Anthropology of Tourism
(Oral Communication, Ethical Issues)

Fall 2008

General Information
Instructor: Christine R. Yano
Class meetings: TuTh 9:00-10:15am, Holmes 248
Office: Saunders 316
Phone: 956-4447
E-mail: cryano@hawaii.edu
Office hours: TuTh 2:00-3:00pm, or by appt.

Course Description
The course takes a critical and comprehensive look at one of the leading global industries – tourism. Tourism has become increasingly central to economic restructuring, globalization, and the aestheticization of everyday life. We will be exploring many of these issues from a critical perspective, using Hawai`i as our case study. 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 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. In particular, we will be asking, what are the social, cultural, political, and ethical implications of tourism for both host community and its myriad guests?

Over the course of the semester we will include 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, with Hawai`i as our laboratory and classroom. 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)
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 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 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

Our goal 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

Ethical Issues

In the 20th and 21st centuries, tourism has become the 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.

**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 presentation. 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 (2 x 10 = 20 points):
- presenting rational points of discussion
- clear, well-argued points
- reasoned points backed up by data, facts

Formal presentations (20 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.
**Books** (available at UH Bookstore and on reserve at Sinclair)

Desmond, Jane. 2001. *Staging Tourism: Bodies on Display from Waikiki to Sea World.*

University of California Press. (Orig. 1985)

Enloe, Cynthia. 2000. *Bananas, Beaches and Bases; Making Feminist Sense of International Politics.* (Orig. 1989)

*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**

- Quizzes (3x10) 30%
- Mid-term 20%
- Debates (2x10) 20%
- Oral presentation 20%
- Class participation 10%

*NOTE: doing well in this course is in large part dependent on being in class. There are multiple in-class GRADED activities: quizzes, tests, guest speakers and worksheets, debates, team projects, oral presentations. If you foresee reasons why you cannot be in class during the semester, please seriously consider taking another course.*

**Debates: 2x10 = 20 points**

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

- 9/18  *Branding* a place/people is an unethical business practice.
- 10/09 Hosts/”natives” involved in the touristic enterprise are exploited and made to play a role, performing themselves (or the selves that will sell).
- 11/18 *Tourism inevitably sets up a hierarchical, economically-based relationship between guests and hosts.*

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

Anyone who misses a debate – or, at the end of the semester, has not participated in two debates – must write a 10-page paper, taking a position on one of the propositions. If you miss both of your debates, you must write two 10-page papers.

**Quizzes: 3x10 = 30 points (9/16, 10/07, 12/11)**

Three in-class, closed-book quizzes will be held throughout the semester. The first two quizzes will be based primarily on readings. For each of the readings, I will hand out a list of questions, with important terms in bold face. The quizzes will be based on these questions and identification of terms. The third quiz will be based on student presentations of their field projects.
Midterm - in-class essay exam, 10/28; 20 points

You will be held responsible for all readings, lectures, guest speakers, and films up to the point of the mid-term. Pay particular attention to anthropological terms that we have discussed, such as (but not limited to) culture, ethnocentrism, practice/praxis, liminality, alterity, and heteronormativity.

Field-based presentation

All students are required to team up and conduct short field-based research. Teams will be comprised of 3-5 students. There is no written document required of this project, but you will have to present your findings orally during the last few class sessions. These oral presentations must be comprised of 5 minutes per person. The entire team will receive the same grade. Half of the grade will be based upon the quality of your project; half of the grade will be based upon the presentational skills. Here are the following deadlines:

9/30 Teams selected; please notify me of team members. I will assign the rest who are not members of a team and let people know by email by 10/02.
10/14 Select your field project; submit by email one paragraph, indicating the project site, basic research question, methodology.
  * You have one month to complete the project. During that month, the group must meet with me at least once.
11/13 Fieldwork completed; workshop on data analysis.
11/20 Work on presentation.
11/25 Submit outline of your presentation.
12/02, 12/04, 12/09 Presentations
12/11 Quiz #3: on student presentations

CALENDAR (subject to change)

08/26 Introduction to course: issues and themes
08/28 Video: Hawaii On Screen (1992, Lynne Waters, 45 min., #7816)
  Reading: Desmond, Introduction (xiii-xxv)

Unit I: Image-making (hosts & guests)
09/02 Why anthropology and tourism? What kinds of bedfellows are these?
  Reading: Desmond Ch. 1
09/04 Caroline Anderson, Marketing Manager, Hawaii Tourism Authority
  <canderson@hawaiitourismauthority.org> 973-2273
  Reading: Desmond, Ch 2
09/09 People/place as theme park
  Reading: Desmond, Ch 3, 4
09/11 Discussion of reading
  Reading: Desmond, Ch 5, 6, Conclusion
09/16 Quiz #1
09/18 Debate PRO-CON: “Branding” a place/people is an unethical business practice.
Unit II: Performing the Image (Hosts)
09/23 Emotion work
Reading: Hochschild, Ch 1, 2 (pp3-34)
09/25 Video: Cannibal Tours (1987, Dennis O’Rourke, 77 min. #1296)
Reading: Hochschild, Ch 3,4 (pp35-75)
09/30 * Select team members; notify instructor by email
Discussion of Cannibal Tours; Lecture: performance of selves
Reading: Hochschild, Ch 6, 8 (pp89-136, 162-184)
10/02 Discussion of reading
10/07 Quiz #2
10/09 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).

Unit III: Impact of tourism
10/14 * Select field project; one paragraph due by email indicating project, site, central research question
Fieldwork project
Reading: Enloe, Ch1
10/16 Macro-view: Structural impact of tourism
Reading: Enloe, Ch2
10/21 * Rev. KaLeo Patterson & Dr. Haaheo Guanson, PJRC (Pacific Justice & Reconciliation Center) & Hawaii Peace Center <pjrcgo@gmail.com>, 19 North Pauahi, ph. 330-3771
Reading: Enloe, Ch3, 9
10/23 Discussion of reading
Reading: Enloe, additional chapter of your choice
10/28 MID-TERM

Unit IV: Fieldwork
10/30 Ethics of fieldwork
11/06 Dr. Guido Pigliasco, Dept of Anthropology, UHM <guido@hawaii.edu>
11/13 *Fieldwork completed; workshop on data analysis
11/18 Debate PRO-CON: Tourism inevitably sets up a hierarchical, economically-based relationship between guests and hosts.
11/20 NO CLASS: work on presentation
11/25 *Submit outline of presentation
Pan American World Airways and Japanese American Stewardesses
12/02 Final presentations
12/04 Final presentations
12/09 Final presentations
12/11 Quiz #3 on student presentations