

# ANTHROPOLOGY 3TR3: THE ANTHROPOLOGY OF TOURISM

## SUMMER 2022

**Instructor:** Dr. Karen McGarry  
**Email:** mcgarry@mcmaster.ca  
**Lecture:** Blended with in-person  
classes held Tuesdays 6:30-9:30 pm in  
ABB 136

**Office:** Virtual office (Zoom link on A2L)  
**Office Hours:** By appointment on Zoom  
or phone. Please email to set up a time.

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## **Course Description**

This course explores the intersections among various forms of tourism (eg. sex tourism, heritage and archaeology tourism, dark tourism) with narratives of identity, inequality, colonialism, and globalization.

## **Course Objectives**

By the end of the course students should be able to:

- Engage with and critically interpret tourist promotional materials and advertisements from an anthropological perspective
- Write critical formal essays on tourists and the tourist industry
- Understand the colonial underpinnings of many forms of contemporary mass tourism
- Be familiar with the history of mass tourism and its ethical implications for issues such as development and inequality, national identity construction, and other factors

## **Required Materials and Texts**

There are no required textbooks to purchase. Links to all readings are posted under 'Content' on Avenue to Learn.

## **Class Format**

Asynchronous lectures posted weekly and in-person sessions (see dates below) on Tuesdays.

## **Course Evaluation – Overview**

1. Attendance and participation - 15%
2. Midterm assignment – 25%
3. Final test – 30%
4. Tourism PowerPoint assignment or video – 30%

## **Course Evaluation – Details**

### **Attendance and participation (15%)**

7.5% is for attendance at in-person sessions; 7.5% is for active participation at in-person sessions. This may include participation in group work, discussing readings, answering questions, asking questions, and demonstrating an excellent level of engagement with readings and other course material.

### **Midterm assignment (25%), held online on July 12**

Short essay questions, with a choice of questions to respond to. More details will be provided during the first week of classes.

### **Final test (30%), held online on August 2.**

Short essay questions, with choice. More details provided in class.

### **PowerPoint or short video assignment (30%), due July 6**

You will be given a choice of topics during the second week of class and you must create a PowerPoint presentation (with notes) or a short video. Topics/further details to be provided during the first two weeks of class.

## **Weekly Course Schedule and Required Readings**

### **Week 1 (Week of June 20)**

#### **Origins and theories of Tourism and Travel – Beginnings**

#### **Readings:**

- 1) Please read the syllabus thoroughly
- 2) Chambers, Erve, 2020 “From Travel to Tourism.” In: *Native Tours: The Anthropology of Travel and Tourism*. Third edition, p. 7-30. Long Grove, Illinois: Waveland Press (link posted on A2L).
- 3) Gottlieb, Alma, 1982 “Americans’ Vacations.” *Annals of Tourism Research* 9: 165-187.

**Notes:** Lectures posted online by June 20. We will have an in-person meeting on Tuesday June 21, 6:30 p.m.

### **Week 2 (Week of June 27)**

#### **Topic: In Pursuit of “Authenticity”**

**Readings:** Little, Ken, "On Safari" (posted to A2L)

**Watch in class:** *Can't Do it in Europe*

**Notes:** Lecture posted online by morning of June 27. We will have an in-person meeting on Tuesday June 28, 6:30-9:30 p.m.

**Discussion questions (to be discussed in class):**

How are notions of authenticity aligned with colonialism and race/racism?

In what ways are notions of wilderness/nature aligned with particular bodies and tourist experiences?

What is the 'tourist gaze?' Provide examples of how it operates from your perspective as a tourist, or from what you have experienced of others.

Our film and the Little article highlight the negative connotations of "authenticity." Are there any situations where we might want to encourage the use of the "authentic" in tourism? If yes, provide an example. If no, then discuss why.

### **Week 3 (Week of July 4)**

**Topic – Archaeology, Heritage and Tourism/Nature and Wilderness**

**Readings:** Kirby, Farah and Kenneth Seligson 2018 From Crystal Skulls to the Caste War: Intersections of Tourism, Archaeology and Heritage in the Yucatan Peninsula of Mexico. *Anthropology Now* 10(2): 24-36. (Link posted to A2L)

Fletcher, Robert, 2015. "Nature is a Nice Place to Save but I Wouldn't want to Live There: Environmental Education and the Ecotourist Gaze. *Environmental Education Research* 21(3): 338-350.

Duffy, Rosaleen. 2014. "Interactive Elephants: Nature, Tourism and Neoliberalism." *Annals of Tourism Research* 44: 88-101. (Link posted to A2L)

**Due:** July 6<sup>th</sup> – PowerPoint/Video assignment is due to A2L by 11 p.m.

**Notes:** Lecture posted by July 4. We will meet in person July 5.

**Discussion questions (sample questions – discussed in class):**

1. Why are tourists fascinated by archaeological sites? Do you have any experience of visiting an archaeological/heritage site, and if so, what did you take away from that experience?

2. What are some other examples of heritage tourism that you can think of? What sort of narrative is being advertised and what evidence do we see regarding who the target audience is?
3. How can archaeologists cultivate more sustainable and ethical forms of tourism?
4. One of your articles discusses the ways in which archaeology and pop culture have created stereotypes of Maya identity. Do you think archaeology is (partly) responsible for creating stereotypes of other cultural groups? If so, what are some examples?
5. What are some ways to produce a sustainable wilderness/nature tourism? How would you envision this being put into action? How/why would you want to involve members of the local community?

## **Week 4 (Week of July 11)**

### **Gendered Experiences of Tourism/Sex Tourism**

#### **Reading:**

Harrison, Julia, 2016 "I'm sorry I got emotional: 'Real' Work and 'Real' Men at the Canadian Cottage. In: *Emotion in Motion: Tourism, Affect and Transformation*, edited by David Picard and Mike Robinson. New Directions in Tourism Analysis. New York: Routledge. (link posted to A2L)

Brennan, Denise, 2001 Tourism in Transnational Places: Dominican Sex Workers and German Sex Tourists Imagine One Another. *Identities* 7(4):621-663. (link posted to A2L)

**Notes:** Lecture posted by July 11. We will discuss these readings in next week's class.

**\*\*\*No in-person class this week. On July 12, from 9 a.m. to 9:30 p.m., you'll have access to the midterm assignment. Please complete on A2L and submit by 9:30 p.m. on July 12.**

**DUE:** Midterm assignment due July 12 by 9:30 p.m.

## **Week 5 (Week of July 18)**

### **Topic: Disaster, or "Dark" Tourism/Gender and Sex Tourism**

#### **Readings:**

Robb, Erika M. 2009 Violence and Recreation: Vacationing in the Realm of Dark Tourism. *Anthropology and Humanism* 34(1):51-60.

Yankovska, Ganna and Kevin Hannam 2014 Dark and Toxic Tourism in the Chernobyl Exclusion Zone. *Current Issues in Tourism* 17(10): 929-939. (Link posted to A2L)

**Notes:** Lecture posted by July 18. We will discuss this week's readings and last week's readings (gender/sex tourism) in class on July 19.

**Discussion questions (in class) – Dark Tourism:**

1. How might we begin to think about addressing the ethical concerns associated with studying dark tourism and heritage? What factors do we need to consider when visiting and studying these places/topics?
2. Reflecting upon prior readings and discussions regarding the "authentic," how do notions of authenticity differ when considering the stories told by survivors and tour guides at sites such as Chernobyl. How are they the same?
3. In what ways do the media cater to or even alter the "tourist gaze" in relation to dark tourism and heritage? What are some of the long term positive and negative impacts?

**Sex Tourism:**

1. In Julia Harrison's article on masculinity and the Ontario cottage, she discusses how the cottage has historically been a domain where men cultivate a sense of "masculine domesticity" that is predicated upon a heteronormative masculinity created through physical labour. Does this still hold up or is the concept of masculine domesticity changing? And how will it relate to 'cottage labour'?
2. What is the relationship between colonialism and sex tourism in the Dominican Republic?
3. In the Dominican Republic, are sex workers victims?

**Week 6 (Week of July 25)**

**Topic: The Politics of Voluntourism**

**Readings:**

Garland, Elizabeth. 2012. "How Should Anthropologists Be Thinking about Volunteer Tourism?" *Practicing Anthropology* 34 (3): 5-9. (link posted to A2L)

Brondo, Keri Vacanti 2015 The spectacle of saving: conservation voluntourism and the new neoliberal economy on Utila, Honduras. *Journal of Sustainable Tourism* 23(10): 1405-1425. (link posted to A2L)

**Notes:** Lecture posted by July 24. We will discuss this week's readings in class on July 26.

**Discussion questions TBA.**

## **Week 7 (Week of August 1)**

### **Final test**

**Held online on August 1. The test will be open for a 3-hour block from 9 a.m.-9:30 p.m.**

**Readings:** None required

**Due:** Final test due by 9:30 p.m. **August 2nd.** Submit to A2L. **No in-person class this week.**

## **Course Policies**

### **Submission of Assignments**

Hard copies or e-mailed copies of assignments or take-home tests are not permitted. All work must be submitted to the appropriate A2L drop box on or before the due date/time.

### **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

### **Late Assignments**

All late assignments will be penalized 10% per 24-hour period late (or part thereof), up to 72 hours late (or 30% off). After 72 hours, a 0 will be allocated. Example, for an assignment worth 10% of your final grade, 1/10 marks is deducted per calendar day (or part thereof) late, up to 72 hours late.

### **Absences, Missed Work, Illness**

For missed work that is worth under 25% of your final grade, please submit an MSAF (see info below on MSAF). If no MSAF is submitted, then late assignments are subject to the late assignment policy (see above). With documentation, you may be eligible to apply for a faculty-issued MSAF for missed work worth greater than 25%. Note that we do not re-weigh grades. You will be expected to submit all



course work. An MSAF will grant you a 72 hour extension (including weekends) from the original due date.

### **Avenue to Learn**

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

### **Turnitin.com**

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please to go [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

## **University Policies**

### **Faculty of Social Sciences E-mail Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

### **Privacy Protection**

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

### **Course Modification**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

## ADVISORY STATEMENTS

### **ACADEMIC INTEGRITY**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

### **AUTHENTICITY / PLAGIARISM DETECTION**

**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

### **COURSES WITH AN ON-LINE ELEMENT**

**Some courses may** use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

## **ONLINE PROCTORING**

**Some courses may** use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

## **CONDUCT EXPECTATIONS**

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

## **ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES**

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

## **REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK**

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

## **ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## **COPYRIGHT AND RECORDING**

Students are advised that lectures, demonstrations, performances, and any other course material

provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

### **EXTREME CIRCUMSTANCES**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

