

DEPARTMENT OF CRITICAL CULTURE, GENDER, AND RACE STUDIES

CES 325.1 [I]
Traveling Cultures: Tourism in Global Perspective
Spring 2014
Place: CUE 219
TTH: 9:10--10:25

Instructor: Rory Ong
Office Room #: Wilson 119
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Office Hours: Tues, 3-5 pm
or by appointment
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Course Description:

Traveling Cultures examines the social and historical relations, practices, and economic realities animating cultural practice, tourism, and the global migration of cultures. The course tries to encompass two lines of analysis: 1) examine migrating cultures due to social, historical, economic, political upheaval; and 2) examine cultures that reinvent themselves to capitalize on modern tourist industries. The aim of the course material is to familiarize students with the interrelated historic, social, economic, and political foundations of tourism and migrating cultures by engaging with recent scholarship in anthropology, history, sociology, cultural studies, and tourism studies. Specifically, this course will examine issues such as: historical sites and nationalism, memorials, race and national identity, imperialism and colonialism, cultural genocide, sex tourism, indigenous tourism, cultural sustainability, ecotourism, and complex tourist economies. We will explore these themes globally to see how they affect the range of practitioners from the tourists themselves, local tourist operators, the natural environment, to those socially and culturally oppressed.

Course Objectives:

Traveling Cultures seeks to provide students with the critical framework to understand the ways in which cultural migrations and the tourist industry is historically, socially, and economically constructed in relation to imperial and colonial forces and subsequently as a form of leisure for the dominant classes in power. This course will thus consider the extent to which cultures travel or migrate globally due to other social and historical contexts (such as war, migration, immigration). As a result, Traveling Cultures will give students the opportunity to examine the ways that migrating cultures and tourism are linked to various social and historical national identities and their practices of power and authority. The course will also present students with the critical and everyday life tools necessary to interrogate “travel as leisure” to expose and understand the social and cultural complexities and/or inequalities that tourism “as an economy” creates. Some key questions for inquiry will include: What constitutes culture?; Where does culture reside? How and why do cultures travel? Do cultures remain the same or do they change or alter with travel? What are the social and historical conditions of tourism? Is tourism a form of benign leisure, or is it linked to a legacy of colonization and empire?

Learning Outcomes:

- 1) Familiarize students with historical accounts of tourism globally, including its links to nationalism, racial politics, systems of oppression and the construction of a leisure class.
- 2) Give students a foundation to understand the cultural, social and political situations in which tourism operates and flourishes (and for whom).
- 3) Move beyond seeing tourism as merely leisure and look critically at the role it plays in the global economy, social injustices, and perpetuating cultural divides.
- 4) Engage with current affairs in relation to tourism drawing comparisons globally around specific shared themes.

Information Literacy:

Throughout the course students will be introduced to historical, social, and political research, various search engines, and popular sites of information that will assist them in accessing the necessary academic, as well as popular media, accounts, reports, and critical understanding of tourism and travel in relation to leisure, national identity, and globalization.

Required Texts:

Staging Tourism: Bodies on Display from Waikiki to Sea World. (1999).

The Travels of a T-Shirt in the Global Economy. Pietra Rivoli. (2009).

Culture on Tour. Edward M. Bruner (2005).

Supplementary Readings (available on Angel).

Course Requirements:Critical Engagement

Critical engagement comprises four forms of class participation: 1) Class Discussion and Facilitation; 2) Final Project Proposals; 3) Final Project; 4) Critical engagement in the class by having read and understood the readings for any given class period, participate in class discussion, engage critical questions, inquire about peers' class facilitation, or engage with a specific point that their peers brought up during class discussion and facilitation. Critical Engagement will count toward 15% of the total grade.

Reading Responses

I will be providing writing prompts over the assigned daily readings and/or sometimes asking for your own response. These may be take-home or in-class assignments. Reading responses need to be 1 page in length, typewritten and double-spaced (take home) or one page hand written (in-class). Your responses to the directed questions will help you begin exploring, formulating, and articulating the information in the course material. Reading Responses will count toward 15% of the total grade.

Chapter Review

Each student will be responsible for a chapter review **that they will present** to the class. Students must give a substantive discussion of the chapter covered for a particular day highlighting 1 or 2 key issues they found significant. The facilitation should only take 5-10 minutes of class time. The Chapter Review will count toward 15% of the total grade.

Midterm: Tourism Analysis

Students will turn in a **midterm tourist analysis**. The midterm can be an analysis of a travel website, brochure, flyer, commercial, or magazine ad. Your analysis should produce a critical discussion about the website, brochure, etc. concerning the ways in which tourism, the tourist, and the site itself is being directed at a "leisure class." This is to be written as a short 3-4 page essay, typed and double-spaced. The midterm tourism analysis will count as 25% of the total grade.

Final Group Project/Presentation

Tourist destination analysis: students will produce a "destination analysis" for one tourist site of their choosing (after clearing the choice with the Professor). This "tourist destination analysis" must include 1) history of the site 2) concerning interests involved in producing the

site as an attraction 3) any contestation over the site 4) alternative uses of the site 5) any economic, cultural, and/or political significance of the site. The final group project/presentation will count toward 30% of the total grade.

Policies:

Grading

Grades will be averaged in the following proportions:

Critical Engagement	15%
Reading Responses	15%
Chapter Review	15%
Midterm Tourist Analysis	25%
Final Group Project/Presentation	30%

Grading Scale

100-93=A	Suggests that a student's work is outstanding to excellent; The student's work reflects an engaged comprehension of the content and focus of the material and shows thoughtful insight into the complexities of the course. Students also show an attentive engagement with the course. Always well written and articulated.
92-90=A-	
89-87=B+	Suggests the student's work is very good to good; it reflects a very strong, engaged, and solid understanding of the material. Occasionally doesn't go the extra step in critical analysis. Mostly well written and articulated.
86-83=B	
82-80=B-	
79-77=C+	Suggests the student's work is adequate; it reflects a fair, but essentially disengaged, grasp of the material and doesn't go very far in comprehension, or reflects a lack of understanding of the issues represented in the material. Unclearly written or articulated. There may be some attendance problems.
76-73=C	
72-70=C-	
69-67=D+	Suggests the student's work shows some, but little effort, does not comprehend the material, is disengaged, or reveals a lack of reading, attention, and/or attendance.
66-63=D	
62-60=D-	

Attendance

In accordance with the Student Handbook, attendance in this class is mandatory. If you know in advance that you will have to miss class for a legitimate reason, contact me to see whether arrangements can be made to make up any work that will be missed. If you have not finished an assignment for a given class period, attend class anyway to avoid missing further assignments and in-class work/discussions. **Only institutional excuses will be accepted. If you have more than three (3) unexcused absences, your grade will be lowered one point for every absence thereafter.**

Extra Credit

There may be opportunities for extra credit throughout the semester. I will announce those opportunities as they come up. Unless the instructor advertises an extra credit, students must get approval from the instructor. Extra Credit assignments must relate to the course content of

CES 300. Extra Credit should be in the form of a short 1-2 page review of the event, lecture, or film attended--typed and double-spaced. To receive the possible full credit, students must also make a connection in the review with the event, film, or lecture and the content of this course. **Students are allowed only 2 Extra Credit assignments.** Each Extra Credit will count 2.5 pts toward the student's overall final grade (for a total of 5 extra credit points).

Disability Accommodations

The Department of Comparative Ethnic Studies supports members of our community who request disability accommodations. Please notify me during the first two (2) weeks of class for any requirements needed for the course. Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with a disability specialist. Late notification may result in the request being unavailable.

Academic Integrity

Academic dishonesty, such as cheating, plagiarism, fabrication, and fraud, is prohibited. The proper use of primary or secondary research sources and without proper citation or acknowledgment, or copying and claiming someone else's work as your own, is illegal and is not acceptable in this or any other class at WSU. Whether intentional or unintentional, academic dishonesty will result in a grade of F for the assignment in question, or a grade of "F" for the entire course. Should there be any suspicion of academic dishonesty, we will discuss the situation with you before penalties are enforced.

Classroom Etiquette

Out of respect for your classmates and the instructor, **all cell phones must be turned off. iPods and any other devices for listening to music, podcasts, radio, or text messaging are also prohibited in class. Unless you have a documented disability, no earphones are allowed in class. Use of computers, pads, or e-notebooks of any kind are permitted only by approval of the instructor.** Any use of these items during class will automatically result in a loss of 5 points from the student's final grade.

Campus Safety Plan Emergency Information

In the interest of campus safety and emergency procedures, please become familiar with the information available on the WSU-provided websites: <http://safetyplan.wsu.edu> Campus Safety Plan; <http://oem.wsu.edu/emergencies> Emergency management web site; <http://alert.wsu.edu> WSU Alert site.

Syllabus: (reading schedule subject to change)

Tuesday, January 14: Introduction to the Course. Review Syllabus, Course Objectives, Requirements, Policies.

Thursday, January 16: Video: *Xich-lo*. M. Trihn Nguyen (1996).

- Tuesday, January 21: Discuss "Parables of Progress: Travelogues, Ghetto Sketches, and Fictions of the Foreigner" by Matthew Frye Jacobson (Supplementary Reading). Discussion Topics: Popular 19th early 20th C discourse on travel; Travelogues as colonial narrative representation of the colonized Other; Ghetto Sketches as the barbaric depiction of the urban immigrant classes; Fictions of the Foreigner depict the savagery of non-European people and places.
- Thursday, January 23: Discuss "On the Beach: Sexism and Tourism" by Cynthia Enloe (Supplementary Reading). Discussion Topics: tourism and gender; tourism and masculinity; women and tourism; world's fairs, nationalism, and gender; tourism and ideology; sex tourism.
- Tuesday, January 28: Discuss "Introduction: Touring the Essential" and "Chpt. One: Let's Lu'au" in *Staging Tourism*. Discussion Topics: tourism and native performance; the hula and the hula girl; the natural environment of Hawai'i as edenic; the authenticity, purity, or naturalness of the Native Hawaiian; the desire for the Native Hawaiian an outcome of U.S. colonization, racism, and nationalism; the Hawaiian ideal as a manufactured destination site for U.S. colonial leisure and taste.
- Thursday, January 30: Discuss "Chpt. Two: Picturing Hawai'i: The Ideal Native and the Origins of Tourism, 1880-1915" in *Staging Tourism*. Discussion Topics: organized tourism; exotic Hawaii and the ethnographic gaze; cultural tourism; "nativizing" the Hawaiian through images (postcards; photographs); hierarchizing the native Hawaiian in scientific discourse.
- Tuesday, February 4: Discuss "Chpt. Four: Advertising, Racializing, and Performing Hawai'i on Site: The Emergence of Cultural Tourism in the 1920's" in *Staging Tourism*. Discussion Topics: Advertising Hawai'i as a regenerative exotic space for "Caucasians"; Advertising Hawai'i as a racialized native fantasy; Hawaii as a performance of the racially ideal native "in situ."
- Thursday, February 6: Discuss "Chpt. Five: Tourism and the Commodification of Culture, 1930-1940" in *Staging Tourism*. Discussion Topics: Hawai'i as an entertainment industry; the commercialization and commodification of Hawai'i; performing Hawaii on stage; Hawai'i on film; Hula lessons for mainlanders; commodity racism in Hawai'i.
- Tuesday, February 11: Discuss "Chpt. Six: Surfers and Beachboys" and "Conclusion: Up to the Present" in *Staging Tourism*. Discussion Topics: scientific racism and Hawai'i; surfing and celebratory primitivism; beachboys and forbidden sensuality.

- Thursday, February 13: Video. *Then There Were None* (2010).
- Tuesday, February 18: Discuss Chpt. One: “Maasai on the Lawn: Tourist Realism in East Africa?” in *Culture on Tour*. Discussion Topics: Mayers Ranch and the colonization of the Maasai in Kenya; performing tribalism and the pastoral; Kenyan landscape as *mis en scene*; safari; Mayers Ranch as tourist economy; tourist realism; tourism as exploitation.
- Thursday, February 20: Discuss Chpt. Two: “The Maasai and the Lion King: Authenticity, Nationalism, and Globalization in African Tourism” in *Culture on Tour*. Discussion Topics: nationalism and cultural tourism and the idealization of the native at Mayers; Bomas government museum; multi-tribal performance; Out of Africa Sundowner; writing tourism, writing ethnography.
- Tuesday, February 25: Video: *Lincoln’s New Salem*. **Midterm Due.**
- Thursday, February 27: Discuss Chpt. Four: “Lincoln’s New Salem as a Contested Site” in *Culture on Tour*. Discussion Topics: historical accuracy v. historical interpretation; New Salem and Lincoln mythology; New Salem as a contested site; New Salem as museum.
- Tuesday, March 4: Discuss Chpt. Five: “Abraham Lincoln as Authentic Reproduction: A Critique of Postmodernism” in *Culture on Tour*. Discussion Topics: postmodernism, hyperreality, simulacra; New Salem as a re/construction; New Salem as a site under revision; souvenir and culture as simulacra.
- Thursday, March 6: Discuss Chpt. Seven: “The Balinese Borderzone” in *Culture on Tour*. Discussion Topics: Romanticizing Bali; manufacturing the authentic; Third World strategic essentialism for First World tourism; tourism in the borderzone; culture as a living, changing process; authenticity and verisimilitude.
- Tuesday, March 11: Discuss Chpt. Nine: “Reincorporations: Return to Samatra, 1957, 1997” in *Culture on Tour*. Discussion Topics: postcommunity, transnational space, and touristic borderzones; Batak ceremonies of blessings and gift exchange; migrant gravesites; ritual reincorporation.
- Thursday, March 13: Video: *The Couple in the Cage* (1993).
- Mon-Fri, March 17-21: **Spring Break. All University Holiday.**
- Tuesday, March 25: Video: *Behind the Label* (2011).
- Thursday, March 27: Discuss Part One, “King Cotton” in *The Travels of a T-Shirt*. Discussion Topics: US domination of the cotton market; a history

of the US cotton industry; genetically modified cotton seed; cotton markets; cotton subsidies and global inequality.

- Tuesday, April 1: Discuss Part Two, "Made in China" in *The Travels of a T-Shirt*. Discussion Topics: cotton trade and China; 18th C cotton and cheap labor; sweatshop labor; labor activists and global capitalists unite!?
- Thursday, April 3: Discuss Part Three, "Trouble at the Border" in *The Travels of a T-Shirt*. Discussion Topics: Chinese T-shirts in the US; yarn-forward, fabric-forward, fiber-forward and various trade agreements (i.e. CAFTA, NAFTA); global apparel politics; consequences of t-shirt trade policy.
- Tuesday, April 8: Discuss Part Four, "My T-Shirt Finally Encounters a Free Market" in *The Travels of a T-Shirt*. Discussion Topics: the afterlife of t-shirts; American t-shirts travel to Africa; the impact of global protectionist practices.
- Thursday, April 10: Video: *Maquiopolis: City of Factories (2006)*.
- Tuesday, April 15: Final Projects.
- Thursday, April 17: Final Projects.
- Tuesday, April 22: Final Projects.
- Thursday, April 24: Final Projects.
- Tuesday, April 29: Final Projects.
- Thursday, May 1: Final Projects.
- Mon-Fri, May 5-9: Final Exam Week