Anthropology, Tourism, and Development
ANTH 4800-002
Instructor: Dr. Angela Montague
Mon/Wed/Fri 9:30-10:20 a.m.
Huntsman Hall 222

Contact Information:
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Office: Old Main 245H
Office Hours: M/W 1-2 p.m., Fridays by appointment

Course Description: Tourism is one of the largest service industries in the world, employing nearly 1 in 10 people on the planet, and making up over 10% of world GDP (wtcc.org). The UN World Tourism Organization has promoted tourism as a key-driver of socio-economic development, particularly in developing nations (unwto.org). However, tourism is fraught with complications and paradoxes. In this course, we will investigate tourism from an anthropological perspective seeking to unpack tourism as a cultural practice as well as an international development strategy. Through applied projects, assigned readings, and selected case studies from East Asia and the Pacific, sub-Saharan Africa, Europe, and the Americas, students will examine issues of World Heritage and cultural identity, climate change and habitat loss, “dark tourism” and global conflict, human trafficking and the sex trade, and volunteer tourism. Students will also consider the ethical consequences of their own travel choices, and the broader implications for sustainable community development. With a focus on ethnographic insights, global trends, and the changing experiences of travelers and “hosts,” the intent is to highlight the paradoxical challenges and benefits of travel for (re)emergent destinations and protected areas worldwide, and to suggest alternative practices and designs that may encourage more complementary interactions.

Course Objectives:
My goals in teaching this course are:
1. To introduce students to the academic study of tourism
2. To introduce students to anthropological perspectives on tourism and development
3. Uncover the complexities and paradoxes at play in using tourism for development
4. To brainstorm ideas for sustainable practices of tourism
Learning Outcomes:
After completing this course, students will be able to:
1. Understand and apply critical practices, meanings, and concepts in international tourism, and the interrelated issues and implications for local people, parks, and places worldwide;
2. Analyze significant global travel trends and the related ethical considerations and socioeconomic, political, technological, and ecological impacts;
3. Discuss the role of international travel in promoting development and the associated problems and obstacles;
4. Creatively design a tourism development plan that enables visitors to learn about another country, culture, or natural environment, and directly supports conservation and community empowerment for residents.

The following books will be used in this course:
Required:
3. Other readings will be available on Canvas
Optional/recommended (PDFs of required readings will be posted on Canvas):

Requirements and Grade Evaluation

<table>
<thead>
<tr>
<th>Exams and Assignments</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>15%</td>
<td>Daily (3 ‘free’)</td>
</tr>
<tr>
<td>Heritage Report</td>
<td>15%</td>
<td>Due Week 10</td>
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<tr>
<td>Midterm Exam</td>
<td>20%</td>
<td>Assigned week 7, hand in week 8</td>
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<tr>
<td>Discussion Facilitation</td>
<td>15%</td>
<td>Sign-up week 1</td>
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<tr>
<td>Tourist Destination Report</td>
<td>15%</td>
<td>Due week 15</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
<td>Assigned week 15, hand in finals</td>
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</table>
- Attendance and participation is essential. Class lectures and discussion will be critical to your ability to grapple with the readings analytically; it is essential that you are in class, engaged, and ready to participate. Each of you is responsible for any material, announcements, assignments, and/or schedule changes made during class. If you miss a class, you will need to ask another student for notes and reflections about what was covered and transpired. Attendance will be taken daily, but you will get 5 “free” no questions asked absences. (15% of grade)

- Discussion Facilitation. Beginning Week 2, you will sign up to facilitate a class discussion. You will provide an interactive workshop that engages the readings assigned for the day. Students are encouraged to utilize outside sources in an applicable and analytical fashion so that they lead an exercise/discussion that allows us to deconstruct the readings and better understand the author’s arguments. Evaluation of this will be based on utilization and integration of the reading material, and the overall participation level of the class. (15% of grade)

- Midterm Exam. Conceptual in nature, this exam will ask you to define and explain particular terms, and explain particular arguments and conceptual frameworks discussed up to that point. These will be short analytical essays that require the conceptual grasp of the course readings and materials. It will be reviewed in class during week 7. It is due by Friday of Week 8 on Canvas (15% of grade).

- Final Exam. A comprehensive exam covering topics from the entire course. It will follow the format of the midterm. We will go over the topics in class on Thursday of week 10, you will then take it home and type it up and return it during our final exam time. (20% of grade)

- Heritage Report: Visit a local heritage site and write a reflective summary (5 pages double-spaced) on the meaning of the site for the community who constructed it, its intended audience, the narrative(s) of its meaning to you. The report should include: (1) a description of the site and the visitor center (if there is one), (2) a brief analysis of brochure/pamphlet contents from the site, (3) a discussion of potential and actual tourist or visitor activities in and near the site, (4) an analysis of the community who built, owns or manages the site, (5) an analysis of the reasons visitors come to the site (6) discussion of impressions tourists have after they leave the site (hopefully based on a few interviews while you were there) and (7) linkage of your paper to ideas, concepts and theories discussed in class. (Travel to heritage sites is at student expense). (15% of grade).

- Tourist Destination Report: Students will design and present an original tourism activity or visitor facility in class. The proposed site may be anywhere in the world. You may work independently or in pairs. Presentations may be done as a slideshow (PowerPoint, Prezi) or video (YouTube). Total length = approximately 20 slides or 25 minutes total. (15% of grade)

  - Project objectives:
    - Project must appeal to both domestic and international visitors.
    - Project must heighten visitor awareness and appreciation of significant human events and natural features in your chosen destination through travel marketing, participatory education, and multicultural interpretation.
    - Project must financially contribute to environmental conservation and sustainable employment for local residents through volunteer tourism,
outdoor recreation and environmental learning, hospitality services, guiding, etc.

Expectations:

- Preparation: I expect you to come to class prepared, having read the material before hand (by Monday) and thought critically about it. If there is anything that you do not understand, please make a note of it so that we can address it as a class.
- Attendance: Please be on time and stay until the end! Attendance will be taken daily. Many announcements and important information is conveyed in lecture, it is prudent to attend. The syllabus and lecture slides are NOT a substitute for coming to class.
- No work will be accepted late. There are only two exceptions: 1) a documented medical emergency and 2) major religious observances that necessitate absence from class. In the case of the latter, the student must present notice in writing to the instructor by the second class meeting. Otherwise: I do not accept late assignments!
- THERE WILL BE NO EXTRA CREDIT.
- Collegiality and Respect: Please be respectful of other students and the instructor. Please do not interrupt when someone else is speaking, do not use computers for social networking YouTubing, etc.; do not text-message in class—these things are disruptive and rude and will not be tolerated! Failure to follow these guidelines will result in losing participation points.
- Internet/email: We will be using Canvas and the Internet for a number of things in this class. Please check your email frequently as I will use it for many class-related announcements. Please let me know if you find challenges in meeting this requirement for whatever reason so that we can make an alternative available to you.
- Academic Integrity. Students are to know and adhere to all regulations concerning Academic Honesty as detailed in the University Policies and Procedures (at the end of the syllabus). Do not submit material from the Internet or other sources as your own. A student will receive a grade of 0 (zero) on any assignment discovered to be in violation of the academic integrity regulations
- Accommodations: if you are having significant challenges in meeting ANY of the requirements of the course please let me know immediately. If you have a documented disability, please inform me if it interferes with your ability to excel in any aspect of the course. Also, please investigate campus resources for academic accommodations through the Disability Center
- Contact: Email is the best way to get a hold of me; I will do my best to get back to you within 24 hours on weekdays, and by Monday if you email me after 4 pm on Friday otherwise. Please put ‘ANTH 4800’ in the subject line for any email correspondence so that it doesn’t get lost in the millions of messages I receive. I will have regular office hours--make use of them.
Course Schedule:

Week #1 Aug. 28-Sept. 3: Intro to Anthropology of Tourism
Read: Chambers “Preface” and “From Travel to Tourism” (pp. 1-27).
Read: Stronza “Anthropology of Tourism” (Canvas)
Read: UNWTO statement on “Why Tourism”

Week #2 Sept. 4-10 (No class Monday for Labor Day): The Tourist
Watch “Cannibal Tours” (homework)
Read: MacCannell “Cannibal Tours” (Canvas)
Read: Cole, Tourism, Culture and Development: Introduction, pp. 1-16

Week #3 Sept. 11-17 Theoretical Perspectives on Tourism
Read: Chambers Chapter 2: “Tourism, Society and the Political Economy,” pp. 31-68.
Read: Nash, Dennison. “Tourism as a Form of Imperialism” (Canvas)

Week #4 Sept. 18-24 Authenticity
Read: Chambers Chapter 4 “Tourism and Culture”
Read: Bruner “The Maasai and the Lion King” in Gmelch (Canvas)
Read: Bendix “Tourism and Cultural Displays” (Canvas)

Week #5 Sept. 25-Oct. 1 Heritage
Read: Smith “The Uses of Heritage” (Canvas)
Read: Joy “Heritage and Tourism: Contested Discourses in Djenne,” pp. 47-63 (Canvas)

Week #6 Oct. 2-8 Museums
Read: Barbara Kirshenblatt-Gimblett "Objects of Ethnography"17-78
and "Destination Museum" 131-176. From Destination Culture (Canvas)
Read: Clifford “Four Northwest Coast Museums” (Canvas)

Week #7 Oct. 9-15 Eco-Tourism
Read: Chambers Chapter 3 “Nature, Tourism, and the Environment”
Read: Ingles “More than Nature” NAPA Bulletin 23 (Canvas)
Read: Stonich “Enhancing Community Based Tourism Development and Conservation”
Watch: “What Would Darwin Think?” (in class)

Week #8 Oct. 16-22 (No Class Friday for Fall Break) **Turn-in Midterm #1**
Monday: Asset Based Community Development Presentation
And Chapter 4: “The Villages,” pp. 66-102.

Week #9 Oct. 23-29 Perceptions, Priorities and Attitudes

Week #10 Oct. 30-Nov. 5 The Influence of Tourism
Chapter 10: “Conclusions, Peripherality and Modernisation,” pp. 248-252

Week #11 Nov. 6-12 Post-Conflict Tourism Branding
Read: Avraham & Ketter “Marketing destinations with prolonged negative images”
Read: Biran, Poria & Oren “Sought Experiences at (dark) Heritage Sites” (Canvas)
Read: Vitic & Ringer “Branding post-conflict destinations” (Canvas)
Week #12 Nov. 13-19 Volunteer Tourism and Romance Tourism
Read: Barbieri, Santos & Katsube “Volunteer tourism” (Canvas)
Read: Mostafanezhad “They Really Love Me!”
Read: LaFont “Romance Tourism” (Canvas)

Week #13 Nov. 20-26 Responsible Tourism (Canvas)
Read: CREST Fact Sheet (Canvas)
(No Class Wed. or Fri. for Thanksgiving Break)

Week #14 Nov. 27- Dec. 3 Redesigning Tourism
Read: Harrison “Cocoa, Conservation, and Tourism” (Canvas)
Read: Freitag “Enclave tourism development: for whom the benefits roll?” (Canvas)
Read: TBA
Watch: Gringo Trails (in-class Monday and part of Wednesday)

Week #15 Dec. 4-10 Student Tourism Report Presentations

FINAL DUE WEDNESDAY DEC. 13TH

***UNIVERSITY POLICIES AND PROCEDURES ON FOLLOWING PAGES***
Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students. The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University’s Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification**: altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism**: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.
Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term ‘extenuating’ circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print, digital, or audio) are available with advance notice.

Contacting the Disability Resource Center (DRC):

- On Campus: Room 101 of the University Inn
- Phone: 435-797-2444
- Website: [http://www.usu.edu/drc/](http://www.usu.edu/drc/)

For additional information about the application process, accommodations for Online & Regional Campus Students, confidentiality, free and low cost accessibility apps, and the services provided by the DRC, please visit the Students section of the Disability Resource Center website.

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Student Services: [http://www.usu.edu/studentservices/](http://www.usu.edu/studentservices/), 435.797.1712, studentservices@usu.edu, TSC 220
- Student Advocates: [https://ususa.usu.edu/resources/legal-services/](https://ususa.usu.edu/resources/legal-services/), 435.797.2912, TSC 340,
- Access and Diversity: [http://www.usu.edu/accesscenter/](http://www.usu.edu/accesscenter/), 435.797.1728, access@usu.edu; TSC 315
- LGBTQA Programs: [http://www.usu.edu/accesscenter/lgbtqa/](http://www.usu.edu/accesscenter/lgbtqa/), 435-797-GAYS, TSC 314
- Provost’s Office Diversity Resources: [https://www.usu.edu/provost/diversity/](https://www.usu.edu/provost/diversity/), (435) 797-8176

You can learn about your student rights by visiting: The Code of Policies and Procedures for Students at Utah State University: [http://www.usu.edu/studentservices/studentcode/](http://www.usu.edu/studentservices/studentcode/)

Grievance Process
Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: Article VII. Grievances.

**Full details for USU Academic Policies and Procedures can be found at:**

- [Student Conduct](#)
- [Student Code](#)
- [Academic Integrity](#)
- [USU Selected Academic Policies and Procedures](#)
- [USU Academic Policies and Procedures](#)
- [Academic Freedom and Professional Responsibility Policy](#)

**Emergency Procedures**

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.