

OSEA Course Number	OSEA Course Name (<i>UADY course in italics; course names used on Facultad de Ciencias Antropológicas transcripts</i>)	Classroom Actual Hrs	Interactive & Fieldwork	Total Hours	Credits
Anth 456	Theory and Practices of Tourism (Anthropology of Tourism) <i>Etnografía y Culturas Turísticas: Antropología de Turismo</i>	24	24	48	3
This course reviews key topics and debates in the Anthropology of tourism. Specifically the course focuses on the articulation of the body, visibility and space in tourism processes and dynamics. Lectures and seminars explore and elaborate the concept of double articulation as methodological paradigm in the study of tourism. Principle themes include performativity, visual structures, and the semiotics of vision. This course provides the groundwork in the field of study of tourism for the students to develop their projects within the MIRA program.					
Anth 596	Visual Fieldwork Methodologies in Ethnography <i>Etnografía Visual (MIRA): Metodologías de Trabajo de Campo</i>	12	48	60	3
This course provides training EthnoGraphic methods, specifically in visual documentation and production of knowledge and analysis based in visual materials. The course focuses on the debates over the difference between ethnographic and the documentary methods of photography and video and how these relate to linguistic based forms of fieldwork methodologies and knowledge production. The course is structured to provide students with the necessary materials and foundation to conceive, design, and actualize their own project in visual ethnography.					
Ethn 576	Visual Research of Tourism Cultures <i>Etnografía Visual de Culturas Turísticas de Yucatán</i>	18	30	48	3
This seminar introduces the student to the tourism cultures of Yucatán and, more broadly, to the ethnography of the region. Readings include articles that address specific issues of tourism development in the peninsula and focus on the cultures and tourism of Mérida, Chichén Itzá, Pisté, Playa del Carmen, Cancun and the Maya Riviera. The course provides the substantive ethnographic and historical knowledge of the region that enables students to conduct their research.					
OSEA Credits, MIRA 2005 Field School Program		54	102	156	9

In the following pages you will find course descriptions with list of readings and specifications of assignments and evaluation. Following this you will find a daily schedule of readings. This structure is our template. Be aware that this program is an ethnographic research project in fieldwork. Fieldwork requires every participant to be flexible, adapt, to be able to adjust to known circumstances, expressed needs, and surprise factors. The conditions of success include not only structure, but the ability to re-define the situation at hand with a positive, respectful and collaborative attitude and approach.

Anth 456 Theory and Practices of Tourism & Ethnography (Anthropology of Tourism)

This course reviews key topics and debates in the Anthropology of tourism. Specifically the course focuses on the articulation of the body, visibility and space in tourism processes and dynamics. Lectures and seminars explore and elaborate the concept of double articulation as methodological paradigm in the study of tourism. Principle themes include performativity, visual structures, and the semiotics of vision. This course provides the groundwork in the field of study of tourism for the students to develop their projects within the MIRA program. Course evaluation is based on preparation and presentation for seminar and success in applying principles and ideas in the design and conduct of research.

Readings

Course Packet of Copied Articles

Erve Chambers, preface and chapter 1 of his book, *Tourism and Culture*

Malcom Crick, "Representations of International Tourism in Social Sciences" *Annual Review of Anthro*

Rojek and Urry, "Introduction" In Chris Rojek and John Urry, eds., *Touring Cultures*. Routledge, 1997.

Eeva Jokinen and Soile Veijola, "The Disoriented Tourist" pp. 24-51. In Chris Rojek and John Urry, eds.,

Touring Cultures. Routledge, 1997.

Malcolm Crick, *Anthropologist and Tourist: Identity in Question*, ch 14 in *International Tourism*.

Ed Bruner, "The Ethnographer/Tourist in Indonesia", ch. 13 in *International Tourism*. M-F Lanfant, J. B. Allcock, and E. Bruner, eds., Sage, 1995, 224-241.

Deleuze and Guattari, from *A Thousand Plateaus*, chapter 3 and 15.

- Chap. 3 "10,000 BC: The Geology of Morals" focus on pp. 39-45— try through Pp. 39-74.
- Chap. 15. "Conclusion" pp. 501-514.

Provided in Electronic Format

Castañeda and Wallace, *Workbook for the NAPA Tourism Workshop*

Georg Simmel, "The Adventurer" and "The Stranger"

Castañeda, "Simmel and Similar Adventures"

Dennison Nash, Brief Commentary on ATR essay on "Travelers, Tourists, and Anthropologists,"

Michel DeCerteau, from *The Practice of Everyday Life*. "Walking in the City", "Spatial Practices,"

"Introduction/Making Do" — texts not in course packet; copies are made available in Pisté.

Assignments and Evaluation

Course evaluation is based on preparation and participation in seminars and ethnographic assignments.

These assignments are fieldwork based tasks such as collecting tourism literatures in Mérida and Playa, participant observation in and of designated locations and activities, writing fieldnotes and taking visual documentation. Assignments are presented and discussed during the seminar.

Anth 596 Visual Fieldwork Methodologies in Ethnography

This course provides training EthnoGraphic methods, specifically in visual documentation and production of knowledge and analysis based in visual materials. The course focuses on the debates over the difference between ethnographic and the documentary methods of photography and video and how these relate to linguistic based forms of fieldwork methodologies and knowledge production. The course is structured to provide students with the necessary materials and foundation to conceive, design, and actualize their own project in visual ethnography.

This course is an intensive combination of seminar and fieldwork. We use a primary text by Sarah Pink with additional materials to cover other topics. The majority of the reading and discussion is held in Mérida as we conduct research on the visual culture of an urban tourism destination, Mérida. In the context of this course we may also have additional guest lectures who discuss their own fieldwork.

Readings in Course Packet

Sarah Pink, Doing Visual Ethnography. Chapters intro, 1, 2, 3, pp. 1-76.

In Jon Prosser, Image –Based Research, chapter 2, pp. 24-4; chapter 6 pp. 84-96; chapter 8, pp. 115-130.

Select pages from the book, Ethnomethodology

Pages from Designing Qualitative Research

In Ethnography Handbook by Atkinson et al., Chapters 24 on Participant Observation & Fieldnotes & 25 on Interviewing

Jackson, chapter on coding and field notes from his book.

Readings in Electronic Format

Castañeda, “What is an Ethnographic Photograph?” essay, unpublished.

MIRA2004 Seminar, “What is an Ethnographic photograph” (additional background reading in word doc)

Castañeda, excerpt on researcher positioning in essay, “Research Positioning: Anthropology as Subject”

Castañeda, unpublished essay, “Invisible Theatre: Ontology of Fieldwork”

Castañeda, OSEA handout on Coding Fieldnotes and Archiving Research Materials

Assignments and Evaluation

Course evaluation is based on preparation and participation in seminars as well as the conduct of ethnographic project. For this course you will design and conduct an ethnographic research project and complete an ethnography or ethnographic “report” that is based in both writing and visual materials, in certain cases this may also include audio and/or audio-visual materials. The specificity of these projects, norms for writing etc. are introduced during the coursework. Please note that you need to begin to take fieldnotes according to the OSEA Guide to Fieldnotes and Coding. You will be required to turn in your collected ethnographic data/materials—in “original” or copies. (Whats an original, any way?!). Thus toward the end of the program there are days that simply dedicated to finalizing research projects, writing up, analyzing and coding materials. Beware that you must complete the requirements according to instructions for this aspect of the course in order to receive full credit.

Ethn 576 Visual Research of Tourism Cultures

This seminar introduces the student to the tourism cultures of Yucatán and, more broadly, to the ethnography of the region. Readings include articles that address specific issues of tourism development in the peninsula and focus on the cultures and tourism of Mérida, Chichén Itzá, Pisté, Playa del Carmen, Cancun and the Maya Riviera. The course provides the substantive ethnographic and historical knowledge of the region that enables students to conduct their research in the MIRA program.

This course has three distinct units that correspond to the three tourism destinations in which we will be working— Mérida, Playa del Carmen and Pisté/Chichén Itzá. The Mérida unit is primarily based on the reading of one essay that works toward mapping the cultural destinations of the region within an analytical framing of the construction of rhetorical and practical places. This becomes a fundamental springboard from which our ethnographic research in the urban tourism of Mérida is conducted within the context of the visual fieldwork methodologies course.

In Playa del Carmen we continue our work we establish in Mérida by applying the visual methodologies in the investigation and analysis of the representational apparatus of Playa tourism destination culture. Beginning in Mérida we collect and read various texts provided by the tourism industry regarding the region and specific destinations. This reading is based on the free tourism “guides” or promotional brochures such as Cancun Tips, Yucatán Today, Explore Magazine, maps, flyers, and related materials that can be collected by students and brought into discussion during seminar. Our focus here is on the problem of pleasure — specifically visual and corporeal through the structuring, strategies and tactics of consumption.

In Pisté, our focus shifts considerably and the seminar becomes structured along two focal points. In this unit we will spend significant time viewing and studying a selection of filmic materials — that is, educational films, visual ethnographies, documentaries. Accompanying this material are a set of reviews or commentaries that directly address one or more these texts. The second focal point is a selection of readings that deal with the specific visual cultures of the Maya and their intersection with various scientific, political, and governmental discourses as they relate to the Maya or specifically to Chichén Itzá. This section of the course relies heavily on the written texts of Castañeda since this work forms the primary published analysis of tourism in the Yucatán in terms of these issues of representation, visual cultures, and discursive formations.

Readings

Castañeda, “An Archaeology of the Tourist Landscape”

Castañeda, “Approaching Ruins.” VAR 16:1-2

Castañeda, “Maya Modernity, Hybridity, and Aesthetics in Pisté Maya Art”

Castañeda “Tourism Wars in Yucatán”

Brooke Thomas and Oriol Pi-Sunyor, (copies will be made available in Playa)

Locally Available Free Tourism Guides to be collected by students: Cancun Tips, Yucatán Today, Explore Magazine, airplane magazines, flyers, tourism maps, etc.

Visual Ethnographies, Documentaries, Educational Film and Tourism Videos

Chichén Itzá: La Palabra de Chilam Balam, from INAH tourist video México Antiguo Series

In Search of the Mayas, from INAH tourist video México Antiguo Series

Incidents of Travel in Chichén Itzá, by Jeff Himpele and Quetzil Castañeda (DER Distributor)

Father Sun Speaks: Cosmic Maya Message for the 21st Century, Baird Bryant Productions

National Geographic, Lost Kingdoms of the Maya.

Time-Life Magazine video on Maya Civilization-- ¿Blood of Kings?

Discovery Channel on the Maya of Chichén and the Equinox

Eisenstein, Que Viva México (the initial five minutes) & Collage of Clips

Ruins: A Fake Documentary

Univ. Autónoma de Yucatán and Gobierno del Estado tourism films (Pavarotti concert, dancing in Chichén, etc.) we will see part of these to get the flavor of the videos.

Reviews and Commentaries on Video Materials (all in electronic format)

Hilary Kahn, “Review of Ruins”

Luis Vivanco, “Performing” Review of Incidents of Travel

Castañeda, “Equinox or Eclipse? Adventurous Travel with Simmel Among Maya Ruins”

Peter Hervik, “The National Geographic Maya” in Journal of Latin American Anthropology.

Assignments and Evaluation

Course evaluation is based on preparation and participation in seminars. During the component of the course in Pisté that involves the reading and analysis of videos, students are asked to take a leading role in the commentary and to prepare based on their discussion one brief analysis/review/commentary on one or more of the films. In addition, students are asked to prepare one analytical-conceptual paper that integrates these films, visual media, the ethnographic fieldwork, tourism literatures, and cultural performances into an analytics of the double articulation of tourism cultures and destinations. This last paper is based on the films as well as the entire program of activities and learning. You are to address the crucial issues of visual anthropology, the anthropology of tourism, anthropology of media, Maya studies, that you have come to understand through this program.

The role of an intellectual is not to tell others what they must do. By what right would he do so? And remember all the prophecies, promises, injunctions and plans intellectuals have been able to formulate in the course of the last two centuries and of which we have seen the effects. The work of an intellectual is not to mold the political will of others; it is, through the analyses that he does in his own field, to re-examine evidence and assumptions, to shake up habitual ways of working and thinking, to dissipate conventional familiarities, to re-evaluate rules and institutions and starting from this re-problematization (where he occupies his specific profession as an intellectual) to participate in the formation of a political will (where he has his role as a citizen to play)

Michel Foucault, *FOUCAULT LIVE*, pp. 305-6.

Daily Reading Schedule for each Course, July 10-21

Date, Day, Location	Anthropology of Tourism Anth 456	Visual Fieldwork Methodologies Anth 596	Visual Research of Tourism Cultures Ethn 576
July 10. Sun Mérida	Arrival, Orientation, Group Orientation		
July 11. Mon Mérida	Chambers, preface & Intro	Ch 24 in Handbook of Ethnography (Participant Observation & FieldNotes) OSEA Guide to Coding Pink, Intro Background: Jackson	
July 12. Tues Mérida	Tourism Workbook	Ch 25 in Handbook of Ethnography (Interviewing)	
July 13. Wed Mérida	Crick on Tourists & Anthropologists	Pink, chapter 1	
July 14. Thurs Mérida	Nash Comment on Anthropologists & Tourists	Ch. 2 in Prosser Ch 8 in Prosser	
July 15. Fri Mérida	Jokinen & Veijola “Disoriented Tourist”	Pink, chapter 2	
July 16. Sat Mérida	Rojek & Urry, “Intro” Background: Crick, “Sex, Sun, etc.”	Pink, chapter 3	
July 17. Sun Mérida		Fieldwork, Mérida en Domingo	
July 18 & 19. Mon & Tues	Mérida / “weekend” . Consider short or overnight trip to the Puuc (Uxmal, Loltun, Oxkutzcab, etc) or Progreso. Day trips to: Rio Lagartos to see Pink Flamingos, Dzibilchaltun, Izamal, Sisal Port. Palenque is 9 hrs each way & too far to make worthwhile		
July 20. Wed Mérida	Deleuze & Guattari		

Daily Reading Schedule for each Course. July 22-28

Date, Day, Location	Anthropology of Tourism Anth 456	Visual Fieldwork Methodologies Anth 596	Visual Research of Tourism Cultures Ethn 576
July 21. Thurs Playa	Bruner	QC What is Ethnographic Photo? Background: MIRA2004 Seminar on Photography	Mapping Zones & Collecting Materials
July 22. Fri Playa		Ethnomethodology readings QC Invisible Theatre & Research Positioning	Mapping Cont. Specify Research Focus; Collect Visual Materials
July 23. Sat Playa		Designing Research Readings Becker, Chap 6 In Prosser	
July 24. Sun Playa	Simmel, Stranger Simmel, Adventurer		
July 25. Mon Playa	QC: Simmel & Similar Adventures Among Ruins		
July 26. Tues Playa			Thomas & Pi-Sunyor
July 27. Wed Playa			QC Archaeology of Tourist Landscape
July 28. Thurs Half-Day			
July 28-31	Break / Long Weekend		
Sunday July 31	The last weekend of each month is a special double session of Cuban music and dancing in the streets in front of City Hall. Depending on your research focus, a return to Mérida for the special end of month <i>Mérida en Domingo</i> may be a significant option.		

Daily Reading Schedule for each Course. Aug 1-18

Date, Day, Location	Anthropology of Tourism Anth 456	Visual Fieldwork Methodologies Anth 596	Visual Research of Tourism Cultures Ethn 576
Aug 1. Mon Pisté			QC Approaching Ruins QC Tourism Wars in Yucatán
Aug 2. Tues Pisté	De Certeau, Making Do, Walking in City		Video Incidents of Travel
Aug 3. Wed Pisté			Vivanco "Performing..." QC "Equinox or Eclipse?"
Aug 4. Thurs Pisté			Hervik "National Geographic Maya" QC "Mysterious Science"
Aug 5. Fri Pisté			Video National Geographic, Time-Life, & Discovery
Aug 6. Sat Pisté			Video Father Sun Speaks
Aug 7. Sun Pisté. Weekend Break			
Aug 8. Mon Pisté. Weekend Break			
Aug 9. Tues Pisté			Video Ruins Kahn, Review of Ruins
Aug 10. Wed Pisté			Video Que Viva México & Video Collage
Aug 11. Thurs Pisté	Wolf, Metaphor of Travel		
Aug 12. Fri Pisté	Finalize Research Projects		
Aug 13. Sat Pisté	Finalize Research Projects		
Aug 14. Sun Pisté. Weekend Break			
Aug 15. Mon Pisté	Finalize Research Projects		
Aug 16. Tues Pisté	Finalize Research Projects		
Aug 17. Wed Pisté	Finalize Research Projects		
Aug 18. Thurs Departures	Finalize Research Projects		