

SEMESTER AT SEA COURSE SYLLABUS  
University of Virginia, Academic Sponsor

**Voyage: Summer 2014**

**Discipline: Anthropology**

**ANTH 3590-501, 502, & 503: Anthropology of Tourism (Sections 1, 2, & 3)**

**Upper Division**

**Faculty Name: Kathleen M. Adams**

**Teaching Assistant: Reed Johnson**

**Credit Hours: 3; Contact Hours: 38**

## **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. St. Petersburg's Winter Palace, Spanish Basque villages, Big Ben, Bilbao's Guggenheim Museum, rural Irish pubs, Norwegian fjords, and Dublin, Ireland are all destinations that conjure up powerful images for western travelers. Why do such diverse places draw us and what are the 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. Drawing on case studies and field observations in the countries we are visiting, the course highlights how the study of tourism and tourist practices enhances our understanding of inter-cultural interactions, ideas surrounding authenticity, cultural performances, the marketing of crafts, and the construction of ethnic, gender and racial stereotypes. The class also examines how contemporary tourism draws from historical travel patterns in Europe and how tourism intersects with personal, ethnic, and national identity construction, as well as with the political agendas of the European Union. We will discuss the parallels between European religious pilgrimages and tourism, and will engage with debates about whether ecotourism, "green tourism" and agro-tourism are viable forms of sustainable development. Finally, we will explore the extent to which tourism might serve as a peace-building force (or alternatively as a tool for terrorism), and why tourism can sometimes succeed as an avenue for cultural preservation and, in other cases, leads to degradation.

## **COURSE OBJECTIVES**

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

- to achieve familiarity with key theories and concepts in the anthropology of tourism
- to understand the role of tourism in politics, including tourism's relation to national economic development, nation-building and even war and peace
- 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")
- 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
- to examine the ethical challenges and potentialities of dark tourism and poverty tourism
- to recognize subtle messages (especially 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 case studies and sites in the countries we are visiting

## REQUIRED TEXTBOOKS

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

AUTHOR: Adams Kaul  
TITLE: *Turning the Tune: Traditional Music, Tourism, and Social Change in an Irish Village*  
PUBLISHER: Berghahn  
ISBN #: 978-0-85745-808-7  
DATE/EDITION: 2013

## ELECTRONIC COURSE MATERIALS

In addition to readings from the above texts, you will have electronic reading assignments. Each of these can be accessed and downloaded once you are on the ship, where each course will have its own electronic course folder. You will find the electronic readings for this class in the course folder, titled "Adams."

## TOPICAL OUTLINE OF COURSE

June 16: Depart Southampton

### **C1-June 18: Orienting Tour: The Anthropological Study of Tourism**

Readings (do these readings *prior to* our first meeting):

- Gmelch, S. "Why Tourism Matters" Ch 1 in *Tourists and Tourism*.
- Eriksen, T. "Ch 1: Why Anthropology" (p. 3-11 only) from *What is Anthropology* (2009). London: Pluto Press. Available here: <http://theriksen.info/Whatis.html#Intro>

BRING YOUR 1-2 page travel narrative to class on the 1<sup>st</sup> day.

### **C2- June 19: Unpacking the Traveler: Pilgrims, Tourists, Travel Rituals and Sacred Voyages**

Readings:

- Graburn, N. "Secular Ritual: A General Theory of Tourism." Ch 2 in

*Tourists and Tourism.*

In class video segment: "Holi-days" (2002, Tell-Tale Productions). Finish watching the film on the ship loop (screening on your TV in your cabin).

**C3- June 20: Uncovering the Sociocultural Roots of Western Tourism Patterns: A Whirlwind History of Tourism**

Readings:

-Kennerly, K. "Far Away So Close: The Strange Birth of Modern Tourism." *The New Republic*. July 19-26, 1999.

Optional film (will be shown on the continuous TV loop):

-*A Room with a View* (note the way the tail end of the grand tourist era is depicted, pay particular heed to the early section of the film in Italy)

June 21-24: Lisbon

**NOTE: Those signed up for the first Field Lab in Lisbon should read one of the following articles BEFORE the field lab.** Reading one or more of these articles will enhance your field lab experience as well as your Field Lab reflection paper (due at the start of class on Day C5).

-Prista, Marta, 'Mediating Rurality, History and Exclusivity in Pousadas de Portugal.' In *Shaping Rural Areas in Europe*. Pp. 109-128. (NOTE: Dr. Prista will be our guest speaker on the Field Lab. She will be boarding the ship for dinner on Day C3 and you will have the opportunity to meet her over dinner on the ship.

-G. Richards and C. Fernandes 'Religious Tourism in Northern Portugal' in Richards (ed.) (2007) *Cultural Tourism: Global and Local Perspectives*. The Hawthorne Hospitality Press. (available here:

[http://www.depts.ttu.edu/museumttu/CFASWebsite/H7000%20folder/Readings%20Heritage%20Tourism%202010/Religious%20Tourism\\_Portugal\\_2007.pdf](http://www.depts.ttu.edu/museumttu/CFASWebsite/H7000%20folder/Readings%20Heritage%20Tourism%202010/Religious%20Tourism_Portugal_2007.pdf))

-Silva, Luis 'Beneath the Surface of the Heritage Enterprise: Governmentality and Cultural Representation of Rural Architecture in Portugal.' 2011. *Ethnological Europae* 41(2):39-53.

**C4- June 26: Unpacking Destinations: The Cultural Construction of Nature, Rural Landscapes & Heritage (Sand, Snow, & Scenic Heritagescapes)**

Readings:

- Lofgren, O. "The Global Beach" Ch 3 in *Tourists and Tourism: A Reader*. (begin readings for next time as they are a bit longer)

In class: explanation of group research project & team formation

**C5- June 26: Tourism & Cultural/Religious Commoditization (focus on case studies from Spain)**

**-Featuring Guest lecturer: Dr. David Gies (Introduction to Spain and the Camino de Santiago)**

Reading:

- MacCannell, D. 'Sightseeing and Social Structure: The Moral Integration of Modernity' Ch 4 in *Tourists and Tourism*. P. 57-72
- Greenwood, D. J. (1989) 'Culture by the Pound: An Anthropological Perspective on Tourism as Cultural Commoditization' in V. Smith (ed.) *Hosts and Guests: The Anthropology of Tourism*, Philadelphia: Univ. of Penn. Press. (This is an older, classic case study of Spanish Basque tourism)

Optional film (on continuous loop, viewable from your cabin TV):

-"The Way"

Optional readings on Spain (with anthropology of tourism focus):

- Roseman, S. 'Santiago de Compostela in the Year 2000: From Religious Center to European City of Culture' in Badone & Roseman (eds) *Intersecting Journeys: The Anthropology of Pilgrimage and Tourism*. Urbana: Univ. of Illinois Press.
- Douglass, Carrie 'The Fiesta Cycle of "Spain"' *Anthropological Quarterly*, 1991:64(3):126-141.
- Murray, M. and Graham, B. 'Exploring the Dialectics of Route-Based Tourism: The Camino de Santiago' (1997) *Tourism Management* 18(8): 513-524.
- Aoyama, Y. 'Artists, Tourists, and the State: Cultural Tourism and the Flamenco Industry in Andalusia, Spain' *International Journal of Urban and Regional Research* (2009) 33(1):80-104.
- J. Ockman (2004) 'New Politics of the Spectacle: "Bilbao" and the Global Imagination,' in Lasansky and McLaren (eds.) *Architecture and Tourism: Perception, Performance and Place*. Oxford: Berg, pp. 227-240. (If available)
- Jones, Anny B. 'Challenging the Seductions of the Bilbao Guggenheim' *International Journal of Iberian Studies*, (2004)16(3):159-165. (If available)

June 27-30: Bilbao

**C6- July 1: Anthropological Approaches to Analyzing Tourism: Methods (in preparation for the group project)**

Reading:

- Ylanne-McEwen "Golden Times for Golden Agers: Selling Holidays as Lifestyle for the Over 50s" (2000) *Journal of Communication* 50(3):83-99 (Skim this article as an example of how to do a textual analysis of brochures and travel agent discussions with customers).
- Kaul *Turning the Tune: Traditional Music, Tourism, and Social Change in an Irish Village*: Read all of Ch 1, quickly skim ch 2 (This will NOT be covered on midterm 1, but you should start reading it asap).

Optional readings exemplifying & discussing tourism research methodologies:

-Adams, K. "Come to Tana Toraja, Land of the Heavenly Kings: Travel Agents as Brokers in Ethnicity" *Annals of Tourism Research*, 1984. (Read this as an example of how to analyze travel brochures).

-Adams, K. (2012) "Ethnographic Methods" for *Handbook of Research Methods in Tourism: Qualitative and Quantitative Methods*, eds. Larry Dwyer, Alison Gill and Neelu Seertaram. Northampton, MA & Edward Elgar/Ashgate. Pp. 339-351.

### **C7- July 2: 1<sup>st</sup> Midterm (in class)**

### **C8-July 3: Tourism & Gender (& Intro to Scotland/heritage tourism)**

Reading:

-D. Knox and K. Hannam 'Embodying Everyday Masculinities in Heritage Tourism(s)' in A. Pritchard N. Morgan et. al. *Tourism and Gender: Embodiment, Sensuality, Experience*. Oxfordshire and Cambridge, MA: CABI Publishing. (2007) [On Scotland Highland Games tourism and Viking tourism in Norway] p. 263-272.

-Continue reading Kaul's *Turning the Tune* p. 43-48, p. 58-63, p. 67-83.

Optional Readings:

-Tucker, H. 'Negotiating Gender Relations and Identity between Locals and Tourists in Turkey' Ch. 17 in *Tourists and Tourism*.

-Brennan, D. 'When Sex Tourists and Sex Workers Meet: Encounters within Sosua, the Dominican Republic' Ch. 9 in *Tourists and Tourism*.

July 4-7: Glasgow

While in port read:

-Kaul's *Turning the Tune*: skim ch 5.

Optional readings on Scotland:

-Basu, Paul, Ch 1-2 in *Highland Homecomings: Genealogy and Heritage Tourism in the Scottish Diaspora*. New York: Routledge. (2007) (On reserve in ship library)

-Cook, S. and Mc Lean, F. 'Our Common Heritage? Narratives of Self and Other in the Museum of Scotland', In D. Harvey, R. Jones et. al. (eds) *Celtic Geographies: Old Culture, New Times*. London: Routledge. (2002) Pp. 109-22. (Pending electronic availability)

### **C9- July 8: Destination Encounters: Performing and Negotiating Identities in Tourist Spaces**

-Continue reading Adam Kaul's *Turning the Tune: Traditional Music, Tourism, and Social Change in an Irish Village: Ch 6*.

### **C10-July 9: Destination Encounters: Performing and Negotiating Identities in**

### **Tourist Spaces Cont.**

Special guest lecturer on Ireland: Andrew Steed (Ireland interport lecturer, a pilgrimage/spiritual travel guide in Ireland)

Reading:

-Finish Adam Kaul's *Turning the Tune: Traditional Music, Tourism, and Social Change in an Irish Village*

July 10-13: Dublin

### **C11- July 14: National Patrimony, Cultural Heritage and Tourism. Guest lecture by Interport Lecturer/Special Guest: Dr. Carrie Douglass**

Read: Bruner, E. "The Maasai and the Lion King: Authenticity, Nationalism, and Globalization in African Tourism" Ch 12 in *Tourists and Tourism*.

### **C12- July 15: Documents of Travel and Documenting Travel: Tourist Arts, Souvenirs, Post Cards and Photography (the material world of travel)**

Read:

-Morgan & Pritchard "On Souvenirs & Metonymy: Narratives of Memory, Metaphor, & Materiality," *Tourist Studies* 2005 (5) 29:29-53.

**Bring to class today:** Write a brief 1 paragraph auto-ethnography about a souvenir you have bought, using the methodology employed by Morgan and Pritchard in their article. (Or, if you prefer, interview a friend about a souvenir they bought). What motivated you to buy it, where will/do you display it etc—>Reflect the points made by Morgan & Pritchard and address how they do or do not overlap with your feelings about your souvenir). If possible, bring the souvenir to class.

Optional additional reading / extra resources:

-Stewart, Susan. "Objects of Desire: The Souvenir" from *On Longing: Narratives of the Miniature, the Gigantic the Souvenir, the Collection*. (1993) Durham: Duke Univ. Press. 132-169.

-Williams "Do Linguistic Analogies Help Us Understand Tourist Arts?" *Annals of Tourism Studies* (2007) 1(3).

-Robert Davis & Garry Marvin "Ch 11: Taking It All Home" in David & Marvin's *Venice: The Tourist Maze: A Cultural Critique of the World's Most Touristed City*. (2004) Berkeley: Univ. of Calif. Press.

### **C-13, July 16: Power, Class and Social Inequality in Tourism**

Readings:

-Viken, A. 'Heritage Tourism and the Revitalisation of Barony Life in Norway.' In Smith, M and Robinson, M. (eds) *Tourism in a Changing World*

(2006).

Possible in class DVD segment: "Can't Do It in Europe"

Optional Reading:

-Munt, Ian "The Other Post-Modern Tourism: Class, Travel and the New Middle Classes." Theory, Culture and Society 1994 11:101-123.

-Da Loba, A. "Can Voluntourism Make a Difference? Room for Debate." *New York Times*. April 29, 2014. Available at:

<http://www.nytimes.com/roomfordebate/2014/04/29/can-voluntourism-make-a-difference?emc=eta1>

Optional Readings on Norway:

-Puijk, R. 'Dealing with Fish and Tourists: A Case Study from Northern Norway' in J. Boissevain (ed) *Coping with Tourists: European Reactions to Mass Tourism*. Oxford: Berghahn.

-Favero, P. "'O' Sole Mio" Italian Charter Tourists' Experiences of the Midnight Sun in North Cape, Norway.' *Anthropological Quarterly* (2000) 73(1): 1-19.

July 17-20: Bergen and Oslo

**C14- July 21: Tourism and the State: Crafting Citizens & Framing Views of Nations (Including a guest lecture by T. A. Reed Johnson)**

Readings:

-Gorsuch, A. "'There's No Place Like Home": Soviet Tourism in Late Stalinism.' (2003) *Slavic Review*, 62(4):760-785.

**C15- July 23: 2<sup>nd</sup> Exam**

July 24-28: St. Petersburg

Day 1 in Russia: Field Lab Two.

All those enrolled in this field lab should read one of the following articles BEFORE the field lab, as the reading will enhance your field experience and enable you to write a stronger reflection paper.

-Roenker, D. 'Travel to Work, Travel to Play: On Russian Tourism, Travel, and Leisure.' (2003) *Slavic Review*, 62(4): 657-65.

-Noack, C. "Building Tourism in One Country?: The Sovietization of Vacationing, 1917-41. Ch 9 in *Touring Beyond the Nation*.

**C16- July 29: Tourism and Politics (Reframing relations between Nations via Tourism)**

**Russia Field Lab Paper Due (for those enrolled in this field lab)**

Reading:

-Sanchez, P. and Adams, K. "The Janus-Faced Character of Tourism in Cuba." Ch 22 in *Tourists and Tourism*.

Optional readings:

--Gorsuch, A. "'There's No Place Like Home": Soviet Tourism in Late Stalinism.' (2003) *Slavic Review*, 62(4):760-785.

-Gaggio, D. 'Tourism, Transnationalism and the Construction of Everyday Life in Europe' Ch 8 in *European Identity and Culture: Narratives of Transnational Belonging*. Ashgate Publishing (2012).

## C17- July 30: Tourism and Ethnic Relations

Readings:

-Miettinen, S. 'Raising the Status of Lappish Communities through Tourism Development' in M. Smith and M. Robinson *Cultural Tourism in a Changing World: Politics, Participation and (Re)presentation*. Clevedon: Channel View Publications.

-Dobbin, K., 'Appropriation (?) of the Month: When did the Sami Sign Up as Santa's Helpers?' Available at:

<http://www.sfu.ca/ipinch/outputs/blog/appropriation-month-when-did-sami-sign-santa-s-helpers>

July 31- August 3: Stockholm

Day 1 in Stockholm: Field Lab Three.

All those enrolled in this field lab should read **one** of the following articles BEFORE the field lab, as the reading will enhance your field experience and enable you to write a stronger reflection paper.

-Mills, S. "Open Air Museums and the Tourist Gaze" 2003. In *Visual Culture and Tourism*. Ed. By Crouch and Lubbron. Berg.

-Halewood, C. and Hannam 'Viking Heritage Tourism: Authenticity and Commodification' *Annals of Tourism Research* (2001) 28(3):565-580.

-Sindbaek, S. "All in the Same Boat: The Vikings as European and Global Heritage." 2011. In *Heritage Reinvents Europe: Proceedings of the Internationale Conference Ename, Belgium*.

## C18- August 4: Tourism and Nature: Rethinking Ecotourism

**Stockholm Field Lab paper due for those enrolled in this field lab.**

Readings:

-Mac Cannell, Dean, "Nature Incorporated" In *Empty Meeting Grounds: The Tourist Papers*. (1992) London: Routledge. Pp. 114-117. (On Blackboard)

-Honey, M. "Giving a Grade to Costa Rica's Green Tourism." Ch. 23 in *Tourists and Tourism*

### **C19- August 5: Tourism and Sustainable Development**

Readings:

-Wallace, G. and Russell, A. 'Eco-cultural tourism as a means for the sustainable development of culturally marginal and environmentally sensitive regions,' *Tourist Studies* 4(3) 235–52 (with Finland ex.).

Optional reading:

-Tagliabue "Preserving a Heritage via Bed and Barns: European Governments Subsidize Agritourism." *New York Times*, Aug 13, 1998. (2 pgs).

Possible in class DVD segment: *Milking the Rhino*

August 6-9: Helsinki

### **C20- August 10: Tourism & Globalization at Sea & in the Air: Analyzing Cruise Ship Tourism**

Readings:

-P. Patullo "Sailing into the Sunset: The Cruise Ship Industry" Ch 21 in *Tourists and Tourism*.

-Pico Ayer "Where Worlds Collide: In Los Angeles International Airport the Future Touches Down." *Harper's Magazine* August 1995 (p.50-57).

Optional Reading:

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

### **C21- August 11: Tragic Tourism, Thanatourism and Terrorism (Also, possible brief introduction to Poland by Dr. Nora Orlowski, interport lecturer)**

Readings:

-Allar, K. 'Holocaust Tourism in Post-Holocaust Europe: Anne Frank and Auschwitz' in Taylor et. al. *Dark Tourism and Place Identity: Managing and Interpreting Dark Places*. Hoboken: Taylor and Francis (2013).

### **GROUP PAPERS DUE AT START OF CLASS (Analysis of a tourist site)**

Optional readings (with Poland tourism focus):

-Kugelmass, J. 'Why we go to Poland: Holocaust tourism as secular ritual.' *Art of Memory: Holocaust Memorials in History*, 1994

-Buntman, B. "Tourism and Tragedy: The Memorial at Belzec, Poland" 2008 *International Journal of Heritage Studies* 14 (5).

-Kugelmass, J. 'Rites of the Tribe: The Meaning of Poland for American Jewish

Tourists' Ch 20 in *Tourists and Tourism*.

August 12-15: Gdansk

### **C22- August 16: Student Group Presentation Festival (in class)**

Readings:

-Begin readings for next time – they are important reading.

### **C23- August 17: Bringing It All Back Home: Lessons from the Anthropology of Tourism**

Readings:

-Gmelch "Let's Go Europe: What Student Tourists Really Learn" (In Gmelch Reader) Ask yourself based on this S@S experience: did he get it right? How so? How not?

-McLaren "Rethinking Tourism", Ch 25 in *Tourists and Tourism*.

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

Optional readings:

-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>

### **C24- August 19: Final Exams**

**FIELD LAB** (20 percent of the contact hours for this course are comprised of the field lab, which will be led by the instructor and TA.). **Field lab attendance is mandatory** for all students enrolled in this course. Please do not book any other trips on your field lab day.

Each student should be enrolled for one of the following field labs:

#### **Field Lab Section 1: Tourism and Religion in the Past: From Pilgrimages to Heritage Production in Portugal** (Portugal Day 4)

This field lab takes us to the celebrated walled town of Óbidos, build above an ancient Roman settlement. Here we will walk through the narrow, winding medieval streets, and visit several sites in this popular Portuguese tourist destination, as we discuss the ramifications of heritage tourism (including the town's annual "medieval market" festival) for village residents. Our visit will be enhanced by an informal on-site presentation from Dr. Marta Prista, a Portuguese tourism scholar who has conducted long-term anthropological research in this village. After a Portuguese meal, we will continue on to the town of Fatima, a famous Catholic shrine and pilgrimage site dedicated to the Virgin Mary. Each year, thousands of Catholic pilgrims visit this site, where the Virgin Mary was said to have appeared to three shepherd children six times in 1917. Via our tour of the religious structures here, as well as the homes of the three shepherd children, we will reflect on the overlapping dimensions of pilgrimage and tourism, as well as on the early European roots/routes of tourism, which were

anchored in religious travel. Throughout the day, we will observe tourism and tourists in action, returning with a richer appreciation of the ritual dimensions of tourism.

Dress Code: European casual (modest casual dress: no shorts/short skirts, exposed shoulders as we will be entering religious sites).

**Academic Objectives:**

1. To gain first-hand insights into the parallels between early European pilgrimages & contemporary tourist trails
2. To learn about Portugal's efforts to develop heritage tourism sites (what is entailed in these processes, the need to balance local community needs with national aims).
3. To observe tourism in action, so as to better appreciate the ritual aspects of touristic activities.

**Field Lab Section 2: The Tourist's St. Petersburg** (Russia: Day 1)

On this field lab, students will first visit New Holland, an abandoned island in the center of St. Petersburg built under Peter the Great that was once an industrial and military site, and has since become a contested space over plans to develop the island as either luxury hotels for foreigners or a local contemporary arts district. Then we will visit a tourism center on Haymarket Square where we will learn how the current New Holland development team is attempting to balance the needs of different groups in the city, as well as survey the island's ongoing construction. From there, we will walk to our lunch destination on Nevsky Prospekt, the lively central thoroughfare of the city. Following lunch, we will explore a nearby souvenir market behind the Church of the Savior on Blood. This stop will enable student documentation of the many different representations of Russia and Russian culture through the objects on sale for the (largely foreign) clientele. For a richer understanding of how Russia and Petersburg are depicted for domestic tourists, we will proceed on to the Siege of Leningrad Museum, which commemorates the disastrous encirclement of the city by German forces in World War II, an event with powerful significance for Russians. Finally, we will head to the Smolny Convent and Cathedral, where the St. Petersburg Committee for Tourism Development is located, and meet with municipal officials tasked with promoting the city as a tourist destination both at home and abroad. The day will be capped with a canal tour, where we will wend our way through the rivers and canals of the city, giving a panorama of the city as it was meant to be seen—from the water. Throughout the day we will benefit from the expertise of our TA, Reed Johnson, who lived in St. Petersburg for a number of years.

Dress Code: European Casual (as we will be meeting with a government official).

**Academic Objectives:**

1. Explore the contested space of an undeveloped island in the city to see how sustainable tourism balances the needs of the visitors and city residents;
2. Document the different ways in which 'Russianness' is evoked through souvenirs for foreign tourism;
3. Learn about how the city and a WWII museum deals with collective trauma and historical memory, and discuss the role of commemoration in nation-building and culture;
4. Talk with officials responsible for promoting the tourism potential of the city, and find out their priorities and plans;
5. Observe how the city's geography, in particular its waterways, has influenced its development.

**Field Lab Section 3: Heritage Tourism in Swedish Cultural Parks and Museums**

This field lab takes us to two of Sweden's most celebrated museums in order to better understand how decisions are made about how to portray a nation's past and heritage to current day visitors. The field lab will also give students an opportunity to do their own

ethnographic observations of tourist behavior. The Skansen Museum and Zoo is the world's oldest open-air museum, founded in 1891 (Sweden's older equivalent to Colonial Williamsburg). Located on the island of Djurgården, within the city limits of Stockholm, it offers visitors the opportunity to tour the "traditional rural Swedish cultures." Skansen displays an array of Swedish lifestyles and Swedish social conditions from the 16<sup>th</sup>- mid 20<sup>th</sup> centuries (from the Skåne farmstead in the south to the Sami camp in the north). We will spend the morning visiting this open-air museum, with time allotted for students to conduct their own mini-ethnographic fieldwork on tourism behavior in the park. We will also meet with museum officials to learn about how decisions are made regarding how to represent Sweden's past to the public. After lunch at the park, we will proceed to the Vasa Museum, Sweden's most-visited museum. This maritime museum displays "the only almost fully intact 17th century ship that has ever been salvaged" (the 64-gun Vasa, a warship that sank on its maiden voyage in 1628). Since its excavation, the Vasa ship has become a key symbol of Sweden's "great power period." At this museum we will consider the depiction of Sweden's glorious past. Throughout the day, we will be observing how certain aspects of the nation's past are commemorated for domestic and international tourists. We will also be observing tourists in action, returning with a richer appreciation of the ritual dimensions of tourism.

Dress Code: European casual (we will be meeting with a park official)

**Academic Objectives:**

1. To learn about Swedish tourism park curatorial decisions about how to represent a complex and varied past to both citizens and outsiders.
2. To observe and document tourists' activities in Swedish tourism sites.

**METHODS OF EVALUATION / GRADING RUBRIC**

1 <sup>st</sup> Midterm Exam:.....	20% = 40 points
2nd Midterm Exam:.....	20% = 40 points
Final Exam (cumulative).....	30% = 60 points
Write-up of tourist site research (group field project).....	15% = 30 points
1.5-2 page write-up of Field Lab site visit (applying class concepts & theories to what you saw).....	10% = 20 points
Participation (comprised of points for submitting travel narrative, and brief souvenir write-up).....	5% = 10 points

NOTE: Students must be in class each session unless they have a note from the ship's doctor. Students are expected to participate actively in class. You should come to class prepared to contribute to periodic discussions of the assigned readings. **Repeated tardiness, early departures or absences will result in point deductions and a deduction made to your grade.**

**More on assignments:**

→ **Paper Analyzing Dynamics at a Tourist Site in one of the ports. Due dates vary depending on the port in which you and your assigned team do your research).** You and 2-3 classmates are to visit and analyze the dynamics at play at a tourist site in one of the ports we visit. A list of possible sites will be distributed early in the semester, and site assignments will be worked out on the ship. (Note that you are not constrained to the list. However, if you select a site not on the list and put together a team, the site MUST be cleared with me and/or T.A. Reed Johnson). Each of you will be responsible for your own section of a group paper and you will be

asked to also evaluate your team-members contributions to the project. **Total paper length should not be more that 2 typed double spaced pages per student** in the group (**12 pt font**). So if you have four students in your group, the entire paper should be 8 pages. The paper should directly link your findings at the site to specific articles and themes from class lectures (those that are relevant). Additional details on this assignment and formatting guidelines can be found in the class electronic folder and will be discussed in class. You and your group will also informally present your findings to others in the class on designated days (t.b.a.). Your paper should entail (1) researching your site prior to visiting it—reading and comparing touristic literature about the site with more academic accounts of the site (2) visiting the site and gathering ethnographic field data in support of your observation and analysis (notes, photographs, videos, interviews). Expect to spend a couple hours at the site and divide your tasks amongst your teammates for efficiency; and (4) writing a short summary analysis of what you discovered, linking your findings to class theories explored in readings and/or lectures. Your group paper will be evaluated based on the quality of your research, the extent to which you applied various class concepts and theories to what you observed during the port experience, and on the quality of data you offer to back up your observations. (A paper that only applies only a few concepts will be poorly evaluated).

→**Field Lab assignment: DUE the first class meeting following the field lab you selected (except for the Portugal field lab, which is due the second class meeting after we leave Portugal on Day C5).** You are to submit a 1 to 2 page, typed, double spaced (12 pt font) write-up of the field lab visit. Your write up will be evaluated based on the extent to which you applied various class concepts and theories to what you saw and experienced during your field lab. You are expected to engage with a minimum of 3 concepts from class readings/lectures in your write-up, showing how these concepts are relevant to aspects of our visit. A paper that only applies one or two concepts will be poorly evaluated. I expect you to select the concepts you apply from readings and lectures carefully, demonstrating your grasp of the concepts and offering concrete examples to back up your claims of the applicability of these concepts. This paper will be evaluated based on

- proper application of concepts from class reading assignments and lectures
- evidence from site visit to back up your discussion of the applicability of the concepts
- organization, grammar, punctuation

→**Exams:** Given the size of the class, exams will be primarily multiple choice, with a possible short answer or fill-in section. Format of the exams will be further discussed in class.

**Grade Calculation:**

Percentages and Point Ranges	B+ = 87–89.9% (= 174-179.9 points)	C+ = 77–79.9% (= 154-159.9 points)	D+ = 67–69.9% (= 134-139.9 points)
A = 93-100% (= 186-200 points)	B = 83–86.9% (= 166-173.9 points)	C = 73–76.9% (= 146-153.9 points)	D = 60–66.9% (= 120-133.9 points)
A- = 90–92.9% (= 180-185.9 points)	B- = 80–82.9% (= 160 – 165.9 points)	C- = 70–72.9 % (= 140-145.9 points)	F < 60% (119.9 points & below)

**RESERVE LIBRARY LIST**

AUTHOR: Basu, P  
TITLE: *Highland Homecomings: Genealogy and Heritage Tourism in the Scottish Diaspora*.  
PUBLISHER: Routledge.(New York)  
ISBN #:  
DATE/EDITION: (2007)

AUTHOR: Urry, John  
TITLE: The Tourist Gaze  
PUBLISHER: Sage Publications (London)  
ISBN #:  
DATE/EDITION: latest edition

AUTHOR: Bruner, Edward  
TITLE: Cultures on Tour: Ethnographies of Travel  
PUBLISHER: Univ. of Chicago Press  
ISBN #:  
DATE/EDITION: 2004

AUTHOR: Priestley, G.K. & J. A. Edwards et.al.  
TITLE: Sustainable Tourism? European Experiences  
PUBLISHER: CAB International  
ISBN #:  
DATE/EDITION: 1996

### **ADDITIONAL RESOURCES:**

Students will need access to the following sites:

<http://www.sfu.ca/ipinch/>

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

[http://coombs.anu.edu.au/Biblio/biblio\\_tourism1.html](http://coombs.anu.edu.au/Biblio/biblio_tourism1.html)

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

### **HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."

