Heritage Tourism, Marketing, and Archaeology

ANTH 6802  Dr. Susan Johnston
Fall 2013  Duques 362


Readings not from these books are on Blackboard

Reading:

August 28  Introduction

September 4  What is a tourist?
Cohen 1974; Crick 1995; Errington & Gewertz 1989; Shepherd 2003

11  Authenticity?
Cohen 1988; Cohen 1995; Lovata 2007a; Lovata 2007b

18  From Stonehenge to Las Vegas, Cornelius Holtorf
Ch. 1, 6-9

25  Conservation and preservation
Buccellati 2006a; Buccellati 2006b; Clottes & Chippendale 1999; Corruchaga & Monforte 2006; Delluc & Delluc 1984; Demas & Agnew 2006; Pye 2006

October 2  The archaeological tourism experience
Ham 2007; Gable & Handler 2000; Holtorf 2010; Jorgensen 2003; Ladeira & Blake 2004; Leone, Potter, & Shackel 1987 (also skim Comments and Reply)

9  Archaeological tourism and its impacts
Ardren 2004; Magnoni, Ardren, & Hutson 2007; Medina 2003; Palumbo 2006; Meskell 2000; Pi-Sunyer, Thomas, & Databuit 2001; Silberman 2012
Coach Fellas, Kelli Ann Costa
Ch. 1-4

Coach Fellas, Kelli Ann Costa
Ch. 5-9

International policy and its effects
Cellini 2011; Thebe 2006; Fernandes & Pinto 2006; Shepherd, Yu, & Huimin 2012; Shepherd 2011; Jimura 2011; Miura 2005; Marcotte & Bourdeau 2006; Maswood 2000; Silberman & Callebaut 2006; Silberman 2009; ALSO, SKIM VARIOUS POLICY STATEMENTS UNDER THAT FILE ON BLACKBOARD, E.G. UNESCO, ICOMOS, ENAME, ETC.

November 6
Archaeology, tourism, and politics
Abu-Khafala nd; Addison 2004; Bauman 2004; Gable & Handler 1993; Gazin-Schwartz 2004; Young 2003

13
The Tourists’ Gaze, The Cretans’ Glance, Philip Duke
All

20
PRESENTATIONS—ATTENTION MANDATORY!!

27-29
THANKSGIVING

4
PRESENTATIONS—ATTENTION MANDATORY!!
Also read Silberman 2013

Course Requirements:

This syllabus represents the basic framework of this class. However, I RESERVE THE RIGHT TO CHANGE IT IF IT BECOMES NECESSARY. This would only happen if we get behind, or want to pursue a topic for more time than I have allowed for that topic. You will get plenty of warning if I do have to change the syllabus.

All of the reading listed in this syllabus is required. This is a discussion class, so PLEASE DO THE READING so that you can participate. Don’t expect your classmates to cover it for you—they might be doing the same thing, so don’t take the risk.
There are two short papers, a longer paper, and a presentation for this course (there are no exams). The papers are described below. The short papers are worth 20% each, the presentation is worth 25%, and the final paper is worth 35% of your final grade.

My office is Rm. 204 in 2112 G St. and you can reach me at extension is 4-6075. You can also reach me by e-mail at sjohnsto@gwu.edu. My office hours are Wednesday 1:30-3:30 and Friday 11-1. Wednesday 1:30-2:30 I will be in the basement of 2110 G St. (the main anthropology department); otherwise I will be in my office. You can also always reach me by email (including days when I’m not on campus).

Short Papers

There are two short papers for this course. What you need to do is choose two classes that you are particular interested in, do the reading for the that class (which you will already have done, being a good and conscientious class member…), summarize the various articles, and describe the basic questions they raise. The idea is that, for those two classes, you should be able to speak knowledgeably about the readings and how they relate to that class’s theme. Thus when I look at you on that class day and say, “so, what is today’s topic?” you will be able to provide an answer. You can think about it as a kind of extended book report if you want, which should then allow you to take the lead in that day’s discussion. Each paper should be about 5-7 pages long, so obviously I’m looking for fairly brief summaries. The paper is due on the day of that particular discussion.

Longer Paper and Presentation

The theme of the this class is what happens when archaeology and economics intersect. Some of the overall questions this raises are:

- How are archaeological sites marketed to the public?
- What are the costs and benefits, both locally and internationally, of the development of archaeological sites for tourism?
- What are the risks of tourism to archaeological sites?
- What is the relationship between authenticity, archaeological knowledge, and the tourism experience?
- Is it important that archaeology consumers experience “real” sites or are replicas and reenactments sufficient?
- What happens to archaeological knowledge when in becomes a commodity for sale? Should archaeological sites have to make an economic contribution to society?
- How does the presentation of archaeological sites impact national identity, and vice-versa?
My larger interest here is the ways in which archaeological sites become tourist sights. While in some cases this is about archaeological sites and heritage in general being increasingly called on to “pay their own way”, to make an economic contribution in order to justify money spent on research, this goal may be different than that of archaeologists and other heritage professionals, who tend to think in terms of educational goals. So we are looking at the interplay between the perception of heritage, the perception and use of archaeological sites, and the potential for economic benefit to come from both. The topic of your paper should therefore consider this question in the context of an example of your choosing. You can focus on any of the topics just listed, consider more than one, or indeed create your own as long as it relates to the larger question. You should also consider a specific example in your paper (i.e. this should not a theoretical exercise), chosen from anywhere in the world. While the main focus of this class is archaeology, you can also broaden this out to include living people if you wish, AS long AS THERE IS A HERITAGE FOCUS.

You will then present your topic in class on one of the days indicated on the syllabus, supported by some kind of visual aids (Powerpoint is best here, but if you have other ideas we can talk). The presentation should be about 15 minutes long. ATTENDANCE IS MANDATORY ON STUDENT PRESENTATION DAYS. I’m frankly fed up with students who blow off classes where I’m not the main talker just because I’m not the main talker. So you have to come. Period.

Also, in order to be sure that you are doing something I consider appropriate, YOU MUST GET YOUR TOPIC APPROVED BEFORE YOU DO IT!!!!

YOUR FINAL PAPER IS DUE BY NOON ON THE DAY OF THE FINAL EXAM. I don’t yet have this date, but obviously it will be during the final exam period.

References, Blackboard readings:

Abu-Khafajah, Shatha Ahmad Radwan. nd. "Make the past count … make tourists feel at ease": Jordanian heritage between the government and the local community. http://www.academia.edu/1489152


Corruchaga, José Antonio Lasheras and Pilar Fatás Monforte. 2006. The new museum of Altamira: finding solutions to tourism pressure. Of the Past, for the Future: Integrating Archaeology and Conservation. Neville Agnew & Janet Bridgland (eds.) The Getty Conservation Institute: Los Angeles. (Note that the version of this article on Blackboard is actually the presentation version given at the conference, later published under this reference; it was easier to download it than xerox it!)


Fernandes, A.P.B. and F. M. Pinto. 2006. Changing stakeholders and community


