

ANTHROPOLOGY 2272F-650

Anthropology of Tourism

COURSE OUTLINE

Summer 2021



Vanimo, Papua New Guinea, 2007 (photo courtesy of J. Kennedy)

Instructor: Christine Kennedy

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Credit Value: 0.5 credit

This course runs from May 3 – June 11, 2021. It is a 6-week intensive course. Material that would regularly be covered in 12 weeks will be covered in 6 weeks.

Mode of Delivery: This course will be conducted online. It is *asynchronous*, meaning that students will be provided with a variety of lesson materials and activities that can be done throughout the week, although there may be tasks that must be completed by specific times.

Calendar Course Description: This course examines various aspects of tourism from an anthropological point of view. Topics will include the cultural effects of tourism on both hosts and guests, on the political and economic issues involved in tourism, on the connection between tourism and environmental concerns, and on conflict over local resources.

Antirequisites: None.

Prerequisites: At least a 0.5 Essay course in any faculty.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Territorial Acknowledgement: Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Attawandaron peoples. The First Nations communities in closest proximity to the University are: Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee-Delaware Nation.

Course Syllabus:

This course explores various aspects of tourism from an anthropological point of view. As we will see, there is more to tourism than it simply being a leisure activity for the comparatively wealthy. Through engaging with studies based on ethnographic research, we will discuss questions such as: Who benefits from tourism and how? How are local people represented, and how do they represent themselves, to tourists? How do the expectations and intentions of tourists shape their encounters with the people they visit? Which role do mediators (e.g., governments, guides and media) play, and how do they influence tourists' experiences?

The objective of this course is to critically examine tourism, particularly its effects on both hosts and guests. Topics will include: tourism and culture; the political and economic issues connected with tourism; tourism and the environment, with special attention to ecotourism; conflict over resources; tourism and development, including volunteer tourism; sex tourism; medical tourism; and photography and material objects.

Learning Outcomes:

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

- Assess the effects of tourism on local people, cultures and the environment, recognizing the complexity of tourism.
- Discuss the contributions anthropologists have made to the study of tourism.
- Analyze popular (i.e., non-academic) representations of tourism.
- Critically review scholarly publications.

Course Materials:

Chambers, Erve. 2020. *Native Tours: The Anthropology of Travel and Tourism*. Long Grove, IL: Waveland Press. **(Third edition)**

Paperbacks will be available for purchase at Western's [Bookstore](#). An electronic version of this book can be purchased via Amazon and VitalSource; for more information, please consult the OWL course site or contact the instructor.

Additional required readings (such as journal articles and non-textbook chapters) can be accessed through the "Course Readings" feature on the OWL course site.

Evaluation:

Grades will be based on the following:

- Forum Discussions #1 – 20%
- Forum Discussions #2 – 20%
- Quizzes – 10%
- Essay – 30%, due June 2
- Final Exam – 20%, due June 14

Evaluation Details:

Forum Discussions

Forum Discussions #1 (weeks 1 to 3) – 20%

Forum Discussions #2 (weeks 4 to 6) – 20%

The purpose of the forums is for students to discuss the readings and engage with other students' thoughts. The forums provide us with the opportunity to learn from each other. Students are asked to make **at least 2 substantial contributions** to the forum of **each week**. The contributions should be thoughtful, well-supported, clear and coherent, no longer than 2 paragraphs (per contribution), but contain more than 2 or 3 sentences. Your posts need to engage with the readings (and films). I am looking for evidence that you have read, understood and thought about the book chapters and journal articles. Your contributions can be responses to questions and comments posted by the instructor or other students. You can also start conversations.

Posts are due by Friday of a given week although you are encouraged to submit posts by Thursday to get discussions started. Forums will be **locked 3 days after the respective due dates at 5:00pm EST**; exceptions: the forum of week 1 will be locked on Tuesday, May 11, 2021 (at 5:00pm EST), and the forum of week 6 will be locked on Saturday, June 12, 2021 (at 5:00pm EST). Once a forum is locked, you cannot make any contributions to that forum. It is therefore imperative that you submit posts within 3 days if you miss a due date (except in cases where students have been granted academic consideration). You are not allowed to submit more than 4 posts per weekly forum.

I will count the best 4 contributions for each overall forum mark. Consequently, your mark will not be negatively affected if you miss 2 posts in each period. Bonus marks will be assigned for additional posts. Please note: If you submit 4 posts in a period but contribute to the forum of only 1 week, marks will be reduced. More information on the forums, including grading, bonus marks and mark reductions, will be posted on the OWL course site.

Quizzes – 10% total

There will be 5 quizzes (worth 2.5% each) throughout the duration of the course, in weeks 1, 2, 3, 4 and 5. The quizzes will consist of multiple choice and true/false questions. Each quiz will be based on material covered in the respective week, including video lectures, written lesson information, journal articles and book chapters, documentaries and so on. Each quiz will be open for 8 days (Sunday to Sunday); exception: quiz #1 will be open from Monday, May 3 to Tuesday, May 11, 2021.

The quiz with the lowest score will be dropped from the overall quiz mark; consequently, your overall quiz mark will **not** be negatively affected if you miss 1 quiz. Students who miss quizzes should contact the instructor. Accommodations will be considered on a case-by-case basis.

Essay – 30%

In this essay, you are asked to critically analyze the representation of tourism in a popular (i.e., non-academic) source such as a newspaper or magazine article, a blog, a movie, an episode of a TV show, or a non-academic website; excluded are tourism advertisements. Examine how tourism, tourists and/or people in the tourist destinations are portrayed in the chosen source, and what issues are ignored. You are expected to use points from **at least 7 different class readings** for your analysis. As class readings count those journal articles and book chapters listed in the course outline. Non-class readings and films count in addition to the 7 class readings. The essay is expected to be 1,500 to 1,700 words in length (excluding the reference list).

This assignment is an exercise in critical thinking, in developing a thesis/a main argument, in synthesizing information from scholarly sources, and in properly acknowledging the ideas, wording and data of other authors.

The essay is due **June 2, 2021 (11:55pm EST)**. There is a one-day “grace period”: If you submit the essay by June 3, 2021, no marks will be reduced. The penalty for late submission of the essay, starting June 4, 2021, is **2% per weekday**. I will not accept papers submitted after June 9, 2021 (11:55pm EST). Submit an electronic copy of your essay via “Assignments” on the OWL course site. A detailed assignment outline (including format guidelines) will be posted on the OWL course site.

Final Exam – 20%

The final exam will be a take-home response paper due **June 14, 2021 at 10:00pm (EST)**. The exam question will be released on June 11, and you have three days to submit your response (about 1,000 words in length) via “Assignments” on the OWL course site.

Course Specific Conditions Required to Pass this Course:

In order to pass an essay course, the student must exhibit some minimal level of competence in essay writing and the appropriate level of knowledge of the content of the course.

In order to pass this essay course, students need to submit the written assignments (i.e., the essay and contributions to the forum discussions) and receive a passing grade on the essay and either forum discussions #1 or forum discussions #2.

Academic Integrity - Statement on Plagiarism:

You need to complete assignments (i.e., the essay and contributions to the forum discussions), quizzes and the final exam by yourself. You are **not** allowed to receive aid on assignments, quizzes and the final exam from other persons or to give aid to other students.

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing. It is also a scholastic offence to submit the same work for credit in more than one course. Plagiarism is a major scholastic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and [Turnitin.com](https://www.turnitin.com).

Course Specific Statements and Policies:

Statement about Recording Meetings:

Students may **not** record or distribute any class activity, including conversations during office hours and virtual meetings, without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use.

Statement on Email:

Please do not hesitate to contact me if you have any questions or concerns. I endeavour to reply to messages within 24 hours (Monday to Friday until 5:00pm EST). I will respond to emails sent on Friday after 5:00pm (EST) and on the weekend on Monday of the following week. I am also happy to talk with you face to face via Zoom. Please contact me to set up a date and time for a Zoom session.

Statement on Technology:

Because this is an online course, it is imperative that students have the proper equipment (computers, laptops etc.) and internet connections. Students must familiarize themselves with the OWL course site and its different features. Non-working computers, computer programs, internet connections etc. or lacking the knowledge of how to use OWL will **not** be accepted as valid excuses for having missed assignment deadlines. If you experience technical difficulties or have technical questions regarding OWL, please contact the [Helpdesk](#), Western Technology Services and not the instructor.

Accommodation Policies:

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Academic Consideration for Student Absence:

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,

- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

No academic consideration will be granted retroactively more than 10 days after an assignment's due date or a missed quiz or test. Please see your academic counsellor immediately if you will be seeking academic consideration based on medical or compassionate grounds.

For Western University policy on Consideration for Student Absence, see: [Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#)

[Student Medical Certificate \(SMC\)](#)

Religious Accommodation:

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

Institutional Statements and Policies:

All students should familiarize themselves with Western's current academic policies regarding accessibility, plagiarism and scholastic offences, and medical accommodation. These policies are outlined in Western's academic policies by clicking on this link: [Western's academic policies](#).

Course Schedule and Readings:

Week 1 (May 3 - 9)

Unit 1: Introduction to the Anthropology of Tourism

Native Tours:

"Introduction: Shedding Light on Travel Experiences"

Sommer, Gunilla, and James G. Carrier. 2010. "Tourism and its Others: Tourists, Traders and Fishers in Jamaica." In *Tourism, Power and Culture: Anthropological Insights*, edited by Donald V. L. Macleod and James G. Carrier, 174-196. Bristol: Channel View Publications.

Unit 2: Scholarly Views, Economic Effects and Politics

Native Tours:

“Chapter 1: From Travel to Tourism”

“Chapter 2: Tourism, Society, and the Political Economy”

Quiz #1

Week 2 (May 10 - 16)

Unit 3: Tourism and the Environment

Native Tours:

“Chapter 3: Nature, Tourism, and the Environment”

Walsh, Andrew. 2012. “The Promise and Practice of Ecotourism in Ankarana.” In *Made in Madagascar: Sapphires, Ecotourism, and the Global Bazaar*, 49-73. Toronto: University of Toronto Press.

Gilhooly, Lauren. 2020. “The Tragic Intersection of the Coronavirus and Ecotourism.” *Sapiens*. <https://www.sapiens.org/culture/coronavirus-and-ecotourism/>.

Unit 4: Struggle over Resources

Cole, Stroma. 2017. “Water Worries: An Intersectional Feminist Political Ecology of Tourism and Water in Labuan Bajo, Indonesia.” *Annals of Tourism Research* 67: 14-24.

Joy, Charlotte. 2010. “Heritage and Tourism: Contested Discourses in Djenné, a World Heritage Site in Mali.” In *Tourism, Power and Culture: Anthropological Insights*, edited by Donald V. L. Macleod and James G. Carrier, 47-63. Bristol: Channel View Publications.

Quiz #2

Week 3 (May 17 - 23)

Units 5 and 6: Tourism and Culture

Native Tours:

“Chapter 4: Tourism and Culture”

Theodossopoulos, Dimitrios. 2010. “Tourists and Indigenous Culture as Resources: Lessons from Embera Cultural Tourism in Panama.” In *Tourism, Power and Culture: Anthropological Insights*, edited by Donald V. L. Macleod and James G. Carrier, 115-133. Bristol: Channel View Publications.

Bunten, Alexis Celeste. 2010. “Indigenous Tourism: The Paradox of Gaze and Resistance.” *La Ricerca Folklorica* 61: 51-59.

Quiz #3

Week 4 (May 25 - 30)

Unit 7: Tourism and Development

- Cole, Stroma. 2008. "Living in Hope: Tourism and Poverty Alleviation in Flores?" In *Tourism Development: Growth, Myths and Inequalities*, edited by Peter Burns and Marina Novelli, 272-289. Oxford: CABI.
- Garland, Elizabeth. 2012. "How Should Anthropologists Be Thinking about Volunteer Tourism?" *Practicing Anthropology* 34 (3): 5-9.
- Everingham, Phoebe. 2015. "Intercultural Exchange and Mutuality in Volunteer Tourism: The Case of Intercambio in Ecuador." *Tourist Studies* 15 (2): 175-190.

Unit 8: Medical Tourism

- Kangas, Beth. 2011. "Complicating Common Ideas about Medical Tourism: Gender, Class, and Globality in Yemenis' International Medical Travel." *Signs* 36 (2): 327-332.
- Speier, Amy. 2012. "Reproductive Tourism: Health Care Crisis Reifies Global Stratified Reproduction." In *Global Tourism: Cultural Heritage and Economic Encounters*, edited by Sarah M. Lyon and E. Christian Wells, 209-226. Lanham, MD: Altamira Press.

Quiz #4

Week 5 (May 31 - June 6)

Unit 9: Sex Tourism

- Carrier-Moisan, Marie-Eve. 2020. *Gringo Love: Stories of Sex Tourism in Brazil*. Adapted by William Flynn. Illustrated by Débora Santos. Toronto: University of Toronto Press. [**Read:** "Part 1: Arrivals," pp. 3-40; and "Part 2: Gringo Love?," pp. 43-63.]
- Johnson, Lauren C. 2016. "'Men at Risk': Sex Work, Tourism, and STI/HIV Risk in Jamaica." *Culture, Health & Sexuality* 18 (9): 1025-1038.

Unit 10: Tourism, Photography and Material Objects

- Feng, Xianghong. 2007. "Gender and Hmong Women's Handicrafts in Fenghuang's 'Tourism Great Leap Forward,' China." *Anthropology of Work Review* 28 (3): 17-26.
- Orlando, Angela. 2015. "Andean Weavers Craft a New Aesthetic for a Changing Tourist Market." *Anthropology Now* 7 (2): 62-68.

June 2: ESSAY due

Quiz #5

Week 6 (June 7 - 11)

Unit 11: Tourism and the COVID-19 Pandemic

- Choe, Jaeyeon. 2020. "Vietnam's Domestic Tourism." *Tourism in Times of Pandemic*. The Anthropology of Tourism Interest Group. Posted August 19, 2020.
<http://atig.americananthro.org/category/web-content/tourism-in-times-of-pandemic/>.

Choe, Jaeyeon, Kathleen Adams, Mary Mostafanezhad, and Thi Linh Giang Phi. 2020.

"Southeast Asia Tourism, COVID-19 and Silver Linings." *Tourism in Times of Pandemic*. The Anthropology of Tourism Interest Group. Posted July 29, 2020.

<http://atig.americananthro.org/category/web-content/tourism-in-times-of-pandemic/>.

Benjamin, Stefanie, Alana Dilletta, and Derek H. Alderman. 2020. "'We Can't Return to Normal': Committing to Tourism Equity in the Post-Pandemic Age." *Tourism Geographies* 22 (3): 476-483.

Unit 12: Conclusion

Native Tours: "Epilogue"

Chambers, Erve. 2005. "Can the Anthropology of Tourism Make Us Better Travelers?" *NAPA Bulletin* 23: 27-44.

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