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

Fall 2016

General Information
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Class meetings  TuTh 10:30-11:45am, Saunders 345
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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.

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
Anth 316  Anthropology of Tourism

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.

As a result of this course, students should be able to better:

- critically observe and consider the touristic encounter in Hawai`i and elsewhere
- apply ethical standards and reasoning to the practices of tourism (see Ethical Issues)
- orally communicate ideas, in particular utilizing concepts of anthropology vis a vis tourism
- consider the effects of tourism at both the macro and micro level

Ethical Issues

This course has a Contemporary Ethical Issues (E) Focus designation. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the content. At least 8 hours of class time will be spent discussing ethical issues. Through the use of lectures, discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues; responsibly deliberating on ethical issues; and making ethically determined judgments.

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?
Anth 316  Anthropology of Tourism

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 leading class discussions (included as part of class participation, 10 points):
- 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)

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.  (Note that the numbers of students may vary depending on the size of the class.)  Every student must sign up to participate in two debates during the semester.  The debates do not require outside research, but should be based primarily on class materials.

Training and feedback will be an important component of oral communication.  Thus,
we will hold workshops on public speaking. For each oral communication component, students will also receive feedback from me, as well as from other students. This feedback will be in the form of written evaluations and check sheets. In addition, if any students would like individual consultations about improving their public speaking, I can hold special individual or small-group workshop sessions during the semester. These can be held during my office hours, TuTh 2-3pm. Over the course of the semester, every student must sign up for at least one workshop session. If you cannot make it during the designated times, we can arrange a separate time.

**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 overburdened during the early period of heavy reading.

**Course Requirements**
- Quizzes (3x10) 30%
- Mid-term 20%
- Debates (2x10) 20%
- Field project (oral) 20%
- Class participation 5%
- Readings Discussion Leader 5%

*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.

**Readings discussion leaders – 5 points; 9/06, 10/04, 11/01**

We will hold discussions on readings immediately prior to the quizzes (and midterm), and students will be grouped into teams to LEAD discussions. If you are a DISCUSSION LEADER, please get together before the day of discussion to go over the questions/answers. Members of the team will receive a maximum of 5 points for leading the discussion.

**NOTE:** ANYONE MAY EMAIL ME THEIR ANSWERS TO THE READING QUESTIONS UP TO THE DISCUSSION DAYS. QUIZZES WILL BE BASED ON THESE
READING QUESTIONS.

Quizzes: 3x10 = 30 points; 9/13, 10/06, 12/08
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. The quizzes will be based on these questions. The third quiz will be based on student presentations of their field projects.

Midterm - in-class, closed-book essay exam; 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.

Debates: 2x10 = 20 points
Every student must sign up to take part in two debates. Here are the propositions and the dates:
9/20 DEBATE #1 “Branding” a place/people is an unethical business practice.
10/13 DEBATE #2 Hosts/”natives” involved in the touristic enterprise are exploited and made to play a role, performing themselves (or the selves that will sell).
11/15 DEBATE #3 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.

Field project (oral presentation) = 20 points
All students are required to team up and conduct short field-based research. The fieldwork must have some ETHICAL component to it. 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 should reference class resources (i.e. readings, lectures, guest speakers, films). Note that if the group presentation does not do so, then the overall grade will be dropped. The oral presentations will be no more than 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 (including referencing course materials); half of the grade will be based upon presentational skills.
Hawai‘i is one of the centers of global tourism, and one of our goals in this class is to make use of the living laboratory that surrounds us. Therefore, I ask that you choose one tourist site or activity that helps address some of the basic issues we discuss in class. Your assignment is to analyze this site/activity in terms of two or more of the following:
- IMAGES: what kinds of images are used in its marketing?
  What are the visual images?
  What kinds of metaphors are used in its advertising?
  Is authenticity part of the site/activity’s marketing? And if so, how?
- CONTENT OF SITE: what is there?
Anthropology of Tourism

What kinds of narratives accompany the site?
How might you analyze the site in terms of layout and design?
What is the semantic content of the display?
How is music (and dance) used as part of the display?

- “HOSTS”: how do workers at this site feel about their work?
  How do they describe what they do?
  What are the hardest parts about their job?
  Is (enacting) authenticity part of the job? And if so, how do workers feel about it?

- “GUESTS”: how do tourists/consumers react to the site?
  How did they choose to come there?
  What is their reaction to the site?
  Does the site match or live up to their expectations?
  Is authenticity part of guests’ appreciation or critique?

Here are some examples of research sites, activities:

- Polynesian Cultural Center, Arizona Memorial, Bishop Museum, Iolani Palace, any luau show, parasailing, catamaran cruises, torch-lighting ceremony nightly at Waikiki, Hilo Hattie’s, Germaine’s Luau, any restaurant in Waikiki, tourist trolleys, etc. Choose a site that you (and your team mates) can have easy access.

What the team can do (not all of these may be applicable to what you choose):

- 1. Analyze advertisements (see IMAGE BRANDING WORKSHOP)
- 2. Analyze the layout and décor of the place (take photos for presentation)
- 3. Observe and analyze interactions at the site; take note of customers (age, gender, clothing, ethnicity, country of origin)
- 4. If food is served, analyze the menu design, food served, drinks, prices
- 5. Interview various workers at the site (I suggest having at least 2 people interviewing workers)
- 6. If possible, interview guests at the site
- 7. If you are researching a trolley or tour bus, you can record what is said by the conductor (or whoever is conducting a tour), transcribe it, and analyze for content.

*Important deadlines:

9/20 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 9/22.

10/4 Select your field project; submit by email one paragraph, indicating the project site, basic research question, methodology, ethical component. Indicate specific roles of team members.

* You have approx. one month to complete the project. During that month, the group must meet with me at least once.

11/17 Fieldwork completed; workshop on data analysis.

11/22 Workshop on presentation.

11/29, 12/01, 12/06 Presentations

12/08 Quiz #3: on student presentations
Reminders! Each student must sign up for the following:
- Oral communication workshop during office hours or individually arranged (at least 1x)
- Discussion leader (one group)
- Debate (2x/semester)
- Fieldwork group (3-5 members), including meeting with instructor
CAALENDAR (subject to change)

08/23  Introduction to course: issues and themes
08/25  Why anthropology and tourism? What kinds of bedfellows are these?

Unit I: Image-making (hosts & guests)

Reading:  MacCannell, Introduction, Ch 1, 2, 5
08/30  Video: Hawaii On Screen (1992, Lynne Waters, 45 min., #7816
09/01  People/place as theme park and issues of authenticity
09/06  IMAGE BRANDING WORKSHOP
09/08  Discussion of reading (DISCUSSION LEADERS #1)
*09/13  Quiz #1
*09/15  Guest speaker:  Frank Haas; Marketing Management, Inc.  2015 recipient of the
American Marketing Association's Hawaii chapter lifetime achievement award. Former
Vice President of tourism marketing for the Hawaii Tourism Authority and Dean of
Hospitality, Business and Legal Education at Kapiolani Community College.
09/20  Debate #1 PRO-CON: “Branding” a place/people is an unethical business practice.
*Let instructor know fieldwork teams by email.

Unit II: Performing the Image (Hosts)

Reading:  Hochschild, Ch 1, 2, 3, 4, 6, 8
09/22  Emotion work
  *Meet your fieldwork team. Discuss possible topics.
09/27  Video: Cannibal Tours (1987, Dennis O’Rourke, 77 min. #1296)
09/29  Discussion of Cannibal Tours
10/04  Discussion of reading (DISCUSSION LEADERS #2)
  *Email me your project paragraph. Include the roles of various team members.
*10/06  Quiz #2
10/11  Guest speaker:  Daniel Naha’opi’i (HTA)
10/13  Debate #2 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

Reading:  Gonzalez, Introduction, Ch 1, 4, Conclusion
10/18  Guest speaker:  Pono Shim (on the concept of aloha)
10/20  Ethics of fieldwork
10/25  Guest speaker:  Rev. KaLeo Patterson
10/27  Macro-view: structural impact of tourism
11/01  Discussion of reading (Discussion Leaders #3); guest Vernadette Gonzalez
11/03  MID-TERM
11/08  no class (election)
*11/10  NO CLASS (fieldwork)
11/15  Debate #3 PRO-CON: Tourism inevitably sets up a hierarchical, economically-based
relationship between guests and hosts.
11/17  *Fieldwork completed; workshop on data analysis
11/22  *Workshop on presentation
11/29  Final presentations
12/01  Final presentations
12/06  Final presentations
12/08  Quiz #3 on student presentations