Anthropology 316
Anthropology of Tourism
(Writing Intensive, Oral Communication, Ethical Issues)

Fall 2007

General Information
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Class meetings TuTh 1:30-2:45, Saunders 345
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Course Description
The course takes a critical and comprehensive look at one of the leading global industries – tourism. The semester is organized around touristic processes and interactions, beginning with the marketing and imaging of place, going on to its enactment by hosts, and ending up with some of the impacts of tourism upon its hosts and guests. I use the terminology “host” and “guest” because this is the way in which the tourist industry structures itself, but we will be problematizing those categories, as well as examining ways in which the interaction becomes defined through them. During the course of the semester, students will use Hawai`i and its many resources as a laboratory and classroom.

During the semester we will include numerous guest speakers, both from the travel industry and those more critical of it, as well as films. One of our aims is to develop a multi-perspectival approach to the study of tourism. This class is not TIM (Travel Industry Management). Our departure from a TIM approach is to critically examine the categories and meanings by which tourism impacts people’s lives. This is not the same as saying we will only examine negative aspects of tourism. It is to say that we endeavor to apply critical thinking skills to the subject. We will also draw upon the experiences of students in the class, assuming that as someone living in Hawai`i – one of the prime tourist destinations in the world – we cannot escape the impact of tourism in our lives.

This is an anthropology course. Although there are no prerequisites for it, I will assume that for this one semester, you will engage in the anthropological endeavor – that is, to examine the meanings behind the meanings of human practices. We will look at tourism as a laboratory in global cultural contact. First, a brief explication on our basic terms.
- CULTURE: a system of meanings and symbols that help people make sense of the world. Culture is dynamic, not static. Therefore, it includes a wide variety of individuals, opinions, and practices. Culture is learned, not innate. Therefore, it includes the processes of learning and shaping, often embedded in language.
- ETHNOCENTRISM: the practice of judging of a people or practice on the basis of one’s own. (Ethno = one’s own people; centrism = center)
- PRACTICE: praxis, doing, activity

Course Outcomes
The goal of the course is to stimulate the student to think critically about tourism within
the context of the study of human behavior, thought, and practices. Rather than accept tourism as a way of life in Hawai`i, the course aims to bring skills of critical inquiry (What is going on? How does it fit in within a larger picture? What are the human conditions that create tourism? What kinds of human conditions does tourism create? How is tourism both an enabler and a disabler of humans? How does globalism in the form of the touristic encounter shape people’s everyday lives, thoughts, emotions, values, and worldview?) The course thus is geared to raising questions and thus fostering critical thinking skills, rather than providing easy answers. My assumptions are these:

- tourism is a fact of life in the 21st century
- tourism affects the lives of a large segment of the population, both directly and indirectly
- tourism is inextricably woven into the fabric of commerce
- tourism traffics in culture and people’s sense of identity
- tourism raises basic, important issues of gender, class, race, and place

The goal of this course is to show the complexities raised by these assumptions, and to do so in such a way as to challenge and enhance students’ skills of observation and analysis.

This course will aim to accomplish the following:

- make the students more astute observers of the touristic encounter
- challenge students to think critically and productively about tourism in Hawai`i
- ask students to communicate their enhanced perceptions orally and in writing
- provide students with conceptual tools and vocabulary to analyze and discuss tourism

**Writing-Intensive**

This course is designated writing-intensive for good reason. My firm belief is that good writing makes for good thinking and vice versa. Disciplining one’s writing is akin to disciplining one’s thinking. Writing will be an integral part of your learning process in several ways: 1) written responses; 2) in-class writing; and 3) longer field-based paper. Common to all three of these is the requirement that your writing be clear, succinct, and grammatical. I expect any piece of writing that has been done on a computer to be spell-checked and proofread. You should approach these three types of writing in different ways.

1) **Written responses** are semi-structured. I will pose questions on the readings and ask you to respond. In many cases, the questions I pose will be big ones that could be answered by quoting the entire book or chapter. Do not do this. Instead, summarize briefly what the author says. In addition, inject some of your own thought to this. I am asking for a response, not a regurgitation.

2) **In-class writing** asks you to reflect or think about some issue or film or guest speaker. I would still appreciate grammatical writing, but you may consider this an opportunity to think out loud on paper, on the spot. Some people may call this a free-write. I call this a free-think.

3) **Field-based papers** are the most formal pieces of writing you are required to do for this course. Not only are they longer, but they should be more fully fleshed out in terms of thought and coherence. More on this later.

The bottom line is that writing will be a self-conscious and fully integrated part of this course. Thus, not only will you learn something about anthropology and tourism through taking
this course, hopefully you will end up writing with greater clarity, thought, and care.

**Oral Communication**

In spite of our increasing reliance on computer-mediated interaction, face-to-face communication orally remains an important skill. My view of this aspect of a university education is to help you develop the ability to code switch. This means that you should be able to communicate DIFFERENTLY depending upon the context: with friends, you may speak a certain way; in a classroom situation, you might speak a different way; and in a presentation, you might speak differently again. During the semester you will be given opportunities to develop your oral communication skills in different ways and settings: 1) small-group discussions; 2) class discussions; 3) debates; and 4) formal presentations. You will be graded in different ways in each of these areas.

Small-group and class discussions (included as part of 10 points for class participation):
- contributing to the discussion
- relevant contributions
- listening and responding to others’ verbal contributions
- turn-taking

Debates (20 points):
- presenting rational points of discussion
- clear, well-argued points
- reasoned points backed up by data, facts

Formal presentations (10 points):
- clearly organized presentation
- making a point; creating interest in subject
- speaking clearly, slowly, loudly, enunciating, with varied expression
- body language (includes appropriate dress)
- optional, but recommended: audio-visual aids

I take into account a plurality of oral skills, styles, and personalities. Do note that in discussions, it is as important to LISTEN as it is to SPEAK. A person who only speaks and does not listen carefully and respond to what others are saying is not a good oral communicator.

During debates the class will be divided into pro and con for each issue, plus a panel of judges. Within the pro and con sides, there will be only three speakers each. Format: 3 pro speakers present arguments for 2 minutes each, 3 con speakers present arguments for 2 minutes each, 2 rebuttal speakers from each side for 2 minutes. 3-4 student judges will verbally evaluate the debate, mentioning the important points raised and the quality of the arguments; each judge should speak for 2 minutes. **Every student must sign up to participate in two debates during the semester.** Note: the debates do not require outside research, but should be based primarily on class materials.

**Ethical Issues**

In the 20th and 21st centuries, tourism has become a global industry that defines Hawai`i, Asia, and the Pacific. As a crude generalization, one might say that Asia supplies many of the tourists who travel through Hawai`i and the rest of the Pacific. At the same time, domestic tourism within Asian countries complicates the relationships between hosts, guests, and those
that trade off between playing both roles. These kinds of host-guest relationships are one-way streets in parts of the Pacific, and multiple-way streets in other parts of Asia and the Pacific. Our goal in this course is to interrogate these shifting roles and analyze ways in which they shape people’s concepts of themselves, especially in their relationship such a major economic force as tourism. Tourism in many parts of the world has forced groups of people to “brand” themselves and distill who they are into a marketable, consumable entity and performance. This kind of performing of “ourselves” for “you,” and its consumption, form critical issues for the Hawai`i-Asia-Pacific region.

What does this have to do with ethics? As part of our critical approach to tourism, we will attempt to provide resources with which to debate these issues specifically in terms of ethics. Ethics is defined as a system or set of moral principles. The debates on tourism focus on competing sets of “moral” principles. What is the morality of branding a people and place? What is the morality of performing oneself? What is the morality of a job market that predicates itself upon demeaning practices? How can one develop an ETHICAL tourist industry that provides jobs and does so in a manner that respects workers, guests, and even celebrates the host culture? These kinds of issues will be the substance of the course and source of our ethical discussions and debates. There are obviously no easy answers.

Books (available at UH Bookstore and on reserve at Sinclair)

*WARNING: The reading for this course will be front-end loaded. In other words, the reading load will be very heavy at the beginning of the semester, and will taper off by the midterm. I give this as a warning beforehand, so that you do not feel too oppressed during the early period of heavy reading.

Course Requirements
Written responses 30%
Mid-term 20%
Field-based paper 15%
Debates 20%
Oral presentation 10%
Class participation 05%

Written responses, due as indicated on calendar: length depends on how much reading it includes, single-spaced, 12-point font, 1" margins. (3 reading responses, 10 points each)
You are asked to write the following: 1) responses to readings; and 2) in-class responses to the class material, whether in lecture, guest speaker, film. Reading responses will be answers to the questions I pose. In addition, please feel free to comment. In your responses, please do
not reiterate what the author, speaker, or film says. Instead, this is supposed to be a RESPONSE. Comment on it. Agree or disagree w/ it and give reasons for your opinion. Reflect on how this might change your view of the touristic process.

Written responses are intended as personal reflection on the subject of the course. They are designed to get you thinking creatively and critically about course issues and themes. They are not graded strictly, but you must complete them for credit.

Note that in-class responses will not be graded per se, but they count toward your class participation. We will be having six guest speakers during the semester, who will speak for about 45 minutes, followed by q/a. After each speaker, I will give you 15 minutes to write an in-class response.

Debates

Every student must sign up to take part in 2 debates. Here are the propositions and the dates:

9/13  “Branding” a place/people is an unethical business practice.
10/04  Tourist practices set up a hierarchical, economically-based relationship between guests and hosts.
11/08  Hosts/”natives” involved in the touristic enterprise are exploited and made to play a role, performing themselves (or the selves that will sell).

You must sign up as a pro, con, or judge. Each debate will be worth 10 points of your oral grade.

Midterm - in-class essay exam, 10/23; 20 points
You will be held responsible for all readings, lectures, guest speakers, films.

Field-based paper, due 12/06: 8-10 pages, double-spaced, 1” margins, 12-point font, numbered pages; 15 points
TBA

Extra credit - up to 3 points total
During the semester there will be opportunities to earn extra credit, typically by attending a lecture or event and writing a one-page commentary upon it. The commentary should attempt to tie the lecture/event to issues we have raised in the course. The paper must be turned in no later than one week after the event/lecture to receive credit. I will announce opportunities as they occur during the semester. You may earn no more than 3 extra points in this way.

By coincidence, I am giving a talk that you may attend, write up, and earn credit. Here is the blurb:
Faculty Lecture Series: Flying the Frontier
September 26, 3:30pm - 4:30pm
Manoa Campus, Hamilton Library, Room 301

Flying the Frontier: Pan Am World Airways and "Nisei" Stewardesses, a lecture by Professor
CALENDAR (subject to change)
08/21 Introduction to course: issues and themes
08/23 Why anthropology and tourism? What kinds of bedfellows are these?
   Reading: Desmond, Introduction (xiii-xxv)

Unit I: Image-making (hosts & guests)
08/28 Video: Hawaii On Screen (1992, Lynne Waters, 45 min., #7816)
   Reading: Desmond, Ch 1
08/30 Frank Haas, Acting Assistant Dean, Director for Strategic Development, UH School
   of Travel Industry Management (formerly Marketing Director, Hawaii Tourism
   Authority) <fhaas@hawaii.edu>
   Reading: Desmond, Ch 2 (10-59)
09/04 People/place as theme park
   Reading: Desmond, Ch 3, 4 (60-97)
09/06 Discussion of reading
   Reading: Desmond, Ch 5, 6, Conclusion (98-141)
09/11 *Reading responses I due
   Debate PRO-CON: “Branding” a place/people is an unethical business practice.

Unit II: Performing the Image (Hosts)
09/13 Peter Fithian, Greeters of Hawaii <greetersofhawaii.com>
   Reading: Hochschild, Ch 1, 2 (pp3-34)
09/18 Emotion work
   Reading: Hochschild, Ch 3, 4 (pp35-75)
09/20 Performance and Tourism
   Reading: Hochschild, Ch 6, 8 (pp89-136, 162-184)
09/25 Video: Cannibal Tours (1987, Dennis O’Rourke, 77 min. #1296)
09/27 Discussion of Cannibal Tours, reading
10/02 *Reading responses II due
   Debate PRO-CON: Tourist practices set up a hierarchical, economically-based
   relationship between guests and hosts.

Unit III: Impact of tourism
10/04 Macro-view: The politics of tourism
   Jonathan Kamakawiwo’ole Osorio, Director, Kamakakuokalani Center for
   Hawaiian Studies, UHM <osorio@hawaii.edu>
   Reading: Adler&Adler, Ch1, 2 (pp 1-40)
10/09 Micro-view: Personal impact of tourism
   Reading: Adler&Adler, Ch 5, 6 (80-122)
10/11 Video: The Toured: The Other Side of Tourism in Barbados (1991, Julie Pritchard
   Wright, 39 min. #8985)
Reading: Adler&Adler, Ch 8, 11 (139-168, 216-232)
10/16 Discussion of Reading
10/18 * Reading responses III due
    Yukie Shiroma, Director “Shrines to Paradise” (Monkey Waterfall production)
    <shiromay001@hawaii.rr.com>
10/23 MID-TERM

Unit IV: Fieldwork
10/25 Pan Am project
10/30 Fieldwork project
11/01 Dr. Guido Pigliasco, Dept of Anthropology, UHM <guido@hawaii.edu>
11/06 Debate PRO-CON: Hosts/”natives” involved in the touristic enterprise are exploited
    and made to play a role, performing themselves (or the selves that will sell).
11/08 Workshop on doing oral history / ethnographic interviews
11/13 Fieldwork ethics
11/15 NO CLASS: fieldwork
11/20 NO CLASS: fieldwork
11/22 HOLIDAY - THANKSGIVING
11/27 Workshop on write-up, presentations
11/29 Dr. Kristin McAndrew, Dept of English, UHM <mcandrew@hawaii.edu>
12/04 Presentations
12/06 Presentations
*Final Project due
12/13 Project pick-up, feedback, grade