travel brochures). (In course folder.)

Day 4: Tourism and Identity: Power, Inter-group Relations, Class and Inequality

How does tourism transform sensibilities about identity, ethnic relations/hierarchies and race? How do travelers use tourism for their own identity agendas? Class, "race" and ethnic hegemony in touristic displays/pageants/festivals; how tourism articulates with travelers' class/ethnic/"racial" & identities; travel and "cultural capital," tourism and local/indigenous agency; Foucault-inspired analyses of power in tourism settings; debates pertaining to pro-poor tourism, etc. Is pro-poor tourism a viable avenue towards attaining UN Millenium Goal # 1, ending poverty and hunger?

Read:

- Stronza, A. "Through a New Mirror: Tourism and Identity in the Amazon" Ch 16, in *Tourists and Tourism*. (Case study in Peruvian Amazon)
- Guerron-Montero, C. (2006) "Can't Beat Me Own Drum in Me Own Native Land: Calypso Music and Tourism in the Panamanian Atlantic Coast." *Anthropological Quarterly*, 79(4).
- Munt, Ian "The Other Post-Modern Tourism: Class, Travel and the New Middle Classes." *Theory, Culture and Society* 1994 11:101-123. (course folder)
- van den Berghe, P. (1980) *Tourism as Ethnic Relations: A Case Study of Cuzco, Peru*
NOTE: This is an older classic article. For those travelling to Cusco, consider the extent to which things have changed or stayed the same since the time this piece was written.

Additional Optional Readings:

- Do-Min Cheong & Miller, M. "Power and Tourism: A Foucaulian Approach." *Annals of Tourism Research* (2000) 27(2): 371-90. (course folder)
- Stevens, M. "Power Disparities and Community-Based Tourism in Vietnam" In *Tourists and Tourism*. Ch 24.

-In class video segment from "Can't Do It In Europe"

Day 5: - EnGENDERing the Other: Tourism, Gender-relations and Sexuality

Gender imagery and tourism; Sex tourism; Romance tourism; In what ways can travel be considered a gendering activity? Gendered landscapes; Under what circumstances and how might tourism foster greater gender equality and serve as a pathway for achieving Millennium Development goal # 3 (gender equality and the empowerment of women)?

- Read
- Brennan, D. "When Sex Tourists and Sex Workers Meet: Encounters within Sosua, the Dominican Republic." Ch 9 *Tourists and Tourism* (12 pp.)
 - Gentry, K. "Belizian Women and Tourism Work: Opportunity or Impediment?" (2007) *Annals of Tourism Research* 34(2) p. 477-496. (19 pp.)

Optional Readings:

- Annette Pritchard & Nigel Morgan "Constructing Tourism Landscapes: Gender, Sexuality and Space."
- Pruitt and LaFont "Romance Tourism: Gender, Race and Power in Jamaica" Ch 10, *Tourists and Tourism* (16 pp)
- Kelsey, Karen, "Flirting with the Foreign: Interracial Sex in Japan's International Age" in Rob Wilson and Wimal Dissanayake, eds. *Global Local: Cultural Production and the Transnational Imaginary*. 1996. Duke Univ. Press. (Course folder) (15 pp)
- Marshment, Margaret "Gender Takes a Holiday: Representation in Holiday Brochures" in M. Thea Sinclair (ed) *Gender, Work and Tourism* London & New York: Routledge.
- C. Ryan and C. Michael Hall, "Bodies on the Margin: Gay and Lesbian Tourism." In *Sex Tourism: Marginal People and Liminalities* London: Routledge (2001)

Day 6: The Underbelly of Tourism: Death, Illness, Tragic Tourism, Poverty and Danger-Zone Travel

Recently, not only have tourists become terrorist targets, but sites of death & tragedy have become increasingly popular tourist destinations. While battlefields and some European Nazi concentration camps have long been tourist destinations, Vietnam war sites are growing in

popularity, as are torture and dungeon museums in Italian hilltop towns. Today we examine Holocaust tourism, Jack-the-Ripper tourism, catacomb tourism and other forms of “dark tourism.” What attracts us to these macabre spots? What kinds of experiences are sought in these spots? Key concepts: “tourorists”; “danger zone tourists.” In addition, this module addresses the intersection of illness and tourism, and examines the growing phenomena of medical tourism to places like Costa Rica.

We will discuss the ethical issues some of these new tourist sites might raise, as well as the extent to which these are viable new strategies for generating revenues in poorer countries and for achieving Millenium Development goals #1 (eradicate poverty) and #8 (global partnerships).

- Read: -Lippard, Lucy, “Tragic Tourism” in Lippard’s *On the Beaten Track: Tourism, Art and Place* (1999) New York: The New Press. Pp. 118-134. (Course Folder)
- Any Latin America or Caribbean country chapter in Robert Young Pelton’s *Fielding’s The World’s Most Dangerous Places* (1998) Redondo Beach, Calif.: Fielding Worldwide Inc. Pp. 349-369. (quickly skim over to get a feel for the writing and reflect on how this chapter exemplifies the themes discussed by Lippard)
 - Warf, B. (2010) “Do You Know the Way to San José? Medical Tourism in Costa Rica” *Journal of Latin American Geography* 9(1).

Optional Readings & Resources:

- Adams, Kathleen “Danger Zone Tourism: Prospects and Problems for Tourism in Tumultuous Times” in *Worlds: Tourism in Southeast Asia*. (2001). Pergamon Press.
- Phipps, Peter “Tourists, Terrorists, Death and Value” in R. Kaur and J. Hutnyk (eds.) *Travel Worlds: Journeys in Contemporary Cultural Politics*. (1999) Zed Books.
- “Dark Tourism” web site: <http://www.dark-tourism.org.uk/>
- J. Lennon & M. Foley *Dark Tourism* (2000) London: Continuum.
- T. Cole. *Selling the Holocaust: From Auschwitz to Schindler, How History is Bought, Packaged, and Sold* (1999) New York: Routledge, Pp. 97-120.

QUIZ TODAY (Day 6)

Day 7: Tourism and Nature: Ecotourism, Nature Parks & Sustainability Debates

What is sustainable tourism? Does ecotourism protect the environment? Eco-tourism or ego-tourism?; Butler’s “resort life cycle model”; Case studies of the results of ecotourism in various locales; Should eco-tourism be rethought? Agritourism as one proposed answer to rural economic regeneration (is this European model exportable to poorer nations)? Is ecotourism a viable path to achieving UN Millennium Development goal #7 (environmental sustainability)?

- Read: -Gmelch, S. “Why Tourism Matters” Ch 1. Only read pp. 11-13.
- Honey, M. “Giving a Grade to Costa Rica’s Green Tourism.” Ch. 23, *Tourists & Tourism*
 - Lofgren, Orvan “The Global Beach” Ch 3 in *Tourists and Tourism* (pay particular attention to how our ideas of nature/the beach are culturally shaped).

And one of these two listed below:

- Vivanco, L. “Spectacular Quetzals, Ecotourism, and Environmental Futures in Monte Verde, Costa Rica” *Ethnology* 2001 Vol. 40 (2):79-92. OR
- Lindberg et al (1996) “Ecotourism Questioned: Case Studies from Belize” *Annals of Tourism Research*, Vol. 23, No. 3, pp. 543-562.

Optional Recommended Reading:

- Luis Vivanco “The Truth Behind the International Year of Ecotourism.” Available at

Day 8: Combined themes re Tourism & Politics & International Relations

A. The Politics of Tourism: Tourism, Heritage History-making & the State

How is tourism used by the state for nation-building and other projects? What role do sites such as national museums play in this process? How does tourism transform international relations? Can tourism threaten to undermine a state's agendas? Can it be drawn upon to further a nation's international agendas? Tourism as political weapon/political reward. How can tourism transform regional relations within a state (e.g. can it play a role in shifting relations between ethnic groups or religious groups in the same region, etc). (Reflection on these themes in Cuba). How might tourist sites such as museums be used to foster broader primary education in impoverished nations (UN Millenium Development goal #2)?

B. Tourism at Sea: Analyzing Cruise Ship Tourism

Ethnic hierarchies at sea, cruise ship industry as a paradigmatic case of globalization, cruise ship dependent ports, environmental issues pertaining to cruise ships (& their ramifications for local communities/nations), the Fantasy Island phenomenon, etc. How does the cruise ship industry relate to UN Millenium Development goal #8 (global partnership)?

Read: -Peter M. Sanchez & Kathleen Adams "The Janus-Faced Character of Tourism in Cuba." Ch 22 in *Tourists and Tourism*.

- E. Bruner "Tourism in Ghana: The Representation of Slavery and the Return of the Black Diaspora." Ch 19 in *Tourists and Tourism*. (Although this has to do with the African diaspora and tourism to the departure point of the Atlantic slave trade, the themes in this chapter are relevant to some of the sites in the ports we are visiting: reflect on how these themes relate to ports you've visited on this trip).

-P. Patullo "Sailing into the Sunset: The Cruise Ship Industry" *Tourists and Tourism*.

Note: As you read this, reflect on the extent to which these dynamics are consistent with or different from our own M.V. Explorer.

Optional Readings:

-Robert Wood "Caribbean Cruise Tourism: Globalization at Sea" *Annals of Tourism Research* (2000) 27(2): 345-370. (in class folder)

-Kathleen Adams "Domestic Tourism and Nation-Building in South Sulawesi, Indonesia" *Indonesia and the Malay World*. (1998) 26(75): 77-97.

-D. Light "Dracula Tourism in Romania: Cultural Identity and the State" *Annals of Tourism Research* (2007).

-Robert Wood "Tourism and the State: Ethnic Options and Constructions of Otherness" Ch. 1 in Michel Picard and Robert Wood (Eds). *Tourism, Ethnicity and the State in Asian and Pacific Societies*. Honolulu: University of Hawaii Press. (1997) Pp. 1-34.

-Leslie Witz "Transforming Museums on Post-Apartheid Tourist Routes" in I. Karp, C. Kratz et. al. (eds) *Museum Frictions: Public Cultures/Global Transformations* (2006) Durham: Duke Univ. Press. Pp. 107-134.

Day 9: The "Touree" Talks Back: Indigenous Voices on Tourism

As you do the readings in preparation for today's discussion, consider the following: If tourism is to be used by governments and NGOs as an avenue for achieving UN Millenium Development goals, how do we respect and include local stakeholders and local perceptions/concerns (inclusive of people at all levels of society)? If, as Kincaid suggests, tourism is a form of neo-colonialism on

some Caribbean islands, how can this dynamic be altered (or avoided in new destinations under development for tourism)?

Read: Kincaid, Jamaica *A Small Place* (on tourism & inequality on a Caribbean island)

-In class video segment: *-Life and Debt* (1st 30 minutes)

Day 10: Bringing it All Back Home

Closing thoughts. Lessons to be learned for the anthropology of tourism: relevance for personal insights and for achieving UN Millennium Development goals.

Read: -Gmelch "Lets Go Europe: What Student Tourists Really Learn" (In Reader) Ask yourself based on this study abroad experience: did he get it right? How so? How not?
-McLaren "Rethinking Tourism", Ch 25 in *Tourists and Tourism*.

Optional but recommended readings for this module:

-Chambers, E. "Can the Anthropology of Tourism Make us Better Travelers?" *Tourism & Applied Anthropologists: Linking Theory and Practice. NAPA Bulletin* (2005) (course folder)

-Appendix C: Tourist Guidelines in *Tourists and Tourism*

-If time, look over the website for the organization Tourism Concern:

<http://www.tourismconcern.org.uk/index.html>

-Final Exam

FIELD ASSIGNMENTS (20% of the contact hours for each course is provided by field work.)

Our voyage constitutes a wonderfully rich laboratory for the anthropological study of tourism. In each country we visit students are expected to consider, apply and test the various theories we are reading about and discussing in class.

Students in this class are required to go on one of my FDPs, and to write a reflective paper on the experience, drawing on class readings and insights as well as observations on the FDP. Your findings will be presented and discussed in class and papers will be assessed by me. As the topic of this class is relevant to many of the sites we are visiting, with PRIOR permission from the instructor, students may substitute other tours/practica.

A. FDPs

-(ADAMS) VISIT TO THE BELIZE HIGH SCHOOL OF AGRICULTURE: ENVISIONING PRO-POOR TOURISM: Via this FDP students will have the opportunity to apply their knowledge from the class to making a difference in the lives of others. This Faculty Directed Practica will enable us to visit the Belize High School of Agriculture (an educational and hunger relief agency founded by an ex-Peace Corps volunteer) with the aim of developing a plan for how the school might become a pro-poor tourism destination. (For more background on the school, see *A School for Others: The History of the Belize High School of Agriculture*, by George Lebard).

Other relevant port activities (to be cleared with me BEFOREHAND):

-A city orientation tour in any port. (What sorts of sites are featured? Which parts of the city are avoided / not highlighted-any speculations why? How are those featured sites framed and/ or sacralized? Who (ethnically/nationally/culturally/class-wise) is the tour guide? The driver? Can you discern any tourism hierarchies from making observations about those you see in the tourism sector on this tour?)

-Visit a cultural/ ethnic /national history museum tour in any port (I recommend the Museum of the Revolution in Havana. As you visit the museum, ask yourself: What history is depicted in the museum? Which indigenous groups are featured in the displays? Which are missing? What sort imagery is projected about each group? Which parts of the nation's history are featured? Missing? Who visits the museum? Any locals? What exhibits do they most closely attend to? Does this contrast with what foreign tourists attend to? Who (ethnically/nationally/culturally/class-wise) is the museum guide? Tour guide? Driver? Can you discern any tourism hierarchies from making observations about those you see in the tourism sector on this tour? What kind of food is sold at the museum café? Souvenirs in the museum shop? Do these give you clues as to the target market for the museum?)

-A tour of an ethnic village/homeland (one that is in the habit of receiving visitors)—meet with those involved in tourism and discuss their experiences (e.g. local artisans who sell to tourists, guides, hoteliers, tourism planners, ecotourism activists). How does tourism have the potential to help or hinder UN Millennium Development goals in this site?

-A visit to a local crafts market in any port (attend to what is sold, who made it, where it comes from, who is selling it, who buys it, where are most of the profits going? etc. (observe / do participant observation / interview sellers about these issues, if possible). IF you see evidence of extensive leakage, what suggestions would you make to ameliorate the situation, in light of UN Millennium Development goals?

-A visit to an eco-tourism site in any port. After reviewing the readings for the session on environment and tourism, consider the various stakeholders connected to the site. Do all stakeholders seem to have equal voices and draw equal revenues from the site? Is natural preservation prioritized over the interests of local human groups or is there a balance of attention to natural and cultural preservation? Do you see evidence of “green-washing”? What suggestions would you make to ameliorate the situation, in light of UN Millennium Development goals?

METHODS OF EVALUATION

Grading will be based on the following formula:

-Quizzes/ mini assessments (3—not counting lowest dropped score).....	30%
-FDP Project (analysis of a tourism site--group presentation & individual paper write up.....	20%
-Final Exam.....	30%
-Participation*.....	20%

(* Please note: the journal counts for 10% of your participation grade)

More specifics:

→ **Participation**

Regular attendance, preparation and participation will be factored together in calculating your grade. Engagement in discussions, participating in classroom exercises and being a respectful, active listener are all essential to your success in this class. Please arrive on time because key information is often communicated during those first minutes. As you might guess, repeated absences will compromise your grade.

→ **Short FDP Paper Analyzing Dynamics at a Tourist Site & Individual Write-Up**

You may either write up your recommendations and analysis of the possibility of developing pro-poor tourism at the Belize site (the class FDP) OR you may visit and analyze the dynamics at play at a popular tourist site at one of our ports. (You have the option of doing this with one or two friends, but each individual must write their own paper). If you select the later option, some advance planning is necessary and you (and your group) are to present your findings to the class. Additional details on this assignment will be distributed in class. Note: Late papers will be docked one half grade per day late, unless there is documentation of illness or serious emergency.

→ **Field Journal**

You must keep a journal for the class. During each port visit make at least one entry describing some dimension of the tourism dynamics you are witnessing and draw on relevant class concepts AND readings in your reflections and analysis. Entries which integrate field observations with insights from relevant assigned readings will receive maximal scores. I will collect journals periodically over the course of the semester and your entries will help fuel class discussions.

→ **Quizzes & Final Exam**

The quizzes/mini-assessments and final exam will consist of a mixture of concept identification, short answer and essay questions.

Academic Integrity: Plagiarism (using work that is not your own without citations of the source) and cheating of any kind will have severe ramifications. Plagiarism will result in failure on the assignment and possibly the class. Please be meticulous about including citations when you quote from (or even summarize) articles and other publications.

Additional Resources:

A. Intranet resources: Students should be able to access the following web sites:

http://coombs.anu.edu.au/Biblio/biblio_tourism1.html

<http://www.dark-tourism.org.uk/>

<http://www.utflykten.se/museer.htm>

<http://zayann.org/docs/IYE%20critique.doc>

B. Internet resources:

-This website offers an enormous tourism bibliography (useful for research papers):

http://coombs.anu.edu.au/Biblio/biblio_tourism1.html

-Should you opt to do a paper analyzing museum representations of a tourist destination, you might want to peruse this web page with links to tourism-related museums:

<http://www.utflykten.se/museer.htm>.

C. Film and DVD resources (segments to be shown either in class or aired on evening ship TV):

-Amazon Exchange: Effects of Ecotourism on Indigenous Culture (2004) (57 mins)

-Can't Do It In Europe (2005) (46 mins)

-Life and Debt (2001) (86 mins)

-Holi-days (2002) (50 mins)

-A Room with a View

-Destination: Tourism (2007) (20 mins)

-Rent-a-Rasta