

# “Community Tourism Marketing & Development”: IU Service Learning in Yucatan

## LTAM L-527 (combined course with LTAM L-426)

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**Six Credit, Six Week Graduate Summer Course offered by  
Center for Latin America and Caribbean Studies — CLACS**

## Course Catalog Description

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This course provides graduate students expertise in field research, community action research methods, and sustainable community tourism development in the Yucatán (Chichén Itzá and Maya Riviera). Specifically students apply theories and concepts from interdisciplinary tourism studies in the areas of their specialization, such as NGO/non-profit sector, tourism marketing and branding, tourism event management, urban planning/tourism geography, and spatial analysis of tourism activities and consumption. Students work with communities to help them develop locally controlled and owned tourism businesses in Maya communities located near Chichén Itzá, a major international tourism destination and UNESCO World Heritage site. Students work in teams to create branding strategies, community business associations, tourism events, and marketing products for community partners to increase the direct benefits for local peoples and communities. The course combines traditional classroom learning and fieldwork (field based research) learning on-site in the Maya world of Yucatán. Specifically, this research and field study abroad course provides students with direct experiential training in and academic knowledge of international tourism development and the unique problems of creating sustainable community oriented tourism. The first one week of the course is conducted on-campus and then followed by four weeks in the Yucatán Peninsula, México. The primary on-site location is the Indigenous Maya community of Pisté, which provides the majority of tourism services to Chichén. A required orientation meeting is held in March. This is a combined undergraduate and graduate course. Graduate Students must submit an application and enroll through the IU Office of Overseas Study website.

## Summary Six Week Summer Program

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**Dates:** May 10 to June 15, 2016

**Six (6) credits** Graduate Level

**Credits Satisfy University Degree Requirements for :**

- Graduate Certificate in Latin American & Caribbean Studies

**Enrollment Limited** to 8 graduate students

**Program Field Site:** Maya community of Pisté, located 3 km from Chichén Itzá, México

**Lodging:** At Program Site family run hostels or shared group lodging, Homestay Option is available. Double or triple accommodations in hotels in the Maya Riviera

**Meals:** program costs include two meals a day.

**Field Trips:** can vary based on budget; program includes overnight in Playa del Carmen & Tulum; day trips to Chichén Itzá, Valladolid, Yaxuna, Yokdzonot, and Mérida

## Eligibility Requirements:

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- Restricted to IU graduate students in good academic standing with GPA of 3.4 or higher
- Completion of one year of graduate school, any major/minor, field or discipline
- One year of college Spanish or equivalent placement; native fluency, or heritage speaker.

## Application Deadline: Monday February 22

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- Graduate students submit an [application through IU Overseas Study](#).
- Students must be formally accepted before being authorized to enroll.
- ❖ A non-refundable deposit of \$500 must be paid in March to complete enrollment

## Graduate Program Fee: <https://bursar.indiana.edu/tuition-fees/index.html>

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Graduates pay for 6 *In-* or *Out-of-* state credits based on College Arts & Science rates. Summer tuition remission is applicable; please check with your grad advisor to arrange. Check for current rates here: <https://bursar.indiana.edu/tuition-fees/index.html>

### Program Fee includes:

- ✓ the cost of tuition for 6 IU credits at graduate or undergraduate level;
- ✓ lodging and two meals a day during the international component in Mexico;
- ✓ local transportation for all mandatory group travel in México, including round trip ground transportation to/from Cancun Airport
- ✓ entrance fees for mandatory field trips to archaeological sites and tourist attractions;
- ✓ all mandatory group program activities.
- ✓ Medical insurance during overseas component of program (variable 30-36 days)

### The program fee excludes:

- Round trip international airfare between Indianapolis and Cancun;
- Ground travel from residence to and from US airport;
- One meal a day during overnight field trips México;
- Optional field trips & group activities are out of pocket payment of expenses by student;
- Personal items, including medicine, hygiene, beauty, and gifts for individual use;
- Individually purchased food, service, lodging, or other consumables are excluded.

## Grading and Assignments

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Seminar Participation & Academic Essay on Tourism Theories	15%
Research Essays (tourism analyses of visited tourism destinations)	15%
Community Tourism Research, & Team Leadership	15%
Community Tourism Research Products & Research Portfolio	25%
Journal Article Report & Synthesis of Community Tourism Project	30%

## Graduate Coursework & Evaluation

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This course is a combined graduate and undergraduate course with shared readings and activities. Nonetheless, graduate students are (1) assigned more and higher level reading than undergrads; (2) are expected to complete more comprehensive and higher quality seminar assignments and field work; and (3) are assigned special grad level assignments as Project Coordinators (field research supervisors) of the teams of undergrads conducting the service learning projects.

## General Learning Outcomes

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⇒ **Field Research & Action Research Experience** Students gain academic and practical experience, knowledge, and skills in doing ethnography based fieldwork and community action research with partners in non-US contexts of community-based tourism development.

⇒ **Expertise in Tourism Studies** Students gain academic knowledge of tourism theories and gain fieldwork based expertise in an area of tourism development that fits their degree program criteria and specialization; such as heritage management, eco-tourism, sustainability, brand analysis, strategic tourism planning, urban planning of tourism, geographies and spatial zoning of tourism consumption and destinations, marketing of culture/cultural identity, non-profit/NGO sector, event management and planning, community politics and self-help organizing.

⇒ **Expertise in Latin America** Students gain academic knowledge and experiential understanding of the distinctive world view, institutions, and patterns of cultural organization of Latin American cultures, communities, clients and partners; specifically Maya indigenous communities in contexts of Mexican national society, the Yucatán regional society, and international globalization.

⇒ **Expertise in Social Science** Students gain academic and experiential knowledge of the sociopolitical and economic processes of international tourism development; specifically, students (a) learn how to critically analyze questions of sustainability, community control and benefit, and tourism effects/impact; and (b) how local cultures, communities and societies are dynamic actors that are not simply linked to but that actively engage regional, national and international structures and institutions.

⇒ **International Studies:** Students learn to prioritize the understandings, perspectives, and needs of local communities and groups over and above pre-packaged, US-based models of development and marketing that are typically imposed by transnational corporations and international non-governmental organizations.

## Specific Graduate Student Course Objectives

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### Academic Goals

1. Gain a knowledge foundation of tourism as an interdisciplinary field of study
2. Gain knowledge of the socio-economic and political histories of Yucatán focusing on Maya culture and the political-economic institutions of regional tourism development
3. Be able to identify and critically analyze different types of tourism (e.g., mass charter, eco/alternative) especially in relation to consumption, markets, cultural institutions
4. Be able to identify and critically analyze how communities are actively engage, negotiate and effect by distinct tourism development (politics, cultural institutions, economics)
5. Be able to identify and critically analyze institutions and governmental processes that shape community solidarity, agency, and capacity to control and benefit from tourism

## **Participatory Action Research and Field Experience Goals**

1. Gain practical understanding, skills and experience in the application of tourism theories in the design and implementation of tourism — conceptualized and practiced in one or more ways as community tourism, sustainable tourism, and eco-tourism development.
2. Gain experiential knowledge and practice in service learning methodologies based in community action research, participatory action research and applied anthropology
3. Gain experiential knowledge and practice in fieldwork methods, specifically focus group interviewing; participant observation; tourism analysis; ethnographic photography; visual marketing production; fieldnote writing; photo archiving;
4. Learn to conceptualize, design, conduct, and lead team based collaborative field research in areas of sustainable development, community tourism, and non-profit and NGO civil sector of economy
5. Gain practical knowledge and analytical understanding of the dynamics between communities, government institutions, private sector businesses, and nongovernmental organizations in the specific contexts of Mexican society, politics and Maya cultures.
6. Gain the tools and skills of critical analysis and the ability to use these in projects that benefit and assist community partners in their negotiation of encompassing political institutions, social structures, and economic processes.

## **Project Manager: Roles and Responsibilities**

- 1) Take lead role in the conceptualization, design, of undergraduate service learning and community action research projects in a way that elicits the individual skills, capacities and potential of team members; facilitate students ability to work collaboratively to contribute to the design and writing of community action project proposals
- 2) Coordinate and supervise the undergraduate teams of service learning researchers in the development of their assignments; this includes overseeing the allocation, evaluation, and administering of tasks among team members, coordinating of research, such as focus group activities and archival processing of research materials
- 3) Learn through leading; foment collaborative interaction in fieldwork that encourages positive, dialogical, respectful engagement among undergrad participants and between undergrad research team and the community partner.
- 4) Write a higher level synthesis and analysis in a 7000-9000 word academic journal style article that reports on and analyzes the community tourism service learning project.
- 5) Oversee and coordinate the proper archival processing of all research materials related to the Team Project and ensure the submission of final project results to the community partner.

## Community Tourism Service Learning Projects for 2016-2018

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Community Tourism Service Learning Projects are focused on the development of strategies and the implementation of branding, tourist-consumers, marketing and promotion through online web presence. Projects based in development of branding strategies can include assessment of tourism services and destinations in relation to tourism markets, types of tourist consumers, and sociopolitical contexts of development; implementation focuses on signage, representation, and the correlation of these to brand and types of tourist consumers that are attracted to the community partner destinations. Projects that focus on online web presence can include the development of websites but more importantly on providing training to community partners in the maintenance and further development of websites. Projects that focus on marketing and promotion create strategies for development of visual and video materials manifesting positive tourist experiences and reviews. Implementation includes strategic placement of materials on already existing websites that provide tourist information, services, travel agencies, travel reviews, such as Trip Advisor, locogringo.com, yucantoday.com, Cancun Tips, Google Maps, Bing Maps, and related sites. Projects based in work with local government and private sector focus on urban planning of tourism development, creation of tourism business associations, strategic design of tourism events and activities, the development of marketing tools for community partners, and strategic or long term visions tourism development.

### **Yokdzonot Cenote Project**

In 2016-2018, students will work on projects that continue to materialize and express the re-branding of Yokdzonot as an eco-chic tourism destination that was initiated in 2015. This includes working on ways to re-make and improve the signage and services at the destination itself, but also includes working ways to establish a coherent online media presence that reflects and attracts the eco-chic traveler. Concretely this means, creating video and images that express this tourist and then figuring out ways to have these marketing materials uploaded to the web at diverse tourism information websites ranging from TripAdvisor, Google and Bing Maps, to other regionally specific travel guide/agency websites for the Yucatan — such as, yucantoday.com, locogringo.com, Mexican travel board, Cancun tips, Akumal, etc.

### **Pisté Loncheria Project and Pisté Posada Project**

In 2016-2018, students will continue to design and create promotional and marketing materials for the Pisté Loncherias in the downtown Arcos building; a second project is based on Pisté Posadas and the initiation of similar work with these owners of tourism services. Projects include completion of the rebranding of menus and signage, as well as creating a marketing strategy based in visual images and short videos with tourists providing positive reviews and expressing positive tourist experience. As well, we need to continue to develop, correct and improve the online web presence of these loncherias on TripAdvisor, Google and Bing Maps, and related travel review sites — such as, yucantoday.com, locogringo.com, Mexican travel board, Cancun tips.

### **Google Maps Pisté Project**

Google Maps has re-opened map editing by users starting in the fall of 2015. This creates a welcome opportunity for project teams to create comprehensive strategies and plans to Googleize the tourism services and attractions of Pisté and nearby communities of the Chichén Itzá micro-region (Yaxuna, Yokdzonot, Xcalacoop, Dzitas). Specific Community Tourism Projects to create prominent online web presence on Google and Bing maps can be designed around particular target goals such as surrounding communities, eco-adventure tourism attractions, tourism businesses and services.

### **Pisté Tourism Services and Business Association Project**

Starting in the summer of 2016 IU Service Learning is going to be working directly with the city and county government to create an effective strategy and plan of implementation of sustainable community tourism. Priority projects are: assisting the community create to a) a business association of hotels, restaurants and other services that can take effective action as a positive force for sustainable development; b) a strategy of urban planning of tourism development and community growth and zoning; c) a strategy of tourism branding, including correlated activities and events, to foment tourism attractiveness as a destination for particular types tourist-consumers.

### **OperaMaya in Chichén Project**

Starting in the summer of 2016, IU Service Learning In Yucatan will be directly collaborate with OperaMaya and the Tinum County to create an annual music and cultural festival in Chichén Itzá and Pisté. The OperaMaya team will work with the county and city officials as well as local businesses to conceptualize and conduct promotion and marketing for the OperaMaya concerts to be held in early July every year.

### **Heritage Project**

Starting in the summer of 2016, IU Service Learning In Yucatan will collaborate with the Sindicato de Trabajadores del Sindicato del INAH. The Team Projects work with the INAH Custodios to create and implement cultural heritage awareness programs for Maya communities. These programs have the goal of increasing positive understanding and appreciation of archaeological heritage and contemporary Maya culture and language in communities that have suffered historical disenfranchisement for their racial, cultural and linguistic identities.



## Program Locations, Lodging and Meals: [\(see on Google maps\)](#)

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### **Pisté** [\(locate on google maps\)](#)

The on-site location of the course is the Maya community of [Pisté, Yucatán, México](#). Pisté is a small yet somewhat "cosmopolitan" town of approximately 5,000 persons that forms the central socioeconomic and service center of the tourism economy of the nearby archaeological ruins and [tourism destination of Chichén Itzá](#).

**Community Institute Transcultural Exchange (CITE)** is an independent private organization [located in Pisté](#) dedicated to transcultural exchange and community benefits. The CITE research and living facilities are used as the course headquarters for seminars, research, meetings with partners, social activities, library resources, communications center and staff lodging.

### **Lodging and Food**

In Pisté, lodging is arranged with local posadas (family run small hotels), homestay families, and rented houses for group lodging. Meals are taken at local restaurants (called loncherias). In the Maya Riviera, the program makes discounted arrangements with hotels in the Maya Riviera. In past seasons, we have used Hotel Eclipse, Hotel Tucan Inn, Hemingway Hotel Tulum, Papaya Playa Project Hotel. Meals are taken in a combination of community markets and tourism venues. During field trips student participants pay for one meal a day, which is typically dinner.

## Partner Organizations

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### **Cenote de Yokdzonot** [Cooperativa Zaaz Koolen Haá](#)

**Contact: Myrna Mendez Mex, president of the Yokdzonot Cooperative**

Cooperative of 24 persons who over 10 years have developed an "eco-tourism adventure" destination. Based on government funding through the federal CDI, this group developed the cenote for swimming, zipline and lunches. Yokdzonot is 15 mins west of Pisté on the main highway and requires second class bus service.

### **Sindicato de los Custodios del INAH, Section CRY**

**Contact: Gaspar Burgos, INAH Administrator Chichén Itzá.**

The INAH is the National Institute of Anthropology and History; its mission includes the conservation, preservation, and protection of cultural patrimony or heritage. The program partners with the union of heritage workers – custodios – that protect archaeological sites. This organization is seeks to improve better relationships with the community in order to foment a stronger sense of identity and responsibility of the community to archaeological heritage and to instill a greater sense of responsibility and value of heritage on the part of the custodios themselves as a group.

### **County Government of Pisté**

**Contact: Felipe Chan, Tinum County President; William Briceño, Tinum County Councilman**

The County Government coordinates tourism related activities, events, businesses, and work sectors. The service learning projects collaborates with the County to create civil and business associations for the purpose of fomenting tourism development.

### **OperaMaya Summer Festival**

**Contact: Mary Grogan, Director of OperaMaya.**

OperaMaya is a classical music festival based in Maya Riviera that offers free concerts in Pisté.

## Field Trips (*click on headers — links*)

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The exact field trip locations, durations, activities, accommodations, and meals are dependent upon enrollment and available budget. The program director reserves the right to change activities, field trips and planning as dictated by various contingency factors.

The field trips are crucial for students to gain a direct experiential understanding of different types of tourism, the kinds of tourists that consume these experiences, the structures of socioeconomic and political power that regulate and create these destinations, and the ways in which communities are integrated into tourism as participants or labor. On field trips we ask who are the Maya and what do they have to do with tourism — in terms of their participation in the making of tourism, as symbols for marketing and consumerism, and recipients of benefits. Students write reflective essays on determined topics at each location which are visited for the educational purposes defined in this course syllabus.

### [Playa del Carmen & Tulum — Maya Riviera Tourism Cultures](#)

The course includes several days in the Maya Riviera region, primarily Playa del Carmen and Tulum, the two most dynamic tourism destinations in the region. In Playa del Carmen, student gain first hand experiential knowledge of tourism through participant observation of tourism activities in this location and to understand the spatial organization and geography of tourism marketing/consumerism. In Tulum, we will participate in a workshop with different types of tourism agents – Tulum county government officials, private sector hotel owners, state level tourism agents and the Quintana Roo news media. Every day is punctuated with structured activities and reflection essays on topics such as: what is international tourism, beach culture, the relationship of Maya peoples and communities to mass tourism, consumerism and heritage, tourism experiences.

### [Chichén Itzá: — 7 Wonder of the World and UNESCO World Heritage Site](#)

The archaeological site of Chichén Itzá is major tourism destination receiving between 1.6 and 2.2 million tourists a year. Our visit to Chichén includes a tour of the site as a heritage tourism destination in which the politics of heritage, the contemporary economic struggles and issues of ownership of cultural property are explored. There will be opportunity to visit Chichén on more than one occasion; a second trip is devoted to a presentation by the authorities that administer and regulate both tourism and heritage at Chichén. This [UNESCO World Heritage](#) site is located three kilometer walking distance from Pisté.

### [Eco-Tourism — visit to cenotes of Yokdzonot, Ikkil, Dzitas, and Yaxuna](#)

Using Pisté as the home base we have day trips to ecotourism developments of nearby cenotes where various zip line, swimming, canoe, and diving recreation can be experienced. Ownership of these tourism developments range from privately owned local businesses, community cooperatives, state operated/owned, and to corporate owned tourism business

### **Required to Purchase: Readings, Software, Supplies & Equipment**

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- There is no required textbook to purchase. Required readings are all made available on Canvas or through IUCAT. A list of Recommended Books for Purchase is provided.
- All students are required to purchase [ACDSee image management program](#) software. Students are required to have installed software and to have initiated use and become familiar with it prior to course start. Discount pricing is available through a special arrangement with the professor.
- See separate list of required supplies & equipment provided during orientation.



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Each Seminar will have at least one and no more than two graduate students designated as discussion leader. This role is to present specific reading/s among all the listed for that seminar and includes the preparation of a handout of that designated reading according to instructions provided separately.

## Weekly Schedule: Summary of Activities

### Pre-Course Orientation Meeting

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#### **Held during week AFTER spring Break 3 hours**

Orientation covers travel, logistics, safety, IU release forms, Overseas Study policies, course design & obligations. Focus: Scheduling of student travel, purchase of flights; preparation (insurance, clothing, equipment, supplies); course dynamics; logistics (field trips, food, lodging); as well as other questions raised by participants. Read Student preparation Guide.

### Week One. On Campus Seminars — Days 1-2-3 (pre-Travel)

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Tues: Tourism Studies & Concepts; Maya Cultures; Spanish Dialogue; Fieldwork Basics  
Wed: Theories of Tourism; Action Research Methods; Visual Ethnography Methods  
Thurs: Regions; Alternative & Eco-Tourisms; Tourism Representation & Marketing

### Week One-Two. Maya Riviera Field Trip (Days 4-5-6-7)

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Friday: International Travel to Cancun CUN; Shuttle to Playa del Carmen:  
Ethnographic Tour Seminar on Spatialization of Tourism  
Saturday: Playa: Seminar on Maya Riviera Tourism Development & Ethnography  
fieldwork assignments on tourism in Playa  
Sunday: Morning Free; Travel to Tulum; Tour of Tulum Ruins  
Monday: Tourism Workshop with Tulum County officials, business leaders, and  
community representatives; afternoon break; travel to Pisté evening

### Week Two. Pisté – Chichén – Yokdzonot Community Tourism (Days 8-12)

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Tues: Arrival in Pisté. Day of write up, reflection, reading, settling in community  
Wed: Seminar (fieldwork workshop; reflections); Group visit to Yokdzonot Community  
Partner; conduct tourism destination assessment of Cenote Zaazil Haa.  
Thurs: Meet with Tinum County & Pisté Government officials & Tourism Business  
Leaders; meet with community partners and scheduling specific team work  
activities  
Friday: Observation day with community partners; seminar de-briefing  
Saturday: Full day ethnographic tour of Chichén Itzá; fieldwork assignments

## Weeks 3, 4 and 5: Community Tourism Projects Pisté (Days 13-33)

Week Three. (May 22–May 28)

Week Four. (May 29–Jun 4)

Week Five. (Jun 5–Jun 11)

Routine Schedule hours per day direct service learning with community partner or working with teammates on service learning project. Weekly routine includes: 2 hours of seminar 2 times a week; 3-4 hours daily working with community partner on team project; 2-3 hours daily divided between (a) writing up fieldnotes, analyses and reflections, (b) lab work to process and archive visual-graphic media, audio recordings and video, (c) reading of seminar assignments, (d) online research related to community partner and project, and (e) screening and discussion of films related to tourism and Maya culture.

- ➔ **Written Assignments are generally due** for submission on Mondays and Thurs or Friday. Due dates of written assignments can be modified in relation to on-the-ground needs derived from the specific activities that are conducted during the week. Reflections are due during the Debriefing Seminars as indicted in the calendar below and are the basis of the seminar discussion.
- ➔ **Written Assignments include** project proposal draft, revised project proposal, fieldnotes, daily field log, interview questionnaires & summaries, destination assessment tourism evaluation, description of project results, field trip reflections and project reflections (on community partner, fieldwork and project process/products).

Field Trips, mostly day excursions from Pisté:

- Cenotes Yokdzonot (day trip)
- Cenote Ikkil (day trip)
- Cenote Dzitas (day trip)
- Cenote Dzitnup (day trip)
- Valladolid, tour of colonial city (day trip)
- Mérida en Domingo— street festival held every Sunday in downtown Merida
- Mérida Noche de Yucatán—music & culture festival in Parque Santa Lucia (Thurs)

## Week Six. Finalize & Present Projects to Partners (Jun 12–Jun 15; Days 34-37)

Final days of program on-site: Sunday, Monday, Tuesday.

Sun/Mon: Team members complete project and prepare presentations

Mon/Tues: Presentation of Project Results to Community Partners

Tuesday: Debriefing Seminar; service learning students assess and reflect on projects, achievements, frustrations, and modifications of project plan

Tuesday: Submission of all assignments, fieldwork materials and products

Tuesday: Program Clausura – social event to mark closure of program

Wednesday: Departure for airport by 11am from Pisté. Students return to USA

**See “Detailed Schedule of Readings & Activities” following Calendar**

## 2016 Program Calendar – May 10 to June 15 – 6 Week

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Wk 1.</b>	May 8	May 9	May 10 <b>Program Starts</b> On-Campus Day 1	May 11 On-Campus Day 2	May 12 On-Campus Day 3	May 13 Arrive Cancun 1pm Shuttle to Playa Arrive Playa by 3pm. Seminar Walk Tour	May 14 Playa Carmen Seminar, Field Work Session, & Write Up
<b>Wk 2.</b>	May 15 Free Half Day & Field Trip Tulum Ruins/Tour	May 16 Tulum Workshop w/ Govt. Officials, Business Owners, Tourism Developers Travel to Pisté	May 17 Debriefing Seminar Walking Tour Pisté Write Up Fieldnotes Field Analysis Due	May 18 Seminar Yokdzonot Tour Ethnography Pisté Write Up/Lab Work Archive Photos	May 19 Meet with Pisté govt, business leaders, Community Partners; Seminar Tourism Essay Due	May 20 Travel Seminar: Debrief & Write Up Reflections Initial Project Planning in Teams & Scheduling Work	May 21 8 hrs at Chichén Guided Tour includes meeting Govt. officials, lunch & swim
<b>Wk 3.</b>	May 22 Day of Rest, Write up, Reading, Research	May 23 Service Projects Team Work & Seminar; Film Night Fieldnotes & Analyses Due; Archive Photos	May 24 Service Projects Team Work & Seminar Write Up/Lab Project Proposal Due	May 25 Morning Write Up Field Trip Dzitnup 11am; Valladolid	May 26 Service Projects Team Work & Seminar Optional Trip Sta. Lucia, Mérida	May 27 Service Projects Team Work & Seminar Write Up/Lab Proposal Revision Due Photo Archive Check	May 28 Cenote Ikkil or Dzitas Dzonot Day Trip
<b>Wk 4.</b>	May 29 Day of Rest, Write up, Reading, Research	May 30 Service Projects Seminar; Film Night Fieldnotes & Analyses Due; Archive Photos	May 31 Full Day Field Trip Yaxuna Ruins, Cenote & Cultural Center	JUN 1 Service Projects Seminar Write Up/Lab	JUN 2 Service Projects Write Up/Lab	JUN 3 Service Projects Seminar; Write Up Archive & Portfolio Work; Fieldnotes Analyses Due	JUN 4 Day of Rest & Write up Opt: Merida Trip
<b>Wk 5.</b>	JUN 5 Rest Day Optional: Merida en Domingo	JUN 6 Service Projects Seminar; Film Night Fieldnotes & Analyses Due; Archive Photos	JUN 7 Service Projects Write Up/Lab	JUN 8 Service Projects Seminar Write Up/Lab	JUN 9 Service Projects Write Up/Lab	JUN 10 Service Projects Seminar Write Up/Lab	JUN 11 Complete Team Projects Write Up/Lab
<b>Wk 6</b>	JUN 12 Complete Projects; Write Up; Lab Work	JUN 13 Debrief Seminar Present Projects to Partners	JUN 14 Turn in Portfolios Present Projects to Partners Program Clausura	JUN 15 <b>Program Ends</b> Depart Pisté by 11am for CUN for Return Flight	JUN 16	JUN 17	JUN 18

# Detailed Schedule of Readings & Activities

## Week One. On Campus Seminars — Days 1-2-3 (pre-Travel)

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On-Campus seminars are held on three days prior to travel. Each seminar is approximately one to one and a half hours or five hour days with a 30 minute break

### Day 1: Tuesday: Tourism Studies, Maya Cultures, Fieldwork, Spanish Dialogue

#### **Seminar 1: Tourism Studies & Concepts: What is Tourism? Who is a Tourist?**

##### **Readings:**

- Chambers, Native Tour, Intro and chap 1, pp. 1-7, 7-30
- Crick, Representations of International Tourism in the Social Sciences
- Cohen, Erik. 1974. Who is a Tourist?. Socio. Rev. vol 22(4): 527-555.
- Smith, in Hosts and Guests Revisited, Ch 4, pp. 53-69
- Tribe Chap 2 “Who is a Tourist”, pp. 25-42
- Tribe chap 3 “What is tourism”, pp 43-61

#### **Seminar 2: Maya Cultures, Civilization & Histories. Panorama**

##### **Readings:**

- Baklanoff & Mosely, “Intro: Yucatan since the 1982 Mexican Debt Crisis”
- Baklanoff & Moseley, chap 1 “Yucatan's Prelude to Globalization”
- Clancy, Exporting Paradise, chap 1
- Castañeda, Tourist Landscape of Yucatan

#### **Seminar 3: Fieldwork Basics: Field Notes, Archives, Photographs,**

##### **Readings:**

- Castañeda, “OSEA.01.2\_Guide\_Mantras\_Fieldwork\_2015”
- Castañeda, “OSEA.03.00\_Guide\_Setting\_Up\_Research\_Archive\_2015”
- Castañeda, “OSEA.03.01\_Guide\_Setting\_Up\_Field\_Notebooks\_2006”
- Castañeda, “OSEA.03.01\_Guide\_Writing\_Fieldnotes\_3Types\_2015”
- Castañeda, “OSEA.03.02\_Guide\_Setting\_Up\_Image\_Management\_ACDSee”
- OSEA.02.03\_Primer on How Spanish is spoken in Yucatán

**Language & Culture & Film Session:** In-Class Spanish dialogues and fluency assessment. Use of live interaction and discussion of research and youtube films related to tourism in Yucatán to assess competency.

## Day 2: Wednesday: Tourism/Tourist, Action Research

### **Seminar 4: Tourist Motivations, Experiences & Meanings, Authenticity**

#### **Readings:**

- MacCannell, the Tourist, chap. 5 “Staged Authenticity”
- Bruner, Balinese Contact Zone
- Bruner, Maasai on the Lawn
- Castañeda, “Of Bruner, Regarding Surprising Travels and Adventures...”
- Veijola and Jokinen, DisOriented Tourist
- Feifer, Going Places, chap. 1-2
- Turner & Ash, Golden Hordes, chap 3,4,5

### **Seminar 5: Community Action Research Methodologies.**

#### **Readings:**

- Castañeda, “Community Collaboration” (4 pps)
- Castañeda, “OSEA.05.0\_Logic\_Interviewing\_Methods”
- Castañeda, “OSEA.05.1\_Guide\_Interviewing\_Techniques”
- Castañeda, “OSEA.05.2\_Guide\_Interview\_Questions”
- Castañeda, “OSEA.05.3\_Guide\_Interviewing\_Strategies”
- Anderson & Brown, Time to Listen: Hearing People receiving Aid
- Morgan, Focus Group Ethnography, chap 1,2,3 — pp. 1-30.
- Schensul, Ethnographer’s Toolkit, vol. 3, ch. 2 pp. 51-114. “Focus Groups”
- Madison, Critical\_Ethnography\_ch2\_Interviewing-Methods(2005) pp.22-41
- Rubin, Qualitative Interviewing, chap 9

### **Seminar 6: Visual Ethnography of Tourism, Maya Cultures**

**Film Session:** “Incidents of Travel in Chichén Itzá” by Himpele & Castaneda  
Screening and Discussion

#### **Readings:**

- Castañeda, Incidents of Travel in Chichén Film Guide
- Vivanco, Performing Pilgrims

## Day 3: Thursday: Tourism Development, Alternative & EcoTourism, Markets

### **Seminar 7: Tourism Regions and Development: Example Cancun Concept**

**Learning Outcomes:** Learn about the history and concepts of tourism development from perspective of region; tourism destinations as network of attractions; learn and understand the history and politics of the Cancun and Maya Riviera development as example

#### **Readings:**

- Sharpley & Tefler, Tourism and Development chap 1 and Chap2
- Sharpley & Tefler, Tourism and Development, chap 4 & 9
- Collins, “Cancun Planning”
- Clancy, “Mexican Tourism Since 1970”
- Torres, “Post-Fordist Tourism Cancun”
- Sunyer, Thomas, Daltabuit, ch 9 “Tourism on Maya Periphery”



## **Seminar 8: Alternative Tourisms, Ecotourism, Sustainability**

### **Readings:**

- Castañeda, Neoliberal Imperative of Tourism ( 4pps)
- Stronza, Hosts and Guests. Anthropology of EcoTourism. NAPA vol. 23
- Stronza and Gordilla, “Community Views of Ecotourism”
- Butcher, Ecotourism, NGOS and Development. Chap 3. Pioneers of Tourism.
- Butcher, Ecotourism, NGOS and Development. Chap 4. Community Participation
- Vivanco, chapter 5 Cautionary Tale of Sustainable Development
- Smith, Hosts and Guests Revisited, Ch 14, “Sustainability”

## **Seminar 9: Yucatán Tourism: Marketing & Representation — “Sex, Sun, Sand, Ecology, Archaeology, Heritage”**

### **Readings:**

- Ardren, Tourism in the Mundo Maya
- Ehrentraut, Maya Ruins and Tourism
- Breglia, Hacienda Tourism in Yucatán, CEDLA chapter
- Yucatán Tourism Guide books on Canvas

## **Seminar 10. Visual Ethnography Workshop: How to take a photograph.**

### **Readings:**

- Mitchell, Doing Visual Research, chap 9
- Pink, Doing Visual Ethnography, chap 2 Ways of seeing
- OSEA.08.2\_Guide\_Body\_Focused\_Visual\_Documentation

## **Week One-Two. Maya Riviera Field Trip (Days 4-5-6-7)**

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### **Friday. Day 4: International Travel to Cancun CUN & Shuttle to Playa**

- Students arrange for ground transportation from their homes to/from Indianapolis departure airport. This is paid out of pocket.
- Purchase your international flights so that your arrival in Cancun is between Noon and 3pm on Friday. Arrivals after this time may require miss the group transportation and thus require paying out of pocket transportation from Cancun airport to Playa Carmen
- All students rendezvous in Cancun airport at designated location according to travel instructions that are provided in orientation and class.
- Participants must use the Santander ATM in Cancun airport, outside Mexican Customs, in order to withdraw Mexican currency in cash (recommended amount is \$300).
- Complete the required readings for Saturday Seminar before your travel on Thurs or during travel on Friday.

## Friday. Day 4: Playa del Carmen

**On-Site Orientation** to cover security, safety, rules of behavior, meals, lodging, & schedule. Group dinner followed by walking tour. Evening “free” but with a buddy-system of three persons; each person is responsible for keeping eye on two other students.

**Seminar 11.** Introduction to Maya Riviera and Field Trip of Playa del Carmen. Seminar is an Ethnographic Tour of the Spatialization of Tourism

### **Readings:**

- Jairo Martin, Master’s Thesis Playa del Carmen, chapters 1 and 3

**Evening and Nightlife Assignment:** Observe, recognize, and assess the organization of space in relation to types of tourists, forms of consumerism, and behaviors. Assignment initiates informally on arrival in Playa, but is to be conducted after walking tour.

### **Learning Outcomes:**

- Be able to identify types of tourists by nationality, consumer styles, motivations.
- Be able to recognize how space is organized to facilitate consumerism, in terms of structuring of bodies, activities, and sets of objects
- Be able to recognize how the visual organization and display of bodies, objects, and images in Playa as a tourism destination
- Be able to observe, document, and discuss the way Maya identity, culture, and heritage are used as marketing devices, what other kinds of symbols Maya is or is not associated with, how local tourism agents (venders, guides, waiters, etc.) associate or disassociate with the identity, image and symbolism of Maya
- Be able to analyze how Maya is used as commodity and brand tourism development

### **Ethnography Assignment: Participant Observation Beach Tourism & Shopping**

Students form groups of two or three and are assigned specific tourism situations/spaces to conduct fieldwork: E.g., Shopping on 5<sup>th</sup> Ave; local hanging out in Zocalo; tourist interface with restaurant hosts; beach recreation; night life bar-club scene. Students conduct at least four interviews of more than 10 minutes with tourists and tourism-workers and do observations and photo-documentation of tourist experience and modes of interaction. Specific focal points learning and reflection: What do people say and think about tourists, their experience, and their interactions? What are tourist motivations and needs? What do local tourism workers think are the motivations, needs, experiences and forms of interactions of tourists? What are the different types of tourists? How are they different?

## Saturday. Day Five: Playa Field Trip

- ✓ Observation of Morning Beach Activities, 7am-9:30am.
- ✓ Group Breakfast at 9:30 am followed by First Reflections Workshop, re: Playa
- ✓ Beach Ethnography 11 am to 2am
- ✓ Lunch, 2:30-4pm, including brief discussion of photography; show and tell
- ✓ Afternoon – Evening Ethnography of Spatiality of Consumerism, 5:00pm to 8pm
- ✓ Group Dinner. Discussion.
- ✓ Mandatory check in at 11am and 1am. Curfew at 3am with roll call in Hotel

## Sunday. Day Six: Playa and Tulum

### **Special Fieldwork Workshop: Show & Tell & Critique of Photographs & Video**

**Seminar 12.** Tour Tulum Ruins (2 hrs) and Ethnography in Tulum Artisan Market (2hrs)

- ✓ Morning Free in Playa del Carmen until 10:00 am.
- ✓ Shuttle to Tulum Hotel, drop off luggage and then to Tulum Ruins
- ✓ Lunch in Tulum Market
- ✓ Return to hotel by 5pm
- ✓ Dinner in Group, out of pocket

## Monday. Day Seven: Tulum Community Tourism Workshop

**Seminar 13.** Tulum Community Tourism Workshop with Municipal Authorities, OperaMaya festival, hotel owners (Papaya Palapa Proyecto Hotel), and news media.

**Field Work Objectives:** Experience first hand how politicians and business persons speak and think about community tourism development as a ethical project and as an economic motivation, brand, and marketing tool. Student enter into with prepared questions and write reflection essays afterwards and next day.

### **Schedule of Activities:**

- ✓ Morning free on beach until 11am
- ✓ Seminar Tourism Workshop 11am to 4pm
- ✓ 6:00 pm departure from Tulum Hotel for Pisté by Shuttle
- ✓ 6:30 Dinner in Tulum City, out of pocket
- ✓ 8:30 pm Departure for Pisté arrival by midnight.

### **Readings:**

- Batchelor Mysterious Maya Performance Coba Xcaret Riviera, chap 1
- Walker, "Archaeological Tourism" 2003 NAPA article
- Stronza, "Bold Agenda of EcoTourism"
- Honey, "Costa Rica EcoTourism" in Gmelch
- Patullo, "Cruise Ship Industry" in Gmelch

## Week Two. Pisté – Chichén – Yokdzonot Community Tourism (Days 8-12)

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**No sunglasses allowed in Pisté, Yokdzonot, Yaxuna or other Maya communities in which we are working with Maya community partners.**

### Tues: Arrival in Pisté, Day of Writing Up and Reflection

**Orientation Meeting** in Morning during breakfast.

Informal work day devoted to WRITING, individual reflection and informal discussion, reading, settling in to the Pisté community. Note There are several written assignments that are due based on the Playa and Tulum experiences and fieldwork.

Once on-site in Pisté, all students must integrate time in the evening to complete writing and lab assignments; this is a time of rest, but also of informal, unstructured individual or team work. Students must commit to structuring their time accordingly.

### Wed: Project Orientation Seminar; Reflection Workshop; Yokdzonot Trip

**Seminar 14. Project Orientation & Visual Ethnography Methods part 1** to define work routine; define DATE: “Destination Assessment and Tourist Evaluation”

**Seminar 15. Fieldwork Workshop -- Formal Group Reflections on field work & field trips**

**Field Trip:** Group visit to Yokdzonot Community Partner as tourist-researchers. We conduct the DATE analysis. Time on-site is provided for note-taking and documentation of experience

### Thurs: Meeting with Pisté Partners

**Seminar 16. Pisté Meeting with Government Officials and Collaborating Businesses**

Meet with Tinum County & Pisté Government officials & Tourism Business Leaders; meet with community partners to schedule specific team work activities and hours of participation with partners

**Seminar 17. Debriefing Seminar following Meeting with Pisté Partners & Officials**

### Friday: Observation Day with Community Partners; Write Up & Lab

Observation day with community partners; writing up reflections and fieldnotes; lab work to process photographic, audio, and video recording; prepare for archiving and complete written archival documentation of audio-visual materials

**Submit Written Reflections and Assignments for Maya Riviera and Yokdzonot Field Trips**

### Saturday: Chichén Itzá Trip, 9am to 6pm on-site

➔ **Full day** ethnographic tour of Chichén Itzá; fieldwork assignments

Bring sun protection, 2 liters water, snack, comfortable clothing & walking shoes, photographic camera, video camera: **No sunglasses allowed**, lunch included

## Weeks 3, 4 and 5: Community Tourism Projects Pisté (Days 13-33)

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### **Fine Print Details regarding “Weekend Free Days”:**

- ⇒ Arranged food and lodging in Pisté is included in program costs.
- ⇒ All non-program travel, meals, and expenses must be paid out of pocket by participants.
- ⇒ Travel out of Pisté for any reason must be requested and approved in advance by Prof. Castañeda and requires a minimum number of 3 persons doing an activity together; no individual travel is permitted under any circumstances. These rules are strictly enforced.

### **Routine Schedule during Weeks 3,4,5**

Routine Schedule hours per day direct service learning with community partner or working with teammates on service learning project. Weekly routine includes: 2 hours of seminar 2 times a week; 3-4 hours daily working with community partner on team project; 2-3 hours daily divided between (a) writing up fieldnotes and reflections, (b) lab work to process and archive visual-graphic media, audio recordings and video, (c) reading of seminar assignments, (d) online research related to community partner and project, and (e) screening and discussion of films related to tourism and Maya culture.

Sunday		Free Day. Day of informal work, writing up, rest, reading
Mon, Wed & Friday		Morning. Seminar at 9:30am; variable to 11:30am or Noon.
MTWThrF	3 hrs	Project Field Work & Service Learning w/ Community Partner
Monday		Night. Film Screening and Discussion (weeks 3,4,5)
Tues/Thurs	3:30-6	Fieldwork Workshop/Team Reflections & Assessment

### **Field Trips, excursions from Pisté included in group activities:**

See Calendar above for provisional dates. The dates may change due to circumstances. Generally cenote trips are scheduled for Wed or Saturday unless need to modify dates.

- Cenotes Yokdzonot (day trip)
- Cenote Ikkil (day trip)
- Cenote Dzitas (day trip)
- Cenote Dzitnup (day trip)
- Valladolid, tour of colonial city (day trip)

### **Optional Overnight Field Trips to Mérida**

Mérida field trips are an additional expense that is not included within the program budget. High enrollment in course program can allow for a majority of the expenses to be included. Low course enrollment requires these trips to be excluded or to be conducted entirely at the pocket expense of the participants as an optional activity

- Mérida Saturday Night—downtown closed for street party (trip paired with below)
- Mérida en Domingo— street festival held every Sunday morning 10am to 4pm
- Mérida Noche de Yucatán—music & culture festival in Santa Lucia on Thurs 7pm



## Week Three. Community Tourism Projects in Pisté (May 22–May 28)

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### **Seminar 18. Writing Research Proposals, part 1: the portfolio assignment and report** **Readings**

- Creswell, Qualitative Inquiry chapter 2
- OSEA.04.0\_Instructions\_for\_Proposal\_Assignment
- OSEA.04.1\_Guide\_How\_to\_Write\_Research\_Proposals
- OSEA.04.2\_Model\_Template\_of\_Proposal
- OSEA.04.4\_Guide\_Sample\_Real\_Grant\_Instructions
- OSEA.04.4\_Guide\_to\_Writing\_Proposals\_&\_Research\_Design
- OSEA.04.5\_Index\_Typical\_Errors\_Writing\_Proposal\_2015

### **Seminar 19. Ethnography and Action Research Methods, part 2** **Readings**

- Wolcott Art of Fieldwork ch1, 4, 5
- Handout Wolcott-Art of Fieldwork

### **Seminar 20. Writing Research Proposals, part 2** **Readings**

- Wolcott Transforming-Qualitative Data-chapter 2 (1994)
- OSEA.10.0\_Assignment\_Final\_Portfolio\_Instructions\_2015
- OSEA.10.0\_Assignment\_Formatting\_Final\_Ethnography\_2015
- OSEA.10.1\_Guide\_Writing\_Ethnography\_3Meta-Genres
- OSEA.10.2\_Guide\_Writing\_Ethnography\_Wolcott Writing Up\_[2009Rev]

## Week Four. Community Tourism Projects in Pisté (May 29–Jun 4)

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### **Seminar 21. Collaboration in Ethnography and Action Research Methods** **Readings**

- Service Learning Definitions and Principles (Project Engage textbook), pp. 2-14
- Castañeda, Between Pure and Applied Research
- Clerke & Hopwood, Doing Ethnography in Teams, chap 2
- Lassiter, Collaborative Ethnography, chap. 2 Defining Collaborative Ethnography

### **Seminar 22. Tourism Representation of Maya: Commodity, Brand, Marketing, Destination**

#### **Readings:**

- Ardren, Ix Chel pop goddess
- Batchelor, Mysterious Maya Performance Coba Xcaret Riviera, chap 2, 3, 4
- Martin Checa-Artasu, Turismo y Arqueología, usos y abusos
- Martin Checa-Artasu, Patrimonio naturaleza, y gestión Turística: Xcaret
- Rafael Guerrero, Xcaret: Mexico for Sale

### **Seminar 23. NGOs, Power and Politics in Globalization & Community Tourism: Readings**

- Ferguson & Gupta, Spatializing States
- Nuijten, Governmentality and Working of Power in México
- Lister, NGO Legitimacy? Critique of Anthropology 2003
- Vivanco, chapter 3 Pioneer of Ecotourism
- Hanson, Governmentality, Ideology, and Needs in Malagasy

### **Week Five. Community Tourism Projects in Pisté (Jun 5–Jun 11)**

Seminar time Week Five is devoted to a “Workshop” in which participants bring their research and service learning projects to discussion and contribute with constructive commentary on the research process of the other participants. The workshop is focused on one or more aspect of the projects depending upon participant needs. This are:

- ⇒ development of ethnographic writing by sharing samples and discussing writing strategies and techniques
- ⇒ the development of service learning products and results, such as websites, videos, menus, reviews or any other type of promotional materials that are being created

### **Week Six. Finalize & Present Projects to Partners (Jun 12–Jun 15; Days 34-37)**

Final days of program on-site: Sunday, Monday, Tuesday.

#### **Sunday & Monday: Teams Work to Complete Project**

Team members complete project, prepare presentations, and write up the project portfolio, which includes all the properly archived research materials and documentation

#### **Monday & Tuesday: Presentation of Project Results to Community Partners**

Team members complete project, prepare presentations, and write up the project portfolio, which includes all the properly archived research materials and documentation

#### **Tuesday: Final Program Work Day**

- Debriefing Seminar; service learning students assess and reflect on projects, achievements,
- Submission of all assignments, fieldwork materials and products
- Program Clausura – social event to mark closure of program

#### **Wednesday: Return to USA**

Departure for airport by 11am from Pisté. Students return to Cancun for international flights. Program covers ground transportation in group to CUN – airport.